



Alignment Document

State of Connecticut And Aventa Learning English 1

English 1 2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
1	Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.	Ideas	Powerful Communication begins with Powerful Ideas
1.1	Students use appropriate strategies before, during and after reading in order to construct meaning.		
1.1.a	activate prior knowledge, establish purposes for reading and adjust the purposes while reading.	Introduction	Audience
		Introduction	Audience and Purpose
		Introduction	Purpose
1.1.b	determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.	Organization	Logical Organizational Structures
1.1.c	select and organize relevant information from text to summarize.	Organization	How to Organize What You Say
		Organization	Logical Organization Structures
		Organization	Introduction
		Organization	Beginning-Middle-End
		Research	Research Organization and Analysis
1.1.d	identify, use and explain text structures.	Ideas	Powerful Communication begins with Powerful Ideas
1.1.e	draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.	Ideas	Literature: The World of Universal Ideas



1.1.f	make and justify inferences from explicit and/or implicit information.	Ideas	Literature: The World of Universal Ideas
1.2	Students interpret, analyze and evaluate text in order to extend understanding and appreciation.	Ideas	Powerful Communication begins with Powerful Ideas
1.2.a	generate and respond to questions.	Introduction	Discussion
1.2.b	interpret information that is implied in a text.	Introduction	Discussion
1.2.c	distinguish between fact and opinion.	Research	Fact and Opinion
1.2.d	make, support and defend judgments about texts.	Research	Peer Responses
1.2.e	discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.	Introduction	Unit Reflection
		Introduction	Rubrics
1.2.f	identify and discuss the underlying theme or main idea in texts.	Ideas	Literature: The World of Universal Ideas
1.2.g	choose a variety of genres to read for personal enjoyment.	Research	"The Most Dangerous Game"
		Research	Technology and Writing
1.3	Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.	Word Choice	Rubric and Samples
1.3.a	use phonetic, structural, syntactical and contextual clues to read and understand words.	Word Choice	Rubric and Samples
1.3.b	NA		
1.3.c	analyze the meaning of words and phrases in context.	Word Choice	Semester Project/Portfolio/Journal
1.3.d	develop vocabulary through listening, speaking, reading and writing.	Word Choice	Verbs
		Word Choice	Adverbs
		Word Choice	Nouns
1.3.e	use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).	Word Choice	Journal
1.4	Students communicate with others to create interpretations of written, oral and visual texts.	Ideas	Discussion 2.3
1.4.a	respond to the ideas of others and recognize the validity of differing views.	Introduction	Threaded Discussion
		Introduction	Discussion
		Introduction	Grading Discussion
		Conventions	Discussion Assignment



1.4.b	persuade listeners about judgments and opinions of works read, written and viewed.	Introduction	Audience
2	Students read and respond to classical and contemporary texts from many cultures and literary periods.	Voice	Poetry
2.1	Students recognize how literary devices and conventions engage the reader.		
2.1.a	identify the various conventions within a genre and apply this understanding to the evaluation of the text.	Conventions	Essay Review
2.1.b	identify and analyze the differences between the structures of fiction and nonfiction.	Research	Section 1 - Fact and Opinion
2.1.c	explain and explore their own and others' aesthetic reactions to texts.	Organization	Local Organizational Structures
2.1.d	analyze literary conventions and devices an author uses and how they contribute meaning and appeal.	Organization	Special Plot Devices
2.2	Students explore multiple responses to literature.	Voice	Looking at Samples
2.2.a	develop and defend multiple responses to literature using individual connections and relevant text references.	Voice	Looking at Samples
2.2.b	develop a critical stance and cite evidence to support the stance.	Research	Working Bibliographies
2.3	Students recognize and appreciate that contemporary and classical literature has shaped human thought.	Voice	Poetry
2.3.a	discuss and analyze how characters deal with the diversity of human experience and conflict.	Introduction	Unit Reflection
		Introduction	Rubrics
2.3.b	compare and contrast ideas, themes and/or issues across classical and contemporary texts.	Biography	Modern Biography and Autobiography
		Biography	Frederick Douglass
		Biography	Classic Biography and Autobiography
2.3.c	create responses to texts and examine each work's contributions to an understanding of human experience across cultures.	Biography	6.4 discussion



