



Alignment Document

State of New Jersey And Aventa Learning English IV

English IV 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.		
3.1.A	Concepts About Print/Text		
3.1.A.1	No additional indicators at this grade level.		
3.1.B	Phonological Awareness		
3.1.B.1	No additional indicators at this grade level.		
3.1.C	Decoding and Word Recognition		
3.1.C.1	No additional indicators at this grade level.		
3.1.D	Fluency		
3.1.D.1	Read developmentally appropriate materials at an independent level with accuracy and speed.	Reading and Rhetoric	Reading
		Reading and Rhetoric	Figurative
		Independent Project	Final Project
		Thinking Skills	War is Kind
		Medieval Literature	Close Reading
		Realism/Modernism	Background
3.1.D.2	Use appropriate rhythm, flow, meter, and pronunciation when reading.	Poetry Analysis	Meter
3.1.D.3	Read a variety of genres and types of text with fluency and comprehension.	Reading and Rhetoric	Reading
		Reading and Rhetoric	Figurative
		Independent Project	Final Project
		Thinking Skills	War is Kind

		Medieval Literature	Close Reading
		Novel Unit	Covered throughout the Unit
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.	Thinking Skills	Brueghel
3.1.E.3	Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.		
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.	Reading and Rhetoric	Reading
3.1.F.2	Use knowledge of root words to understand new words.		
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.		
3.1.G.2	Understand the study of literature and theories of literary criticism.	Novel Unit	Research
3.1.G.3	Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.	Romanticism	Neoclassicism
		Romanticism	Pre-Romantics
		Romanticism	Neoclassicism
		Romanticism	Early Romantics
		Romanticism	Later Romantics
		Realism	Background
3.1.G.4	Compare and evaluate the relationship between past literary traditions and contemporary writing.	Realism	Comparison
3.1.G.5	Analyze how works of a given period reflect historical and social events and conditions.	Romanticism	Later Romantics
		Realism	Final Reflection Project
3.1.G.6	Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.		



3.1.G.7	Interpret how literary devices affect reading emotions and understanding.	Reading and Rhetoric	Imagery
		Reading and Rhetoric	Syntax
		Reading and Rhetoric	Figurative
		Reading and Rhetoric	Symbol
		Reading and Rhetoric	Tone
3.1.G.8	Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).	Reading and Rhetoric	Tone
		Reading and Rhetoric	Figurative
		Reading and Rhetoric	Imagery
3.1.G.9	Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.	Research Paper	Process
3.1.G.10	Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.	Reading and Rhetoric	Narrator
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.	Reading and Rhetoric	Syntax
		Reading and Rhetoric	Tone
		Thinking Skills	Story of an Hour
		Thinking Skills	Timed Writings
		Realism/Modernism	Chopin
		Realism/Modernism	Crane
3.1.G.12	Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts.	Hamlet	Act III
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).	Independent Project	Final Project
3.1.H	Inquiry and Research		
3.1.H.1	Select appropriate electronic media for research and evaluate the quality of the information received.	Research Paper	Process
3.1.H.2	Develop materials for a portfolio that reflect a specific career choice.		
3.1.H.3	Develop increased ability to critically select works to support a research topic.	Research Paper	Proposal
		Novel Unit	Novel Assignment
		Research Paper	Process



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.	Oedipus Rex	Cosmic Trial
		Hamlet	Final Essay
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.	Independent Project	Final Project
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.		
3.2	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.		
3.2.A	Writing as a Process (prewriting, drafting, revising, editing, postwriting)		
3.2.A.1	Engage in the full writing process by writing daily and for sustained amounts of time.		
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.	Research Paper	Evaluation
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.	Research Paper	Drafting
		Oedipus Rex	Persuasive Essay
3.2.A.4	Review and edit work for spelling, usage, clarity, and fluency.	Research Paper	Drafting
3.2.A.5	Use the computer and word-processing software to compose, revise, edit, and publish a piece.	Research Paper	Drafting
		Thinking Skills	Timed Writing
		Oedipus Rex	Persuasive Essay
		Reading & Rhetoric	Syntax
		Novel Unit	Prose Timed Writing
		Research Paper	Drafting
		Poetry Analysis	Rhyme
		Medieval Literature	The Pardoner's Tale



