



Alignment Document

State of Louisiana And Aventa Learning English 4

English 4 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	Reading and Rhetoric	Figurative
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		
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	Medieval Literature	The Pardoner's Tale
1.3.2	drama/poetry	Realism/Modernism	Wilde
		Realism/Modernism	Comparison
		Realism/Modernism	Shaw
1.3.3	public documents	Novel Unit	Imagery
1.3.4	film/visual texts		
1.3.5	debates/speeches		

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which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life	Independent Project	Final Project
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	Romanticism	Pre-Romantics
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	Romanticism	Pre-Romantics
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	Oedipus Rex	Cosmic Trial
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	Romanticism	Later Romantics
		Romanticism	Early Romantics
		Poetry Analysis	Poetic Forms
		Poetry Analysis	Allusion
6.7.4	drama, including ancient, Renaissance, and modern comedies and tragedies	Realism/Modernism	Shaw
		Realism/Modernism	Wilde
		Realism/Modernism	Comparison
6.7.5	short stories, novellas, and novels	Realism/Modernism	Crane
		Realism/Modernism	Chopin
6.7.6	biographies and autobiographies		
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		

6.8.2	the pastoral idealizes life in the country		
6.8.3	the parody mocks people and institutions		
6.8.4	an allegory uses fictional figures to express truths about human experiences	Reading and Rhetoric	Symbol
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	Hamlet	Final essay
7.9.2	evaluating the credibility of arguments in nonfiction works		
7.9.3	making inferences and drawing conclusions	Reading and Rhetoric	Syntax
7.9.4	evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)	Reading and Rhetoric	Symbol
		Reading and Rhetoric	Narrator
		Romanticism	Pre-Romantics
7.9.5	comparing and contrasting major periods, themes, styles, and trends within and across texts	Novel Unit	Imagery
7.9.6	making predictions and generalizations about ideas and information	Thinking Skills	Story of an Hour
		Thinking Skills	CSI
		Thinking Skills	Brueghel
		Thinking Skills	Timed Writings
7.9.7	critiquing the strengths and weaknesses of ideas and information	Thinking Skills	CSI
7.9.8	synthesizing	Oedipus Rex	Cosmic Trial
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	Process
7.10.2	online databases	Research	Process
7.10.3	electronic resources	Research	Process
7.10.4	Internet-based resources	Research	Process
7.11	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature	Realism/Modernism	Comparison

7.12	Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions	Realism/Modernism	Comparison
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 Paper	Process
7.13.3	reasoning inductively and deductively	Thinking Skills	Timed Writings
		Thinking Skills	CSI
		Thinking Skills	Story of an Hour
		Thinking Skills	War is Kind
		Thinking Skills	Brueghel
7.13.4	generating a theory or hypothesis	Oedipus Rex	Cosmic Trial
7.13.5	skimming/scanning	Research Paper	Process
7.13.6	distinguishing facts from opinions and probability		
0	Writing		
2	Students write competently for a variety of purposes and audiences.		
2.14	Develop complex compositions, essays, and reports that include the following:		
2.14.1	a clearly stated central idea/thesis statement	Research Paper	Evaluation
2.14.2	a clear, overall structure (e.g., introduction, body, appropriate conclusion)	Research Paper	Evaluation
2.14.3	supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)	Oedipus Rex	Persuasive Essay
2.14.4	transitional words, phrases, and devices that unify throughout	Oedipus Rex	Cosmic Trial
2.15	Develop complex compositions 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	Research Paper	Drafting
2.15.2	vocabulary selected to clarify meaning, create images, and set a tone	Research Paper	Drafting
2.15.3	information/ideas selected to engage the interest of the reader	Research Paper	Drafting
2.15.4	clear voice (individual personality)	Research Paper	Drafting

