

**Los Angeles Unified School District  
Literacy Grade 2**

**Summative Assessment  
California Standards Test:**

Provide summative, end-of-year or end-of-course results that document student achievement

Content Standard Code	Content Standard Description	# of Items on CST	%
<b>English Language Arts</b>			
<b>Reading</b>			
<b>2RW1.0</b>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	<b>22</b>	<b>34%</b>
2RW1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	3	
2RW1.2	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per).	3	
2RW1.3	Decode two-syllable nonsense words and regular multisyllable words.	3	
2RW1.4	Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	1	
2RW1.5	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	2	
2RW1.7	Understand and explain common antonyms and synonyms.	3	
2RW1.8	Use knowledge of individual words in unknown compound words to predict their meaning.	2	
2RW1.9	Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	2	
2RW1.10	Identify simple multiple-meaning words.	3	
<b>2RC2.0</b>	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed</b>	<b>15</b>	<b>23%</b>
2RC2.1	Use titles, tables of contents, and chapter headings to locate information in expository text.	1	
2RC2.3	Use knowledge of the author's purpose(s) to comprehend informational text.	2	
2RC2.4	Ask clarifying questions about essential textual elements of exposition (e.g., why, what, how).	2	
2RC2.5	Restate facts and details in the text to clarify and organize ideas.	3	
2RC2.6	Recognize cause-and-effect relationships in a text.	3	
2RC2.7	Interpret information from diagrams, charts, and graphs.	2	
2RC2.8	Follow two-step written instructions.	2	
<b>2RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>	<b>6</b>	<b>9%</b>
2RL3.1	Compare and contrast plots, settings, and characters presented by different authors.	2	
2RL3.2	Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	1	
2RL3.3	Compare and contrast different versions of the same stories that reflect different cultures.	1	
2RL3.4	Identify the use of rhythm, rhyme, and alliteration in poetry.	2	
<b>Writing</b>			
<b>2WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>8</b>	<b>12%</b>
2WS1.1	Group related ideas and maintain a consistent focus.	3	
2WS1.3	Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	2	
2WS1.4	Revise original drafts to improve sequence and provide more descriptive detail.	3	
<b>WA2.0</b>	<b>Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</b>	<b>0</b>	<b>0</b>
<b>Written and Oral English Language Conventions</b>			
<b>2WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>14</b>	<b>21%</b>
2WC1.1	Distinguish between complete and incomplete sentences.	2	
2WC1.3	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	2	
2WC1.4	Use commas in the greeting and closure of a letter and with dates and s in a series.	2	
2WC1.5	Use quotation marks correctly.	2	
2WC1.6	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	2	
2WC1.7	Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).	2	
2WC1.8	Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	2	
<b>Totals</b>		<b>65</b>	

NOTE: Non-assessed or embedded standards are omitted.

**Assessment FOR Learning  
LAUSD Periodic Assessments:**

Provide formative, ongoing data which can be used to increase student achievement

Content Standard Code	Content Standard Description	PA 1	PA 2	PA 3
<b>English Language Arts</b>				
<b>Reading</b>				
<b>2RW1.0</b>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	<b>18</b>	<b>18</b>	<b>18</b>
2RW1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	3	3	3
2RW1.2	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per).	3	3	3
2RW1.3	Decode two-syllable nonsense words and regular multisyllable words.	3	3	3
2RW1.4	Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	0	0	0
2RW1.5	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	3	3	3
2RW1.7	Understand and explain common antonyms and synonyms.	3	3	3
2RW1.8	Use knowledge of individual words in unknown compound words to predict their meaning.	0	0	0
2RW1.9	Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	0	0	0
2RW1.10	Identify simple multiple-meaning words.	3	3	3
<b>2RC2.0</b>	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed</b>	<b>9</b>	<b>9</b>	<b>9</b>
2RC2.1	Use titles, tables of contents, and chapter headings to locate information in expository text.	0	0	0
2RC2.3	Use knowledge of the author's purpose(s) to comprehend informational text.	0	0	0
2RC2.4	Ask clarifying questions about essential textual elements of exposition (e.g., why, what, how).	3	3	3
2RC2.5	Restate facts and details in the text to clarify and organize ideas.	3	3	3
2RC2.6	Recognize cause-and-effect relationships in a text.	3	3	3
2RC2.7	Interpret information from diagrams, charts, and graphs.	0	0	0
2RC2.8	Follow two-step written instructions.	0	0	0
<b>2RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>	<b>3</b>	<b>3</b>	<b>3</b>
2RL3.1	Compare and contrast plots, settings, and characters presented by different authors.	3	3	3
2RL3.2	Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	0	0	0
2RL3.3	Compare and contrast different versions of the same stories that reflect different cultures.	0	0	0
2RL3.4	Identify the use of rhythm, rhyme, and alliteration in poetry.	0	0	0
<b>Writing</b>				
<b>2WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>6</b>	<b>6</b>	<b>6</b>
2WS1.1	Group related ideas and maintain a consistent focus.	3	3	3
2WS1.3	Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	0	0	0
2WS1.4	Revise original drafts to improve sequence and provide more descriptive detail.	3	3	3
<b>WA2.0</b>	<b>Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Written and Oral English Language Conventions</b>				
<b>2WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>12</b>	<b>12</b>	<b>12</b>
2WC1.1	Distinguish between complete and incomplete sentences.	3	3	3
2WC1.3	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	3	3	3
2WC1.4	Use commas in the greeting and closure of a letter and with dates and s in a series.	0	0	0
2WC1.5	Use quotation marks correctly.	0	0	0
2WC1.6	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	0	0	0
2WC1.7	Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).	3	3	3
2WC1.8	Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	3	3	3
<b>Totals</b>		<b>96</b>	<b>96</b>	<b>96</b>

**Los Angeles Unified School District  
Literacy Grade 3**

**Summative Assessment  
California Standards Test:**

Provide summative, end-of-year or end-of-course results that document student achievement