		Hamlet	Final
		Independent Project	Final Project
3.2.A.6	Use a scoring rubric to evaluate and improve own writing and the writing of others.	Research Paper	Drafting
3.2.A.7	Reflect on own writing and establish goals for growth and improvement.	Reading and Rhetoric	Tone
		Reading and Rhetoric	Syntax
		Realism/Modernism	Final Reflection Project
		Hamlet	Act V
		Hamlet	Final Essay
		Novel Unit	Prose Timed Writing
		Thinking Skills	Timed Writings
		Medieval Literature	The Pardoner's Tale
		Independent Project	Final Project
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.	Thinking Skills	Story of an Hour
		Thinking Skills	Timed Writings
		Realism/Modernism	Final Reflection Project
		Realism/Modernism	Chopin
		Reading and Rhetoric	Syntax
		Reading and Rhetoric	Tone
3.2.B.2	Critique published works for authenticity and credibility.	Research Paper	Process
3.2.B.3	Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.	Research Paper	Evaluation
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).	Independent Project	Final Project
3.2.B.5	Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.	Thinking Skills	Story of an Hour
		Thinking Skills	Timed Writings
		Research Paper	Drafting



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3.2.B.6	Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.	Research Paper	Evaluation
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 Paper	Process
		Research Paper	Drafting
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.	Research Paper	Process
		Research Paper	Drafting
		Independent Project	Final Project
3.2.B.9	Provide compelling openings and strong closure to written pieces.	Research Paper	Drafting
		Thinking Skills	Timed Writings
		Oedipus Rex	Persuasive Essay
		Reading and Rhetoric	Syntax
		Novel Unit	Prose Timed Writing
		Research Paper	Drafting
		Poetry Analysis	Rhyme
		Medieval Literature	The Pardoner's Tale
		Hamlet	Final
		Independent Project	Final Project
3.2.B.10	Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).	Realism	Final Reflection Project
3.2.B.11	Use the responses of others to review content, organization, and usage for publication.	Research Paper	Drafting
3.2.B.12	Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.		
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.	Course Writing Rubric	
		Research Paper	Drafting
		Thinking Skills	Timed Writings
		Oedipus Rex	Persuasive Essay
		Reading and Rhetoric	Syntax
		Novel Unit	Prose Timed Writing
		Research Paper	Drafting
		Poetry Analysis	Rhyme
		Medieval Literature	The Pardoner's Tale
		Hamlet	Final
		Independent Project	Final Project
3.2.C.2	Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.	Course Writing Rubric	
		Research Paper	Drafting
		Thinking Skills	Timed Writings
		Oedipus Rex	Persuasive Essay
		Reading and Rhetoric	Syntax
		Novel Unit	Prose Timed Writing
		Research Paper	Drafting
		Poetry Analysis	Rhyme
		Medieval Literature	The Pardoner's Tale
		Hamlet	Final
		Independent Project	Final Project
3.2.C.3	Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.	Course Writing Rubric	
		Research Paper	Drafting
		Thinking Skills	Timed Writings
		Oedipus Rex	Persuasive Essay
		Reading and Rhetoric	Syntax
		Novel Unit	Prose Timed Writing
		Research Paper	Drafting
		Poetry Analysis	Rhyme
		Medieval Literature	The Pardoner's Tale
		Hamlet	Final
		Independent Project	Final Project



3.2.C.4	Use transition words to reinforce a logical progression of ideas.	Course Writing Rubric	
		Research Paper	Drafting
		Thinking Skills	Timed Writings
		Oedipus Rex	Persuasive Essay
		Reading and Rhetoric	Syntax
		Novel Unit	Prose Timed Writing
		Research Paper	Drafting
		Poetry Analysis	Rhyme
		Medieval Literature	The Pardoner's Tale
		Hamlet	Final
		Independent Project	Final Project
3.2.C.5	Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.	Course Writing Rubric	
		Research Paper	Drafting
		Thinking Skills	Timed Writings
		Oedipus Rex	Persuasive Essay
		Reading and Rhetoric	Syntax
		Novel Unit	Prose Timed Writing
		Research Paper	Drafting
		Poetry Analysis	Rhyme
		Medieval Literature	The Pardoner's Tale
		Hamlet	Final
		Independent Project	Final Project
3.2.C.6	Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.	Research Paper	Drafting
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.		
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.	Hamlet	Act V
		Hamlet	Final Essay
		Reading and Rhetoric	Syntax
		Reading and Rhetoric	Tone
		Medieval Literature	The Pardoner's Tale



