



Alignment Document

State of New Jersey And Aventa Learning English I

English I 2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
3.1	All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Ideas	Grammar Introduction
3.1.A	Concepts About Print/Text		
3.1.A.1	No additional indicators at this grade level.		
3.1.B	Phonological Awareness	Sentence Fluency	Continuation of grammatical structures that influence sentence fluency
3.1.B.1	No additional indicators at this grade level.		
3.1.C	Decoding and Word Recognition	Conventions	Importance of Conventions in Communication
3.1.C.1	No additional indicators at this grade level.		
3.1.D	Fluency	Sentence Fluency	Strategies for Improving Word Choice
3.1.D.1	Read developmentally appropriate materials at an independent level with accuracy and speed.		
3.1.D.2	Use appropriate rhythm, flow, meter, and pronunciation when reading.		
3.1.D.3	Read a variety of genres and types of text with fluency and comprehension.	Sentence Fluency	Recognizing Sentence Fluency
3.1.E	Reading Strategies (before, during, and after reading)		
3.1.E.1	Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.		
3.1.E.2	Practice visualizing techniques before, during, and after reading to aid in comprehension.		



3.1.E.3	Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.	Organization	How to Organize What You Say
		Organization	Introduction
		Organization	Semester Project and Review
3.1.F	Vocabulary and Concept Development		
3.1.F.1	Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.	Ideas	Basic Vocabulary/Parts of Speech
3.1.F.2	Use knowledge of root words to understand new words.	Ideas	Basic Vocabulary/Parts of Speech
3.1.F.3	Apply reading vocabulary in different content areas.		
3.1.G	Comprehension Skills and Response to Text		
3.1.G.1	Identify, describe, evaluate, and synthesize the central ideas in informational texts.	Fluency	Technology and Writing
3.1.G.2	Understand the study of literature and theories of literary criticism.	Voice	Literary Terms
3.1.G.3	Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.	Voice	Literary Terms
3.1.G.4	Compare and evaluate the relationship between past literary traditions and contemporary writing.	Voice	Literary Terms
3.1.G.5	Analyze how works of a given period reflect historical and social events and conditions.	Voice	Literary Terms
3.1.G.6	Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.	Voice	Literary Terms
3.1.G.7	Interpret how literary devices affect reading emotions and understanding.		
3.1.G.8	Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).	Word Choice	Introduction
		Voice	Using Figurative Language to Improve Voice
3.1.G.9	Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.	Research	Source Cards
3.1.G.10	Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.	Sentence Fluency	Point of View
		Sentence Fluency	Literature



3.1.G.11	Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.	Word Choice	Improving Diction
		Introduction	Audience
		Introduction	Audience and Purpose
		Introduction	Purpose
		Research	Purpose and Audience
		Ideas	Using Words that Captivate the Reader
3.1.G.12	Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts.	Presentation	Business Letters
3.1.G.13	Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, or instructional manuals).	Organization	Basic Organizational Structures
3.1.H	Inquiry and Research		
3.1.H.1	Select appropriate electronic media for research and evaluate the quality of the information received.	Voice	Logic and Voice in the World Wide Web
3.1.H.2	Develop materials for a portfolio that reflect a specific career choice.	Organization	Technology and Writing
		Organization	Electronic Portfolio
		Introduction	Active Learning
		Introduction	The Writing Process
3.1.H.3	Develop increased ability to critically select works to support a research topic.	Research	Introduction
		Presentation	Research Papers
3.1.H.4	Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.		
3.1.H.5	Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.		
3.1.H.6	Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.	Research	Source Cards
3.2	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Introduction	Writing Process