Content Standard Code	Content Standard Description	# of Items on CST	%
<b>English Language Arts</b>			
<b>Reading</b>			
<b>3RW1.0</b>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	<b>20</b>	<b>31%</b>
3RW1.1	Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	2	
3RW1.2	Decode regular multisyllabic words.	2	
3RW1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	4	
3RW1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).	2	
3RW1.6	Use sentence and word context to find the meaning of unknown words.	4	
3RW1.7	Use a dictionary to learn the meaning and other features of unknown words.	2	
3RW1.8	Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.	4	
<b>3RC2.0</b>	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b>	<b>15</b>	<b>23%</b>
3RC2.1	Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	2	
3RC2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	2	
3RC2.3	Demonstrate comprehension by identifying answers in the text.	2	
3RC2.4	Recall major points in the text and make and modify predictions about forthcoming information.	2	
3RC2.5	Distinguish the main idea and supporting details in expository text.	2	
3RC2.6	Extract appropriate and significant information from the text, including problems and solutions.	3	
3RC2.7	Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	2	
<b>3RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>	<b>8</b>	<b>12%</b>
3RL3.1	Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	1	
3RL3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	2	
3RL3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	2	
3RL3.4	Determine the underlying theme or author's message in fiction and nonfiction text.	1	
3RL3.5	Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	1	
3RL3.6	Identify the speaker or narrator in a selection.	1	
<b>Writing</b>			
<b>3WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>9</b>	<b>14%</b>
3WS1.1a	Create a single paragraph: Develop a topic sentence.	1	
3WS1.1b	Create a single paragraph: Include simple supporting facts and details.	2	
3WS1.3	Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	3	
3WS1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	3	
<b>Written and Oral English Language Conventions</b>			
<b>3WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>13</b>	<b>20%</b>
3WC1.1	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	1	
3WC1.2	Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	1	
3WC1.3	Identify and use past, present, and future verb tenses properly in writing and speaking.	1	
3WC1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences.	2	
3WC1.5	Punctuate dates, city and state, and titles of books correctly.	2	
3WC1.6	Use commas in dates, locations, and addresses and for items in a series.	1	
3WC1.7	Capitalize geographical names, holidays, historical periods, and special events correctly.	2	
3WC1.8	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).	2	
3WC1.9	Arrange words in alphabetic order.	1	
<b>Totals</b>		<b>65</b>	

NOTE: Non-assessed or embedded standards are omitted.

**Assessment FOR Learning  
LAUSD Periodic Assessments:**

Provide formative, ongoing data which can be used to increase student achievement

Content Standard Code	Content Standard Description	PA1	PA2	PA3
<b>English Language Arts</b>				
<b>Reading</b>				
<b>3RW1.0</b>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	<b>9</b>	<b>9</b>	<b>9</b>
3RW1.1	Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	0	0	0
3RW1.2	Decode regular multisyllabic words.	0	0	0
3RW1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	3	3	3
3RW1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).	0	0	0
3RW1.6	Use sentence and word context to find the meaning of unknown words.	3	3	3
3RW1.7	Use a dictionary to learn the meaning and other features of unknown words.	0	0	0
3RW1.8	Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.	3	3	3
<b>3RC2.0</b>	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b>	<b>15</b>	<b>15</b>	<b>15</b>
3RC2.1	Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	3	3	3
3RC2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	3	3	3
3RC2.3	Demonstrate comprehension by identifying answers in the text.	0	0	0
3RC2.4	Recall major points in the text and make and modify predictions about forthcoming information.	3	3	3
3RC2.5	Distinguish the main idea and supporting details in expository text.	3	3	3
3RC2.6	Extract appropriate and significant information from the text, including problems and solutions.	3	3	3
3RC2.7	Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	0	0	0
<b>3RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>	<b>3</b>	<b>3</b>	<b>3</b>
3RL3.1	Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	0	0	0
3RL3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	3	3	3
3RL3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	0	0	0
3RL3.4	Determine the underlying theme or author's message in fiction and nonfiction text.	0	0	0
3RL3.5	Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	0	0	0
3RL3.6	Identify the speaker or narrator in a selection.	0	0	0
<b>Writing</b>				
<b>3WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>12</b>	<b>12</b>	<b>12</b>
3WS1.1a	Create a single paragraph: Develop a topic sentence.	3	3	3
3WS1.1b	Create a single paragraph: Include simple supporting facts and details.	3	3	3
3WS1.3	Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	3	3	3
3WS1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	3	3	3
<b>Written and Oral English Language Conventions</b>				
<b>3WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>12</b>	<b>12</b>	<b>12</b>
3WC1.1	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	0	0	0
3WC1.2	Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	0	0	0
3WC1.3	Identify and use past, present, and future verb tenses properly in writing and speaking.	0	0	0
3WC1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences.	3	3	3
3WC1.5	Punctuate dates, city and state, and titles of books correctly.	3	3	3
3WC1.6	Use commas in dates, locations, and addresses and for items in a series.	0	0	0
3WC1.7	Capitalize geographical names, holidays, historical periods, and special events correctly.	3	3	3
3WC1.8	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).	3	3	3
3WC1.9	Arrange words in alphabetic order.	0	0	0
<b>Totals</b>		<b>102</b>	<b>102</b>	<b>102</b>

**Los Angeles Unified School District  
Literacy Grade 4**

**Summative Assessment  
California Standards Test:**

Provide summative, end-of-year or end-of-course results that document student achievement

