



Alignment Document

State of Louisiana And Aventa Learning English 3

English 3 2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
0	Reading and Responding		
1	Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.		
1.1	Extend basic and technical vocabulary using a variety of strategies, including:		
1.1.1	analysis of an author's word choice	Modern Era	Composition
1.1.2	use of related forms of words		
1.1.3	analysis of analogous statements		
1.2	Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:		
1.2.1	apostrophes		
1.2.2	rhetorical questions	Death of a Salesman	Thinking Skills
1.2.3	metaphysical conceits		
1.2.4	implicit metaphors (metonymy and synecdoche)		
1.3	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:		
1.3.1	fiction/nonfiction	The Transcendentalists	Literature
1.3.2	drama/poetry	Poetry of Song Lyrics	Language and Literature Skills
		Death of a Salesman	Language and Literature Skills
1.3.3	public documents	Research	Objectivity

1.3.4	film/visual texts		
1.3.5	debates/speeches	New Direction	Thinking Skills
1.4	Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life	Independent Project	Thinking Skills
6	Students read, analyze, and respond to literature as a record of life experiences.		
6.5	Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses	The Transcendentalists	Historical Perspective
		New Woman	Historical Perspective
		Death of a Salesman	Historical Perspective
		New Directions	Historical Perspective
		Modern Era	Historical Perspective
		Modern Voices	Historical Perspective
		Modern Voices	Literature
		Realism	Historical Perspective
		Realism	Literature
		Harlem Renaissance	Historical Perspective
		Harlem Renaissance	Literature
		Poetry of Song Lyrics	Historical Perspective
		New Nation	Historical Perspective
6.6	Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature	Death of a Salesman	Literature
		Independent Project	Composition
6.7	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:		
6.7.1	essays and memoirs by early and modern essay writers	New Directions	Historical Perspective
6.7.2	epic poetry such as Beowulf		
6.7.3	forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue	Poetry of Song Lyrics	Composition
6.7.4	drama, including ancient, Renaissance, and modern comedies and tragedies	Death of a Salesman	Composition

6.7.5	short stories, novellas, and novels		Composition
6.7.6	biographies and autobiographies	The Transcendentalists	Thinking Skills
6.7.7	speeches		
6.8	Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:		
6.8.1	an autobiography/diary gives insight into a particular time and place	The Transcendentalists	Historical Perspective
6.8.2	the pastoral idealizes life in the country	The Transcendentalists	Historical Perspective
6.8.3	the parody mocks people and institutions		
6.8.4	an allegory uses fictional figures to express truths about human experiences	New Directions	Language and Literature Skills
7	Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.		
7.9	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:		
7.9.1	interpreting and evaluating presentation of events and information	The Transcendentalists	Literature
		The Transcendentalists	Historical Perspective
		Realism	Literature
		Realism	Historical Perspective
		Modern Era	Literature
		Modern Era	Historical Perspective
		Death of a Salesman	Historical Perspective
		Death of a Salesman	Literature
		Poetry of Song Lyrics	Historical Perspective
		Poetry of Song Lyrics	Literature
		New Directions	Historical Perspective
		New Directions	Literature
		New Woman	Historical Perspective
		New Woman	Literature
		Harlem Renaissance	Historical Perspective
		Harlem Renaissance	Literature
		Harlem Renaissance	Composition
		New Nation	Historical Perspective
		Modern Voices	Historical Perspective
		Modern Voices	Literature

		Independent Project	Historical Perspective
		Independent Project	Composition
7.9.2	evaluating the credibility of arguments in nonfiction works	New Directions	Thinking Skills
7.9.3	making inferences and drawing conclusions	New Directions	Thinking Skills
7.9.4	evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)	Harlem Renaissance	Literature
		Harlem Renaissance	Composition
		Harlem Renaissance	Language and Literature Skills
		Independent Project	Composition
		New Directions	Literature
		Realism	Language and Literature Skills
		Death of a Salesman	Language and Literature Skills
		Death of a Salesman	Literature
7.9.5	comparing and contrasting major periods, themes, styles, and trends within and across texts	Independent Project	Historical Perspectives
		Independent Project	Composition
7.9.6	making predictions and generalizations about ideas and information	Modern Voices	Thinking Skills
7.9.7	critiquing the strengths and weaknesses of ideas and information	Independent Project	Composition
7.9.8	synthesizing	Independent Project	Composition
7.10	Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:		
7.10.1	school library catalogs	Research	Research Topic and Process
7.10.2	online databases	Research	Research Topic and Process
7.10.3	electronic resources	Research	Research Topic and Process
7.10.4	Internet-based resources	Research	Research Topic and Process
7.11	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature	The Transcendentalists	Composition