AVENTA LEARNING

3.2.A	Writing as a Process (prewriting, drafting, revising, editing, postwriting)	Introduction	Writing Process
3.2.A.1	Engage in the full writing process by writing daily and for sustained amounts of time.	Introduction	The Writing Process
3.2.A.2	Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.	Voice	Adapting Voice to Audience and Purpose
		Biography	Introduction
		Introduction	Audience
		Introduction	Purpose
		Introduction	Audience and Purpose
		Research	Preparation
		Research	Purpose and Audience
		Research	Research, Decision-Making, and Drafting
		Ideas	Have something to say
3.2.A.3	Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.	Organization	How to Organize What You Say
		Organization	Introduction
		Organization	Paragraphing Structures
		Organization	Sentences
		Organization	Paragraphs
		Organization	Logical Organization Structures
		Word Choice	Verbs
		Word Choice	Improving Diction
		Word Choice	Adjectives
		Word Choice	Nouns
		Word Choice	Using Logical Relationships
		Word Choice	Adverbs
		Word Choice	Strategies for Improving Word Choice
		Introduction	The Writing Process
		Introduction	Active Learning
		Sentence Fluency	Combining Sentences for Sentence Fluency
		Sentence Fluency	Introduction
		Sentence Fluency	Importance of Sentence Fluency
		Sentence Fluency	Combining Sentences
		Sentence Fluency	Transitions



		Sentence Fluency	Revising for Sentence Fluency
		Sentence Fluency	Vary Sentence Length and Structure
		Sentence Fluency	Using Your Own Work as a Sample
3.2.A.4	Review and edit work for spelling, usage, clarity, and fluency.	Conventions	Common Spelling Errors
		Conventions	Avoiding Common Errors
		Conventions	Introduction
		Conventions	Using Technology to Edit
		Conventions	Revising Your Diagnostic Essay for Conventions
		Conventions	Confusing Word Pairs
		Sentence Fluency	Importance of Sentence Fluency
		Sentence Fluency	Introduction
		Sentence Fluency	Recognizing Sentence Fluency
3.2.A.5	Use the computer and word-processing software to compose, revise, edit, and publish a piece.	Conventions	Using Technology to Edit
		Ideas	Introduction
		Presentation	Using Word Processing to Improve Presentations
		Presentation	PDF
		Introduction	The Writing Process
3.2.A.6	Use a scoring rubric to evaluate and improve own writing and the writing of others.	Ideas	Introduction
		Introduction	Rubrics
		Introduction	Active Learning
		Introduction	6 + 1 Writing Traits
3.2.A.7	Reflect on own writing and establish goals for growth and improvement.	Organization	Basic Organizational Structures
		Introduction	Diagnostic
		Introduction	6 + 1 Writing Traits
		Ideas	Introduction
		Research	The Research Paper: 6 + 1 Writing Traits in Paper
3.2.B	Writing as a Product (resulting in a formal product or publication)		
3.2.B.1	Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.	Research	Research Organization and Analysis



		Organization	Logical Organization Structures
		Organization	Novel Study
		Organization	How to Organize What You Say
		Organization	Essays
		Organization	Introduction
		Organization	Paragraphs
3.2.B.2	Critique published works for authenticity and credibility.		
3.2.B.3	Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.	Research	Thesis Statement
3.2.B.4	Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).		
3.2.B.5	Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.	Conventions	Final Revision of Diagnostic Essay
3.2.B.6	Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.	Research	Introduction
		Presentation	Research Papers
3.2.B.7	Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media.	Research	Source Cards
3.2.B.8	Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.		
3.2.B.9	Provide compelling openings and strong closure to written pieces.	Organization	Analyzing Essay Structure
3.2.B.10	Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).		
3.2.B.11	Use the responses of others to review content, organization, and usage for publication.	Introduction	Discussion
3.2.B.12	Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.	Organization	Electronic Portfolio