Content Standard Code	Content Standard Description	# of Items on CST	%
<b>English Language Arts</b>			
<b>Reading</b>			
<b>4RW1.0</b>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	<b>18</b>	<b>24%</b>
4RW1.2	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	8	
4RW1.3	Use knowledge of root words to determine the meaning of unknown words within a passage.	3	
4RW1.4	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	1	
4RW1.5	Use a thesaurus to determine related words and concepts.	1	
4RW1.6	Distinguish and interpret words with multiple meanings.	5	
<b>4RC2.0</b>	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b>	<b>15</b>	<b>20%</b>
4RC2.1	Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	1	
4RC2.2	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	2	
4RC2.3	Evaluate new information and hypotheses by testing them against known information and ideas.	3	
4RC2.5	Compare and contrast information on the same topic after reading several passages or articles.	3	
4RC2.6	Distinguish between cause and effect and between fact and opinion in expository text.	3	
4RC2.7	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	3	
<b>4RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>	<b>9</b>	<b>12%</b>
4RL3.1	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	1	
4RL3.2	Identify the main events of the plot, their causes, and the influence of each event on future actions.	2	
4RL3.3	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1	
4RL3.4	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	2	
4RL3.5	Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	3	
<b>Writing</b>			
<b>4WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>15</b>	<b>20%</b>
4WS1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	2	
4WS1.2b	Create multiple-paragraph compositions: Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.	1	
4WS1.2c	Create multiple-paragraph compositions: Include supporting paragraphs with simple facts, details, and explanations.	2	
4WS1.2d	Create multiple-paragraph compositions: Conclude with a paragraph that summarizes the points.	1	
4WS1.3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	2	
4WS1.5	Quote or paraphrase information sources, citing them appropriately.	1	
4WS1.6	Locate information in reference texts by using organizational features (e.g., prefaces, appendices).	1	
4WS1.7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	1	
4WS1.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	2	
4WS1.10	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	3	
<b>Written and Oral English Language Conventions</b>			
<b>4WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>18</b>	<b>24%</b>
4WC1.1	Use simple and compound sentences in writing and speaking.	3	
4WC1.2	Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.	2	
4WC1.3	Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	4	
4WC1.4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	2	
4WC1.5	Use underlining, quotation marks, or italics to identify titles of documents.	1	
4WC1.6	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	2	
4WC1.7	Spell correctly roots, inflections, suffixes and prefaces, and syllable constructions.	4	
<b>Total:</b>			<b>75</b>

NOTE: Non-assessed or embedded standards are omitted.

**Assessment FOR Learning  
LAUSD Periodic Assessments:**

Provide formative, ongoing data which can be used to increase student achievement

Content Standard Code	Content Standard Description	PA1	PA2	PA3	
<b>English Language Arts</b>					
<b>Reading</b>					
<b>4RW1.0</b>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	<b>10</b>	<b>10</b>	<b>10</b>	
4RW1.2	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	4	4	4	
4RW1.3	Use knowledge of root words to determine the meaning of unknown words within a passage.	3	3	3	
4RW1.4	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	0	0	0	
4RW1.5	Use a thesaurus to determine related words and concepts.	0	0	0	
4RW1.6	Distinguish and interpret words with multiple meanings.	3	3	3	
<b>4RC2.0</b>	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b>	<b>9</b>	<b>9</b>	<b>9</b>	
4RC2.1	Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	0	0	0	
4RC2.2	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	0	0	0	
4RC2.3	Evaluate new information and hypotheses by testing them against known information and ideas.	3	3	3	
4RC2.5	Compare and contrast information on the same topic after reading several passages or articles.	3	3	3	
4RC2.6	Distinguish between cause and effect and between fact and opinion in expository text.	3	3	3	
4RC2.7	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	0	0	0	
<b>4RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>	<b>6</b>	<b>6</b>	<b>6</b>	
4RL3.1	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	0	0	0	
4RL3.2	Identify the main events of the plot, their causes, and the influence of each event on future actions.	3	3	3	
4RL3.3	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	0	0	0	
4RL3.4	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	0	0	0	
4RL3.5	Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	3	3	3	
<b>Writing</b>					
<b>4WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>15</b>	<b>15</b>	<b>15</b>	
4WS1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	3	3	3	
4WS1.2b	Create multiple-paragraph compositions: Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.	3	3	3	
4WS1.2c	Create multiple-paragraph compositions: Include supporting paragraphs with simple facts, details, and explanations.	3	3	3	
4WS1.2d	Create multiple-paragraph compositions: Conclude with a paragraph that summarizes the points.	3	3	3	
4WS1.3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	0	0	0	
4WS1.5	Quote or paraphrase information sources, citing them appropriately.	0	0	0	
4WS1.6	Locate information in reference texts by using organizational features (e.g., prefaces, appendices).	0	0	0	
4WS1.7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	0	0	0	
4WS1.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	0	0	0	
4WS1.10	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	3	3	3	
<b>Written and Oral English Language Conventions</b>					
<b>4WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>9</b>	<b>9</b>	<b>9</b>	
4WC1.1	Use simple and compound sentences in writing and speaking.	3	3	3	
4WC1.2	Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.	0	0	0	
4WC1.3	Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	3	3	3	
4WC1.4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	0	0	0	
4WC1.5	Use underlining, quotation marks, or italics to identify titles of documents.	0	0	0	
4WC1.6	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	0	0	0	
4WC1.7	Spell correctly roots, inflections, suffixes and prefaces, and syllable constructions.	3	3	3	
<b>Total:</b>			<b>49</b>	<b>49</b>	<b>49</b>

**Los Angeles Unified School District  
Literacy Grade 5**

**Summative Assessment  
California Standards Test:**

Provide summative, end-of-year or end-of-course results that document student achievement

Content Standard Code	Content Standard Description	# of Items on CST	%
<b>English Language Arts</b>			
<b>Reading</b>			
SRW1.0	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships</b>	14	18%
SRW1.2	Use word origins to determine the meaning of unknown words.	2	
SRW1.3	Understand and explain frequently used synonyms, antonyms, and homographs.	5	
SRW1.4	Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).	3	
SRW1.5	Understand and explain the figurative and metaphorical use of words in context.	4	
SRC2.0	<b>Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material.</b>	16	21%
SRC2.1	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	2	
SRC2.2	Analyze text that is organized in sequential or chronological order.	4	
SRC2.3	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	3	
SRC2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	5	
SRC2.5	Distinguish facts, supported inferences, and opinions in text.	2	
SRL3.0	<b>Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</b>	12	16%
SRL3.1	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	1	
SRL3.2	Identify the main problem or conflict of the plot and explain how it is resolved.	2	
SRL3.3	Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	2	
SRL3.4	Understand that theme refers to the meaning or moral of a selection and recognize themes whether implied or stated directly in simple works.	2	
SRL3.5	Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	2	
SRL3.6	Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	1	
SRL3.7	Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	2	
<b>Writing</b>			
BWS1.0	<b>Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.</b>	16	21%
BWS1.1a	Create multiple-paragraph narrative compositions: Establish and develop a situation or plot.	1	
BWS1.1b	Create multiple-paragraph expository compositions: Describe the setting.	1	
BWS1.1c	Create multiple-paragraph expository compositions: Present an ending.	1	
BWS1.2a	Create multiple-paragraph expository compositions: Establish a topic, important ideas, or events in sequence or chronological order.	2	
BWS1.2b	Create multiple-paragraph expository compositions: Provide details and transitional expressions that link one paragraph to another in a clear line of thought.	2	
BWS1.2c	Create multiple-paragraph expository compositions: Offer a concluding paragraph that summarizes important ideas and details.	2	
BWS1.3	Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	1	
BWS1.5	Use a thesaurus to identify alternative word choices and meanings.	1	
BWS1.6	Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	5	
<b>Written and Oral English Language Conventions</b>			
2WC1.0	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	17	23%
WC1.1	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	4	
WC1.2	Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.	3	
WC1.3	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	3	
WC1.4	Use correct capitalization.	3	
WC1.5	Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	4	
<b>Totals</b>		<b>75</b>	

NOTE: Non-assessed or embedded standards are omitted.

