



Alignment Document
State of New York and Aventa Learning English I

English I
2005-2007 Benchmark Blueprint

Strand	Standards	Benchmarks	Unit Name	Course Topic Description
R Reading		R.1 Identify the purpose for reading	Introduction	Audience and Purpose
			Introduction	Purpose
			Introduction	Audience
		R.2 Adjust the reading rate according to the purpose for reading	Introduction	Purpose
			Introduction	Audience
			Introduction	Audience and Purpose
		R.3 Determine the meaning of unfamiliar words by using classroom and other resources	Conventions	Communication
		R.4 Distinguish between dictionary meaning and implied meaning of the writer's words	Word Choice	Overstatement
			Word Choice	Denotation and Connotation
			Word Choice	Understatement
R.5 Follow the logic of compound/complex sentence structure	Organization	Sentence Structure		
R.6 Use knowledge of punctuation to assist in comprehension	Organization	Sentence Structure		
R.7 Identify transitional words or phrases that make text cohesive (e.g., finally, in addition, and in contrast)	Organization	Paragraphing Structures		
	Organization	Paragraphs		

			Organization	Transitions Within Paragraphs
			Organization	Transitions Between Paragraphs
		R.8 Recognize the organizational format, such as hierarchical, chronological, and cause/effect	Sentence Fluency	Continuation of Sentence Fluency
		R.9 Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension	Introduction	Discussion Board
		R.10 Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles	Ideas	Novel Study
		R.11 Maintain a personal reading list to reflect reading accomplishments	Ideas	Novel Study
L Listening		L.1 Listen respectfully and responsively	Introduction	Discussion Board
		L.2 Recognize the use and impact of effective language	Introduction	Discussion Board
		L.3 Demonstrate appropriate body language as a listener	Introduction	Audience
		L.4 Identify own purpose for listening	Introduction	Purpose
			Introduction	Audience and Purpose
			Introduction	Audience
	L.5 Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people	Introduction	Audience and Purpose	
S Speaking		S.1 Respond respectfully	Introduction	Audience
		S.2 Initiate communication with peers and adults in the school and local community	Introduction	Audience
		S.3 Use a presentational format	Voice	Oral: Putting Passion in Your

		appropriate for the audience and purpose	Presentation Presentation Presentation Presentation	Belief Statement Technical Writing Why Presentation Matters Introduction Creating a Presentation
		S.4 Use the conventions of standard spoken English appropriate to the message and audience	Presentation	Presentation
		S.5 Apply delivery techniques such as voice projection and demonstrate physical poise	Voice	Oral: Putting Passion in Your Belief Statement
		S.6 Use nonverbal communication techniques to help disclose message	Presentation	Visual Effects
		S.7 Use visual aids and props effectively	Presentation	Visual Effects
		S.8 Respond to the audience's reaction and adapt presentation	Presentation	Appearance of Presentation
		S.9 Establish and maintain eye contact with audience	Introduction	Audience
W Writing		W.1 Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings	Organization Introduction Introduction Introduction Biography Voice	Looking at Samples Audience Purpose Audience and Purpose Introduction Adapting Voice to Audience and Purpose
		W.2 Identify the intended audience	Voice	Adapting Voice to Audience and Purpose

			Introduction	Audience and Purpose
			Introduction	Audience
			Research	Purpose and Audience
			Biography	Introduction
		W.3 Use tone and language appropriate to the audience and purpose	Word Choice	Improving Diction
			Word Choice	Using Logical Relationships
			Word Choice	Strategies for Improving Word Choice
			Word Choice	Verbs
			Word Choice	Adverbs
			Word Choice	Nouns
			Word Choice	Adjectives
			Biography	Introduction
			Voice	Adapting Voice to Audience and Purpose
			Introduction	Audience and Purpose
			Introduction	Audience
			Sentence Fluency	Transitions
			Research	Purpose and Audience
		W.4 Use prewriting activities (e.g., brainstorming, freewriting, note taking,	Ideas	Have something to say

