



Alignment Document
State of Maryland and Aventa Learning

Language Arts 8

| Strand | Common Curriculum Goal | Standard | Lesson Name |
|-------------------------------|--|--|--|
| 1.0 General Reading Processes | 1.C.1 Read orally at an appropriate rate | 1.C.1.a Read familiar and independent level text at a rate that is conversational and consistent | Independent Reading Project: All Units |
| | | 1.C.1.b Read instructional level text that is challenging yet manageable | |
| | 1.C.2 Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression | 1.C.2.a Apply knowledge of word structures and patterns to read with automaticity | 12: Vocabulary Review and language usage training 1: Introduction to theme and reading strategies |
| | 1.C.2.b Demonstrate appropriate use of phrasing | 1.C.2.b.1 Attend to sentence patterns and structures that signal meaning in text | |
| | | 1.C.2.b.2 Use punctuation cues to guide meaning and expression | |
| | | 1.C.2.b.3 Use pacing and intonation to convey meaning and expression | |
| | | 1.C.2.b.4 Adjust intonation and pitch appropriately | |
| | 1.C.2 Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression | 1.C.2.c Increase sight words read fluently | |
| | 1.D.1 Develop and apply vocabulary through exposure to a variety of texts | 1.D.1.a Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts | Independent Reading Project: All Units |
| | | 1.D.1.b Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation | Independent Reading Project: All Units |
| | 1.D.2 Apply and refine a conceptual understanding of new words | 1.D.2.a Classify and categorize increasingly complex words | 12: Vocabulary Review and language usage training |



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| | | 1.D.2.b Explain relationships between and among words | 12: Vocabulary Review and language usage training |
| | 1.D.3 Understand, acquire, and use new vocabulary | 1.D.3.a Use context to determine the meanings of words | 12: Vocabulary Review and language usage training 1: Introduction to theme and reading strategies |
| | | 1.D.3.b Use word structure to determine the meanings of words | 12: Vocabulary Review and language usage training 1: Introduction to theme and reading strategies |
| | | 1.D.3.c Use resources to confirm definitions and gather further information about words | Independent Reading Project: All Units |
| | | 1.D.3.d Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression | |



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| | 1.E.1 Apply and refine comprehension skills through exposure to a variety of print and nonprint texts, including traditional print and electronic texts | 1.E.1.a Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socioeconomic background | 22: Importance of culture 24: Create a culture and civilization 21: Modern cultural traditions 19: Intorduction to theme- cultural traditions 23: Cultural traditions abroad 20: Cultural traditions in America 14 & 15: Examine tolerance and American history 16: Examine tolerance in science |
| | | 1.E.1.b Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres | Independent Reading Project: All Units |
| | | 1.E.1.c Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations | 30: Intorduction to theme- social justice 21: Modern cultural traditions 23: Cultural traditions abroad |
| | 1.E.2 Use strategies to prepare for reading (before reading) | 1.E.2.a Select and apply appropriate strategies to prepare for reading the text | 1: Introduction to theme and reading strategies |



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| | 1.E.3 Use strategies to make meaning from text (during reading) | 1.E.3.a Select and apply appropriate strategies to make meaning from text during reading | 1: Introduction to theme and reading strategies |
| | 1.E.4 Use strategies to demonstrate understanding of the text (after reading) | 1.E.4.a Identify and explain the main idea or argument | 3: Determination, a universal theme 31: Write Persuasively |
| | | 1.E.4.b Identify and explain information directly stated in the text | 5: Determination in poetry 1: Introduction to theme and reading strategies |
| | | 1.E.4.c Draw inferences and/or conclusions and make generalizations | 1: Introduction to theme and reading strategies 16: Examine tolerance in science |
| | | 1.E.4.d Confirm, refute, or make predictions | 31: Write Persuasively |
| | | 1.E.4.e Summarize or paraphrase | 31: Write Persuasively |
| | | 1.E.4.f Connect the text to prior knowledge or personal experience | 11: Myself and the world around me 30: Intorduction to theme- social justice 21: Modern cultural traditions 19: Intorduction to theme- cultural traditions 32: Social justice in informative writing 1: Introduction to theme and reading strategies |



