

Alignment Document
State of Nevada and Aventa Learning

English I

Strand	Common Curriculum Goal	Standard	Lesson Name
Reading	1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text.	1.12.3 Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.	Drama, Section 2
		1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	Introduction, Reading Pre-Assessment. Internet Communications, Introduction, Page 3. Internet Communications, Section 5, Page 6. Mass Media: Advertising, Section 3, Pages 3-6.
		1.12.5 Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.	Introduction, Reading Pre-Assessment. Short Fiction, Section 1, Page 1. Mass Media: Advertising, Section 3, Pages 3-5.
	2.0 Students use reading process skills and strategies to build comprehension.	2.12.1 Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.	Reading Strategies, Section 1, Pages 2-4. Short Fiction, Section 1, Page 1.
		2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.	Reading Strategies, Section 1, Pages 3-4.

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		2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.	Reading Strategies, Section 1, Pages 3-4.
	3.0 Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.	3.12.1, 3.12.2, 3.12.3 Analyze the historical and cultural influences that have shaped characters, plots, settings, and themes in recognized works of American, British, and world literature.	Short Fiction, Section 1, Page 4. Lyric Poetry, Section 1. Drama, Section 1.
		3.12.4 Use textual evidence to analyze the theme or meaning of a selection.	The Novel, Introduction, Page 2. Lyric Poetry, Section 1. Drama, Section 3.
		3.12.5 Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.	The Novel, Introduction, Page 2. Drama, Section 3.
		3.12.6 Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.	The Novel, Introduction, Page 2. Drama, Section 3.
		3.12.7 Analyze the effects of an author's choice of literary form.	Short Fiction, Section 1, Page 4.



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	4.0 Students read to comprehend, interpret, and evaluate informational texts for specific purposes.	4.12.1, 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.	Reading Strategies, Section 2. Lyric Poetry, Section 2. Mass Media: Advertising, Section 1, Pages 6-9.
		4.12.3 Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.	Lyric Poetry, Section 2.
		4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents.	Mass Media, Section 1, Pages 4-13. Mass Media, Section 3. Mass Media: Advertising, Section 1.
		4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.	Internet Communications, Section 4, Page 6. Mass Media, Section 3.
		4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.	Lyric Poetry, Section 2. Internet Communications, Section 1, Pages 2-8.

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Writing	5.0 Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.	5.12.1 Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.	Research Paper, Section 3.
		5.12.2 Produce subject-specific technical writing such as an instructional manual for a shop project or field reports for science.	Lyric Poetry, Section 2. Research Paper, Section 2, Page 3. Internet Communications, Section 1, Pages 2-8.
		5.12.3 Write reflective texts that draw comparisons between specific incidents and broader themes.	Introduction, Diagnostic Writing. Drama, Section 3. Conclusion, Section 2, Page 7.
		5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.	The Novel, Introduction, Page 2. The Novel, Section 1, Pages 1-4. The Novel, Section 3, Page 4.
		5.12.5 Write summaries or abstracts that distill large amounts of information into clear, concise prose.	The Novel, Introduction, Page 2.
		5.12.6 Write persuasive text that evaluates, interprets, or speculates using specific rhetorical devices to support assertions and clarify and defend positions with precise and relevant evidence.	The Novel, Section 3, Page 4.

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Strand	Common Curriculum Goal	Standard	Lesson Name
	6.0 Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.	6.12.1 Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.	Reading Strategies, Section 3. Short Fiction, Section 3. Research Paper, Section 1. Conclusion, Section 2.
		6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea or theme.	Reading Strategies, Section 3. Drama, Section 3. Conclusion, Section 2, Page 2.
		6.12.3 Write compositions that present complex ideas in a sustained and compelling manner.	Reading Strategies, Section 4. Short Fiction, Section 3. Conclusion, Section 2.
		6.12.4 Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.	The Novel, Section 2, Pages 1-4. The Novel, Section 3, Pages 1-3. Conclusion, Section 2. Internet Communications, Section 5, Page 4. Semester 1 Conclusion, Section 1, Pges 4-10.
		6.12.5 Edit for use of standard English.	Short Fiction, Section 2. Lyric Poetry, Section 3. Drama, Section 3, Page 5. Conclusion, Section 2. Internet Communications, Section 1, Page 6 Tutorial. Internet Communications, Section 4, Page 2.



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Strand	Common Curriculum Goal	Standard	Lesson Name
	7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.	7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.	Short Fiction, Section 2. Research Paper, Section 3. Conclusion, Section 2.
		7.12.2 Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.	Short Fiction, Section 2. The Novel, Section 2, Pages 1-4. Research Paper, Section 3. Conclusion, Section 2.
		7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing.	Short Fiction, Section 2. Research Paper, Section 3. Conclusion, Section 2. Semester 1 Conclusion, Section 3.
Listening and Speaking	8.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.	8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.	
		8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.	
		8.12.3 Analyze the effects of language and dialect on audience response.	



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Strand	Common Curriculum Goal	Standard	Lesson Name
	9.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.	9.12.2 Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.	Internet Communications, Section 5, Page 7.
		9.12.3 Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.	Internet Communications, Section 5, Page 7.
	10.0 Students participate in discussions to offer information, clarify ideas, and support a position.	10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.	Internet Communications, Section 1, Page 6.
		10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.	
		10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.	
		10.12.4 Justify a position using logic and refuting opposing viewpoints.	Mass Media: Advertising, Section 2, Page 6.



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Strand	Common Curriculum Goal	Standard	Lesson Name
Research	11.0 Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.	11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.	Research Paper, Section 2.
		11.12.2 Evaluate possible sources of information for credibility and usefulness.	Drama, Section 1, Pages 8-9. Research Paper, Section 2. Internet Communications, Section 3. Mass Media, Section 1, Sections 4-13. Mass Media, Section 2.
		11.12.3 Cite sources of information using a standard method of documentation.	Research Paper, Section 1.
		11.12.5 Organize and present research findings in a multi-media format.	Research Paper, Section 3. Conclusion, Section 2.