



Alignment Document

State of Tennessee And Aventa Learning English 4

English 4 2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
1.0	The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.		
1.01	Write to process knowledge, clarify thinking, synthesize and evaluate information, improve study skills, gain confidence, and promote lifelong communication.	Independent Project	Final Project
1.01.1	Create a written explanation for a selected topic/problem (e.g., character analysis, community issue, personal challenge).	Hamlet	Act III
1.02	Write frequently for a variety of purposes.	Introduction	Writing Diagnostic
		Thinking Skills	CSI
		Thinking Skills	Timed Writing
		Oedipus Rex	Persuasive Essay
		Novel Unit	Novel Unit
		Independent Project	Novel Unit



1.02.1	Write for a variety of purposes including persuasion, narration, description, and exposition.	Introduction	Writing Diagnostic
		Thinking Skills	CSI
		Thinking Skills	Timed Writing
		Oedipus Rex	Persuasive Essay
		Novel Unit	Prose Timed Writing
		Independent Project	Final Project
1.03	Write for personal and imaginative expression.	Realism/Modernism	Final Reflection Project
		Independent Project	Final Project
1.03.1	Create original works (e.g., journals, poetry, stories, scripts, letters, notes, personal narrative essays).	Romanticism	Early Romantics
		Realism/Modernism	Final Reflection Project
		Realism/Modernism	Background
1.04	Use a variety of strategies for personal and business applications such as memos, resumes, letters, applications, proposals, and technical instructions.	Hamlet	Act III
1.04.1	Create documents appropriate for a work environment (e.g., memos, resumes, letters, applications, proposals, technical instructions).	Hamlet	Act III
1.05	Identify and write for a variety of audiences.	Introduction	Writing Diagnostic
		Thinking Skills	CSI
		Independent Project	Final Project
1.05.1	Address various readers (e.g., contest judges, publication editors, college admissions officers, peers).	Novel Unit	Discussion
1.06	Recognize that language has several levels of diction determined by audience, purpose, and occasion.	Reading and Rhetoric	Syntax
1.06.1	Rewrite prose passages using different levels of language (e.g., colloquialism, dialect, and jargon).	Hamlet	Act V
1.07	Approach writing tasks systematically by using steps in the writing process: prewriting, drafting, revising, editing, and publishing.	Research Paper	Process



1.07.1	Use elements of the writing process that are appropriate to the assigned task (e.g., timed writings, out-of-class compositions, published writings).	Thinking Skills	Timed Writing
		Oedipus Rex	Persuasive Essay
		Reading and Rhetoric	Imagery
		Novel Unit	Discussion
		Independent Project	Final Project
		Realism/Modernism	Final Reflection Project
1.08	Practice a variety of prewriting activities to generate, focus, and organize ideas.	Research Paper	Process
1.08.1	Use a variety of prewriting activities (e.g., brainstorming, webbing, listing, discussing, clustering) appropriate to the assigned task.	Research Paper	Process
1.09	Develop and support a thesis statement.	Research Paper	Evaluation
1.09.1	Develop cogent and convincing arguments to support valid thesis statements.	Research Paper	Evaluation
1.09.2	Support a thesis statement with documentation from the text and/or examples from personal experiences.	Oedipus Rex	Persuasive Essay
1.10	Construct coherent writing, maintaining a clear focus, well-developed ideas, syntactic variety, and effective transitions.	Research Paper	Drafting
1.10.1	Support key ideas with well-developed examples.	Independent Project	Final Project
1.10.2	Use transitional elements (e.g., words, phrases, and sentences) effectively.		
1.10.3	Vary sentence beginnings, lengths, and structures.		
1.11	Demonstrate effective writing style by the use of appropriate voice, word choice, and tone.	Realism/Modernism	Final Reflection Project
1.11.1	Convey in a writing passage a deliberate style through word choice, specified point of view, tone, and sentence patterns.	Realism/Modernism	Final Reflection Project
1.12	Evaluate and revise writing to focus on purpose, organization, development, and style.	Research Paper	Drafting



