



Alignment Document  
State of Mississippi and Aventa Learning Grammar and Composition

**Grammar and Composition**  
2005-2007 Benchmark Blueprint

| Standards   | Benchmarks   | Unit Name    | Course Topic Description                    |                                     |
|---|--|--------------|---|-------------------------------------|
| <b>CWI.1</b> The student will produce, analyze, and evaluate effective communication. | <b>CWI.1.a</b> The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing). | Research     | Research, Decision Making, and Drafting     |                                     |
|   | <b>CWI.1.a.1</b> Planning  | Research     | A Logical Process for your Research         |                                     |
|   | <b>CWI.1.a.1.1</b> Determine audience  |              | Introduction                                | Audience and Purpose                |
|   |  |              | Research                                    | A Logical Process for your Research |
|   |  |              | Presentation                                | Creating a Presentation             |
|   | <b>CWI.1.a.1.2</b> Determine purpose   |              | Introduction                                | Audience and Purpose                |
|   |  |              | Research                                    | A Logical Process for your Research |
|   |  |              | Presentation                                | Creating a Presentation             |
| <b>CWI.1.a.1.3</b> Generate ideas   |  | Ideas        | Having Something to Say                     |                                     |
| <b>CWI.1.a.1.4</b> Address prompt/topic   |  | Research     | Research, Decision Making, and Drafting     |                                     |
| <b>CWI.1.a.1.5</b> Organize ideas   |  | Organization | Choose How to Organize What You Want to Say |                                     |
|   |  | Organization | Looking at Samples                          |                                     |



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|   | Organization     | Logical Organizational Structures in Sentences, Paragraphs and Essays |
|   | Organization     | Literature: Plot as an Organizational Device                          |
| <b>CWI.1.a.1.6</b> Compose a clearly stated thesis  | Research         | Research, Decision Making, and Drafting                               |
| <b>CWI.1.a.2</b> Drafting   | Research         | Research, Decision Making, and Drafting                               |
| <b>CWI.1.a.2.1</b> Formulate introduction, body, and conclusion   | Research         | Research, Decision Making, and Drafting                               |
| <b>CWI.1.a.2.2</b> Create paragraphs (minimally five paragraphs)  | Research         | Research, Decision Making, and Drafting                               |
| <b>CWI.1.a.2.3</b> Use various sentence structures  | Sentence Fluency | Combining Sentences for Sentence Fluency                              |
|   | Sentence Fluency | Avoiding Sentence Errors  |
| <b>CWI.1.a.2.4</b> Use paraphrasing for reports and documented text   | Research         | Research  |
| <b>CWI.1.a.3</b> Revising   | Sentence Fluency | Using Your Own Work as a Sample                                       |
|   | Conventions      | Revised Essay Review and Final Draft                                  |
|   | Conventions      | Revising Diagnostic Essay   |
|   | Research         | Research, Decision Making, and Drafting                               |
| <b>CWI.1.a.3.1</b> Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.] | Conventions      | Revised Essay Review and Final Draft                                  |
|   | Research         | Research, Decision Making, and Drafting                               |
| <b>CWI.1.a.3.2</b> Add and delete information and   | Introduction     | Audience and Purpose  |

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|  | details (for audience, for purpose, for unity)   | Research     | Research, Decision Making, and Drafting       |
|  |  | Presentation | Creating a Presentation                       |
|  | <b>CWI.1.a.3.3</b> Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.) | Word Choice  | Improving Your Diction                        |
|  |  | Word Choice  | Strategies for Improving Word Choice          |
|  | <b>CWI.1.a.3.4</b> Use available resources (reference materials, technology, etc.)   | Word Choice  | Using Technology                              |
|  |  | Presentation | Why Presentation of Written Material Matters  |
|  |  | Presentation | Tips and Practice for Effective Presentations |
|  |  | Presentation | Technical Writing                             |
|  | <b>CWI.1.a.4</b> Editing   | Conventions  | Revising Diagnostic Essay                     |
|  |  | Conventions  | Revised Essay Review and Final Draft          |
|  | <b>CWI.1.a.4.1</b> Proofread to correct errors   | Conventions  | Avoiding Common Errors in Conventions         |
|  |  | Conventions  | Revised Essay Review and Final Draft          |
|  | <b>CWI.1.a.4.2</b> Apply tools to judge quality (rubric, checklist, feedback, etc.)  | Introduction | Course Design (6 + 1 Trait writing rubric)    |
|  | <b>CWI.1.a.5</b> Publishing  | Research     | Final Draft                                   |
|  |  | Presentation | Creating a Presentation                       |
|  | <b>CWI.1.a.5.1</b> Proofread final text  | Research     | Research, Decision Making, and Drafting       |
|  | <b>CWI.1.a.5.2</b> Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing                                      | Presentation | Creating a Presentation                       |



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|   | portfolio, personal journal, classroom wall, etc.) |                                 |  |
| <b>CWI.2</b> The student will use Standard English grammar, mechanics, and sentence structure to communicate. |  | Introduction<br><br>Conventions | Course Design (6 + 1 Trait writing rubric)<br><br>Choosing When to Use the Formal Conventions of English |