**Assessment FOR Learning  
LAUSD Periodic Assessments:**

Provide formative, ongoing data which can be used to increase student achievement

Content Standard Code	Content Standard Description	PA 1	PA 2	PA 3
<b>English Language Arts</b>				
<b>Reading</b>				
SRW1.0	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships</b>	9	9	9
SRW1.2	Use word origins to determine the meaning of unknown words.	0	0	0
SRW1.3	Understand and explain frequently used synonyms, antonyms, and homographs.	3	3	3
SRW1.4	Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).	3	3	3
SRW1.5	Understand and explain the figurative and metaphorical use of words in context.	3	3	3
SRC2.0	<b>Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material.</b>	12	12	12
SRC2.1	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	0	0	0
SRC2.2	Analyze text that is organized in sequential or chronological order.	3	3	3
SRC2.3	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	3	3	3
SRC2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	3	3	3
SRC2.5	Distinguish facts, supported inferences, and opinions in text.	3	3	3
SRL3.0	<b>Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</b>	15	15	15
SRL3.1	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	0	0	0
SRL3.2	Identify the main problem or conflict of the plot and explain how it is resolved.	3	3	3
SRL3.3	Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	3	3	3
SRL3.4	Understand that theme refers to the meaning or moral of a selection and recognize themes whether implied or stated directly in simple works.	3	3	3
SRL3.5	Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	3	3	3
SRL3.6	Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	0	0	0
SRL3.7	Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	3	3	3
<b>Writing</b>				
BWS1.0	<b>Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.</b>	12	12	12
BWS1.1a	Create multiple-paragraph narrative compositions: Establish and develop a situation or plot.	0	0	0
BWS1.1b	Create multiple-paragraph expository compositions: Describe the setting.	0	0	0
BWS1.1c	Create multiple-paragraph expository compositions: Present an ending.	0	0	0
BWS1.2a	Create multiple-paragraph expository compositions: Establish a topic, important ideas, or events in sequence or chronological order.	3	3	3
BWS1.2b	Create multiple-paragraph expository compositions: Provide details and transitional expressions that link one paragraph to another in a clear line of thought.	3	3	3
BWS1.2c	Create multiple-paragraph expository compositions: Offer a concluding paragraph that summarizes important ideas and details.	3	3	3
BWS1.3	Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	0	0	0
BWS1.5	Use a thesaurus to identify alternative word choices and meanings.	0	0	0
BWS1.6	Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	3	3	3
<b>Written and Oral English Language Conventions</b>				
2WC1.0	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	12	12	12
WC1.1	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	3	3	3
WC1.2	Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.	3	3	3
WC1.3	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	3	3	3
WC1.4	Use correct capitalization.	0	0	0
WC1.5	Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	3	3	3
<b>Totals</b>		<b>120</b>	<b>120</b>	<b>120</b>

# English/Language Arts Grade 6

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 6 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	<b>13</b>	<b>17%</b>
1.2 ...identify and interpret figurative language and words with multiple meanings	5	
1.3 ...recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing	2	
1.4 ...monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning	3	
1.5 ...understand and explain "shades of meaning" in related words	3	
<b>2.0 READING COMPREHENSION</b>	<b>17</b>	<b>23%</b>
2.1 ...identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	2	
2.2 ...analyze text that uses the compare-and-contrast organizational pattern	1	
2.3 ...connect and clarify main ideas by identifying their relationships to other sources and related topics	4	
2.4 ...clarify an understanding of texts by creating outlines, logical notes, summaries, or reports	1	
2.5 ...follow multiple-step instructions for preparing applications	2	
2.6 ...determine the adequacy and appropriateness of the evidence for an author's conclusions	2	
2.7 ...make reasonable assertions about a text through accurate, supporting citations	2	
2.8 ...note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text	3	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	<b>12</b>	<b>16%</b>
3.1 ...identify the forms of fiction and describe the major characteristics of each form	1	
3.2 ...analyze the effect of the qualities of the character on the plot and the resolution of the conflict	2	
3.3 ...analyze the influence of setting on the problem and its resolution	1	
3.4 ...define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme	3	
3.5 ...identify the speaker and recognize the difference between first-and third-person narration	1	
3.6 ...identify and analyze features of themes conveyed through characters, actions, and images	1	
3.7 ...explain the effects of common literary devices in a variety of fictional and nonfiction texts	2	
3.8 ...critique the credibility of characterization and the degree to which a plot is contrived or realistic	1	
<b>GRADE 6 CONTENT STANDARDS: WRITING</b>		
<b>1.0 LANGUAGE CONVENTIONS</b>	<b>16</b>	<b>21%</b>
1.1 ...use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	4	
1.2 ...identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	3	
1.3 ...use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	3	
1.4 ...use correct capitalization	2	
1.5 ...spell frequently misspelled words correctly	4	
<b>1.0 WRITING STRATEGIES</b>	<b>17</b>	<b>23%</b>
1.1 ...choose the form of writing that best suits the intended purpose	2	
1.2 ...create multiple-paragraph expository compositions 2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader	3	
3) conclude with a detailed summary linked to the purpose of composition	2	
1.3 ...use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order	1	
1.4 ...use organizational features of electronic text to locate information	2	
1.6 ...revise writing to improve organization and consistency of ideas within and between paragraphs	7	
<b>TOTAL GRADE 6</b>	<b>75</b>	<b>100%</b>