1.12.1	Practice various means of evaluation and revision (e.g., self-analysis, peer review, revision checklist, comparison of drafts).	Research Paper	Drafting
1.13	Edit writing to correct errors.	Research Paper	Drafting
1.13.1	Proofread to edit writing in order to ensure standard grammar, usage, and mechanics.	Research Paper	Drafting
1.14	Apply effective research skills.	Research Paper	Evaluation
1.14.1	Use summaries, paraphrases, direct quotations, internal documentation, and works cited pages, as appropriate.	Research Paper	Evaluation
1.15	Avoid plagiarism by using sources correctly.	Introduction	Plagiarism
1.15.1	Cite quotations, paraphrases, and summaries correctly in the research product.	Research Paper	Proposal
1.16	Research various sources to present information in a variety of formats.	Independent Project	Final Project
1.16.1	Gather information from the Internet, periodicals, books, CD-ROMs, and non-print sources.	Research Paper	Evaluation
1.16.2	Produce and present formal research projects (e.g., research papers, PowerPoint presentations, oral presentations).	Research Paper	Drafting
1.17	Develop personal, imaginative, and analytical responses to literature.	Independent Project	Final Project
1.17.1	Respond to literature in a variety of formats (e.g., reading journals, response journals, dialectical journals, investigative papers, learning logs).	Romanticism	Early Romantics
1.18	Develop an ongoing awareness of personal writing growth through comparison of drafts, paragraphs of analysis, and letters of reflection.	Novel Unit	Prose Timed Writing
1.18.1	Write reflections to analyze the processes used to create his/her own writing.	Romanticism	Later Romantics



2.0	The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of written text.		
2.01	Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects, as well as for the development of the English language.	Realism/Modernism	Comparison
2.01.1	Respond to literary selections which reflect cultural, gender, and ethnic diversity in language use, patterns, and dialects, as well as the development of the English language.	Realism/Modernism	Comparison
2.01.2	Compare and contrast literary selections for English language usage, patterns, and dialects over several time periods.		
2.02	Extend reading vocabulary.		
2.02.1	Identify new vocabulary necessary to the understanding of text.		
2.02.2	Apply strategies for decoding unknown words.		
2.02.3	Analyze and synthesize reading vocabulary into written and oral responses.		
2.02.4	Evaluate vocabulary to determine its effectiveness within the framework of the text.		
2.03	Utilize a variety of interactive reading strategies appropriate to text.	Reading and Rhetoric	Reading
2.03.1	Evaluate and determine appropriate interactive reading strategies.	Reading and Rhetoric	Reading
2.03.2	Apply reading strategies appropriate to literary selections.	Reading and Rhetoric	Reading
2.04	Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	Romanticism	Pre-Romantics
2.04.1	Demonstrate comprehension at higher levels through written and oral responses.	Medieval Literature	Close Reading
2.05	Reflect on strategies used by the reader to make meaning from text.	Oedipus Rex	Aristotle's Poetics

2.05.1	Assess the effectiveness of strategies used during the reading process through journaling, discussing, coding, and other techniques.	Independent Project	Final Project
2.06	Increase fluency in oral reading.		
2.06.1	Participate in a variety of oral reading experiences to increase fluency.		
2.07	Read independently for a variety of purposes.	Independent Project	Final Project
2.07.1	Read independently to respond to teacher/student-generated questions, to gather information, to present information, and to expand knowledge.	Novel Unit	Discussion
2.07.2	Read independently for personal enjoyment.		
2.08	Determine the effectiveness of figurative language in various texts.	Reading and Rhetoric	Figurative
2.08.1	Analyze the effectiveness of figurative language (e.g., metaphors, similes, allusions, hyperbole) used by authors to create mental images.	Reading and Rhetoric	Figurative
		Reading and Rhetoric	Figurative
2.09	Determine the impact of literary elements on texts.	Reading and Rhetoric	Tone
2.09.1	Analyze the effectiveness of literary devices (e.g., plot, characterization, setting, theme, point of view, tone, symbolism, irony) used in text.	Reading and Rhetoric	Narrator
		Reading and Rhetoric	Syntax
		Reading and Rhetoric	Tone
		Novel Unit	Research
2.09.1	Analyze the effectiveness of literary devices (e.g., plot, characterization, setting, theme, point of view, tone, symbolism, irony) used in text.	Medieval Literature	The Pardoner's Tale
		Romanticism	Pre-Romantics
2.10	Analyze persuasive devices found in various texts.	Oedipus Rex	Aristotle's Poetics
2.10.1	Critique the effectiveness of persuasive devices (e.g., bandwagon, propaganda, emotional appeal, testimonial) used in various texts.		

