



Alignment Document

State of Alaska And Aventa Learning Grammar and Composition

Grammar and Composition 2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
A	A student should be able to speak and write well for a variety of purposes and audiences.		
A.1	apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;	Introduction	The Writing Process
		Introduction	Diagnostic
		Introduction	6 + 1 Writing Traits
		Ideas	Semester Project
		Ideas	Using Words That Captivate the Reader
		Organization	Sentence Structure
		Organization	Organizing a Sentence
		Organization	Parts of a Sentence
		Organization	Sentences
		Organization	Logical Organizational Structures
		Organization	Basic Organizational Structures
		Sentence Fluency	Combining Sentences for Sentence Fluency
		Sentence Fluency	More Ways to Combine Sentences
		Sentence Fluency	Using Your Own Work as a Sample
		Sentence Fluency	Avoiding Sentence Errors



		Word Choice	Nouns
		Word Choice	Verbs
		Word Choice	Adjectives
		Word Choice	Strategies for Improving Word Choice
		Presentation	Why Presentation of Written Matters
		Conventions	Revised Essay Review and Final Draft
A.2	in writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation;	Organization	Paragraphs
		Organization	Organizing a Sentence
		Organization	Essays
		Organization	Parts of a Sentence
		Organization	Sentence Structure
		Organization	Sentences
		Organization	Paragraphing Structures
		Sentence Fluency	Avoiding Sentence Errors
		Sentence Fluency	Combining Sentences for Sentence Fluency
		Sentence Fluency	More Ways to Combine Sentences
		Conventions	Introduction
		Conventions	Confusing Word Pairs
		Conventions	Common Spelling Errors
		Conventions	Common Punctuation Errors
A.3	in speaking, demonstrate skills in volume, intonation, and clarity;	Sentence Fluency	Other Ideas: Getting Rid of Wordiness
A.4	write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;	Introduction	Audience and Purpose
		Introduction	Purpose
A.5	revise, edit, and publish the student's own writing as appropriate;	Conventions	Revising Your Diagnostic Essay for Conventions
		Organization	Semester Project and Review
		Voice	Semester Project
		Sentence Fluency	Revising for Sentence Fluency
		Sentence Fluency	Diagnostic Assessment
		Word Choice	Semester Project

A.6	when appropriate, use visual techniques to communicate ideas; these techniques may include role playing, body language, mime, sign language, graphics, Braille, art, and dance;	Presentation	Dramatic Reading
A.7	communicate ideas using varied tools of electronic technology; and	Ideas	Email Hoaxes
A.8	evaluate the student's own speaking and writing and that of others using high standards.	Sentence Fluency	Using Your Own Work as a Sample
		Word Choice	Rubrics and Samples
		Research	The Research Paper: 6 + 1 Writing Traits in Paper
		Introduction	Rubrics
B	A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.		
B.1	comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening;	Presentation	Introduction to Special Presentation Media
B.2	reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature; and	Introduction	Discussion
		Introduction	Threaded Discussion
		Introduction	Grading Discussion
		Conventions	Discussion Assignment
		Sentence Fluency	Short Stories
B.3	relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.	Introduction	Threaded Discussion
		Introduction	Audience and Purpose



C	A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively.		
C.1	make choices about a project after examining a range of possibilities;	Presentation	Why Presentation Matters
C.2	organize a project by		
C.2.a	understanding directions;	Organization	Basic Organizational Structures
C.2.b	making and keeping deadlines; and	Organization	Introduction
C.2.c	seeking, selecting, and using relevant resources;	Research	Gathering Information
C.3	select and use appropriate decision-making processes;	Organization	Introduction
		Organization	How to Organize What You Want to Say
		Organization	Beginning-Middle-End
		Organization	Looking at Samples
C.4	set high standards for project quality;	Introduction	6 + 1 Writing Traits
		Introduction	Diagnostic
		Introduction	6 + 1 Writing Traits
		Presentation	Why Presentation of Written Matters
		Ideas	Semester Project
C.5	when working on a collaborative project,		
C.5.a	take responsibility for individual contributions to the project;	Introduction	The Writing Process
C.5.b	share ideas and workloads;	Introduction	The Writing Process
C.5.c	incorporate individual talents and perspectives;	Introduction	The Writing Process
C.5.d	work effectively with others as an active participant and as a responsive audience; and	Introduction	The Writing Process
C.5.e	evaluate the processes and work of self and others.	Sentence Fluency	Using Your Own Work as a Sample
		Word Choice	Rubrics and Samples
		Research	The Research Paper: 6 + 1 Writing Traits in Paper
		Introduction	Rubrics



D	A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information.		
D.1	develop a position by		
D.1.a	reflecting on personal experiences, prior knowledge, and new information;	Ideas	Thinking Skills and Logic
D.1.b	formulating and refining questions;	Ideas	Thinking Skills and Logic
D.1.c	identifying a variety of pertinent sources of information;	Research	Source Cards
D.1.d	analyzing and synthesizing information; and	Research	Gathering Information
D.1.e	determining an author's purposes;	Introduction	Audience and Purpose
D.2	evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen;	Research	Source Cards
D.3	give credit and cite references as appropriate; and	Research	Source Cards
		Presentation	Documentation Format
D.4	explain and defend a position orally, in writing, and with visual aids as appropriate.	Research	Thesis Statement
E	A student should understand and respect the perspectives of others in order to communicate effectively.		
E.1	use information, both oral and written, and literature of many types and cultures to understand self and others;	Ideas	Literature: the World of Universal Ideas
E.2	evaluate content from the speaker's or author's perspective;	Voice	Looking at Samples
E.3	recognize bias in all forms of communication; and	Research	Fact and Opinion
E.4	recognize the communication styles of different cultures and their possible effects on others.	Introduction	Audience and Purpose