	outlining, and paragraphing)	Research	Preparation
	W.5 Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)	Introduction	The Writing Process
	W.6 Write clear, concise sentences	Sentence Fluency	Combining Sentences for Sentence Fluency
		Sentence Fluency	Importance of Sentence Fluency
		Sentence Fluency	More Ways to Combine Sentences
		Sentence Fluency	Revising for Sentence Fluency
		Sentence Fluency	Introduction
		Introduction	Diagnostic
		Introduction	6 + 1 Writing Traits
		Organization	Sentence Ambiguity
	W.7 Observe the rules of punctuation, capitalization, and spelling	Organization	Sentences
	W.7.a punctuation of simple and compound sentences, dialogue, titles of articles	Conventions	Common errors
		Organization	Sentence Structure
		Organization	Sentences
	W.7.b capitalization of words such as proper adjectives, titles of persons, and words in quotes	Conventions	Common Punctuation Errors
		Sentence Fluency	Grammatical Structures
	W.7.c spelling of commonly misspelled words, homonyms, content-area	Conventions	Confusing Word Pairs

	vocabulary		
	W.8 Use correct grammatical construction	Sentence fluency	Grammatical Structures
	W.8.a parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas	Ideas	Pronouns
		Ideas	Adjectives and Adverbs
		Ideas	Word Choice and Parts of Speech
		Conventions	Choosing The Correct Pronoun
	W.8.b complete simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents	Sentence Fluency	Adverb Clauses
		Sentence Fluency	Adjective Clauses
		Organization	Sentences
		Organization	Parts of a Sentence
		Organization	Sentence Structure
		Ideas	Verbs
		Ideas	Pronouns
		Conventions	Choosing The Correct Pronoun
	W.9 Use dictionaries, thesauruses, and style manuals	Word Choice	Malapropisms
		Word Choice	Using Technology
		Word Choice	Strategies for Improving Word Choice
		Word Choice	Thesaurus
		Word Choice	Dictionary
	W.10 Use an organizational format that	Organization	Theories of Organization

		provides direction, coherence, and/or unity		
		W.11 Use computer technology to create, manipulate, and edit text	Sentence Fluency	Technology and Writing
R Reading	R.1 Students will read, write, listen, and speak for information and understanding.	R.1.1 Locate and use school and public library resources for information and research	Research	Research
		R.1.1.a define a purpose for reading by asking questions about what they need to know for their research	Introduction	Audience
			Introduction	Audience and Purpose
			Introduction	Purpose
		R.1.2 Use specialized reference sources, such as glossaries and directories	Research	Sources
		R.1.3 Read and follow written, complex directions and procedures to solve problems and accomplish tasks	Conventions	Editing
		R.1.3.a demonstrate task awareness by employing flexible strategies	Organization	Basic Organizational Structures
		R.1.4 Skim texts to gain an overall impression and scan texts for particular information	Organization	Analyzing Essays
		R.1.4.a focus on key words and phrases to generate research questions	Research	Research
		R.1.5 Recognize the defining features and structures of informational texts		
R.1.6 Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites	Research	Evaluating		
R.1.7 Identify and evaluate the validity of informational sources, with assistance	Research	Source Cards		
R.1.8 Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance	Research	Fact and Opinion		

<p>R.2 Students will read, write, listen, and speak for literary response and expression.</p>	<p>R.1.9 Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies</p>	Organization	Analyzing Essays
	<p>R.1.9.a employ a range of post-reading practices</p>	Introduction	Discussion Board
	<p>R.2.1 Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays)</p>	Ideas	Literature
	<p>R.2.1.a build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written</p>	Ideas	Literature
	<p>R.2.2 Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives</p>	Sentence Fluency	Point of View: Novel
	<p>R.2.3 Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work</p>	Voice	Literary Terms
	<p>R.2.3.a check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements</p>	Voice	Literary Terms
	<p>R.2.4 Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode</p>	Voice	Literary Terms
	<p>R.2.5 Compare a film, video, or stage</p>	Ideas	Short Stories

