



**Alignment Document**  
**State of Texas (TAKS)**  
**And**  
**Aventa Learning Grammar and Composition**

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

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
1	The student will demonstrate a basic understanding of culturally diverse written texts.		
1.6	The student acquires an extensive vocabulary through reading and systematic word study.		
1.6.B	rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary;	Word Choice	Strategies for Improving Word Choice
1.6.C	apply meanings of prefixes, roots, and suffixes in order to comprehend;	Word Choice	Using Logical Relationships
1.6.E	use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.	Word Choice	Using Technology
		Word Choice	Thesaurus
		Word Choice	Dictionary
		Word Choice	Online Writing Resources
1.7	The student comprehends selections using a variety of strategies.		
1.7.F	produce summaries of texts by identifying main ideas and their supporting details.		
1.8	The student reads extensively and intensively for different purposes in varied sources, including world literature.		
1.8.B	read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media].	Voice	Literature: Voice in Essays
		Word Choice	Literature
		Ideas	Literature



2	The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.		
2.10	The student expresses and supports responses to various types of texts.		
2.10.B	use elements of text to defend his/ her own responses and interpretations.	Introduction	Threaded Discussion
2.11	The student analyzes literary elements for their contributions to meaning in literary texts.		
2.11.A	compare and contrast varying aspects of texts such as themes, conflicts, and allusions;	Sentence Fluency	Short Stories
		Ideas	Short Stories
2.11.B	analyze relevance of setting and time frame to texts meaning;		
2.11.C	describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;	Organization	Literature: Plot as an Organizational Device
		Organization	Elements of Plot
2.11.D	analyze [the melodies of] literary language, including its use of evocative words and rhythms;	Word Choice	Sound and Rhythm
2.11.E	connect literature to historical contexts, current events, [and his/her own experiences];	Introduction	Threaded Discussion
2.11.F	understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	Voice	Logic and Voice in Poetry
		Voice	Poetry Studies
		Biography	Introduction
		Biography	Modern Biography and Autobiography
		Biography	Classic Biography and Autobiography
		Biography	Biographical and Autobiographical Writing
		Word Choice	Creative Writing
		Word Choice	Dialogue
3	The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.		
3.6	The student acquires an extensive vocabulary through reading and systematic word study.		



AVENTA LEARNING

3.6.F	discriminate between connotative and denotative meanings and interpret the connotative power of words;	Word Choice	Denotation and Connotation
3.6.G	read and understand analogies.		
3.7	The student comprehends selections using a variety of strategies.		
3.7.E	analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;	Organization	Choose How to Organize What You Want to Say
		Organization	Literature: Plot as an Organizational Device
3.7.G	draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].	Word Choice	Literature
3.8	The student reads extensively and intensively for different purposes in varied sources, including world literature.		
3.8.D	interpret the possible influences of the historical context on a literary work.	Biography	Examples of Classic Biography and Autobiography
		Voice	Literature: Voice in Essays
3.10	The student expresses and supports responses to various types of texts.		
3.10.B	use elements of text to defend his/ her own responses and interpretations.	Introduction	Threaded Discussion
		Voice	Looking at Samples
		Voice	Logic and Voice in Poetry
3.12	The student reads critically to evaluate texts and the authority of sources.		
3.12.A	analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	Word Choice	Strategies for Improving Word Choice
		Organization	Looking at Samples
		Organization	Introduction
3.12.B	evaluate the credibility of information sources, including how the writer s motivation may affect that credibility;	Voice	Technology - Logic and Voice on the World Wide Web
3.12.C	recognize logical, deceptive, and/ or faulty modes of persuasion in texts.	Ideas	Thinking Skills and Logic
3.19	The student understands and interprets visual representations.		
3.19.B	analyze relationships, ideas, [and cultures] as represented in various media;	Presentation	Logic in Advertisement



