



Alignment Document

State of Connecticut 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
1	Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.		
1.1	Students use appropriate strategies before, during and after reading in order to construct meaning.		
1.1.a	activate prior knowledge, establish purposes for reading and adjust the purposes while reading.		
1.1.b	determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.		
1.1.c	select and organize relevant information from text to summarize.	Research	Research, Decision Making, and Drafting
1.1.d	identify, use and explain text structures.	Organization	Choose How to Organize What You Want to Say
1.1.e	draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.	Sentence Fluency	Literature
1.1.f	make and justify inferences from explicit and/or implicit information.		
1.2	Students interpret, analyze and evaluate text in order to extend understanding and appreciation.		
1.2.a	generate and respond to questions.	Sentence Fluency	Literature
		Conventions	Discussion



1.2.b	interpret information that is implied in a text.		
1.2.c	distinguish between fact and opinion.	Research	Fact and Opinion
1.2.d	make, support and defend judgments about texts.	Sentence Fluency	Literature
1.2.e	discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.	Introduction	Threaded Discussion
1.2.f	identify and discuss the underlying theme or main idea in texts.	Sentence Fluency	Short Stories
		Ideas	Short Stories
1.2.g	choose a variety of genres to read for personal enjoyment.	Ideas	Short Stories
		Biography	Biographical and Autobiographical Writing
		Biography	Classic Biography and Autobiography
		Biography	Modern Biography and Autobiography
1.3	Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.		
1.3.a	use phonetic, structural, syntactical and contextual clues to read and understand words.	Word Choice	Literature
1.3.b	NA		
1.3.c	analyze the meaning of words and phrases in context.	Word Choice	Literature
1.3.d	develop vocabulary through listening, speaking, reading and writing.	Word Choice	Nouns
		Word Choice	Strategies for Improving Word Choice
		Word Choice	Adjectives
		Word Choice	Verbs
		Ideas	Using Words That Captivate the Reader
1.3.e	use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).		
1.4	Students communicate with others to create interpretations of written, oral and visual texts.		



1.4.a	respond to the ideas of others and recognize the validity of differing views.	Introduction	Grading Discussion
		Introduction	Threaded Discussion
		Introduction	Discussion
		Conventions	Discussion Assignment
		Sentence Fluency	Literature
		Sentence Fluency	Short Stories
1.4.b	persuade listeners about judgments and opinions of works read, written and viewed.	Sentence Fluency	Short Stories
2	Students read and respond to classical and contemporary texts from many cultures and literary periods.		
2.1	Students recognize how literary devices and conventions engage the reader.		
2.1.a	identify the various conventions within a genre and apply this understanding to the evaluation of the text.		
2.1.b	identify and analyze the differences between the structures of fiction and nonfiction.		
2.1.c	explain and explore their own and others' aesthetic reactions to texts.	Biography	Modern Biography and Autobiography
2.1.d	analyze literary conventions and devices an author uses and how they contribute meaning and appeal.	Biography	Modern Biography and Autobiography
2.2	Students explore multiple responses to literature.		
2.2.a	develop and defend multiple responses to literature using individual connections and relevant text references.	Introduction	Threaded Discussion
2.2.b	develop a critical stance and cite evidence to support the stance.	Voice	Literature: Voice in Essays
2.3	Students recognize and appreciate that contemporary and classical literature has shaped human thought.		
2.3.a	discuss and analyze how characters deal with the diversity of human experience and conflict.	Introduction	Threaded Discussion
2.3.b	compare and contrast ideas, themes and/or issues across classical and contemporary texts.	Biography	Modern Biography and Autobiography



2.3.c	create responses to texts and examine each work's contributions to an understanding of human experience across cultures.	Sentence Fluency	Literature
		Ideas	Literature
2.4	Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.		
2.4.a	analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.	Sentence Fluency	Literature
2.4.b	discuss how the experiences of an author might influence the text.		
2.4.c	describe how the experiences of a reader influence the interpretation of a text.	Introduction	Threaded Discussion
2.4.d	analyze and evaluate themes and connections that cross cultures.	Ideas	Literature
2.4.e	interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.	Sentence Fluency	Short Stories
		Sentence Fluency	Literature
2.4.f	evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.		
3	Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.		
3.1	Students use descriptive, narrative, expository, persuasive and poetic modes.		
3.1.a	use oral language with clarity, voice and fluency to communicate a message.	Sentence Fluency	Other Ideas: Getting Rid of Wordiness
3.1.b	listen to or read a variety of genres to use as models for writing in different modes.	Ideas	Looking at Student Writing Samples
		Voice	Looking at Samples
		Introduction	Diagnostic
		Introduction	The Writing Process
		Research	Examples of Research
		Sentence Fluency	Using Your Own Work as a Sample



3.1.c	use the appropriate features of persuasive, narrative, expository or poetic writing.	Research	Research Paper
3.1.d	write to delight in the imagination.	Word Choice	Creative Writing
		Word Choice	Creativity in Word Choice
3.2	Students prepare, publish and/or present work appropriate to audience, purpose and task.		
3.2.a	determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	Voice	Adapting Voice to Audience and Purpose
		Introduction	Audience and Purpose
		Introduction	Purpose
		Introduction	Audience
		Organization	Sentence Purpose
3.2.b	apply the most effective processes to create and present a written, oral or visual piece.	Research	Research, Decision-Making and Drafting
		Introduction	6 + 1 Writing Traits
		Introduction	The Writing Process
		Introduction	Diagnostic
		Presentation	Why Presentation of Written Matters
		Ideas	Semester Project
3.2.c	revise texts for organization, elaboration, fluency and clarity.	Conventions	Revising Your Diagnostic Essay for Conventions
		Sentence Fluency	How Sentence Fluency Enhances Logic
		Sentence Fluency	Diagnostic Assessment
		Sentence Fluency	Importance of Sentence Fluency
		Sentence Fluency	Revising for Sentence Fluency
		Sentence Fluency	Introduction
		Sentence Fluency	Other Ideas: Getting Rid of Wordiness
		Sentence Fluency	Recognizing Sentence Fluency
		Organization	Sentence Ambiguity
		Organization	How to Organize What You Want to Say
		Organization	Looking at Samples
		Organization	Beginning-Middle-End
		Organization	Semester Project and Review
		Organization	Introduction
		Word Choice	Semester Project
		Voice	Semester Project



3.2.d	research information from multiple sources for a specific purpose.	Research	Research
		Research	Preparation
		Research	Research Organization and Analysis
		Research	A Logical Process for Research
		Research	Research, Decision-Making and Drafting
		Research	Introduction
3.2.e	evaluate the validity of primary and secondary sources of information to authenticate research.	Research	Research
3.2.f	publish and/or present final products in a myriad of ways, including the use of the arts and technology.	Literature	Plot as an Organizational Device
		Presentation	Technical Writing
4	Students apply the conventions of standard English in oral, written and visual communication.		
4.1	Students use knowledge of their language and culture to improve competency in English.		
4.1.a	read, listen to and tell stories from a variety of cultures, and discuss similarities and differences in the way language is used.	Presentation	Dramatic Reading
4.1.b	recognize and understand variations among language patterns.		
4.2	Students speak and write using standard language structures and diction appropriate to audience and task.		
4.2.a	use sentence patterns typical of spoken and written language to produce text.	Sentence Fluency	Run-ons
		Sentence Fluency	Combining Sentences
		Sentence Fluency	Recognizing Sentence Fluency
		Sentence Fluency	Fragments
		Organization	Parts of a Sentence
		Organization	Sentence Structure
		Organization	Sentence Ambiguity
		Organization	Types of Complements
		Organization	Sentences



4.2.b	evaluate the impact of language as related to audience and purpose.	Research	A Logical Process for your Research
		Presentation	Technical Writing
4.3	Students use standard English for composing and revising written text.		
4.3.a	recognize the difference between standard and nonstandard English and use language appropriately.	Conventions	Grammar in the Real World
		Conventions	When to Use Formal Conventions
		Conventions	Avoiding Common Errors
4.3.b	demonstrate proficient use of proper mechanics, usage and spelling skills.	Conventions	Confusing Word Pairs
		Conventions	Common Spelling Errors
		Conventions	Introduction
4.3.c	use resources for proofreading and editing.	Ideas	Revising Your Rough Draft
		Research	Research, Decision Making, and Drafting
		Convention	Revised Essay Review and Final Draft
		Convention	Revising Your Diagnostic Essay for Conventions