



Alignment Document
State of Hawaii and Aventa Learning Grammar and Composition

Grammar and Composition
2005-2007 Benchmark Blueprint

| Strand | Standard | Topic | Benchmark | Unit Name | Course Topic Description |
|---------|--|------------------|---|---|---|
| Writing | LA.9.4 Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms | Range of Writing | <p>LA.9.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</p> <p>LA.9.4.1.a narratives or scripts with a theme and details that contribute to a mood or tone</p> <p>LA.9.4.1.b poems using a range of poetic techniques and figurative language in a variety of forms</p> <p>LA.9.4.1.c literary, persuasive, and personal essays</p> | <p>Word Choice</p> <p>Word Choice</p> <p>Ideas</p> <p>Ideas</p> <p>Presentation</p> <p>Organization</p> <p>Organization</p> | <p>Strategies for Improving Word Choice</p> <p>Creative Writing - Composing a Drama</p> <p>Using Words that Captivate your Reader</p> <p>Semester Project</p> <p>Formal Essays</p> <p>Essays</p> <p>Analyzing Essay Structure</p> |



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| | | | <p>LA.9.4.1.d research papers that state and support a thesis</p> | <p>Research</p> <p>Research</p> <p>Research</p> <p>Presentation</p> | <p>Introduction</p> <p>Thesis Statement</p> <p>Research</p> <p>Research Papers</p> |
| | | | <p>LA.9.4.1.e functional writing including forms, applications, and questionnaires</p> | <p>Presentation</p> | <p>Tips and Practice for Effective Presentations</p> |
| | | | <p>LA.9.4.1.f pieces to reflect on learning and to solve problems</p> | <p>Conventions</p> <p>Biography</p> <p>Introduction</p> <p>Research</p> <p>Presentation</p> | <p>Review</p> <p>Review</p> <p>Unit Reflection</p> <p>Review</p> <p>Review</p> |
| | | <p>Sentence Structure and Grammar</p> | <p>LA.9.4.2 Form and use the following grammatical constructions correctly when editing writing:</p> | | |
| | | | <p>LA.9.4.2.a parallel structures in various contexts (e.g., items in a series, complements, items juxtaposed for emphasis)</p> | <p>Organization</p> | <p>Sentence Structure</p> |
| | | | <p>LA.9.4.2.b subordination and coordination to indicate relationship between ideas</p> | <p>Sentence Fluency</p> <p>Sentence Fluency</p> <p>Sentence Fluency</p> | <p>Adverb Clauses</p> <p>Adjective Clauses</p> <p>Dependent Clauses</p> |

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| | | | LA.9.4.2.c restrictive clauses with appropriate use of that | Sentence Fluency | Adverb Clauses |
| | | | | Sentence Fluency | Adjective Clauses |
| | | | | Sentence Fluency | Dependent Clauses |
| | | | LA.9.4.2.d abbreviations used in research citation | | |
| | | Punctuation, Capitalization, and Spelling | LA.9.4.3 Edit writing to correct punctuation: | | |
| | | | LA.9.4.3.a ellipsis | Conventions | Common Punctuation Errors |
| | | | LA.9.4.3.b italics/underlining for foreign words | | |
| | | | LA.9.4.4 Use a variety of strategies and resources to spell grade-appropriate words | Conventions | Confusing Word Pairs |
| | | | | Conventions | Common Spelling Errors |
| | | Citing Sources | LA.9.4.5 Describe the meaning and consequences of plagiarism | Research | Research, Decision Making, and Drafting |
| | | | LA.9.4.6 Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations | Research | Source Cards |
| | | | | Research | Research, Decision Making, and Drafting |
| | | | | Research | Research |
| | | | | Presentation | Documentation Format |
| | | | LA.9.4.7 Use quotations and citations in writing while maintaining the flow of ideas | Research | Research, Decision Making, and Drafting |



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| Writing | LA.9.5 Use rhetorical devices to craft writing appropriate to audience and purpose | Meaning | LA.9.5.1 Use accurate and useful research information in writing | Research | Gathering Information |
| | | Design | | LA.9.5.2 Use a variety of structural patterns and transitional devices to organize writing | Organization |
| | | | | | Organization |
| | | | | Organization | Logical Organizational Structures |
| | | | | Organization | Basic Organizational Structures |
| | | | | Organization | Essays |
| | | | | Sentence Fluency | Transitions |
| | | Clarity | LA.9.5.3 Use a variety of sentence structures (e.g., parallel phrasing, subordination) and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, and clarify meaning | Sentence Fluency | Combining Sentences for Sentence Fluency |
| | | | | Sentence Fluency | More Ways to Combine Sentences |
| | | | | Sentence Fluency | Avoiding Sentence Errors |
| | | | | Organization | Organizing a Sentence |
| | | | | Organization | Parts of a Sentence |
| | | | | Organization | Sentence Structure |
| | | Organization | Sentences | | |



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| | | Voice | LA.9.5.4 Use a voice and tone appropriate for the topic, purpose, and audience | Voice | The Importance of Developing Your Own Voice |
| | | | | Voice | Adapting Voice to Audience and Purpose |
| | | | | Voice | Logic and Voice in Poetry |
| | | | | Voice | Voice in Essays |
| | | | | Voice | Voice in Fiction |
| | | | | Voice | Voice in Poetry |
| | | | | Voice | Introduction |