3.19.C	distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	Presentation	Logic in Advertisement
3.20	The student analyzes and critiques the significance of visual representations.		
3.20.B	deconstruct media to get the main idea of the message s content;	Ideas	Thinking Skills and Logic
		Presentation	Logic in Advertisement
3.20.C	evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.	Ideas	Thinking Skills and Logic
		Presentation	Logic in Advertisement
4	The student will, within a given context, produce an effective composition for a specific purpose.		
4.1	The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.		
4.1.B	write in a voice and a style appropriate to audience and purpose;	Voice	Voice in Essays
		Voice	Adapting Voice to Audience and Purpose
		Voice	Logic and Voice in Poetry
		Voice	The Importance of Developing Your Own Voice
		Voice	Voice in Fiction
		Voice	Introduction
		Voice	Voice in Poetry
		Sentence Fluency	Using Your Own Work as a Sample
		Introduction	Audience
		Introduction	Audience and Purpose
		Introduction	Purpose
		Introduction	The Writing Process
		Organization	Sentence Purpose
		Ideas	Semester Project
		Conventions	Revised Essay Review and Final Draft
4.1.C	organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Ideas	Thinking Skills and Logic
4.2	The student uses recursive writing processes when appropriate.		
4.2.B	develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	Introduction	Audience and Purpose
		Introduction	Audience



		Conventions	Revised Essay Review and Final Draft
4.2.C	proofread writing for appropriateness of organization, content, style, and conventions.	Conventions	Revised Essay Review and Final Draft
		Ideas	Semester Project
		Sentence Fluency	Using Your Own Work as a Sample
		Introduction	The Writing Process
4.5	The student evaluates his/her own writing and the writings of others.		
4.5.A	evaluate writing for both mechanics and content.	Conventions	Revising your diagnostic essay
		Conventions	Revised Essay Review and Final Draft
		Sentence Fluency	Using Your Own Work as a Sample
		Ideas	Semester Project
		Introduction	The Writing Process
5	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.		
5.2	The student uses recursive writing processes when appropriate.		
5.2.C	proofread writing for appropriateness of organization, content, style, and conventions.	Conventions	Revised Essay Review and Final Draft
		Sentence Fluency	Using Your Own Work as a Sample
		Ideas	Semester Project
		Introduction	The Writing Process
5.3	The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.		
5.3.A	produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];	Conventions	Common Punctuation Errors
		Conventions	Confusing Word Pairs
		Conventions	Common Spelling Errors
5.3.B	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	Organization	Sentence Structure
		Conventions	Choosing The Correct Pronoun



		Ideas	Pronouns
		Ideas	Verbs
5.3.C	compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.		
5.5	The student evaluates his/her own writing and the writings of others.		
5.5.A	evaluate writing for both mechanics and content.	Conventions	Revising your diagnostic essay
		Conventions	Revised Essay Review and Final Draft
		Sentence Fluency	Using Your Own Work as a Sample
		Ideas	Semester Project
		Introduction	The Writing Process
6	The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.		
6.2	The student uses recursive writing processes when appropriate.		
6.2.C	proofread writing for appropriateness of organization, content, style, and conventions.	Sentence Fluency	Using Your Own Work as a Sample
		Introduction	The Writing Process
		Ideas	Semester Project
		Conventions	Revised Essay Review and Final Draft
6.3	The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.		
6.3.A	produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];	Conventions	Avoiding Common Errors in Conventions
		Conventions	Revised Essay Review and Final Draft
6.3.B	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	Conventions	Avoiding Common Errors in Conventions
6.3.C	compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	Sentence Fluency	Strategies for Sentence Fluency



6.3.D	produce error-free writing in the final draft.	Ideas	Semester Project
		Conventions	Revised Essay Review and Final Draft
6.5	The student evaluates his/her own writing and the writings of others.		
6.5.A	evaluate writing for both mechanics and content.	Conventions	Revising your diagnostic essay
		Conventions	Revised Essay Review and Final Draft
		Sentence Fluency	Using Your Own Work as a Sample
		Ideas	Semester Project
		Introduction	The Writing Process