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 6 CONTENT STANDARDS: READING	# of Items
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	<b>10</b>
1.2 ...identify and interpret figurative language and words with multiple meanings	5
1.5 ...understand and explain "shades of meaning" in related words	5
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	<b>16</b>
3.2 ...analyze the effect of the qualities of the character on the plot and the resolution of the conflict	4
3.3 ...analyze the influence of setting on the problem and its resolution	6
3.6 ...identify and analyze features of themes conveyed through characters, actions, and images	6
<b>GRADE 6 CONTENT STANDARDS: WRITING</b>	
<b>1.0 LANGUAGE CONVENTIONS</b>	<b>10</b>
LC 1.1 ...use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	5
LC 1.2 ...identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	5
<b>MULTIPLE CHOICE ITEMS</b>	<b>36</b>
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>4 pts</b>
R 3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict	

### PERIODIC ASSESSMENT #2

GRADE 6 CONTENT STANDARDS: READING	# of Items
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	<b>10</b>
1.3 ...recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing	4
1.4 ...monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning	6
<b>2.0 READING COMPREHENSION</b>	<b>14</b>
2.2 ...analyze text that uses the compare-and-contrast organizational pattern	7
2.4 ...clarify an understanding of texts by creating outlines, logical notes, summaries, or reports	6
2.7 ...make reasonable assertions about a text through accurate, supporting citations	1
<b>GRADE 6 CONTENT STANDARDS: WRITING</b>	
<b>1.0 WRITING STRATEGIES</b>	<b>6</b>
WS 1.6 Revise writing to improve organization and consistency of ideas within and between paragraphs	6
<b>MULTIPLE CHOICE ITEMS</b>	<b>30</b>
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>6 pts</b>
R 2.7 Make reasonable assertions about a text through accurate, supporting citations	

### PERIODIC ASSESSMENT #3

GRADE 6 CONTENT STANDARDS	# of Items
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>4 pts</b>
WS 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order	
<b>EXTENDED CONSTRUCTED RESPONSE (ECR)</b>	<b>4 pts</b>
WA 2.4 Write responses to literature: a.) Develop an interpretation exhibiting careful reading, understanding, and insight. b.) Organize the interpretation around several clear ideas, premises, or images. c.) Develop and justify the interpretation through sustained use of examples and textual evidence.	

NOTE: Unshaded standards are not separately assessed on the CST.

# English/Language Arts Grade 7

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 7 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	<b>11</b>	<b>15%</b>
1.1 ...identify idioms, analogies, metaphors, and similes in prose and poetry	3	
1.2 ...use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary	3	
1.3 ...clarify word meanings through the use of definition, example, restatement, or contrast	5	
<b>2.0 READING COMPREHENSION</b>	<b>18</b>	<b>24%</b>
2.1 ...understand and analyze the differences in structure and purpose between various categories of informational materials	3	
2.2 ...locate information by using a variety of consumer, workplace, and public documents	4	
2.3 ...analyze text that uses cause-and-effect organizational pattern	2	
2.4 ...identify and trace the development of an author's argument, point of view, or perspective in text	3	
2.5 ...understand and explain the use of a simple mechanical device by following technical directions	3	
2.6 ...assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	3	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	<b>13</b>	<b>17%</b>
3.1 ...articulate the expressed purposes and characteristics of different forms of prose	1	
3.2 ...identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	2	
3.3 ...analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	3	
3.4 ...identify and analyze recurring themes across works	2	
3.5 ...contrast points of view in narrative text and explain how they affect the overall theme of the work	3	
3.6 ...analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses	2	
<b>GRADE 7 CONTENT STANDARDS: WRITING</b>		
<b>1.0 LANGUAGE CONVENTIONS</b>	<b>16</b>	<b>21%</b>
1.1 ...place modifiers properly, and use the active voice	1	
1.2 ...identify and use infinitives and participles and make clear references between pronouns and antecedents	1	
1.3 ...identify all parts of speech and types and structure of sentences	4	
1.4 ...demonstrate the mechanics of writing and appropriate English usage	4	
1.5 ...identify hyphens, dashes, brackets, and semi-colons and use them correctly	1	
1.6 ...use correct capitalization	2	
1.7 ...spell derivatives correctly by applying the spellings of bases and affixes	3	
<b>1.0 WRITING STRATEGIES</b>	<b>17</b>	<b>23%</b>
1.1 ...create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	3	
1.2 ...support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	2	
1.3 ...use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts	3	
1.4 ...identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	3	
1.5 ...give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	2	
1.7 ...revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	4	
<b>TOTAL GRADE 7</b>	<b>75</b>	<b>100%</b>

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 7 CONTENT STANDARDS: READING	# of Items
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	<b>10</b>
1.1 ...identify idioms, analogies, metaphors, and similes in prose and poetry	10
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	<b>15</b>
3.2 ...identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	6
3.3 ...analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	3
3.4 ...identify and analyze recurring themes across works	6
<b>GRADE 7 CONTENT STANDARDS: WRITING</b>	
<b>1.0 LANGUAGE CONVENTIONS</b>	<b>10</b>
LC 1.1 ...place modifiers properly, and use the active voice	5
LC 1.2 ...identify and use infinitives and participles and make clear references between pronouns and antecedents	5
<b>MULTIPLE CHOICE ITEMS</b>	<b>35</b>
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>5 pts</b>
R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	

### PERIODIC ASSESSMENT #2

GRADE 7 CONTENT STANDARDS: READING	# of Items
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	<b>10</b>
1.3 ...clarify word meanings through the use of definition, example, restatement, or contrast	10
<b>2.0 READING COMPREHENSION</b>	<b>8</b>
2.4 ...identify and trace the development of an author's argument, point of view, or perspective in text	7
2.6 ...assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	1
<b>GRADE 7 CONTENT STANDARDS: WRITING</b>	
<b>1.0 WRITING STRATEGIES</b>	<b>12</b>
WS 1.4 ...identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	6
WS 1.5 ...give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	6
<b>MULTIPLE CHOICE ITEMS</b>	<b>30</b>
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>6 pts</b>
R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	

### PERIODIC ASSESSMENT #3

GRADE 7 CONTENT STANDARDS	# of Items
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	<b>5 pts</b>
WS 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	
<b>EXTENDED CONSTRUCTED RESPONSE (ECR)</b>	<b>4 pts</b>
WA 2.2 Write responses to literature: a.) Develop interpretations exhibiting careful reading, understanding, and insight. b.) Organize interpretations around several clear ideas, premises, or images from the literary work. c.) Justify interpretations through sustained use of examples and textual evidence.	