2.11	Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.		
2.11.2	Use evidence from text to support summaries, inferences, conjectures, and predictions.	Thinking Skills	CSI
		Medieval Literature	The Pardoner's Tale
2.12	Recognize the influence of an author's background, biases, gender, environment, and experience on a literary work.	Realism/Modernism	Comparison
2.12.1	Investigate an author's background to determine influences (e.g., historical, gender, biases) demonstrated within the text.	Realism/Modernism	Wilde
2.12.2	Compare and contrast passages reflecting the effect of different authors' influences.		
2.13	Consult resource materials to increase understanding of text.	Novel Unit	Research
2.13.1	Defend credible resource materials to increase understanding of text.	Novel Unit	Discussion
2.14	Read, respond to, and interpret print and nonprint text.	Independent Project	Final Project
2.14.1	Interpret and analyze graphics and other resource materials associated with text to clarify and enhance understanding.		
2.15	Respond to reading selections by making connections.	Independent Project	Final Project
2.15.1	Apply text information to make connections (e.g., personal, historical, literary, and sensory).	Independent Project	Final Project
3.0	The student will use, read, and view media/technology and analyze content and concepts accurately.		
3.01	Access and demonstrate multiple technological reference sources.	Independent Project	Final Project
3.01.1	Use electronic media (e.g., websites, databases, discussion boards, emails) and other audio-visual media to conduct research and to create and present research-based products.	Research Paper	Evaluation
3.02	Use media for a variety of audiences and purposes: to view, to experience, to read, to write, to communicate.	Medieval Literature	Background



3.02.1	Create and present products incorporating multimedia components for specific audiences and purposes.		
3.03	Use and evaluate media in order to disseminate information.	Research Paper	Evaluation
3.03.1	Discern the advantages and limitations of a variety of media in order to create, to display, and to present information.		
3.04	Evaluate varied media resources and information for accuracy, validity, and reliability.		
3.04.1	Compare and/or contrast the accuracy, validity and reliability of a variety of media resources through their treatment of the same event.		
3.05	Research, interpret, critique, and present information from print and nonprint media.	Research Paper	Evaluation
3.05.1	Use a variety of print and nonprint media to research a topic and evaluate the information in order to create a presentation.		
3.06	Utilize media to create, to display, and to explain information.		
3.06.1	Use a variety of media sources (e.g., PowerPoint, DVDs, CD-ROMs, audio and video cassettes) to create and present information.		
3.07	Evaluate production elements used in print and nonprint media.		
3.07.1	Evaluate production elements in both print and nonprint media (e.g., font, color, layout, graphics, lighting, sound, camera angle) and analyze the effects.		
3.08	Use graphics for the purpose of interpreting, clarifying and communicating information.		
3.08.1	Prepare and/or utilize graphics (e.g., tables, diagrams, charts, graphs, drawings, maps, and photographs) for the purpose of interpreting, clarifying and communicating information.		

4.0	The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening in the analysis and evaluation of spoken ideas.		
4.01	Use and/or demonstrate an understanding of appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate confident communication in a variety of speaking situations.		
4.01.1	Make a presentation using or showing an understanding of volume, pitch, rate, diction, inflection, gestures, and body language to facilitate confident communication in a variety of situations.		
4.02	Demonstrate effective interpersonal skills in group discussions.		
4.02.1	Participate in group discussions by modeling effective interpersonal skills (leader, recorder, facilitator).		
4.03	Use pertinent research for oral presentations.		
4.03.1	Synthesize and incorporate print and nonprint texts in a variety of oral presentations.		
4.04	Analyze, interpret, and evaluate print and nonprint texts through spoken language.		
4.04.1	Synthesize and incorporate print and nonprint texts in a variety of oral presentations.		
4.05	Evaluate viewpoints, judgments, and expectations from the perspectives of both speakers and listeners.		
4.05.1	Use rubrics to assess the viewpoints, judgments, and opinions of speakers and listeners.		
4.06	Adjust the level of language usage (grammar, content, style, vocabulary) to the audience and the purpose.		
4.06.1	Disseminate information on a specific topic, adjusting to the appropriate level of language usage (grammar, content, style, vocabulary) for a variety of audiences and purposes.		



4.07	Evaluate a variety of oral presentations.		
4.07.1	Use rubrics to evaluate a variety of oral presentations, including speeches, debates, and performances.		
4.08	Demonstrate critical listening skills essential for comprehension and evaluation.		
4.08.1	Use rubrics to evaluate a variety of oral presentations.		
4.08.2	Critique a variety of oral presentations (e.g., take notes, complete a rubric, write a summary).	Independent Project	Final Project
4.09	Define and solve problems rationally and creatively through speaking, listening, and viewing.		
4.09.1	Utilize speaking, listening, and viewing skills in order to define and solve problems rationally and creatively.		
4.10	Recognize the effects and implications of various dialects.		
4.10.1	Identify how the effects of dialect contribute to meaning.		
4.11	Present a position and/or opinion clearly and persuasively by citing sources of information/research.		
4.11.1	Support, modify, or refute positions or opinions by citing accurate and reliable sources.		