



Alignment Document

State of West Virginia And Aventa Learning English 1

English 1 2005-2007 Benchmark Blueprint

| State Standard Number | State Standard Area / Description | Unit Name | Course Topic Description |
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| RLA.S.9.1 | Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. | | |
| RLA.O.9.1.01 | examine the social, historical, cultural and biographical influences on literary and informational texts. | Biography | Modern Biography and Autobiography |
| | | Biography | Introduction |
| | | Biography | Biographical and Autobiographical Writing |
| | | Biography | Classic Biography and Autobiography |
| RLA.O.9.1.02 | recognize literary styles according to genre. | Ideas | Literature: The World of Universal Ideas |
| RLA.O.9.1.03 | increase the amount of independent reading with emphasis on fiction and nonfiction. | Ideas | Literature: The World of Universal Ideas |
| RLA.O.9.1.04 | use various pre-reading skills and comprehension strategies for activating prior knowledge or generating questions during reading and post reading, literary experience, information and/or performing a task. | Introduction | Audience and Purpose |

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| RLA.O.9.1.05 | locate and analyze the author's use of specific information in text (e.g., author's purpose/perspective, main and supporting details, specific facts, statistics, definition). | Introduction | Audience and Purpose |
| | | Introduction | Audience |
| | | Introduction | Purpose |
| RLA.O.9.1.06 | formulate supportable predictions, generalizations, opinions, inferences and conclusions based upon text. | Ideas | Thinking Skills and Logic |
| RLA.O.9.1.07 | explain the literary devices used to construct meaning and define the author's/reader's purpose: | Voice | Using Imagery to Improve Voice |
| RLA.O.9.1.07.a | symbolism | Word Choice | Imagery |
| RLA.O.9.1.07.b | imagery | Voice | Using Imagery to Improve Voice |
| RLA.O.9.1.07.b | imagery | Word Choice | Imagery |
| RLA.O.9.1.07.c | simile | Word Choice | Imagery |
| RLA.O.9.1.07.d | humor | Word Choice | Imagery |
| RLA.O.9.1.07.e | rhythm | Word Choice | Sound and Rhythm |
| RLA.O.9.1.07.f | meter | Word Choice | Repetition |
| RLA.O.9.1.07.g | assonance | Word Choice | Repetition |
| RLA.O.9.1.08 | recognize the relationships of the literary elements (e.g., setting, plot, narrative perspective, point of view, theme, conflict, characterization, voice, tone, structures) within specific genres. | Organization | Elements of Plot |
| RLA.O.9.1.09 | recognize and examine the purpose of organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts. | Organization | Logical Organization Structures |
| RLA.O.9.1.10 | extend vocabulary by developing and using new terms through various literary and informational texts through various strategies: | Word Choice | Introduction |
| RLA.O.9.1.10.a | context clues | Word Choice | Denotation and Connotation |
| RLA.O.9.1.10.b | affixes | Word Choice | Denotation and Connotation |
| RLA.O.9.1.10.c | prefixes | Word Choice | Denotation and Connotation |
| RLA.O.9.1.10.d | multiple meanings | Word Choice | Denotation and Connotation |
| RLA.O.9.1.10.e | origin | Word Choice | Denotation and Connotation |
| RLA.O.9.1.10.f | history | Word Choice | Denotation and Connotation |
| RLA.O.9.1.10.g | evolution | Word Choice | Denotation and Connotation |

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| RLA.S.9.2 | Students will apply writing skills and strategies to communicate effectively for different purposes by using the writing process, applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. | | |
| RLA.O.9.2.01 | compose narrative, informative, descriptive, persuasive writing from a prompt using the five-step writing process (pre-writing, drafting, revising, editing, publishing). | Ideas | Have something to say |
| | | Sentence Fluency | Semester Project |
| | | Sentence Fluency | The Limitations of Technology |
| | | Word Choice | Semester Project |
| | | Organization | Looking at Samples |
| | | Organization | Semester Project and Review |
| | | Conventions | Revising Your Diagnostic Essay for Conventions |
| | | Conventions | Revised Essay Review and Final Draft |
| | | Research | Preparation |
| | | Research | Research, Decision-Making, and Drafting |
| | | Introduction | The Writing Process |
| | | Introduction | Active Learning |
| | | Voice | Semester Project |
| RLA.O.9.2.02 | develop research topics, select approaches, create, and publish (e.g., word processing and desktop publishing) a well developed paper with documented and cited sources and computer-generated graphics, following a specified format: | | Research-Introduction |
| RLA.O.9.2.02.a | APA | | Presentation-Documentation Format |
| RLA.O.9.2.02.b | MLA | | Presentation-Documentation Format |
| RLA.O.9.2.03 | construct a clearly worded and correctly placed thesis statement to develop a composition that addresses the assigned topic. | Research | Thesis Statement |
| RLA.O.9.2.04 | identify, evaluate, and analyze a variety of informational media using primary and secondary sources. | Research | Source Cards |
| | | Voice | Logic and Voice in the World Wide Web |