		version of a literary work with the written version		
		R.2.6 Read literary texts aloud to convey an interpretation of the work	Organization	Analyzing Essay Structures
		R.2.6.a engage in a variety of shared reading experiences, such as choral reading and reader's theatre	Research	"The Most Dangerous Game"
		R.2.7 Read works with a common theme and compare the treatment of that theme by different authors	Presentation	Drama
		R.2.8 Interpret multiple levels of meaning in text	Presentation	Discussion
		R.2.9 Recognize relevance of literature to personal events and situations	Introduction	Unit Reflection
			Introduction	Rubrics
	R.3 Students will read, write, listen, and speak for critical analysis and evaluation.	R.3.1 Form opinions and make judgments about the accuracy of information and personal texts	Voice	Logic and Voice in the World Wide Web
		R.3.2 Generate a list of significant questions to assist with analysis of text	Voice	Techniques
		R.3.3 Analyze and evaluate nonfiction texts	Organization	Analyzing Essay Structures
		R.3.3.a determine the significance and reliability of information	Voice	Techniques
		R.3.3.b focus on key words/phrases that signal that the text is heading in a particular direction	Voice	Techniques
		R.3.4 Analyze and evaluate poetry to recognize the use and effect of	Voice	Poetry
		R.3.4.a rhythm, rhyme, and sound pattern	Word Choice	Sound and Rhythm
		R.3.4.b repetition	Word Choice	Repetition
		R.3.4.c differences between language of the poem and everyday language of readers	Voice	Logic and Voice in Poetry
			Voice	Looking at Samples
		R.3.5 Engage in oral reading activities,	Presentation	Oral Activities

		such as read-arounds, to identify and provide effective examples of poetic elements		
		R.3.6 Analyze and evaluate fiction, including	Organization	Analyzing essay structures
		R.3.6.a the development of a central idea or theme	Sentence Fluency	Point of View
		R.3.6.b the development of characters and their actions	Ideas	Short Stories
		R.3.6.c the elements of the plot, such as conflict, climax, and resolution	Organization Organization	Elements of Plot Literature: Plot as an Organizational Device
		R.3.6.d the significance of the title	Ideas	Short Stories
		R.3.7 Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective	Organization	Analyzing Essay Structures
		R.3.8 Select, reject, and reconcile ideas and information in light of prior knowledge and experiences	Ideas	Thinking Skills/Logic
	R.4 Students will read, write, listen, and speak for social interaction.	R.4.1 Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts	Research	"The Most Dangerous Game"
		R.4.2 Consider the age, gender, social position, and cultural traditions of the writer	Voice	Looking at Samples
		R.4.3 Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication	Introduction	Threaded Discussion
W Writing	W.1 Students will read, write, listen, and speak for information and understanding.	W.1.1 Use both primary and secondary sources of information for research	Presentation Research	Research Papers Source Cards

			Research	Introduction
		W.1.2 Select and limit topics for informational writing, with assistance	Organization	Looking at Samples
		W.1.3 Analyze data and facts to communicate information	Research	Fact and Opinion
		W.1.4 Take notes from written and oral texts, such as lectures and interviews	Research	Note Cards
		W.1.5 Use a range of organizational strategies to present information	Presentation	Visual Effects
		W.1.6 Apply new information in different contexts and situations	Presentation	Improving Appearance
		W.1.7 Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet	Research	Working Bibliography
			Research	Source Cards
		W.1.8 Define the meaning of and understand the consequences of plagiarism	Research	Basic Research Skills
		W.1.9 Use paraphrase and quotation in order to communicate information most effectively	Research	Basic Research Skills
		W.1.10 Use charts, graphs, or diagrams to illustrate informational text	Presentation	Technical Writing
		W.1.11 Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography	Research	Source Cards
			Research	Introduction
			Research	Research
			Research	A Logical Process for Research
			Presentation	Research Papers
		W.1.12 Maintain a portfolio that includes informational writing	Organization	Looking at Samples
			Organization	Technology and Writing
			Organization	Electronic Portfolio

			Introduction	Active Learning
			Introduction	The Writing Process
W.2 Students will read, write, listen, and speak for literary response and expression.	W.2.1 Write original literary texts			
	W.2.1.a use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader	Voice		Literary Terms
	W.2.1.b maintain consistent point of view, including first-person, third-person, or omniscient narrator	Sentence Fluency		Novel
	W.2.1.c create a personal voice	Voice		Adapting Voice to Audience and Purpose
		Voice		Semester Project
		Voice		The Importance of Developing Your own Voice
		Voice		Logic and Voice in Poetry
		Voice		Introduction
		Voice		Looking at Samples
	W.2.2 Write interpretive and responsive essays of approximately three pages to	Conventions		Communication
W.2.2.a express judgments and support them through references to the text, using direct quotations and paraphrase	Conventions		Common Errors in Communication	
W.2.2.b explain how the author's use of literary devices affects meaning	Organization		Special Plot Devices	
W.2.2.c engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights	Research		Preparation	

