



Alignment Document  
 State of Wyoming and Aventa Learning English I  
**English I**

Standards	Benchmarks	Unit Name	Course Topic Description
1 Students use the reading process to demonstrate understanding of literary and informational texts.	1.1 Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	Ideas	Thinking Skills/Logic
	1.1.A Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:	Introduction	Discussion Board
	1.1.A.1 Literal comprehension (main idea, summarizing, paraphrasing) and	Organization	Analyzing
	1.1.A.2 Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).	Organization	Theories of organization
	1.1.B Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.	Word Choice	The Night Thoreau Spent in Jail
		Word Choice	Literature: Drama Studies
		Sentence Fluency	Short Stories
	1.2 Students demonstrate an understanding of literary texts.	Biography	Ben Franklin
1.2 Students demonstrate an understanding of literary texts.		Introduction	Discussion
1.2.A Students read a variety of literary genres from American literature and various world cultures and understand the defining		Word Choice	The Night Thoreau Spent in Jail
	Word Choice	Literature: Drama Studies	

	characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.	Sentence Fluency Biography	Short Stories Ben Franklin
	<b>1.2.B</b> Students understand elements of literature including:	Organization	Theories of Organization
	<b>1.2.B.1</b> Character development (character's actions, beliefs, motives, reactions, and feelings);	Organization	Basic element of Plot
	<b>1.2.B.2</b> Point of view including underlying author purpose;	Introduction Introduction Introduction Sentence Fluency Sentence Fluency Research	Purpose Audience Audience and Purpose Literature Point of View Purpose and Audience
	<b>1.2.B.3</b> Setting including historical/cultural context;	Organization	Theories of organization
	<b>1.2.B.4</b> Universal themes including the philosophical assumptions and underlying beliefs of author's work; and	Voice	Literary Terms
	<b>1.2.B.5</b> Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.	Organization Organization Organization	Special Plot Devices Literature: Plot as an Organizational Device Elements of Plot
	<b>1.2.C</b> Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose:	Introduction	Purpose
	<b>1.2.C.1</b> Symbolism	Voice	Literary Terms
	<b>1.2.C.2</b> Mood/tone	Voice	Literary Terms

	<b>1.2.C.3</b> Allusion	Voice	Literary Terms
	<b>1.2.C.4</b> Irony	Voice	Literary Terms
	<b>1.2.C.5</b> Figurative language (metaphor, simile, personification)	Voice	Using Figurative Language to Improve Voice
	<b>1.2.C.6</b> Analogy	Voice	Literary Terms
	<b>1.2.C.7</b> Exaggeration	Word Choice	Overstatement
	<b>1.2.C.8</b> Archetypes	Voice	Literary Terms
	<b>1.2.C.9</b> Symbolism	Voice	Literary Terms
	<b>1.2.D</b> Students use the language and perspectives of literary criticism to evaluate literary works.	Introduction	Discussion
	<b>1.3</b> Students demonstrate understanding of informational texts.	Introduction	Discussion
	<b>1.3.A</b> Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can:	Presentation	Technical writing
	<b>1.3.A.1</b> Explain author's intent;	Introduction	Audience and Purpose
		Introduction	Audience
		Introduction	Purpose
	<b>1.3.A.2</b> Evaluate for accuracy, relevance, and bias; and	Voice	Logic and Voice in the World Wide Web
	<b>1.3.A.3</b> Make generalizations and inferences based on implicit and explicit information.	Conventions	Importance in conventions in communication
	<b>1.3.B</b> Students conduct research using a variety of grade-appropriate sources and can:	Research	Research
	<b>1.3.B.1</b> Synthesize relevant data through note-taking and questioning and	Research	Note Cards
	<b>1.3.B.2</b> Analyze and interpret technical data, written directions; and technical manuals.	Presentation	Technical terms
	<b>1.3.C</b> Students use a process to apply research strategies including:	Research	Research strategies



	<b>1.3.C.1</b> Developing a plan for research;	Research Research Research Presentation	Research Introduction A Logical Process for Research Research Papers
<b>2</b> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.	<b>1.3.C.2</b> Collecting information to narrow and develop a topic; and	Research	Gathering Information
	<b>1.3.C.3</b> Using information to support a thesis.	Research	Thesis Statement
	<b>2.1</b> Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	Research	Writing process
	<b>2.1.A</b> Students write a variety of level-appropriate modes/genres by:	Word Choice	Drama
	<b>2.1.A.1</b> Explaining ideas in their reading.	Introduction Introduction	6 + 1 Writing Traits Diagnostic
	<b>2.1.A.2</b> Elaborating on concepts in literature.	Presentation	Techniques in advertising
	<b>2.1.A.3</b> Using others' works as models for effective writing.	Research  Ideas  Ideas  Organization  Organization  Word Choice  Introduction  Introduction	The Research Paper: 6 + 1 Writing Traits in Paper  Introduction  Student Writing Samples  Basic Organizational Structures  Looking at Samples  Rubrics and Samples  The Writing Process  6 + 1 Writing Traits