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| 2.0 Students will read, comprehend, interpret, analyze, and evaluate informational texts. | 2.A.1 Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and non-print informational texts, including electronic media | 2.A.1.a Read, use, and identify the characteristics of primary and secondary sources of academic information such as textbooks, trade books, reference and research materials, periodicals, editorials, speeches, interviews, articles, nonprint materials, and online materials, other appropriate contentspecific texts | 34: Social justice in the media 28: War in media 13: Introduction to thematic unit-tolerance |
| | | 2.A.1.b Read, use, and identify the characteristics of workplace and other realworld documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents | |
| | | 2.A.1.c Select and read to gain information from personal interest materials, such as books, pamphlets, how-to manuals, magazines, web sites, and other online materials | Independent Reading Project: All Units |
| | 2.A.2 Analyze text features to facilitate and extend understanding of informational texts | 2.A.2.a Analyze print features that contribute to meaning | 17: Examine tolerance in media |
| | | 2.A.2.b Analyze graphic aids that contribute to meaning | 28: War in the Media |



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| | | 2.A.2.c Analyze informational aids that contribute to meaning | 28: War in the Media 17: Examine tolerance in media 27: War and poetry |
| | | 2.A.2.d Analyze organizational aids that contribute to meaning | |
| | | 2.A.2.e Analyze online features that contribute to meaning | 35: Social justice and careers 6: Determination unit interdisciplinary (social studies) project 13: Introduction to thematic unit-tolerance 32: Social justice in informative writing |
| | | 2.A.2.f Analyze the relationship between the text features and the content of the text as a whole | 29: End of unit review 25: Introduction to theme- times of war 27: War and poetry |
| | 2.A.3 Apply knowledge of organizational patterns of informational text to facilitate understanding and analysis | 2.A.3.a Analyze the organizational patterns of texts such as common organizational patterns, and transition or signal words and phrases that indicate the organizational pattern | |



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| | | 2.A.3.b Analyze the contribution of the organizational pattern to clarify or reinforce meaning and support the author's purpose and/or argument | |
| | | 2.A.3.c Analyze shifts in organizational patterns | |
| | | 2.A.3.d Use organizational pattern to locate specific information | |
| | 2.A.4 Analyze important ideas and messages in informational texts | 2.A.4.a Analyze the author's/text's purpose and intended audience | 26: War and the short story 33: Social justice in short stories 23: Cultural traditions abroad 1: Introduction to theme and reading strategies |
| | | 2.A.4.b Analyze the author's argument, viewpoint, or perspective | 8: Voice and point of view 1: Introduction to theme and reading strategies |
| | | 2.A.4.c State and support main ideas and messages | 3: Determination, a universal theme 7: Introduction to theme "search for self" 5: Determination in poetry 1: Introduction to theme and reading strategies |



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| | | 2.A.4.d Summarize or paraphrase | 22: Importance of culture 30: Intorduction to theme- social justice 13: Introduction to thematic unit- tolerance 20: Cultural traditions in America |
| | | 2.A.4.e Analyze information or ideas peripheral to the main idea or message | |
| | | 2.A.4.f Analyze relationships between and among ideas | 22: Importance of culture 21: Modern cultural traditions 6: Determination unit interdisciplinary (social studies) project 19: Intorduction to theme- cultural traditions 12: Vocabulary Review and language usage training 23: Cultural traditions abroad 10: Metaphor and my life 5: Determination in poetry |
| | | 2.A.4.g Synthesize ideas from text | |
| | | 2.A.4.h Explain the implications of the text or how someone might use the text | |



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| | | 2.A.4.i Connect the text to prior knowledge or experience | 30: Intorduction to theme- social justice 21: Modern cultural traditions 7: Introduction to theme "search for self" 32: Social justice in informative writing 1: Introduction to theme and reading strategies |
| | 2.A.5 Analyze purposeful use of language | 2.A.5.a Analyze specific word choice that contributes to the meaning and/or creates style | |
| | | 2.A.5.b Analyze specific language choices to determine tone | |
| | | 2.A.5.c Analyze the appropriateness of tone | |
| | | 2.A.5.d Analyze repetition and variation of specific words and phrases that contribute to meaning | |
| | 2.A.6 Read critically to evaluate informational text | 2.A.6.a Analyze the extent to which the text or texts fulfill the reading purpose | 6: Determination unit interdisciplinary (social studies) project 7: Introduction to theme "search for self" 27: War and poetry |



