



Alignment Document

State of Texas And Aventa Learning Creative Writing

Creative Writing 2005-2007 Benchmark Blueprint

| State Standard Number | State Standard Area / Description | Unit Name | Course Topic Description |
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| 110.52 | Creative and Imaginative Writing | Using Narration to Develop Writing Skills | Introduction |
| 110.52.1 | The student writes for a variety of audiences and purposes to develop versatility as a writer. | | |
| 110.52.1.A | write expressive, informative, and persuasive literary texts effectively; | Using Narration to Develop Writing Skills | Themes and Facts in Narrative Writing |
| 110.52.1.B | demonstrate the distinguishing characteristics of various written forms such as essays, short stories, poetry, and drama in his/her own writing; | Using Classification to Develop Writing Skills | Using Descriptive Writing Skills |
| 110.52.1.C | elaborate by using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning; | Using Classification to Develop Writing Skills | Using Description to Develop Writing Skills |
| 110.52.1.D | employ various points of view to communicate effectively; | Recreating a Scene Through Description | Writing a narrative |
| 110.52.1.E | choose topics and forms to develop fluency and voice; | Recreating a Scene Through Description | Write descriptive passages |
| 110.52.1.F | use word choice, sentence structure, and repetition to create tone; | Recreating a Scene Through Description | Write descriptive passages |
| 110.52.1.G | organize ideas in writing to ensure coherence, logical progression, and support for ideas. | Using Directional Process Analysis to Develop Writing | Introduction |
| 110.52.2 | The student selects and uses recursive writing processes for self-initiated and assigned writing. | | |
| 110.52.2.A | select and apply prewriting strategies to generate ideas, develop voice, and plan; | | |



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| 110.52.2.B | develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting; | | |
| 110.52.2.C | use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose; | | |
| 110.52.2.D | use effective sequence and transitions to achieve coherence and meaning; | Transitional Words and Phrases | Identify areas in writing that will require transitional words |
| 110.52.2.E | revise drafts by rethinking content, organization, and style to better accomplish the task; | | |
| 110.52.2.F | frequently refines selected pieces to publish for general and specific audiences; | | |
| 110.52.2.G | proofread and edit as appropriate for the conventions of standard written English using resources as needed; | | |
| 110.52.2.H | use available technology for aspects of creating, revising, editing, and publishing texts; | | |
| 110.52.2.I | write both independently and/or collaboratively. | | |
| 110.52.3 | The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. | | |
| 110.52.3.A | produce legible written work, including handwritten, word processed, and typed documents; | | |
| 110.52.3.B | use correct capitalization and punctuation; | | |
| 110.52.3.C | spell with accuracy in the final draft; | | |
| 110.52.3.D | demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft. | | |
| 110.52.4 | The student evaluates his/her own writing and the writings of others. | Informational Process Analysis | Determine how the author uses factual information |
| 110.52.4.A | analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language; | Informational Process Analysis | Determine how the author uses factual information |



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| 110.52.4.B | apply criteria generated by self and others to evaluate writing; | Informational Process Analysis | Determine how the author uses factual information |
| 110.52.4.C | accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer. | Informational Process Analysis | Determine how the author uses factual information |