7.12	Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions	Independent Project	Composition
7.13	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:		
7.13.1	identifying cause-effect relationships		
7.13.2	raising questions	Research	Research Topic and Process
7.13.3	reasoning inductively and deductively	New Directions	Thinking Skills
7.13.4	generating a theory or hypothesis	Research	Research Topic and Process
7.13.5	skimming/scanning	Research	Research Topic and Process
7.13.6	distinguishing facts from opinions and probability	Research	Thinking Skills
0	Writing		
2	Students write competently for a variety of purposes and audiences.		
2.14	Develop complex Composition, essays, and reports that include the following:		
2.14.1	a clearly stated central idea/thesis statement	Research	Research Topic and Process
2.14.2	a clear, overall structure (e.g., introduction, body, appropriate conclusion)	New Directions	Composition
		Research	Research Paper Drafting
2.14.3	supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)	The Transcendentalists	Language and Literature
2.14.4	transitional words, phrases, and devices that unify throughout	The Transcendentalists	Language and Literature
2.15	Develop complex Composition on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:		
2.15.1	word choices appropriate to the identified audience and/or purpose	New Nation	Composition
2.15.2	vocabulary selected to clarify meaning, create images, and set a tone	New Nation	Language and Literature
2.15.3	information/ideas selected to engage the interest of the reader	Research	Purpose
2.15.4	clear voice (individual personality)	New Nation	Composition

2.16	Develop complex Composition using writing processes such as the following:		
2.16.1	selecting topic and form (e.g., determining a purpose and audience)	New Directions	Composition
		Research	Research Topic and Process
2.16.2	prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	Research	Objectivity
2.16.3	drafting	Research	Research Topic and Process
		Research	Research Paper Drafting
2.16.4	conferencing with peers and teachers	Research	Research Paper Drafting
2.16.5	revising for content and structure based on feedback	Realism	Communication Skills
		Research	Research Paper Drafting
2.16.6	proofreading/editing to improve conventions of language	New Directions	Composition
2.16.7	publishing using available technology	Research	Research Paper Drafting
2.17	Use the various modes to write complex Composition, including:		
2.17.1	definition essay	New Woman	Composition
2.17.2	problem/solution essay	Research	Research and Drafting
2.17.3	a research project	Research	Research and Drafting
2.17.4	literary analyses that incorporate research	New Woman	Composition
2.17.5	cause-effect essay	Modern Voices	Composition
2.17.6	process analyses		
2.17.7	persuasive essays	New Woman	Composition
2.18	Develop writing/Composition using a variety of complex literary and rhetorical devices	Independent Project	Composition
2.19	Extend development of individual style to include the following:		
2.19.1	avoidance of overused words, clichés, and jargon	New Nation	Composition
2.19.2	a variety of sentence structures and patterns	New Nation	Composition
2.19.3	diction that sets tone and mood	New Nation	Composition
2.19.4	vocabulary and phrasing that reflect the character and temperament (voice) of the writer	New Nation	Composition
2.20	Write for various purposes, including:		
2.20.1	interpretations/explanations that connect life experiences to works of American, British, and world literature	Modern Voices	Composition

2.20.2	functional documents (e.g., resumes, memos, proposals)		
0	Writing/Proofreading		
3	Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.		
3.21	Apply standard rules of sentence formation, including parallel structure	New Directions	Language and Literature Skills
3.22	Apply standard rules of usage, for example:		
3.22.1	avoid splitting infinitives		
3.22.2	use the subjunctive mood appropriately		
3.23	Apply standard rules of mechanics and punctuation, including:		
3.23.1	parentheses		
3.23.2	brackets		
3.23.3	dashes		
3.23.4	commas after introductory adverb clauses and long introductory phrases		
3.23.5	quotation marks for secondary quotations	Research	Language and Literature Skills
3.23.6	internal capitalization		
3.23.7	manuscript form		
3.24	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings	Realism	Literature
0	Speaking and Listening		
4	Students demonstrate competence in speaking and listening as tools for learning and communicating.		
4.25	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions	The Transcendentalists	Composition
		Modern Voices	Literature
		Independent Project	Thinking Skills
4.26	Select language appropriate to specific purposes and audiences for speaking, including:		
4.26.1	delivering informational/book reports in class	Modern Voices	Composition
4.26.2	conducting interviews/surveys of classmates or the general public		