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| | | 2.A.6.b Analyze the extent to which the structure and text features clarify the purpose and the information | 29: End of unit review 30: Intorduction to theme- social justice 25: Introduction to theme- times of war 23: Cultural traditions abroad 27: War and poetry |
| | | 2.A.6.c Analyze the text and its information for reliability | 6: Determination unit interdisciplinary (social studies) project |
| | | 2.A.6.d Analyze the author's argument or position for clarity and/or bias | 34: Social justice in the media 8: Voice and point of view 28: War in media |
| | | 2.A.6.e Analyze additional information that would clarify or strengthen the author's argument or viewpoint | |
| | | 2.A.6.f Analyze the effectiveness of persuasive techniques to sway the reader to a particular point of view | |
| | | 2.A.6.g Analyze the effect of elements of style on meaning | |



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| 3.0 Students will read, comprehend, interpret, analyze, and evaluate literary texts. | 3.A.1 Refine comprehension skills by reading and analyzing a variety of selfselected and assigned literary texts including print and non-print | 3.A.1.a Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods | 30: Intorduction to theme- social justice 21: Modern cultural traditions 23: Cultural traditions abroad 4: Revisit memoir 14 & 15: Examine tolerance and American histor |
| | | 3.A.1.b Listen to critically, read, and discuss a variety of literary forms and genres | 30: Intorduction to theme- social justice 33: Social justice in short stories 6: Determination unit interdisciplinary (social studies) project 21: Modern cultural traditions 25: Introduction to theme- times of war 23: Cultural traditions abroad 4: Revisit memoir |
| | 3.A.2 Analyze and evaluate text features to facilitate and extend understanding of literary texts | 3.A.2.a Analyze text features that contribute to meaning | 29: End of unit review 25: Introduction to theme- times of war 27: War and poetry |



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| | 3.A.3 Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation | 3.A.3.a Distinguish among types of grade-appropriate narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, memoirs, biographies, autobiographies, personal narratives, plays, and lyric and narrative poetry | |
| | | 3.A.3.b Analyze the events of the plot | 26: War and the short story 33: Social justice in short stories |
| | | 3.A.3.c Analyze details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text | 26: War and the short story 33: Social justice in short stories |
| | | 3.A.3.d Analyze characterization | 8: Voice and point of view 26: War and the short story 33: Social justice in short stories 9: Characterization and self-improvement |
| | | 3.A.3.e Analyze relationships between and among characters, setting, and events | 8: Voice and point of view 26: War and the short story |
| | | 3.A.3.f Analyze the actions of the characters that serve to advance the plot | 33: Social justice in short stories 9: Characterization and self-improvement |



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| | | 3.A.3.g Analyze internal and/or external conflicts that motivate characters and those that advance the plot | 8: Voice and point of view 26: War and the short story 33: Social justice in short stories |
| | | 3.A.3.h Analyze the author's approach to issues of time in a narrative | |
| | | 3.A.3.i Analyze the point of view and its effect on meaning | 8: Voice and point of view |
| | | 3.A.3.j Analyze the interactions among narrative elements and their contribution to meaning | |
| | 3.A.4 Analyze and evaluate elements of poetry to facilitate understanding and interpretation | 3.A.4.a Use structural features to distinguish among types of poetry such as ballad, narrative, lyric, elegy, etc. | 27: War and poetry |
| | | 3.A.4.b Analyze language and structural features to determine meaning | 12: Vocabulary Review and Language Usage Training |
| | | 3.A.4.c Analyze sound elements of poetry that contribute to meaning | 27: War and poetry |
| | | 3.A.4.d Analyze other poetic elements, such as setting, mood, tone, etc. that contribute to meaning | 27: War and poetry 33: Social justice in short stories |
| | 3.A.5 Analyze and evaluate elements of drama to facilitate understanding and interpretation | 3.A.5.a Use structural features to distinguish among types of plays | |
| | | 3.A.5.b Analyze structural features of drama that contribute to meaning | |