		Organization	Technology and Writing
		Introduction	Active Learning
		Introduction	The Writing Process
3.2.C	Mechanics, Spelling, and Handwriting		
3.2.C.1	Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.	Conventions	When to Use Formal Conventions
		Conventions	Avoiding Common Errors
		Conventions	Introduction
		Conventions	Grammar in the Real World
		Conventions	Revising Your Diagnostic Essay for Conventions
3.2.C.2	Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.	Organization	Sentence Ambiguity
		Organization	Types of Complements
		Organization	Sentences
		Sentence Fluency	Recognizing and Correcting Sentence Errors
		Sentence Fluency	Transitions
		Sentence Fluency	Combining Sentences for Sentence Fluency
		Sentence Fluency	Run-ons
		Sentence Fluency	More Ways to Combine Sentences
		Sentence Fluency	Fragments
		Sentence Fluency	Combining Sentences
3.2.C.3	Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.	Sentence Fluency	Adverb Clauses
		Sentence Fluency	Dependent Clauses
		Sentence Fluency	Adjective Clauses
3.2.C.4	Use transition words to reinforce a logical progression of ideas.	Organization	Transitions Within Paragraphs
		Organization	Transitions Between Paragraphs
		Organization	Paragraphs
		Organization	Paragraphing Structures
3.2.C.5	Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.		



3.2.C.6	Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.	Conventions	Using Technology to Edit
		Conventions	Grammar in the Real World
		Conventions	When to Use Formal Conventions
3.2.C.7	Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	Fluency	Technology and Writing
3.2.C.8	Write legibly in manuscript or cursive to meet district standards.		
3.2.D	Writing Forms, Audiences, and Purposes (exploring a variety of forms)		
3.2.D.1	Employ the most effective writing formats and strategies for the purpose and audience.	Research	Purpose and Audience
		Research	The Research Paper: 6 + 1 Writing Traits in Paper
		Introduction	6 + 1 Writing Traits
		Introduction	Audience
		Introduction	Diagnostic
		Introduction	Audience and Purpose
		Ideas	Introduction
		Voice	Adapting Voice to Audience and Purpose
		Biography	Introduction
		Organization	Basic Organizational Structures
3.2.D.2	Demonstrate command of a variety of writing genres, such as:	Voice	Literature
3.2.D.2.a	Persuasive essay	Sentence Fluency	The Limitations of Technology
3.2.D.2.b	Personal narrative		
3.2.D.2.c	Research report	Research	Introduction
		Presentation	Research Papers
3.2.D.2.d	Literary research paper	Presentation	Research Papers
		Research	Introduction
3.2.D.2.e	Descriptive essay	Word Choice	Drama
3.2.D.2.f	Critique		
3.2.D.2.g	Response to literature		
3.2.D.2.h	Parody of a particular narrative style (fable, myth, short story)	Word Choice	Creativity in Word Choice
3.2.D.2.i	Poetry		



3.2.D.3	Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.	Ideas	Using Words that Captivate the Reader
		Word Choice	Improving Diction
		Sentence Fluency	Point of View
		Sentence Fluency	Literature
3.2.D.4	Apply all copyright laws to information used in written work.		
3.2.D.5	When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.	Organization	Paragraphs
		Organization	How to Organize What You Say
		Organization	Sentences
		Organization	Introduction
		Organization	Logical Organization Structures
		Organization	Paragraphing Structures
		Organization	Basic Organizational Structures
		Introduction	Diagnostic
		Introduction	6 + 1 Writing Traits
		Research	The Research Paper: 6 + 1 Writing Traits in Paper
		Ideas	Introduction
3.2.D.6	Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.	Presentation	Business Letters
3.2.D.7	Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.	Voice	Adapting Voice to Audience and Purpose
		Voice	Semester Project
		Voice	The Importance of Developing Your own Voice
		Voice	Logic and Voice in Poetry
		Voice	Introduction
		Voice	Looking at Samples
		Introduction	Active Learning
		Introduction	The Writing Process