NOTE: Unshaded standards are not separately assessed on the CST.

# English/Language Arts Grade 8

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 8 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	9	12%
1.1 ...analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	2	
1.2 ...understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings	2	
1.3 ...use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	5	
<b>2.0 READING COMPREHENSION</b>	18	24%
2.1 ...compare and contrast the features and elements of consumer materials to gain meaning from documents	2	
2.2 ...analyze text that uses proposition and support patterns	3	
2.3 ...find similarities and differences between texts in the treatment, scope, or organization of ideas	2	
2.4 ...compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning	2	
2.5 ...understand and explain the use of a complex mechanical device by following technical directions	3	
2.6 ...use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	3	
2.7 ...evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	3	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	15	20%
3.1 ...determine and articulate the relationship among the purposes and characteristics of different forms of poetry	2	
3.2 ...evaluate the structural elements of the plot, the plot's development, and the way in which conflicts are (or are not) addressed and resolved	3	
3.3 ...compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	2	
3.4 ...analyze the relevance of the setting to the mood, tone, and meaning of the text	2	
3.5 ...identify and analyze recurring themes across traditional and contemporary works	1	
3.6 ...identify significant literary devices that define a writer's style and use those elements to interpret the work	3	
3.7 ...analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author	2	
<b>GRADE 8 CONTENT STANDARDS: WRITING</b>		
<b>1.0 LANGUAGE CONVENTIONS (LC)</b>	16	21%
1.1 ...use correct and varied sentence types and sentence openings to present a lively and effective personal style	2	
1.2 ...identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis	2	
1.3 ...use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas	3	
1.4 ...edit written manuscripts to ensure that correct grammar is used	3	
1.5 ...use correct punctuation and capitalization	3	
1.6 ...use correct spelling conventions	3	
<b>1.0 WRITING STRATEGIES (WS)</b>	17	23%
1.1 ...create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	4	
1.2 ...establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	4	
1.3 ...support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	3	
1.6 ...revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	6	
<b>TOTALGRADE 8</b>	<b>75</b>	<b>100%</b>

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 8 CONTENT STANDARDS: READING	# of Items
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	10
1.1 ...analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	10
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	14
3.3 ...compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	2
3.5 ...identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works	6
3.7 ...analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author	6
<b>GRADE 8 CONTENT STANDARDS: WRITING</b>	
<b>1.0 LANGUAGE CONVENTIONS (LC)</b>	10
LC 1.1 ...use correct and varied sentence types and sentence openings to present a lively and effective personal style	5
LC 1.3 ...use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas	5
<b>MULTIPLE CHOICE ITEMS</b>	34
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	6 pts
R 3.3 ...compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	

### PERIODIC ASSESSMENT #2

GRADE 8 CONTENT STANDARDS: READING	# of Items
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	10
1.3 ...use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	10
<b>2.0 READING COMPREHENSION</b>	14
2.3 ...find similarities and differences between texts in the treatment, scope, or organization of ideas	1
2.4 ...compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning	7
2.7 ...evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	6
<b>GRADE 8 CONTENT STANDARDS: WRITING</b>	
<b>1.0 WRITING STRATEGIES (WS)</b>	6
WS 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	6
<b>MULTIPLE CHOICE ITEMS</b>	30
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	6 pts
R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas	

### PERIODIC ASSESSMENT #3

GRADE 8 CONTENT STANDARDS	# of Items
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	5 pts
WS 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	
<b>EXTENDED CONSTRUCTED RESPONSE (ECR)</b>	4 pts
WA 2.2 Write responses to literature: a.) Exhibit careful reading and insight in their interpretations. b.) Connect the student's own responses to the writer's techniques and to specific textual references. c.) Draw supported inferences about the effects of a literary work on its audience. d.) Support judgments through references to the text, other works, other authors, or to personal knowledge.	

NOTE: Unshaded standards are not separately assessed on the CST.

# English/Language Arts Grade 9

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

GRADE 9 CONTENT STANDARDS: READING	# of Items	%
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	8	11%
1.1 ...identify and use the literal and figurative meanings of words and understand word derivations	5	
1.2 ...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	2	
1.3 ...identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words	1	
<b>2.0 READING COMPREHENSION</b>	18	24%
2.1 ...analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes	2	
2.2 ...prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	2	
2.3 ...generate relevant questions about readings on issues that can be researched	2	
2.4 ...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	2	
2.6 ...demonstrate use of sophisticated learning tools by following technical directions	2	
2.7 ...critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	4	
2.8 ...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	4	
<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	16	21%
3.1 ...articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	1	
3.2 ...compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	2	
3.3 ...analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot	2	
3.4 ...determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy	1	
3.5 ...compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	2	
3.6 ...analyze and trace an author's development of time and sequence, including the use of complex literary devices	1	
3.7 ...recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	2	
3.8 ...interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	1	
3.9 ...explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	1	
3.10 ...identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	1	
3.11 ...evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	1	
3.12 ...analyze the way in which a work of literature is related to the themes and issues of its historical period	1	
<b>GRADE 9 CONTENT STANDARDS: WRITING</b>		
<b>1.0 LANGUAGE CONVENTIONS (LC)</b>	13	17%
1.1 ...identify and correctly use clauses, phrases, and mechanics of punctuation	3	
1.2 ...understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage	3	
1.3 ...demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	3	
1.4 ...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3	
1.5 ...reflect appropriate manuscript requirements, including	1	
1) title page presentation	1/3*	
2) pagination	1/3*	
3) spacing and margins	1/3*	
<b>1.0 WRITING STRATEGIES (WS)</b>	20	27%
1.1 ...establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	3	
1.2 ...use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	3	
1.3 ...use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources	2	
1.4 ...develop the main ideas within the body of the composition through supportive evidence	2	
1.5 ...synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium	2	
1.7 ...use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals	2	
1.9 ...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	6	
<b>TOTAL GRADE 9</b>	<b>75</b>	<b>100%</b>

\* Fractional values indicate rotated standards

NOTE: Non-assessed or embedded standards are omitted.