		W.2.2.d compare and contrast the treatment of literary elements in different genres and by more than one author	Presentation Introduction Introduction Organization Organization Ideas Ideas	Formal Essays Diagnostic 6 + 1 Writing Traits Essays Special Plot Devices Semester Project Have something to say	
		W.2.3 Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts	Word Choice	Creativity in Word Choice	
		W.2.4 Maintain a portfolio that includes literary, interpretive, and responsive writing	Organization Organization Introduction Introduction Word Choice	Electronic Portfolio Technology and Writing The Writing Process Active Learning Creativity in Word Choice	
		W.3 Students will read, write, listen, and speak for critical analysis and evaluation.	W.3.1 State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details	Research	Thesis Statement
			W.3.2 Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences	Organization	Analyzing Essay Structures
			W.3.3 Use strategies designed to influence or persuade in advertisements	Sentence Fluency	The Limitations of Technology

			Presentation	Logic in Advertisement		
		W.3.4 Maintain a writing portfolio that includes writing for critical analysis and evaluation	Organization	Technology and Writing		
			Organization	Electronic Portfolio		
			Introduction	The Writing Process		
			Introduction	Active Learning		
W.4 Students will read, write, listen, and speak for social interaction.		W.4.1 Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)	Introduction	Discussion		
			Introduction	Active Learning		
			Introduction	The Writing Process		
				W.4.2 Respect the age, gender, and cultural traditions of the recipient		
			W.4.3 Write and share personal reactions to experiences, events, and observations, using a form of social communication	Presentation	Review	
				Biography	Review	
				Research	Review	
				Introduction	Active Learning	
				Conventions	Review	
				W.4.4 Identify and model the social communication techniques of published authors		
		W.4.5 Distinguish between the conventions of academic writing and the conventions of email	Ideas	Technology		
	W.4.6 Maintain a portfolio that includes writing for social interaction	Introduction	Active Learning			
		Introduction	The Writing Process			
		Organization	Technology and Writing			

			Organization	Electronic Portfolio	
L Listening	L.1 Students will read, write, listen, and speak for information and understanding.	L.1.1 Interpret information from media presentations, such as news broadcasts and taped interviews	Presentation	Why Presentation Matters	
			Presentation	PowerPoint	
			Presentation	Introduction	
			Presentation	Introduction to Special Presentation Media	
			Presentation	Creating a Presentation	
			Presentation	Technical Writing	
		L.1.2 Listen to and follow complex directions or instructions	Introduction	Audience and Purpose	
		L.1.3 Identify the speaker's purpose and motive for communicating information	Introduction	Audience	
			Introduction	Audience and Purpose	
			Introduction	Purpose	
		L.1.4 Recognize appropriate voice and tone	Voice	Looking at Samples	
		L.2 Students will read, write, listen, and speak for literary response and expression.	L.2.1 Interpret and respond to texts and performances from a variety of genres, authors, and subjects	Introduction	Discussion
			L.2.2 Respond to authors' reading and discussing their works	Presentation	Dramatic Reading
	L.2.3 Recognize features of literary genres in interpreting presentations of literary text		Voice	Literary Terms	
	L.2.4 Recognize historical and contemporary social and cultural conditions in presentation of literary texts		Voice	Literary Terms	
	L.2.5 Connect literary texts to prior knowledge, personal experience, and contemporary situations		Introduction	Unit Reflection	
			Introduction	Rubrics	