4.26.3	participating in class discussions	Independent Project	Thinking Skills
		The Transcendentalists	Composition
		Modern Voices	Literature
4.27	Listen to detailed oral instructions and presentations and carry out complex procedures, including:		
4.27.1	reading and questioning		
4.27.2	writing responses	Modern Era	Literature
4.27.3	forming groups		
4.27.4	taking accurate, detailed notes	Modern Era	Literature
4.28	Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics		
4.29	Deliver presentations that include the following:		
4.29.1	language, diction, and syntax selected to suit a purpose and impact an audience	Modern Voices	Composition
4.29.2	delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience	Modern Voices	Composition
4.29.3	an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience	Modern Voices	Composition
4.30	Use active listening strategies, including:		
4.30.1	monitoring messages for clarity		
4.30.2	selecting and organizing information		
4.30.3	noting cues such as changes in pace		
4.31	Deliver oral presentations, including:		
4.31.1	speeches that use appropriate rhetorical strategies		
4.31.2	responses that analyze information in texts and media	Modern Voices	Composition
4.31.3	persuasive arguments that clarify or defend positions		
4.32	Give oral and written analyses of media information, including:		
4.32.1	identifying logical fallacies (e.g., attack ad hominem, false causality, overgeneralization, bandwagon effect) used in oral addresses	The Transcendentalists	Thinking Skills
		New Woman	Thinking Skills
		Modern Voices	Thinking Skills
		New Directions	Thinking Skills

		Modern Era	Thinking Skills
		Poetry of Song Lyrics	Thinking Skills
		Research	Thinking Skills
		Harlem Renaissance	Thinking Skills
		Realism	Thinking Skills
		Death of a Salesman	Thinking Skills
4.32.2	analyzing the techniques used in media messages for a particular audience	Harlem Renaissance	Thinking Skills
4.32.3	critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation		
4.32.4	critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture		
4.33	Participate in group and panel discussions, including:		
4.33.1	identifying the strengths and talents of other participants		
4.33.2	acting as facilitator, recorder, leader, listener, or mediator		
4.33.3	evaluating the effectiveness of participants' performance	The Transcendentalists	Composition
0	Information Resources		
5	Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.		
5.34	Select and critique relevant information for a research project using the organizational features of a variety resources, including:		
5.34.1	print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references)	Research	Research Topic and Process
5.34.2	electronic texts (e.g., database keyword searches, search engines, e-mail addresses)	Research	Research Topic and Process
5.35	Locate, analyze, and synthesize information from a variety of complex resources, including:		
5.35.1	multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)	Research	Research Topic and Process

5.35.2	electronic sources (e.g., Web sites or databases)	Research	Research Topic and Process
5.35.3	other media (e.g., community and government data, television and radio resources, and audio and visual materials)	Research	Research Topic and Process
5.36	Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage)	Research	Thinking Skills
5.37	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:		
5.37.1	formulating clear research questions	Research	Research Topic and Process
5.37.2	evaluating the validity and/or reliability of primary and/or secondary sources	Research	Thinking Skills
5.37.3	using graphic organizers (e.g., outlining, charts, timelines, webs)	Research	Research Topic and Process
5.37.4	compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation	Research	Research Topic and Process
5.37.5	preparing annotated bibliographies and anecdotal scripts	Research	Language and Literature Skills
5.38	Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:		
5.38.1	researched information that supports main ideas	Research	Research Topic and Process
5.38.2	facts, details, examples, and explanations from sources	Research	Thinking Skills
		Research	Research Topic and Process
		New Woman	Literature
5.38.3	graphics when appropriate	Research	Research Topic and Process
5.38.4	complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide	Research	Language and Literature Skills
		Research	Research Topic and Process



5.39	Use word processing and/or technology to draft, revise, and publish various works, including:		
5.39.1	functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly	New Directions	Historical Perspective
5.39.2	analytical reports that include databases, graphics, and spreadsheets		
5.39.3	research reports on high-interest and literary topics	Independent Project	Composition
5.40	Use selected style guides to produce complex reports that include the following:		
5.40.1	credit for sources (e.g., appropriate parenthetical documentation and notes)	Research	Language and Literature Skills
		Research	Research Topic and Process
5.40.2	standard formatting for source acknowledgment	Research	Language and Literature Skills
5.41	Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars		