



Alignment Document
State of Mississippi and Aventa Learning English I

English I
2005-2007 Benchmark Blueprint

Standards	Benchmarks	Unit Name	Course Topic Description	
1 The student will develop and apply expansive knowledge of words and word meanings to communicate.	1.a The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.	Introduction	Discussion	
	1.b The student will analyze figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts to evaluate the effect on setting, tone, theme, and mood.	Voice	Using Figurative Language to Improve Voice	
	1.c The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose.		Word Choice	Verbs
			Word Choice	Adjectives
			Word Choice	Strategies for Improving Word Choice
			Introduction	Audience
	1.d The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text.		Introduction	Purpose
			Introduction	Audience and Purpose
		Word Choice	Overstatement	
		Word Choice	Denotation and Connotation	



		Word Choice	Understatement
		Research	Purpose and Audience
		Introduction	Audience and Purpose
		Introduction	Purpose
		Introduction	Audience
2 The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	2.a The student will apply understanding of text features (e.g., introduction, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.	Sentence Fluency	Sentence Fluency
	2.b The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc.	Introduction	Audience
		Introduction	Audience and Purpose
		Introduction	Purpose
		Research	Purpose and Audience
	2.c The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose.	Introduction	Purpose
		Introduction	Audience
Introduction		Audience and Purpose	
Research		Purpose and Audience	
2.d The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.	Organization	Analyze essays	
	Organization	Discussion	
2.e The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.			
2.e.1 Literary Text and Literary Non-fiction			



	<p>2.e.1.1 Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, stylistic devices, dramatic irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)</p>	<p>Organization</p> <p>Organization</p> <p>Organization</p> <p>Organization</p> <p>Word Choice</p> <p>Research</p> <p>Biography</p> <p>Biography</p> <p>Biography</p> <p>Biography</p> <p>Biography</p> <p>Biography</p> <p>Ideas</p> <p>Ideas</p> <p>Ideas</p>	<p>Novel Study</p> <p>Elements of Plot</p> <p>Special Plot Devices</p> <p>Literature: Plot as an Organizational Device</p> <p>Non-fiction Essays</p> <p>Research and Literature</p> <p>Modern Biography and Autobiography</p> <p>Introduction</p> <p>Biographical and Autobiographical Writing</p> <p>Composing an Autobiography</p> <p>Classic Biography and Autobiography</p> <p>Short Stories</p> <p>Literature: the World of Universal Ideas</p> <p>Novel Study</p>
	<p>2.e.1.2 Poetry (e.g., structure, language, theme, setting, persona, conflict, dramatic irony, symbolism, allusion, figurative language, stylistic devices, imagery, language/word choice, etc.)</p>	<p>Voice</p>	<p>Logic and Voice in Poetry</p>

	2.e.1.3 Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, stylistic devices, dramatic irony, language/word choice, foreshadowing, etc.)	Word Choice Word Choice	The Night Thoreau Spent in Jail Literature: Drama Studies
	2.e.2 Informational Texts		
	2.e.2.1 Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)	Voice	Making writing more interesting
	2.f The student will distinguish fact from opinion in different media.	Presentation	Visual Effects
	2.f.1 TV ads	Presentation	Logic in Advertisement
	2.f.2 Billboards	Presentation	Logic in Advertisement
	2.f.3 Essays	Word Choice	Non-fiction Essays
	2.f.4 Literary non-fiction	Word Choice	Non Fiction
	2.f.5 TV commentary	Presentation	Improving Presentations
	2.g The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA).	Introduction to research	Basic skills
3 The student will produce, analyze, and evaluate effective communication.	3.a The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).	Introduction to research	Editing
	3.a.1 Planning	Introduction to research	Note cards
	3.a.1.1 Determine audience	Introduction Introduction Voice Research Biography	Audience Audience and Purpose Adapting Voice to Audience and Purpose Purpose and Audience Introduction



	3.a.1.2 Determine purpose	Biography Introduction Introduction Introduction Voice	Introduction Purpose Audience Audience and Purpose Adapting Voice to Audience and Purpose
	3.a.1.3 Generate ideas	Ideas Ideas	Have something to say Introduction
	3.a.1.4 Address prompt/topic	Organization Organization	Paragraphing Structures Paragraphs
	3.a.1.5 Organize ideas	Organization Organization Organization Organization Organization Organization	Logical Organization Structures Paragraphing Structures Introduction Paragraphs How to Organize What You Say Sentences
	3.a.1.6 Compose a clearly stated thesis	Research	Thesis Statement
	3.a.2 Drafting	Research	Rough Draft
	3.a.2.1 Formulate introduction, body, and conclusion	Organization	Analyzing Essay Structure
	3.a.2.2 Create paragraphs (minimally five paragraphs)	Introduction Introduction	6 + 1 Writing Traits Diagnostic