		L.2.6 Identify multiple levels of meaning in presentation of literary texts	Voice	Literary Terms
L.3 Students will read, write, listen, and speak for critical analysis and evaluation.		L.3.1 Recognize and acknowledge various perspectives on issues of local and national concern	Voice	Looking at Samples
		L.3.2 Determine points of view	Sentence Fluency	Literature
			Sentence Fluency	Point of View
		L.3.3 Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations	Presentation	Tips and Practice for Effective Presentations
			Presentation	Why Presentation Matters
			Presentation	Technical Writing
		L.3.4 Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details	Presentation	Appearance of presentations
L.4 Students will read, write, listen, and speak for social interaction.		L.3.5 Evaluate the possible bias of the speaker, in order to judge the validity of the content	Presentation	Discussion
		L.3.6 Recognize the use of protocols and traditional practices in public speaking	Presentation	Oral Communication
		L.4.1 Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers	Introduction	Audience
		L.4.2 Respect age, gender, social position, and cultural traditions of the speaker	Introduction	Audience
		L.4.3 Listen for multiple levels of meaning, articulated and unspoken	Introduction	Audience
		L.4.4 Encourage the speaker with appropriate facial expressions and gestures		

		L.4.5 Withhold judgment	Introduction	Audience and purpose
		L.4.6 Appreciate the speaker's uniqueness	Introduction	Audience
S Speaking	S.1 Students will read, write, listen, and speak for information and understanding.	S.1.1 Prepare and give presentations on a range of informational topics	Presentation	Persuasive Techniques
		S.1.2 Use notes or speaking points to assist in delivery	Presentation	Note cards
		S.1.3 Express a point of view, providing supporting facts	Research	Fact and Opinion
		S.1.4 Give directions and explain a process	Research	Research techniques
	S.2 Students will read, write, listen, and speak for literary response and expression.	S.2.1 Express opinions and support them through references to the text	Research	Topics
		S.2.1.a engage in a variety of collaborative conversations, such as peerled discussions, paired reading and responding, and cooperative group discussions, to construct meaning	Conventions	Discussion Assignment
			Introduction	Grading Discussion
			Introduction	Threaded Discussion
			Introduction	Discussion
		S.2.2 Describe the features of the genre to interpret and respond to literary text	Voice	Literary Terms
		S.2.3 Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response	Word Choice	Colorful Words
S.2.4 Use media to support presentation of original and interpretive texts	Presentation	Creating a Presentation		
	Presentation	Technical Writing		
S.2.5 Ask and respond to questions and follow-up questions to clarify interpretation	Presentation	Discussion		
S.2.5.a engage in a variety of collaborative conversations, such as peerled discussions, paired reading and responding, and cooperative group discussions, to make applications of the	Introduction	Grading Discussion		
	Introduction	Discussion		
	Introduction	Threaded Discussion		

		ideas in the text to other situations, extending the ideas to broaden perspectives	Conventions	Discussion Assignment
S.3 Students will read, write, listen, and speak for critical analysis and evaluation.	S.3.1 Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles	Research	Fact and Opinion	
	S.3.2 Articulate personal opinions to clarify stated positions	Research	Fact and Opinion	
	S.3.3 Present content that is clearly organized and based on knowledge of audience needs and interests	Organization	Introduction	
		Organization	Paragraphs	
		Organization	Logical Organization Structures	
		Organization	How to Organize What You Say	
	S.3.4 Present arguments from different perspectives	Presentation	Persuasive Techniques	
	S.3.5 Speak extemporaneously to clarify or elaborate	Presentation	Technical Writing	
	S.3.6 Respond to constructive criticism	Introduction	Audience	
	S.3.7 Use visuals and technology to enhance presentation	Presentation	Visual effects	
S.3.8 Ask and respond to questions to seek clarity	Introduction	Audience		
S.4 Students will read, write, listen, and speak for social interaction.	S.4.1 Speaking informally with familiar and unfamiliar people, individually and in group settings	Presentation	Presentation	
	S.4.2 Respect the age, gender, social position, and cultural traditions of the listener	Introduction	Audience and Purpose	
	S.4.3 Provide feedback by asking questions designed to encourage further conversation	Introduction	Discussion	
	S.4.4 Respond to the listener's interests, needs, and reactions to social	Introduction	Discussion	



		conversations		
		S.4.5 Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting	Introduction	Discussion
		S.4.6 Select language and behavior appropriate to the purpose, occasion, and listener	Ideas	Using Words that Captivate the Reader
		S.4.7 Adopt the conventions of email to establish friendly tone in electronic-based social communication	Ideas	Technology
		S.4.8 Respond respectfully	Introduction	Audience and Purpose