## PERIODIC ASSESSMENT #1

GRADE 9 CONTENT STANDARDS: READING	# of Items
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	4
1.2 ...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	4
<b>2.0 READING COMPREHENSION</b>	4
2.8 ...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	4
<b>GRADE 9 CONTENT STANDARDS: WRITING</b>	
<b>1.0 LANGUAGE CONVENTIONS (LC)</b>	5
LC 1.2 ...understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage	5
<b>1.0 WRITING STRATEGIES (WS)</b>	8
WS 1.4 ...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	4
WS 1.5 ...synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium	4
<b>MULTIPLE CHOICE ITEMS</b>	
	21
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	
	4 pts
R 2.5 ...extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	
<b>EXTENDED CONSTRUCTED RESPONSE (ECR)</b>	
	4 pts
R 2.4 ...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	

## PERIODIC ASSESSMENT #2

GRADE 9 CONTENT STANDARDS: READING	# of Items
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	4
1.2 ...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	4
<b>2.0 READING COMPREHENSION</b>	11
2.4 ...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	5
2.5 ...extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	6
<b>GRADE 9 CONTENT STANDARDS: WRITING</b>	
<b>1.0 LANGUAGE CONVENTIONS (LC)</b>	8
LC 1.1 ...identify and correctly use clauses, phrases, and mechanics of punctuation	5
LC 1.4 ...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3
<b>1.0 WRITING STRATEGIES (WS)</b>	10
WS 1.2 ...use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	5
WS 1.9 ...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	5
<b>MULTIPLE CHOICE ITEMS</b>	
	33
<b>SHORT CONSTRUCTED RESPONSE (SCR)</b>	
	4 pts
R 2.4 ...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	



# English/Language Arts Grade 9

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

GRADE 9 CONTENT STANDARDS: READING		# of Items	%
1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	8	11%
1.1	...identify and use the literal and figurative meanings of words and understand word derivations	5	
1.2	...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	2	
1.3	...identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words	1	
2.0	READING COMPREHENSION	18	24%
2.1	...analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes	2	
2.2	...prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	2	
2.3	...generate relevant questions about readings on issues that can be researched	2	
2.4	...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	2	
2.6	...demonstrate use of sophisticated learning tools by following technical directions	2	
2.7	...critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	4	
2.8	...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	4	
3.0	LITERARY RESPONSE AND ANALYSIS	16	21%
3.1	...articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	1	
3.2	...compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	2	
3.3	...analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot	2	
3.4	...determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy	1	
3.5	...compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	2	
3.6	...analyze and trace an author's development of time and sequence, including the use of complex literary devices	1	
3.7	...recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	2	
3.8	...interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	1	
3.9	...explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	1	
3.10	...identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	1	
3.11	...evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	1	
3.12	...analyze the way in which a work of literature is related to the themes and issues of its historical period	1	
GRADE 9 CONTENT STANDARDS: WRITING			
1.0	LANGUAGE CONVENTIONS (LC)	13	17%
1.1	...identify and correctly use clauses, phrases, and mechanics of punctuation	3	
1.2	...understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage	3	
1.3	...demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	3	
1.4	...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3	
1.5	...reflect appropriate manuscript requirements, including	1	
	1) title page presentation	1/3*	
	2) pagination	1/3*	
	3) spacing and margins	1/3*	
1.0	WRITING STRATEGIES (WS)	20	27%
1.1	...establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	3	
1.2	...use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	3	
1.3	...use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources	2	
1.4	...develop the main ideas within the body of the composition through supportive evidence	2	
1.5	...synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium	2	
1.7	...use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals	2	
1.9	...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	6	
TOTAL GRADE 9		75	100%

\* Fractional values indicate rotated standards

NOTE: Non-assessed or embedded standards are omitted.

## PERIODIC ASSESSMENT #3

GRADE 9 CONTENT STANDARDS: READING		# of Items
1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	6
1.1	...identify and use the literal and figurative meanings of words and understand word derivations	6
3.0	LITERARY RESPONSE AND ANALYSIS	17
3.1	...articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	5
3.2	...compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	5
3.12	...analyze the way in which a work of literature is related to the themes and issues of its historical period	7
MULTIPLE CHOICE ITEMS		23
SHORT CONSTRUCTED RESPONSE (SCR)		7 pts
R 3.5	...compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	
EXTENDED CONSTRUCTED RESPONSE (ECR)		4 pts
WA 2.2 Write responses to literature: a.) Demonstrate a comprehensive grasp of the significant ideas of literary works. b.) Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c.) Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d.) Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		

NOTE: Unshaded standards are not separately assessed on the CST.

# English/Language Arts Grade 10

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

GRADE 10 CONTENT STANDARDS: READING		# of Items	%
1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	8	11%
1.1	...identify and use the literal and figurative meanings of words and understand word derivations	5	
1.2	...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	2	
1.3	...identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words	1	
2.0	READING COMPREHENSION	18	24%
2.1	...including the graphics and headers and explain how authors use the features to achieve their purposes	2	
2.2	...prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	2	
2.3	...generate relevant questions about readings on issues that can be researched	2	
2.4	...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	2	
2.6	...demonstrate use of sophisticated learning tools by following technical directions	2	
2.7	...critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	4	
2.8	...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	4	
3.0	LITERARY RESPONSE AND ANALYSIS	16	21%
3.1	...articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	1	
3.2	...compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	2	
3.3	...analyze interactions between main and subordinate characters in a literary text and the way those interactions affect the plot	2	
3.4	...determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, soliloquy	1	
3.5	...compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	2	
3.6	...analyze and trace an author's development of time and sequence, including the use of complex literary devices	1	
3.7	...recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	2	
3.8	...interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	1	
3.9	...explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	1	
3.10	...identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	1	
3.11	...evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	1	
3.12	...analyze the way in which a work of literature is related to the themes and issues of its historical period	1	
GRADE 10 CONTENT STANDARDS: WRITING			
1.0	LANGUAGE CONVENTIONS (LC)	13	17%
1.1	...identify and correctly use clauses, phrases, and mechanics of punctuation	3	
1.2	...understand sentence construction and proper English usage	3	
1.3	...demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	3	
1.4	...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3	
1.5	...reflect appropriate manuscript requirements, including	1	
	1) title page presentation	1/4*	
	2) pagination	1/4*	
	3) spacing and margins	1/4*	
	4) integration of source and support material with appropriate citations	1/4*	
1.0	WRITING STRATEGIES (WS)	20	27%
1.1	...establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing	3	
1.2	...use precise language, action verbs, sensory details, appropriate modifiers, and active rather than the passive voice	3	
1.3	...use clear research questions and suitable research methods	2	
1.4	...develop the main ideas within the body of the composition through supportive evidence	2	
1.5	...synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium	2	
1.7	...use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals	2	
1.9	...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	6	
TOTAL GRADE 10		75	100%

\* Fractional values indicate related standards

NOTE: Non-assessed or embedded standards are omitted.