2.4	Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.	Voice	Sections 1-7
2.4.a	analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.	Voice	Looking at Samples
2.4.b	discuss how the experiences of an author might influence the text.	Voice	Practice Activity
2.4.c	describe how the experiences of a reader influence the interpretation of a text.	Introduction	Unit Reflection
		Introduction	Rubrics
2.4.d	analyze and evaluate themes and connections that cross cultures.	Voice	Logic and Voice in Poetry
2.4.e	interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.	Voice	Logic and Voice in Poetry
2.4.f	evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.	Organization	Special Plot Devices
3	Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.	Sentence Fluency	Sections 1-7
3.1	Students use descriptive, narrative, expository, persuasive and poetic modes.	Sentence Fluency	Continuing Sections 1-7
3.1.a	use oral language with clarity, voice and fluency to communicate a message.	Sentence Fluency	Recognizing Sentence Fluency
		Sentence Fluency	Other Ideas: Getting Rid of Wordiness
		Voice	Looking at Samples
3.1.b	listen to or read a variety of genres to use as models for writing in different modes.	Organization	Basic Organizational Structures
		Organization	Looking at Samples
		Introduction	Diagnostic
		Introduction	Active Learning
		Introduction	The Writing Process
		Introduction	6 + 1 Writing Traits
		Ideas	Student Writing Samples
		Word Choice	Rubrics and Samples



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3.1.c	use the appropriate features of persuasive, narrative, expository or poetic writing.	Sentence Fluency	The Limitations of Technology
3.1.d	write to delight in the imagination.	Word Choice	Creativity in Word Choice
3.2	Students prepare, publish and/or present work appropriate to audience, purpose and task.	Introduction	Audience and Purpose
3.2.a	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	Voice	Adapting Voice to Audience and Purpose
		Introduction	Audience and Purpose
		Introduction	Audience
		Introduction	Purpose
		Research	Purpose and Audience
		Biography	Introduction
3.2.b	apply the most effective processes to create and present a written, oral or visual piece.	Introduction	6 + 1 Writing Traits
		Introduction	Diagnostic
		Introduction	The Writing Process
		Research	The Research Paper: 6 + 1 Writing Traits in Paper
		Organization	Basic Organizational Structures
		Ideas	Introduction
3.2.c	revise texts for organization, elaboration, fluency and clarity.	Conventions	Revising Your Diagnostic Essay for Conventions
		Conventions	Revised Essay Review and Final Draft
		Voice	Semester Project
		Sentence Fluency	Importance of Sentence Fluency
		Sentence Fluency	Recognizing Sentence Fluency
		Sentence Fluency	Semester Project
		Sentence Fluency	Other Ideas: Getting Rid of Wordiness
		Sentence Fluency	Introduction
		Organization	How to Organize What You Say
		Organization	Introduction
		Organization	Paragraphing Structures
		Organization	Logical Organization Structures
		Organization	Semester Project and Review



		Organization	Paragraphs
		Organization	Sentences
		Word Choice	Semester Project
		Research	Research, Decision-Making, and Drafting
3.2.d	research information from multiple sources for a specific purpose.	Presentation	Research Papers
		Research	Research
		Research	A Logical Process for Research
		Research	Introduction
3.2.e	evaluate the validity of primary and secondary sources of information to authenticate research.	Research	Source Cards
3.2.f	publish and/or present final products in a myriad of ways, including the use of the arts and technology.	Research	Final Project
4	Students apply the conventions of standard English in oral, written and visual communication.	Conventions	Introduction
4.1	Students use knowledge of their language and culture to improve competency in English.	Conventions	Revising Your Diagnostic Essay for Conventions
4.1.a	read, listen to and tell stories from a variety of cultures, and discuss similarities and differences in the way language is used.	Presentation	Dramatic Reading
4.1.b	recognize and understand variations among language patterns.	Sentence Fluency	Combining Sentences for Sentence Fluency
4.2	Students speak and write using standard language structures and diction appropriate to audience and task.	Sentence Fluency	Combining Sentences for Sentence Fluency
4.2.a	use sentence patterns typical of spoken and written language to produce text.	Organization	Sentence Ambiguity
		Organization	Sentences
		Sentence Fluency	Combining Sentences for Sentence Fluency
		Sentence Fluency	Importance of Sentence Fluency
		Sentence Fluency	More Ways to Combine Sentences
		Sentence Fluency	Revising for Sentence Fluency
		Sentence Fluency	Introduction



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		Introduction	Diagnostic
		Introduction	6 + 1 Writing Traits
4.2.b	evaluate the impact of language as related to audience and purpose.	Ideas	Using Words that Captivate the Reader
4.3	Students use standard English for composing and revising written text.	Conventions	Formal Conventions of English
4.3.a	recognize the difference between standard and nonstandard English and use language appropriately.	Conventions	Grammar in the Real World
		Conventions	When to Use Formal Conventions
4.3.b	demonstrate proficient use of proper mechanics, usage and spelling skills.	Conventions	Confusing Word Pairs
		Conventions	Avoiding Common Errors
		Conventions	Revising Your Diagnostic Essay for Conventions
		Conventions	Common Spelling Errors
		Conventions	Introduction
4.3.c	use resources for proofreading and editing.	Conventions	Using Technology to Edit