2.16	Develop complex compositions using writing processes such as the following:		
2.16.1	selecting topic and form (e.g., determining a purpose and audience)	Research Paper	Drafting
2.16.2	prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	Research Paper	Drafting
2.16.3	drafting	Research Paper	Drafting
2.16.4	conferencing with peers and teachers	Research Paper	Drafting
2.16.5	revising for content and structure based on feedback	Research Paper	Drafting
2.16.6	proofreading/editing to improve conventions of language	Research Paper	Drafting
2.16.7	publishing using available technology	Research Paper	Drafting
2.17	Use the various modes to write complex compositions, including:		
2.17.1	definition essay	Romanticism	Later Romantics
		Hamlet	Final Essay
		Reading and Rhetoric	Syntax
2.17.2	problem/solution essay	Oedipus Rex	Cosmic Trial
2.17.3	a research project	Research Paper	Drafting
2.17.4	literary analyses that incorporate research	Novel Unit	Imagery
2.17.5	cause-effect essay	Oedipus Rex	Cosmic Trial
2.17.6	process analyses		
2.17.7	persuasive essays	Oedipus Rex	Persuasive Essay
2.18	Develop writing/compositions using a variety of complex literary and rhetorical devices	Hamlet	Final Essay
2.19	Extend development of individual style to include the following:		
2.19.1	avoidance of overused words, clichés, and jargon		
2.19.2	a variety of sentence structures and patterns		
2.19.3	diction that sets tone and mood		
2.19.4	vocabulary and phrasing that reflect the character and temperament (voice) of the writer		
2.20	Write for various purposes, including:		
2.20.1	interpretations/explanations that connect life experiences to works of American, British, and world literature	Independent Project	Final Project
2.20.2	functional documents (e.g., resumes, memos, proposals)	Hamlet	Act III



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		
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		
3.23.6	internal capitalization		
3.23.7	manuscript form	Research Paper	Drafting
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		
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	Hamlet	Act III
		Hamlet	Act V
		Independent Project	Final Project
		Novel Unit	Discussion
		Introduction	Discussion Participation
		Thinking Skills	War is Kind
		Medieval Literature	The Pardoner's Tale
		Oedipus Rex	Cosmic Trial
4.26	Select language appropriate to specific purposes and audiences for speaking, including:		
4.26.1	delivering informational/book reports in class		

4.26.2	conducting interviews/surveys of classmates or the general public		
4.26.3	participating in class discussions		
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	Romanticism	Early Romantics
4.27.3	forming groups		
4.27.4	taking accurate, detailed notes		
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		
4.29.2	delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience		
4.29.3	an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience		
4.30	Use active listening strategies, including:		
4.30.1	monitoring messages for clarity		
4.30.2	selecting and organizing information	Romanticism	Early Romantics
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		
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		
4.32.2	analyzing the techniques used in media messages for a particular audience		

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	Introduction	Discussion Participation
		Novel Unit	Discussion
		Hamlet	Act III
		Independent Project	Final Project
		Oedipus Rex	Cosmic Trial
		Medieval Literature	The Pardoner's Tale
4.33.2	acting as facilitator, recorder, leader, listener, or mediator		
4.33.3	evaluating the effectiveness of participants' performance	Novel Unit	Discussion
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 Paper	Process
5.34.2	electronic texts (e.g., database keyword searches, search engines, e-mail addresses)	Research Paper	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 Paper	Process
5.35.2	electronic sources (e.g., Web sites or databases)	Research Paper	Process

5.35.3	other media (e.g., community and government data, television and radio resources, and audio and visual materials)	Research Paper	Process
5.36	Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage)		
5.37	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:		
5.37.1	formulating clear research questions	Research Paper	Process
5.37.2	evaluating the validity and/or reliability of primary and/or secondary sources	Research Paper	Process
5.37.3	using graphic organizers (e.g., outlining, charts, timelines, webs)	Research Paper	Process
5.37.4	compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation	Research Paper	Evaluation
5.37.5	preparing annotated bibliographies and anecdotal scripts	Research	Evaluation
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 Paper	Evaluation
5.38.2	facts, details, examples, and explanations from sources	Novel Unit	Novel Assignment
		Research Paper	Proposal
		Research Paper	Evaluation
5.38.3	graphics when appropriate	Research Paper	Evaluation
5.38.4	complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide	Novel Unit	Novel Assignment
		Research Paper	Evaluation
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	Hamlet	Act III



5.39.2	analytical reports that include databases, graphics, and spreadsheets		
5.39.3	research reports on high-interest and literary topics	Research Paper	Evaluation
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 Paper	Proposal
5.40.2	standard formatting for source acknowledgment	Research Paper	Proposal
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		