



Alignment Document

State of California And Aventa Learning English I

English I 2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
R	Reading		
R.1.0	Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.		
0	Vocabulary and Concept Development		
R.1.1	Identify and use the literal and figurative meanings of words and understand word derivations.	Voice	Using Figurative Language to Improve Voice
R.1.2	Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	Word Choice	Denotation and Connotation
		Word Choice	Understatement
		Word Choice	Overstatement
R.1.3	Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).		

R.2.0	Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine Through Twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.		
0	Structural Features of Informational Materials		
R.2.1	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.		
R.2.2	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	Research	Working Bibliography
		Research	Source Cards
0	Comprehension and Analysis of Grade-Level-Appropriate Text		
R.2.3	Generate relevant questions about readings on issues that can be researched.	Research	A Logical Process for Research
R.2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	Research	A Logical Process for Research
R.2.5	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Research	A Logical Process for Research
R.2.6	Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	Research	A Logical Process for Research

0	Expository Critique		
R.2.7	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.		
R.2.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	Ideas	Thinking Skills and Logic
		Research	Source Cards
R.3.0	Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.		
0	Structural Features of Literature		
R.3.1	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	Word Choice	Literature: Drama Studies
		Word Choice	The Night Thoreau Spent in Jail
R.3.2	Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.		
0	Narrative Analysis of Grade-Level-Appropriate Text		
R.3.3	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.		

R.3.4	Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	Word Choice	Literature: Drama Studies
R.3.5	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.		
R.3.6	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Organization	Special Plot Devices
R.3.7	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Voice	Using Figurative Language to Improve Voice
		Voice	Using Imagery to Improve Voice
		Word Choice	Imagery
R.3.8	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.		
R.3.9	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	Voice	Looking at Samples
		Voice	Semester Project
		Voice	Voice in Essays
R.3.10	Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	Word Choice	Literature: Drama Studies
0	Literary Criticism		
R.3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	Voice	Using Figurative Language to Improve Voice
R.3.12	Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	Word Choice	Literature: Drama Studies



W	Writing		
W.1.0	Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.		
0	Organization and Focus		
W.1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Research	Thesis Statement
W.1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	Sentence Fluency	Using Active Voice for Sentence Fluency
		Sentence Fluency	Active Voice
		Ideas	Verbs
		Word Choice	Adjectives
		Word Choice	Verbs
		Word Choice	Strategies for Improving Word Choice
0	Research and Technology		
W.1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	Research	Source Cards
		Research	Research
		Research	Introduction
		Presentation	Research Papers
W.1.4	Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	Research	
W.1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	Research	

W.1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.	Research	
W.1.7	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).	Research	Source Cards
		Research	Working Bibliography
		Presentation	Documentation Format
W.1.8	Design and publish documents by using advanced publishing software and graphic programs.	Presentation	Creating a presentation
0	Evaluation and Revision		
W.1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	Word Choice	Strategies for Improving Word Choice
		Word Choice	Semester Project
		Word Choice	Adjectives
		Word Choice	Verbs
		Introduction	Audience and Purpose
		Introduction	Purpose
		Introduction	Audience
		Conventions	Revised Essay Review and Final Draft
		Conventions	Revising Your Diagnostic Essay for Conventions
		Research	Purpose and Audience
		Research	Research, Decision-Making, and Drafting
		Organization	Semester Project and Review
		Voice	Semester Project
		Sentence Fluency	Transitions
		Sentence Fluency	Semester Project

W.2.0	Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.		
W.2.1	Write biographical or autobiographical narratives or short stories:	Biography	Composing a Biography
		Biography	Biographical and Autobiographical Writing
		Biography	Composing an Autobiography
		Biography	Classic Biography and Autobiography
		Biography	Modern Biography and Autobiography
		Biography	Introduction
W.2.1.a	Relate a sequence of events and communicate the significance of the events to the audience.	Organization	Beginning-Middle-End
W.2.1.b	Locate scenes and incidents in specific places.	Biography	Composing an Autobiography
W.2.1.c	Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.	Biography	Composing an Autobiography
W.2.1.d	Pace the presentation of actions to accommodate changes in time and mood.	Biography	Composing an Autobiography
W.2.1.e	Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	Biography	Composing an Autobiography
W.2.2	Write responses to literature:		
W.2.2.a	Demonstrate a comprehensive grasp of the significant ideas of literary works.	Presentation	Literature
W.2.2.b	Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	Presentation	Literature
W.2.2.c	Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.	Organization	Special Plot Devices

W.2.2.d	Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		
W.2.3	Write expository compositions, including analytical essays and research reports:		
W.2.3.a	Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.	Research	Thesis Statement
W.2.3.b	Convey information and ideas from primary and secondary sources accurately and coherently.	Research	Source Cards
W.2.3.c	Make distinctions between the relative value and significance of specific data, facts, and ideas.	Research	Thesis Statement
W.2.3.d	Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.	Organization	Introduction
		Research	Research Organization and Analysis
W.2.3.e	Anticipate and address readers' potential misunderstandings, biases, and expectations.		
W.2.3.f	Use technical terms and notations accurately.		
W.2.4	Write persuasive compositions:	Sentence Fluency	The Limitations of Technology
W.2.4.a	Structure ideas and arguments in a sustained and logical fashion.	Organization	Logical Organization Structures
		Sentence Fluency	How Sentence Fluency Enhances Logic
W.2.4.b	Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).	Ideas	Thinking Skills and Logic
W.2.4.c	Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.	Research	Fact and Opinion
W.2.4.d	Address readers' concerns, counterclaims, biases, and expectations.		