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

### PERIODIC ASSESSMENT #1

GRADE 10 CONTENT STANDARDS: READING		# of Items
1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	5
1.2	...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	5
2.0	READING COMPREHENSION	7
2.3	...generate relevant questions about readings on issues that can be researched	5
2.8	...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	2
GRADE 10 CONTENT STANDARDS: WRITING		
1.0	LANGUAGE CONVENTIONS (LC)	8
LC 1.2	...understand sentence construction and proper English usage	4
LC 1.3	...demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	4
1.0	WRITING STRATEGIES (WS)	8
WS 1.4	...develop the main ideas within the body of the composition through supportive evidence	4
WS 1.9	...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	4
MULTIPLE CHOICE ITEMS		28
SHORT CONSTRUCTED RESPONSE (SCR)		5 pts
R 2.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	

### PERIODIC ASSESSMENT #2

GRADE 10 CONTENT STANDARDS: READING		# of Items
2.0	READING COMPREHENSION	6
2.4	...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	1
2.5	...extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	5
GRADE 10 CONTENT STANDARDS: WRITING		
1.0	LANGUAGE CONVENTIONS (LC)	8
LC 1.1	...identify and correctly use clauses, phrases, and mechanics of punctuation	4
LC 1.4	...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	4
1.0	WRITING STRATEGIES (WS)	4
WS 1.1	...establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing	4
TOTAL MULTIPLE CHOICE ITEMS		18
SHORT CONSTRUCTED RESPONSE (SCR)		6 pts
R 2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	
EXTENDED CONSTRUCTED RESPONSE (ECR)		4 pts
WA 2.3	Write expository compositions, including analytical essays and research reports: a.) Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b.) Convey information and ideas from primary and secondary sources accurately and coherently. c.) Make distinctions between the relative value and significance of specific data, facts, and ideas. d.) Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e.) Anticipate and address readers' potential misunderstandings, biases, and expectations. f.) Use technical terms and notations accurately.	

# English/Language Arts Grade 10

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document student achievement

## Assessment FOR Learning LAUSD Periodic Assessments:

Provide formative, ongoing data which can be used to increase student achievement

GRADE 10 CONTENT STANDARDS: READING		# of Items	%
1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	8	11%
1.1	...identify and use the literal and figurative meanings of words and understand word derivations	5	
1.2	...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	2	
1.3	...identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words	1	
2.0	READING COMPREHENSION	18	24%
2.1	...including the graphics and headers and explain how authors use the features to achieve their purposes	2	
2.2	...prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	2	
2.3	...generate relevant questions about readings on issues that can be researched	2	
2.4	...synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	2	
2.6	...demonstrate use of sophisticated learning tools by following technical directions	2	
2.7	...critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	4	
2.8	...evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	4	
3.0	LITERARY RESPONSE AND ANALYSIS	16	21%
3.1	...articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	1	
3.2	...compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	2	
3.3	...analyze interactions between main and subordinate characters in a literary text and the way those interactions affect the plot	2	
3.4	...determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, soliloquy	1	
3.5	...compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	2	
3.6	...analyze and trace an author's development of time and sequence, including the use of complex literary devices	1	
3.7	...recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	2	
3.8	...interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	1	
3.9	...explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	1	
3.10	...identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	1	
3.11	...evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	1	
3.12	...analyze the way in which a work of literature is related to the themes and issues of its historical period	1	
GRADE 10 CONTENT STANDARDS: WRITING			
1.0	LANGUAGE CONVENTIONS (LC)	13	17%
1.1	...identify and correctly use clauses, phrases, and mechanics of punctuation	3	
1.2	...understand sentence construction and proper English usage	3	
1.3	...demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	3	
1.4	...produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3	
1.5	...reflect appropriate manuscript requirements, including	1	
	1) title page presentation	1/4*	
	2) pagination	1/4*	
	3) spacing and margins	1/4*	
	4) integration of source and support material with appropriate citations	1/4*	
1.0	WRITING STRATEGIES (WS)	20	27%
1.1	...establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing	3	
1.2	...use precise language, action verbs, sensory details, appropriate modifiers, and active rather than the passive voice	3	
1.3	...use clear research questions and suitable research methods	2	
1.4	...develop the main ideas within the body of the composition through supportive evidence	2	
1.5	...synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium	2	
1.7	...use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals	2	
1.9	...revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	6	
TOTAL GRADE 10		75	100%

\* Fractional values indicate related standards

NOTE: Non-assessed or embedded standards are omitted.

## PERIODIC ASSESSMENT #3

GRADE 10 CONTENT STANDARDS: READING		# of Items
1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	5
1.1	...identify and use the literal and figurative meanings of words and understand word derivations	5
3.0	LITERARY RESPONSE AND ANALYSIS	20
3.3	...analyze interactions between main and subordinate characters in a literary text and the way those interactions affect the plot	7
3.7	...recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	6
3.9	...explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	6
3.11	...evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	1
GRADE 10 CONTENT STANDARDS: WRITING		
1.0	WRITING STRATEGIES (WS)	8
WS 1.4	Develop the main ideas within the body of the composition through supportive evidence	4
WS 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	4
TOTAL MULTIPLE CHOICE ITEMS		33
SHORT CONSTRUCTED RESPONSE (SCR)		7 pts
R 3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism	

NOTE: Unshaded standards are not separately assessed on the CST.