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| | | 3.A.5.c Analyze how dialogue and stage directions work together to create characters and plot | |
| | 3.A.6 Analyze and interpret important ideas and messages in literary texts | 3.A.6.a Analyze main ideas and universal themes | 3: Determination, a universal theme 19: Intorduction to theme- cultural traditions 7: Introduction to theme "search for self" 25: Introduction to theme- times of war 13: Introduction to thematic unit- tolerance 1: Introduction to theme and reading strategies |
| | | 3.A.6.b Analyze similar themes across multiple texts | 3: Determination, a universal theme 19: Intorduction to theme- cultural traditions 7: Introduction to theme "search for self" 1: Introduction to theme and reading strategies |
| | | 3.A.6.c Summarize or paraphrase | 1: Introduction to theme and reading strategies |



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| | | 3.A.6.d Reflect on and explain personal connections to the text | 11: Myself and the world around me 4: Revisit memoir |
| | | 3.A.6.e Explain the implications of the text for the reader and/or society | Importance of culture Modern cultural traditions 6: Determination unit interdisciplinary (social studies) project 19: Intorduction to theme- cultural traditions |
| | 3.A.7 Analyze and evaluate the author's purposeful use of language | 3.A.7.a Analyze and evaluate how specific language choices contribute to meaning | 31: Write Persuasively |
| | | 3.A.7.b Analyze and evaluate language choices that create tone | 26: War and the short story |
| | | 3.A.7.c Analyze the appropriateness of a particular tone | 26: War and the short story |
| | | 3.A.7.d Analyze and evaluate figurative language that contributes to meaning and/or creates style | 26: War and the short story 27: War and poetry |
| | | 3.A.7.e Analyze imagery that contributes to meaning and/or creates style | 4: Revisit memoir 9: Characterization and self-improvement |
| | | 3.A.7.f Analyze elements of style and their contribution to meaning | |



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| | 3.A.8 Read critically to evaluate literary texts | 3.A.8.a Analyze and evaluate the plausibility of the plot and the credibility of the characters | 8: Voice and point of view 26: War and the short story 33: Social justice in short stories 9: Characterization and self-improvement |
| | | 3.A.8.b Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions | |
| | | 3.A.8.c Analyze and evaluate the relationship between a literary text and its historical, social, and/or political context | 22: Importance of culture 19: Introduction to theme- cultural traditions 14 &15: Examine tolerance and American history |
| | | 3.A.8.d Analyze the relationship between the structure and the purpose of the text | 27: War and poetry |



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| 4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. | 4.A.1.a Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas | 4.A.1.a.1 Evaluate topics for personal relevance, scope, and feasibility | 11: Myself and the World Around Me | |
| | | 4.A.1.a.2 Begin a coherent plan for developing ideas | 31: Write persuasively 2: Introduction to the writing process | |
| | | 4.A.1.a.3 Explore and evaluate relevant sources of information | 6: Determination unit interdisciplinary (social studies) project 32: Social justice in informative writing | |
| | 4.A.1.b Select, organize, and develop ideas appropriate to topic, audience, and purpose | | 4.A.1.b.1 Organize information logically | 2: Introduction to the writing process |
| | | | 4.A.1.b.2 Use techniques, such as graphic organizers and signal words to complete and clarify organizational structures | 32: Social justice in informative writing 2: Introduction to the writing process |
| | | | 4.A.1.b.3 Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary | 31: Write persuasively |



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| | 4.A.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade | 4.A.2.a Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style, a distinctive voice, and a deliberate tone | 7: Introduction to theme "Search for Self" |
| | | 4.A.2.b Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression | 27: War and Poetry |
| | | 4.A.2.c Compose to inform using relevant support and appropriate organizational structures while maintaining an objective perspective | 6: Determination unit interdisciplinary (social studies) project |
| | 4.A.2.d Compose to persuade by supporting, modifying, or refuting a position, using effective rhetorical strategies | 4.A.2.d.1 Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust | 31: Write persuasively |
| | | 4.A.2.d.2 Organize ideas to construct a logical progression | 31: Write persuasively |
| | | 4.A.2.d.3 Use diction and syntax that is sincere, honest, and trustworthy | 31: Write persuasively |
| | | 4.A.2.d.4 Use connotation, repetition, and figurative language to control audience emotion and reaction | 31: Write persuasively |
| | | 4.A.2.d.5 Use authoritative citations when effective and document appropriately | 31: Write persuasively |