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		Thinking Skills	Timed Writings
		Novel Unit	Prose Timed Writing
		Realism/Modernism	Final Reflection Project
		Independent Project	Final Project
3.2.D.2	Demonstrate command of a variety of writing genres, such as:		
3.2.D.2.a	Persuasive essay	Oedipus Rex	Persuasive Essay
3.2.D.2.b	Personal narrative		
3.2.D.2.c	Research report	Research Paper	Evaluation
3.2.D.2.d	Literary research paper	Research Paper	Evaluation
3.2.D.2.e	Descriptive essay	Reading and Rhetoric	Imagery
3.2.D.2.f	Critique		
3.2.D.2.g	Response to literature	Poetry Analysis	Sound and Meaning
3.2.D.2.h	Parody of a particular narrative style (fable, myth, short story)	Realism/Modernism	Final Reflection Project
3.2.D.2.i	Poetry	Poetry Analysis	Sound and Meaning
		Poetry Analysis	Timed Writing
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.	Realism/Modernism	Chopin
		Thinking Skills	Timed Writings
		Thinking Skills	Story of an Hour
		Reading and Rhetoric	Syntax
		Reading and Rhetoric	Tone
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.	Hamlet	Act V
		Hamlet	Final Essay
		Oedipus Rex	Persuasive Essay
		Medieval Literature	The Pardoner's Tale
		Novel Unit	Prose Timed Writing
		Reading and Rhetoric	Tone
		Reading and Rhetoric	Syntax
		Realism/Modernism	Final Reflection Project
		Thinking Skills	Timed Writings
		Independent Project	Final Project



3.2.D.6	Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.	Hamlet	Act III
3.2.D.7	Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.	Research Paper	Drafting
3.2.D.8	Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.		
3.3	All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.		
3.3.A	Discussion		
3.3.A.1	Support a position integrating multiple perspectives.	Independent Project	Final Project
3.3.A.2	Support, modify, or refute a position in small or large-group discussions.	Thinking Skills	CSI
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.	Hamlet	Act III
		Hamlet	Act IV
		Hamlet	Act V
		Medieval Literature	Chaucer's Craft
		Medieval Literature	Background
		Medieval Literature	The Pardoner's Tale
		Novel Unit	Discussion
		Realism/Modernism	Joyce
		Oedipus Rex	Cosmic Trial
		Introduction	Discussion Participation
		Thinking Skills	War is Kind
		Thinking Skills	CSI
		Independent Project	Final Project
3.3.B	Questioning (Inquiry) and Contributing		
3.3.B.1	Ask prepared and follow-up questions in interviews and other discussions.		
3.3.B.2	Extend peer contributions by elaboration and illustration.	Thinking Skills	CSI
3.3.B.3	Analyze, evaluate, and modify group processes.		



3.3.B.4	Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.	Novel Unit	Section 3 Discussion
3.3.B.5	Question critically the position or viewpoint of an author.	Novel Unit	Section 3 Discussion
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).	Hamlet	Act III
		Hamlet	Act IV
		Hamlet	Act V
		Oedipus Rex	Cosmic Trial
		Novel Unit	Discussion
		Medieval Literature	The Pardoner's Tale
		Medieval Literature	Chaucer's Craft
		Medieval Literature	Background
		Thinking Skills	CSI
		Thinking Skills	War is Kind
		Realism/Modernism	Joyce
		Introduction	Discussion Participation
		Independent Project	Final Project
3.3.C	Word Choice		
3.3.C.1	Modulate tone and clarify thoughts through word choice.		
3.3.C.2	Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).	Poetry Analysis	Sound and Meaning
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).		
3.3.D.2	Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).		
3.3.D.3	Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.		
3.3.D.4	Edit drafts of speeches independently and in peer discussions.		



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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).		
3.3.D.6	Use a rubric to self-assess and improve oral presentations.		
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.	Medieval Literature	Background
		Thinking Skills	War is Kind
		Medieval Literature	Close Reading
3.4.A.2	Listen skillfully to distinguish emotive and persuasive rhetoric.	Oedipus Rex	Cosmic Trial
		Hamlet	Act IV
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.		
3.4.B	Listening Comprehension		
3.4.B.1	Listen to summarize, make judgments, and evaluate.	Thinking Skills	War is Kind
		Medieval Literature	Close Reading
3.4.B.2	Evaluate the credibility of a speaker.		
3.4.B.3	Determine when propaganda and argument are used in oral forms.	Hamlet	Act IV
		Oedipus Rex	Cosmic Trial
3.4.B.4	Listen and respond appropriately to a debate.		
3.5	All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.		
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.	Realism	Background
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.		
3.5.B	Visual and Verbal Messages		



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3.5.B.1	Analyze media for stereotyping (e.g., gender, ethnicity).		
3.5.B.2	Compare and contrast three or more media sources.		
3.5.C	Living with Media		
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.		