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| RLA.O.9.2.05 | formulate a working research question and identify, organize and consider the relevance of known information from print and electronic media (e.g., Internet research, electronic databases for magazines and newspaper articles) to guide further research. | Research | Gathering Information |
| | | Research | Source Cards |
| RLA.O.9.2.06 | incorporate varied note taking skills to process and organize information into an outline for a composition (introduction, main points, supporting details, conclusion). | Organization | Analyzing Essay Structure |
| | | Research | Note Cards |
| RLA.O.9.2.07 | examine and prioritize different drafting strategies for specific writing tasks to structure a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing. | Presentation | Review |
| | | Introduction | Active Learning |
| | | Research | Review |
| | | Conventions | Review |
| | | Biography | Review |
| | | Word Choice | Creativity in Word Choice |
| RLA.O.9.2.08 | summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism; recognize media copyright laws and public/private domain. | Presentation | Documentation Format |
| RLA.O.9.2.09 | create and apply transition sentences to signal progression of ideas between paragraphs as well as appropriate words and phrases to signal organizational patterns. | Organization | Prepositional Phrases |
| | | Organization | Paragraphing Structures |
| | | Organization | Sentences |
| | | Organization | Transitions Within Paragraphs |
| | | Organization | Paragraphs |
| | | Organization | Transitions Between Paragraphs |



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| RLA.O.9.2.10 | use pre-writing, editing and revision techniques to construct complete and varied sentences, eliminate organizational errors and use more precise and concise language. | Ideas | Have something to say |
| | | Conventions | Revised Essay Review and Final Draft |
| | | Conventions | Using Technology to Edit |
| | | Conventions | Revising Your Diagnostic Essay for Conventions |
| | | Research | Preparation |
| | | Research | Research, Decision-Making, and Drafting |
| | | Organization | Semester Project and Review |
| | | Sentence Fluency | Semester Project |
| | | Voice | Semester Project |
| | | Word Choice | Semester Project |
| RLA.S.9.3 | Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes. | | |
| RLA.O.9.3.01 | plan, prepare appropriate background information on a specified topic and communicate effectively in different settings (e.g. interpersonal, small group, whole group) and for different purposes to | Introduction | Audience and Purpose |
| RLA.O.9.3.01.a | inform | Introduction | Purpose |
| | | Introduction | Audience and Purpose |
| | | Introduction | Audience |
| RLA.O.9.3.01.b | persuade | Introduction | Purpose |
| | | Introduction | Audience and Purpose |
| | | Introduction | Audience |
| RLA.O.9.3.01.c | relate | Introduction | Audience and Purpose |
| | | Introduction | Audience |
| | | Introduction | Purpose |
| RLA.O.9.3.01.d | entertain | Introduction | Purpose |
| | | Introduction | Audience and Purpose |
| | | Introduction | Audience |



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| RLA.O.9.3.02 | formulate and deliver grammatically correct messages, taking into consideration the purpose of the message and the speaker's and the listener's culture, knowledge, beliefs, feelings, and life experiences. | Introduction | Audience |
| | | Introduction | Purpose |
| | | Introduction | Audience and Purpose |
| RLA.O.9.3.03 | perform a variety of roles in various settings: | Introduction | Discussion |
| RLA.O.9.3.03.a | critique oral/visual information | Introduction | Rubrics |
| RLA.O.9.3.03.b | relate personal experiences | Introduction | Discussion |
| RLA.O.9.3.03.c | collaborate to gain consensus | Introduction | Grading Discussion |
| | | Introduction | Discussion |
| | | Introduction | Threaded Discussion |
| | | Conventions | Discussion Assignment |
| RLA.O.9.3.03.d | mediate | Introduction | Threaded Discussion |
| | | Introduction | Grading Discussion |
| | | Introduction | Discussion |
| | | Conventions | Discussion Assignment |
| RLA.O.9.3.03.e | speak extemporaneously | Presentation | Technical Writing |
| RLA.O.9.3.04 | use active listening strategies to analyze the message, formulate a response and react to | Introduction | Discussion |
| RLA.O.9.3.04.a | determine purpose | Introduction | Audience and Purpose |
| RLA.O.9.3.04.b | make predictions | Ideas | Thinking Skills and Logic |
| RLA.O.9.3.04.c | differentiate fact from opinion | Research | Fact and Opinion |
| RLA.O.9.3.04.d | construct meaning of discussion, speech, or media | Conventions | Discussion Assignment |
| | | Introduction | Discussion |
| | | Introduction | Threaded Discussion |
| | | Introduction | Grading Discussion |
| | | Voice | Logic and Voice in the World Wide Web |
| RLA.O.9.3.05 | understand, interpret and evaluate various media communications. | Presentation | Introduction |
| | | Presentation | Technical Writing |
| | | Presentation | Why Presentation Matters |
| | | Presentation | Creating a Presentation |
| | | Presentation | Introduction to Special Presentation Media |
| | | Presentation | PowerPoint |
| RLA.O.9.3.06 | properly use private and public information. | Presentation | Documentation Format |



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| RLA.O.9.3.07 | plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, and audience. | Introduction | Audience |
| | | Introduction | Purpose |
| | | Introduction | Audience and Purpose |
| | | Presentation | Introduction to Special Presentation Media |
| | | Presentation | PowerPoint |
| | | Presentation | Introduction |
| | | Presentation | Technical Writing |
| | | Presentation | Why Presentation Matters |
| | | Presentation | Creating a Presentation |