W.2.5	Write business letters:		
W.2.5.a	Provide clear and purposeful information and address the intended audience appropriately.	Presentation	Business Letters
W.2.5.b	Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.	Presentation	Business Letters
		Presentation	Business Letters
W.2.5.c	Highlight central ideas or images.	Presentation	Business Letters
W.2.5.d	Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	Presentation	Business Letters
W.2.6	Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):	Organization	Looking at Samples
W.2.6.a	Report information and convey ideas logically and correctly.	Presentation	Technical Writing
W.2.6.b	Offer detailed and accurate specifications.	Organization	Looking at Samples
W.2.6.c	Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).	Organization	Looking at Samples
W.2.6.d	Anticipate readers' problems, mistakes, and misunderstandings.	Introduction	Diagnostic
C	Written and Oral English Language Conventions		
C.1.0	Students write and speak with a command of standard English conventions.		
0	Grammar and Mechanics of Writing		
C.1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	Sentence Fluency	Adjective Clauses
		Sentence Fluency	Adverb Clauses
		Sentence Fluency	Dependent Clauses
		Organization	Prepositional Phrases
		Organization	Sentences
		Conventions	Common Punctuation Errors

C.1.2	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	Organization	Sentences
		Organization	Types of Complements
		Organization	Sentence Ambiguity
		Sentence Fluency	Fragments
		Sentence Fluency	Combining Sentences for Sentence Fluency
		Sentence Fluency	Transitions
		Sentence Fluency	More Ways to Combine Sentences
		Sentence Fluency	Recognizing and Correcting Sentence Errors
		Sentence Fluency	Adjective Clauses
		Sentence Fluency	Adverb Clauses
		Sentence Fluency	Combining Sentences
		Sentence Fluency	Run-ons
		Sentence Fluency	Dependent Clauses
		Word Choice	Adjectives
		Conventions	Avoiding Common Errors
		Conventions	Revising Your Diagnostic Essay for Conventions
		Conventions	Introduction
		Ideas	Verbs
C.1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	Sentence Fluency	How Sentence Fluency Enhances Logic
		Sentence Fluency	Avoiding Sentence Errors
		Sentence Fluency	Transitions
		Word Choice	Adjectives
		Word Choice	Verbs
		Word Choice	Strategies for Improving Word Choice
		Organization	Sentences
		Conventions	Avoiding Common Errors
		Conventions	Revising Your Diagnostic Essay for Conventions
		Conventions	Introduction

0	Manuscript Form		
C.1.4	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Conventions	Common Spelling Errors
		Conventions	Common Punctuation Errors
C.1.5	Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.	Research	Source Cards
L	Listening and Speaking		
L.1.0	Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.		
0	Comprehension		
L.1.1	Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	Ideas	Thinking Skills and Logic
		Introduction	Unit Reflection
L.1.2	Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.		
0	Organization and Delivery of Oral Communication		
L.1.3	Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.		
L.1.4	Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).	Sentence Fluency	Using Your Own Work as a Sample

L.1.5	Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	Organization	Transitions Between Paragraphs
		Organization	Transitions Within Paragraphs
		Research	Fact and Opinion
L.1.6	Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.	Sentence Fluency	Using Your Own Work as a Sample
L.1.7	Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	Presentation	Introduction
		Presentation	Creating a Presentation
		Presentation	Why Presentation Matters
		Presentation	Technical Writing
		Voice	Oral: Putting Passion in Your Belief Statement
L.1.8	Produce concise notes for extemporaneous delivery.		
L.1.9	Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.		
0	Analysis and Evaluation of Oral and Media Communications		
L.1.10	Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.		
L.1.11	Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.		
L.1.12	Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.		

L.1.13	Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.		
L.1.14	Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).		
L.2.0	Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.		
L.2.1	Deliver narrative presentations:		
L.2.1.a	Narrate a sequence of events and communicate their significance to the audience.		
L.2.1.b	Locate scenes and incidents in specific places.		
L.2.1.c	Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.		
L.2.1.d	Pace the presentation of actions to accommodate time or mood changes.		
L.2.2	Deliver expository presentations:		
L.2.2.a	Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.	Sentence Fluency	Using Your Own Work as a Sample
L.2.2.b	Convey information and ideas from primary and secondary sources accurately and coherently.		
L.2.2.c	Make distinctions between the relative value and significance of specific data, facts, and ideas.		
L.2.2.d	Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.		

L.2.2.e	Anticipate and address the listener's potential misunderstandings, biases, and expectations.		
L.2.2.f	Use technical terms and notations accurately.		
L.2.3	Apply appropriate interviewing techniques:		
L.2.3.a	Prepare and ask relevant questions.		
L.2.3.b	Make notes of responses.		
L.2.3.c	Use language that conveys maturity, sensitivity, and respect.		
L.2.3.d	Respond correctly and effectively to questions.		
L.2.3.e	Demonstrate knowledge of the subject or organization.		
L.2.3.f	Compile and report responses.		
L.2.3.g	Evaluate the effectiveness of the interview.		
L.2.4	Deliver oral responses to literature:		
L.2.4.a	Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).		
L.2.4.b	Support important ideas and viewpoints through accurate and detailed references to the text or to other works.		
L.2.4.c	Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.		
L.2.4.d	Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		
L.2.5	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):		
L.2.5.a	Structure ideas and arguments in a coherent, logical fashion.	Sentence Fluency	Using Your Own Work as a Sample
L.2.5.b	Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).	Sentence Fluency	Using Your Own Work as a Sample

L.2.5.c	Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	Sentence Fluency	Using Your Own Work as a Sample
L.2.5.d	Anticipate and address the listener's concerns and counterarguments.		
L.2.6	Deliver descriptive presentations:		
L.2.6.a	Establish clearly the speaker's point of view on the subject of the presentation.		
L.2.6.b	Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).		
L.2.6.c	Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.		