	3.a.2.3 Use various sentence structures	Organization	Sentences
		Sentence Fluency	How Sentence Fluency Enhances Logic
		Sentence Fluency	Avoiding Sentence Errors
		Sentence Fluency	Transitions
	3.a.2.4 Use paraphrasing for reports and documented text	Sentence Fluency	Sentence Fluency
	3.a.3 Revising	Research	Revising
	3.a.3.1 Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]	Voice	Semester Project
		Organization	Semester Project and Review
		Sentence Fluency	Semester Project
		Sentence Fluency	Other Ideas: Getting Rid of Wordiness
Word Choice		Semester Project	
Research		Research, Decision-Making, and Drafting	
Conventions		Revised Essay Review and Final Draft	
	Conventions	Revising Your Diagnostic Essay for Conventions	
3.a.3.2 Add and delete information and details (for audience, for purpose, for unity, etc.)	Voice	Semester Project	
	Organization	Semester Project and Review	
	Conventions	Revised Essay Review and Final Draft	

	Conventions	Revising Your Diagnostic Essay for Conventions
	Word Choice	Semester Project
	Research	Research, Decision-Making, and Drafting
	Sentence Fluency	Semester Project
3.a.3.3 Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)	Word Choice	Adverbs
3.a.3.4 Use available resources (reference materials, technology, etc.)	Research	Introduction
	Presentation	Research Papers
3.a.4 Editing		
3.a.4.1 Proofread to correct errors		
3.a.4.2 Apply tools to judge quality (rubric, checklist, feedback, etc.)	Ideas	Introduction
	Introduction	6 + 1 Writing Traits
	Introduction	Rubrics
	Introduction	Active Learning
3.a.5 Publishing		
3.a.5.1 Proofread final text	Research	Proof
3.a.5.2 Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)	Introduction	Active Learning
	Introduction	The Writing Process
	Organization	Technology and Writing
	Organization	Electronic Portfolio
3.b The student will compose text in the narrative mode clearly relating an event, telling	Sentence Fluency	Point of View

	what happened within a time frame defined by the event.		
	3.c The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.	Introduction	Audience
	3.d The student will compose persuasive texts for different audiences using facts and opinions.	Introduction	Audience
	3.d.1 Newspaper ads	Presentation	Logic in Advertisement
	3.d.2 Commercials	Presentation	Logic in Advertisement
	3.d.3 Billboards	Presentation	Logic in Advertisement
	3.d.4 Catalog descriptions	Presentation	Logic in Advertisement
	3.d.5 Editorials	Presentation	Logic in Advertisement
	3.e The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.	Presentation	Research Papers
		Research	Source Cards
		Research	Introduction
4 The student will use Standard English grammar, mechanics, and sentence structure to communicate.	4.a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.	Conventions	Editing
	4.a.1 Verb tenses [including purpose] (present perfect, past perfect, future perfect; emphatic [present and past])	Ideas	Verbs
	4.a.2 Active and passive voice	Sentence Fluency	Using Active Voice for Sentence Fluency
		Sentence Fluency	Passive Voice
		Sentence Fluency	Active Voice
4.a.3 Pronoun-antecedent agreement	Conventions	Choosing The Correct Pronoun	

		Ideas	Pronouns
	4.a.4 Objective complements	Conventions	Choosing The Correct Pronoun
		Ideas	Pronouns
	4.a.5 Subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb.)	Organization	Parts of a Sentence
		Ideas	Verbs
	4.b The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.	Conventions	Editing
	4.b.1 Capitalize regions of countries	Conventions	Grammatical Structures
	4.b.2 Semicolons to separate items in a series when items include commas	Conventions	Grammatical Structures
	4.b.3 Commas to avoid misreading	Conventions	Grammatical Structures
	4.b.4 Coordinate adjectives	Ideas	Adjectives and Adverbs
	4.b.5 Single quotation marks to identify quotes-within-quotes.	Conventions	Grammatical Structures
	4.c The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.	Conventions	Editing
	4.c.1 Parallel structure of sentences	Sentence Fluency	Structure
	4.c.1.i1 Using participial and infinitive phrases and adverb and adjective clauses as modifiers; noun clauses as subjects, direct and indirect objects, predicate nominatives, or objects of the preposition;	Sentence Fluency	Adjective Clauses
		Sentence Fluency	Adverb Clauses
		Word Choice	Adjectives
		Word Choice	Adverbs
		Ideas	Adjectives and Adverbs
		Ideas	Nouns



		Organization	Parts of a Sentence
		Organization	Prepositional Phrases
		Organization	Sentences
	4.c.1.ii2 Presenting items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.	Organization	Sentence Structure
		Organization	Sentences
		Organization	Parts of a Sentence
	4.c.2 Avoiding misplaced modifiers to ensure clarity	Word Choice	Adjectives
		Word Choice	Adverbs
		Sentence Fluency	Other Ideas: Getting Rid of Wordiness
	4.c.3 Using subordination to express the relationship between two unequal ideas within a single sentence.	Sentence Fluency	Adverb Clauses
		Sentence Fluency	Dependent Clauses
		Sentence Fluency	Adjective Clauses