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| | 4.A.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade | 4.A.2.e Use writing-to-learn strategies, such as reflective journals, metacognitive writings, and projections based on reflections to analyze and synthesize thinking and learning | Independent Reading Project: All Units |
| | | 4.A.2.f Manage time and process when writing for a given purpose | 31: Write persuasively 2: Introduction to the writing process |
| | 4.A.3.a Revise texts for clarity, completeness, and effectiveness | 4.A.3.a.1 Eliminate redundant and irrelevant words and ideas | |
| | | 4.A.3.a.2 Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices | |
| | | 4.A.3.a.3 Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and parallel | |
| | | 4.A.3.a.4 Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood | |
| | | 4.A.3.a.5 Vary sentence types and lengths to clarify and extend meaning, to demonstrate style, and to sustain audience interest | |
| | 4.A.3.b Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation | 4.A.3.b.1 Self edit | 4: Revisit memoir 2: Introduction to the writing process |



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| | | 4.A.3.b.2 Peer edit | 31: Write persuasively 2: Introduction to the writing process |
| | | 4.A.3.b.3 Dictionary | |
| | | 4.A.3.b.4 Thesaurus | |
| | | 4.A.3.b.5 Spell checker | |
| | | 4.A.3.b.6 Language handbook | |
| | | 4.A.3.b.7 Grammar checker | |
| | | 4.A.3.b.8 Style book | |
| | 4.A.3 Compose texts using the revising and editing strategies of effective writers and speakers | 4.A.3.c Prepare the final product for presentation to an audience | 4: Revisit memoir |
| | 4.A.4 Identify how language choices in writing and speaking affect thoughts and feelings | 4.A.4.a Choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose | |
| | | 4.A.4.b Differentiate connotative from denotative meanings of words to make precise word choices | 12: Vocabulary Review and language usage training |
| | | 4.A.4.c Consider how readers or listeners might respond differently to the same words | |
| | 4.A.5.a Assess the effectiveness of diction that reveals his or her purpose | 4.A.5.a.1 Language appropriate for a particular audience | 31: Write persuasively |
| | | 4.A.5.a.2 Language suitable for a given purpose | 31: Write persuasively |
| | | 4.A.5.a.3 Words/phrases/ sentences that extend meaning in a given context | 31: Write persuasively |
| | 4.A.5 Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing | 4.A.5.b Explain how the specific language and expression used by the writer or speaker affects reader/listener response | 31: Write persuasively |



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| | | 4.A.5.c Evaluate the use of transitions and their effectiveness in a text | |
| | 4.A.6 Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose | 4.A.6.a Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience | 31: Write persuasively |
| | | 4.A.6.b Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning | |
| | 4.A.7 Locate, retrieve, and use information from various sources to accomplish a purpose | 4.A.7.a Identify, evaluate, and use appropriate sources of information on a self-selected and/or given topic | 6: Determination unit interdisciplinary (social studies) project |
| | | 4.A.7.b Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic | 6: Determination unit interdisciplinary (social studies) project |
| | 4.A.7.c.1 Appropriate strategies for taking notes | 4.A.7.c.1.a Appropriate strategies for organizing source information or notes | 6: Determination unit interdisciplinary (social studies) project |
| | | 4.A.7.c.1.b Information to include or exclude when using a note taking method | 6: Determination unit interdisciplinary (social studies) project |
| | | 4.A.7.c.1.c Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information | 6: Determination unit interdisciplinary (social studies) project |
| | | 4.A.7.c.1.d Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency | 32: Social justice in informative writing |



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| | 4.A.7.c Use a systematic process for recording, documenting, and organizing this information | 4.A.7.c.2 Use a recognized format for documentation, such as MLA | 6: Determination unit interdisciplinary (social studies) project |
| | 4.A.7 Locate, retrieve, and use information from various sources to accomplish a purpose | 4.A.7.d Synthesize information from two or more sources to fulfill a self-selected or given purpose | 6: Determination unit interdisciplinary (social studies) project |
| | | 4.A.7.e Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism | 6: Determination unit interdisciplinary (social studies) project |
| 5.0 Students will control language by applying the conventions of standard English in speaking and writing. | 5.A Grammar | 5.A.1 Recognize elements of grammar in personal and academic reading | |
| | 5.A.2 Apply knowledge of grammar concepts and skills to control oral and written language | 5.A.2.a Consider the meaning, position, form, and function of words when identifying and using all grammatical concepts | 12: Vocabulary Review and language usage training |
| | | 5.A.2.b Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas | |
| | | 5.A.2.c Differentiate grammatically complete sentences from nonsentences | 12: Vocabulary Review and language usage training |