3.2.D.8	Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.	Introduction	The Writing Process
		Introduction	Active Learning
		Organization	Technology and Writing
		Organization	Electronic Portfolio
3.3	All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Organization	Electronic Portfolio
3.3.A	Discussion		
3.3.A.1	Support a position integrating multiple perspectives.	Introduction	Discussion Board
3.3.A.2	Support, modify, or refute a position in small or large-group discussions.	Research	Fact and Opinion
3.3.A.3	Assume leadership roles in student-directed discussions, projects, and forums.		
3.3.A.4	Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.	Introduction	Grading Discussion
		Introduction	Discussion
		Introduction	Threaded Discussion
		Conventions	Discussion Assignment
3.3.B	Questioning (Inquiry) and Contributing		
3.3.B.1	Ask prepared and follow-up questions in interviews and other discussions.	Introduction	Discussion
3.3.B.2	Extend peer contributions by elaboration and illustration.	Introduction	Discussion
3.3.B.3	Analyze, evaluate, and modify group processes.	Introduction	Discussion
3.3.B.4	Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.		
3.3.B.5	Question critically the position or viewpoint of an author.	Voice	Looking at Samples
3.3.B.6	Respond to audience questions by providing clarification, illustration, definition, and elaboration.		
3.3.B.7	Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).	Introduction	Grading Discussion
		Introduction	Threaded Discussion
		Introduction	Discussion
		Conventions	Discussion Assignment
3.3.C	Word Choice		



3.3.C.1	Modulate tone and clarify thoughts through word choice.	Word Choice	Strategies for Improving Word Choice
		Word Choice	Adjectives
		Word Choice	Verbs
3.3.C.2	Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).	Word Choice	Adjectives
		Word Choice	Strategies for Improving Word Choice
		Word Choice	Alliteration
		Word Choice	Verbs
3.3.D	Oral Presentation		
3.3.D.1	Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).	Introduction	Purpose
		Introduction	Audience
3.3.D.2	Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).	Organization	Paragraphs
		Organization	Logical Organization Structures
		Organization	Introduction
		Organization	How to Organize What You Say
3.3.D.3	Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.	Voice	Oral: Putting Passion in Your Belief Statement
3.3.D.4	Edit drafts of speeches independently and in peer discussions.	Conventions	Using Technology to Edit
3.3.D.5	Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).	Voice	Oral: Putting Passion in Your Belief Statement
		Presentation	Introduction
		Presentation	Why Presentation Matters
		Presentation	Technical Writing
		Presentation	Creating a Presentation
3.3.D.6	Use a rubric to self-assess and improve oral presentations.	Presentation	Tips and Practice for Effective Presentations
		Presentation	Technical Writing
		Presentation	Why Presentation Matters



3.4	All students will listen actively to information from a variety of sources in a variety of situations.		
3.4.A	Active Listening		
3.4.A.1	Explore and reflect on ideas while hearing and focusing attentively.		
3.4.A.2	Listen skillfully to distinguish emotive and persuasive rhetoric.		
3.4.A.3	Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.	Presentation	Why Presentation Matters
		Presentation	Technical Writing
		Presentation	Introduction
		Voice	Oral: Putting Passion in Your Belief Statement
		Presentation	Creating a Presentation
3.4.B	Listening Comprehension		
3.4.B.1	Listen to summarize, make judgments, and evaluate.	Presentation	Oral: Putting Passion in Your Belief Statement
3.4.B.2	Evaluate the credibility of a speaker.	Presentation	Oral Communication: Drama
3.4.B.3	Determine when propaganda and argument are used in oral forms.	Presentation	Persuasive Techniques
3.4.B.4	Listen and respond appropriately to a debate.	Presentation	Persuasive Techniques
3.5	All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.	Introduction	Discussion
3.5.A	Constructing Meaning		
3.5.A.1	Understand that messages are representations of social reality and vary by historic time periods and parts of the world.		
3.5.A.2	Identify and evaluate how a media product expresses the values of the culture that produced it.		
3.5.A.3	Identify and select media forms appropriate for the viewer's purpose.	Introduction	Purpose
		Introduction	Audience and Purpose
		Introduction	Audience
3.5.B	Visual and Verbal Messages		
3.5.B.1	Analyze media for stereotyping (e.g., gender, ethnicity).	Voice	Logic and Voice in the World Wide Web
3.5.B.2	Compare and contrast three or more media sources.		
3.5.C	Living with Media		



AVENTA LEARNING

3.5.C.1	Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).		
3.5.C.2	Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).		
3.5.C.3	Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.		