		Introduction	Diagnostic
		Introduction	Active Learning
	<b>2.1.A.4</b> Using word processing and other tools of technology to create multimedia presentations.	Presentation	PDF
		Presentation	Using Word Processing to Improve Presentations
		Presentation	Creating a Presentation
		Presentation	Technical Writing
		Ideas	Introduction
		Introduction	The Writing Process
	<b>2.1.B</b> Students use strategies to generate ideas for written work including:	Introduction	The Writing process
	<b>2.1.B.1</b> Considering audience and purpose in planning.	Research	Purpose and Audience
		Introduction	Audience and Purpose
		Introduction	Purpose
		Introduction	Audience
		Biography	Introduction
		Voice	Adapting Voice to Audience and Purpose
	<b>2.1.B.2</b> Developing a focus.	Research	Thesis Statement
	<b>2.1.B.3</b> Using vivid, specific and relevant details and concepts.	Voice	Techniques to make writing more vivid and interesting
	<b>2.1.C</b> Students use organization skills to:	Organization	Theories in organization
	<b>2.1.C.1</b> Arrange paragraphs into logical progression;	Introduction	6 + 1 Writing Traits
		Introduction	Diagnostic
	<b>2.1.C.2</b> Include a concluding statement; and	Organization	Analyzing Essay Structure



	<b>2.1.C.3</b> Use transitions in written work.	Organization	Paragraphing Structures
		Organization	Paragraphs
		Organization	Transitions Between Paragraphs
		Organization	Transitions Within Paragraphs
	<b>2.1.D</b> Students use meaningful voice by adapting writing for different audiences and purposes by:	Introduction	Audience
	<b>2.1.D.1</b> Using suitable content, vocabulary, style, structure, tone and voice;	Word Choice	Verbs
		Word Choice	Adverbs
		Word Choice	Nouns
		Introduction	The Writing Process
		Introduction	Active Learning
<b>2.1.D.2</b> Considering background, age, knowledge of audience; and	Voice	Looking at Samples	
	Biography	Introduction	
	Voice	Adapting Voice to Audience and Purpose	
	Introduction	Audience and Purpose	
	Introduction	Audience	
<b>2.1.D.3</b> Using appropriate level of formality.	Research	Purpose and Audience	
	Introduction	Purpose	
	Introduction	Audience	
	Introduction	Audience and Purpose	



		Voice	Adapting Voice to Audience and Purpose
		Research	Purpose and Audience
		Biography	Introduction
2.1.E Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).		Sentence Fluency	Avoiding Sentence Errors
		Sentence Fluency	How Sentence Fluency Enhances Logic
		Sentence Fluency	Transitions
		Ideas	Thinking Skills and Logic
		Organization	Sentences
		Organization	Logical Organization Structures
		Organization	Sentence Structure
2.1.F Students use meaningful word choice appropriate to purpose to achieve a specific tone.		Word Choice	Verbs
		Word Choice	Using Logical Relationships
		Word Choice	Improving Diction
		Word Choice	Strategies for Improving Word Choice
		Word Choice	Nouns
		Word Choice	Adjectives
		Word Choice	Adverbs
2.1.G Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:		Sentence Fluency	Transitions
		Organization	Basic sentence structures

	<b>2.1.G.1</b> Using commonly confused terms appropriately;	Voice	Literary Terms
	<b>2.1.G.2</b> Capitalizing names of regions;	Ideas	Nouns
	<b>2.1.G.3</b> Using noun-pronoun agreements;	Conventions	Choosing The Correct Pronoun
		Ideas	Pronouns
	<b>2.1.G.4</b> Using ellipses and semicolons;	Sentence Fluency	Continuation of grammatical structures
	<b>2.1.G.5</b> Using conditional tenses; and	Ideas	Verbs
	<b>2.1.G.6</b> Using parallel structure.		
	<b>2.1.H</b> Students use strategies to draft and revise written work such as producing multiple drafts.	Research Organization Voice Word Choice Conventions Conventions Sentence Fluency	Research, Decision-Making, and Drafting Semester Project and Review Semester Project Semester Project Revised Essay Review and Final Draft Revising Your Diagnostic Essay for Conventions Semester Project
	<b>2.1.I</b> Students use strategies to edit and publish written work.	Conventions	Using Technology to Edit
	<b>2.2</b> Students use appropriate strategies to write a variety of expressive and expository pieces.	Conventions	Diagnostic essay
	<b>2.2.A</b> Students write and share literary analyses, using grade level-appropriate strategies by:	Introduction	Discussion
	<b>2.2.A.1</b> Examining literature from several critical perspectives;	Ideas	Short Stories
	<b>2.2.A.2</b> Analyzing author's stylistic devices and effects;	Introduction	Active Learning