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| | | 5.A.2.d Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas | |
| | 5.B Usage | 5.B.1 Recognize examples of conventional usage in personal and academic reading | |
| | 5.B.2 Comprehend and apply standard English usage in oral and written language | 5.B.2.a Apply appropriate English usage, involving subject/verb agreement | 12: Vocabulary Review and language usage training |
| | | 5.B.2.b Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems, such as who – whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases | 12: Vocabulary Review and language usage training |
| | | 5.B.2.c Recognize and correct common usage errors, such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as accept - except | 12: Vocabulary Review and language usage training |
| | | 5.B.2.d Use available resources to correct or confirm editorial choices | |
| | | 5.B.2.e Explain editorial choices | 4: Revisit memoir |



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| | 5.C Mechanics | 5.C.1 Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing | |
| | 5.C.2.a Punctuate at the word level | 5.C.2.a.1 Hyphen | |
| | | 5.C.2.a.2 Slash | |
| | 5.C.2 Apply standard English punctuation and capitalization in written language | 5.C.2.b Use correctly the mechanics of writing | |
| | | 5.C.2.c Use available resources for all mechanics of writing rules that may be in flux | |
| | 5.C Mechanics | 5.C.3 Explain editorial choices involving mechanics | |
| | 5.D Spelling | 5.D.1 Recognize conventional spelling in and through personal and academic reading | |
| | 5.D.2 Apply conventional spelling in written language | 5.D.2.a Use conventional spelling in personal writing | |
| | | 5.D.2.b Develop self-monitoring strategies for frequently misspelled words | |
| | | 5.D.2.c Use suitable traditional and electronic resources as a spelling aid | |
| | 5.D Spelling | 5.D.3 Maintain a personal list of words to use in editing original writing | |
| | 5.E.1 Produce writing that is legible to the audience | 5.E.1.a Write fluidly and legibly in manuscript and cursive | |
| | | 5.E.1.b Use word processing technology when appropriate | |



Alignment Document
State of Maryland and Aventa Learning

Language Arts 8

| Strand | Common Curriculum Goal | Standard | Lesson Name |
|---|--|---|------------------------------------|
| 6.0 Students will demonstrate effective listening to learn, process, and analyze information. | 6.A.1 Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes | 6.A.1.a Respond to a speaker's cues appropriately | |
| | | 6.A.1.b Identify regional and social language differences | 23: Cultural traditions in America |
| | | 6.A.1.c Determine and apply criteria to evaluate oral presentations | |
| | 6.A.2 Demonstrate comprehension and literary analysis strategies and skills for a variety of listening purposes and settings | 6.A.2.a Evaluate the effectiveness of the elements of the speech or performance or presentation | |
| | | 6.A.2.b Interpret the speech or performance or presentation | 17: Examine tolerance in media |
| | | 6.A.2.c Analyze a speaker's purpose and viewpoint | 17: Examine tolerance in media |
| | | 6.A.2.d Identify and evaluate a speaker's stylistic devices, such as clear organization, clear viewpoint, use of support, language appropriate to audience, topic appropriate to audience | 17: Examine tolerance in media |
| | | 6.A.2.e Evaluate a speaker's credibility, such as bias, hidden agendas, use of research/information from reliable sources | |
| | | 6.A.2.f Explain and support a personal response to an oral presentation | |



Alignment Document
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Language Arts 8

| Strand | Common Curriculum Goal | Standard | Lesson Name |
|---|---|--|--|
| 7.0 Students will communicate effectively in a variety of situations with different audiences, purposes, and formats. | 7.A.1 Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes | 7.A.1.a Refine a presentation using varied media | 6: Determination unit interdisciplinary (social studies) project |
| | | 7.A.1.b Uses a combination of organizational structures, such as narrative, cause and effect, chronological/sequential order, description, main idea with supporting details, problem/solution, question/answer, comparison and contrast, making appropriate transitions within a presentation | |
| | | 7.A.1.c Speak to persuade by including a well-defined thesis, differentiating fact from opinion, and support arguments with detailed evidence, examples, reasoning and persuasive language | |