		Introduction	The Writing Process
	2.2.A.3 Analyzing author's use of literary elements; and	Voice	Literary Terms
	2.2.A.4 Using information in a text to support assertions.		
	2.2.B Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to:	Organization	Analyzing Essay Structures
	2.2.B.1 Convey a unifying theme or tone;	Voice	Poetry
	2.2.B.2 Use sensory details to describe sights, sounds, movement, and gestures;	Voice	Poetry
	2.2.B.3 Use interior monologue to convey feelings; and	Voice	Poetry
	2.2.B.4 Pace action with changes in time and mood.	Word Choice	Drama
	2.2.C Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to:	Presentation	Technical writing
	2.2.C.1 Use appropriate organizational form; and	Presentation	Business Letters
	2.2.C.2 Use formal language and tone.	Presentation	Business Letters
	2.2.D Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies	Research	Research
	2.2.D.1 Using evidence to support a thesis;	Research	Thesis Statement
	2.2.D.2 Addressing author biases and concerns;	Sentence Fluency	The Limitations of Technology
	2.2.D.3 Using information and ideas from primary and secondary sources; and	Research	Source Cards
	2.2.D.4 Documenting sources using	Research	Source Cards

	appropriate standard formats.	Presentation	PDF
<b>3</b> Students use listening and speaking skills for a variety of purposes and audiences.	<b>3.1</b> Students speak for a variety of purposes including:	Presentation	Presentation
	<b>3.1.A</b> Explaining a speaker's or performer's intent; and	Introduction	Audience and Purpose
		Introduction	Audience
		Introduction	Purpose
	<b>3.1.B</b> Evaluating the accuracy, relevance, and bias of sources.	Research	Source Cards
	<b>3.2</b> Students use others' works for models for effective speaking.	Presentation	Presentation
	<b>3.3</b> Students use strategies to organize formal presentations including:	Organization	Theories of organization
	<b>3.3.A</b> Developing an introduction and conclusion;	Organization	Logical Organization Structures
		Organization	Paragraphs
		Organization	How to Organize What You Say
		Organization	Introduction
	<b>3.3.B</b> Using relevant details to support ideas; and	Research	Supporting ideas
	<b>3.3.C</b> Citing information sources.	Research	Source Cards
	<b>3.4</b> Students use strategies to make persuasive presentations by:	Presentation	Persuasive advertising
<b>3.4.A</b> Presenting a coherent argument;	Presentation	Persuasive advertising	
<b>3.4.B</b> Citing persuasive evidence;	Research	Sources	
<b>3.4.C</b> Using rhetorical strategies to support reasoning; and	Research	Sources	
<b>3.4.D</b> Addressing counter-arguments and concerns.	Research	Sources	
<b>3.5</b> Students present oral interpretations of literature.	Presentation	Presentation	

	<b>3.6</b> Students use effective delivery skills (tone, eye contact, rate, volume, pitch, gesture, pronunciation and enunciation) appropriate to audience and purpose.	Voice	Oral: Putting Passion in Your Belief Statement
	<b>3.7</b> Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media, text, images, sound effects) to support presentations.	Presentation Presentation Presentation Presentation Presentation Presentation	Introduction Introduction to Special Presentation Media Why Presentation Matters Creating a Presentation Technical Writing PowerPoint
	<b>3.8</b> Students use strategies to contribute to group discussions by:	Introduction	Discussion
	<b>3.8.A</b> Considering others' ideas and opinions before responding;	Introduction	Discussion
	<b>3.8.B</b> Determining the purpose of discussions;	Introduction Introduction Introduction Conventions	Threaded Discussion Discussion Grading Discussion Discussion Assignment
	<b>3.8.C</b> Acting as a leader, participant, and moderator; and	Introduction Introduction Introduction Conventions	Threaded Discussion Discussion Grading Discussion Discussion Assignment
	<b>3.8.D</b> Conveying criticism in a constructive way.	Introduction Introduction	Threaded Discussion Discussion

		Introduction	Grading Discussion
		Conventions	Discussion Assignment
	<b>3.9</b> Students listen and respond to listener feedback and adjust delivery techniques and content, provide useful feedback to speakers to indicate understanding, and synthesize relevant data from presentations and discussions using strategies such as note-taking and questioning, and observe the techniques and impact of visual media such as:	Introduction	Discussion
	<b>3.9.A</b> Explaining aesthetic effects of media;	Presentation	Creating a Presentation
		Presentation	Why Presentation Matters
		Presentation	PowerPoint
		Presentation	Introduction
		Presentation	Introduction to Special Presentation Media
		Presentation	Technical Writing
	<b>3.9.B</b> Using stereotypes;	Presentation	Advertising
	<b>3.9.C</b> Using special effects;	Presentation	Advertising
	<b>3.9.D</b> Explaining techniques and impact of media on audiences, politics, and daily life;	Introduction	Audience
	<b>3.9.E</b> Techniques used for particular audiences; and	Presentation	Why Presentation Matters
		Presentation	Introduction to Special Presentation Media
		Presentation	Introduction
		Presentation	PowerPoint



		Presentation	Technical Writing
		Presentation	Creating a Presentation
	<b>3.9.F</b> Impact of media on daily life.	Presentation	Why Presentation Matters
		Presentation	Introduction to Special Presentation Media
		Presentation	Introduction
		Presentation	PowerPoint
		Presentation	Technical Writing
		Presentation	Creating a Presentation