### 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

#### tent Standard Description % 2RW1.0 nize and use knowledge of spelling patterns (e.g., diphthongs, special spellings) when reading. 2RW1.1 3 2RW1.2 2RW1.3 ode two-syllable nonsense words and regular multisyllable words 3 ntify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular als (e.g., fly/flies, wife/wives). 2RW1.5 2RW1.7 2RW1.8 knowledge of individual words in unknown compound words to predict 2 2RW1.9 w the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly 2RC2.0 15 23% itles, tables of contents, and chapter headings to locate information in litory text. 2RC2.1 2RC2.3 sk clarifying questions about essential textual elements of exposition (e.g., hv. what if, how). 2RC2.5 state facts and details in the text to clarify and organize ideas. 3 2RC2.6 3 2 2RC2.7 rpret information from diagrams, charts, and graphs 2RC2.8 erary Response and Analysis: Students read and respond to a wid riety of significant works of children's literature. 2RL3.0 9% 2RL3.1 erate alternative endings to plots and identify the reason or rea the impact of, the alternatives. 2RL3.2 2RL3.3 2RL3.4 Vriting Strategies: Students write clear and coherent sentences an aragraphs that develop a central idea. Their writing shows they onsider the audience and purpose. Students progress through the tages of the writing process. 12% 8 2WS1.0 2WS1.3 2 vise original drafts to improve sequence and provide more descriptive 2WS1.4 riting Applications: Students write compositions that describe and xplain familiar objects, events, and experiences. Student writing emonstrates a command of standard American English and the rating, research, and organizational strategies outlined in Writing. WA2.0 en and Oral English Language Conventions ritten and Oral English Language Conventions: Students write and seak with a command of standard English conventions appropriate this grade level. 2WC1.0 2WC1.1 2WC1.3 2 commas in the greeting and closure of a letter and with dates and s in 2 2 2WC1.5 pitalize all proper nouns, words at the beginning of sentences and tetings, months and days of the week, and titles and initials of peop 2WC1.7 2 pell basic short-vowel, long-vowel, r-controlled, and consonant-blend steems correctly.

#### 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:
	English Language Arts Reading			
2RW1.0	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.	18	18	18
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
2RC2.0	Reading Comprehension: Students read and understand grade-level- appropriate material. They draw upon a variety of comprehension strategies as needed	9	9	9
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 if, 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
2RL3.0	Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.	3	3	3
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
	Writing			
2WS1.0	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.	6	6	6
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
WA2.0	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.	0	0	0
	Written and Oral English Language Conventions			
2WC1.0	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.	12	12	12
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

#### 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

Assessment FOR Learning LAUSD Periodic Assessments:

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

Content Standard Code	Content Standard Description	# of Items on CST	%
	English Language Arts		
	Reading		
3RW1.0	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.	20	31%
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	
3RC2.0	Reading Comprehension: Students read and understand grade-level- appropriate material. They draw upon a variety of comprehension strategies as needed	15	23%
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	
3RL3.0	Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.	8	12%
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	
	Writing		
3WS1.0	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.	9	14%
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	
	Written and Oral English Language Conventions		
3WC1.0	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.	13	20%
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 -les when forming the plural), and common homophones (e.g., hair-hare).	2	
3WC1.9	Arrange words in alphabetic order.	1	
	Totals	65	

Content Standard Code	Content Standard Description	PA1	PA2	PA3
	English Language Arts		174	1,70
	Reading			
3RW1.0	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.	9	9	9
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
3RC2.0	Reading Comprehension: Students read and understand grade-level- appropriate material. They draw upon a variety of comprehension strategies as needed	15	15	15
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
3RL3.0	Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.	3	3	3
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, onomatopoels) in a selection.	0	0	0
3RL3.6	Identify the speaker or narrator in a selection.	0	0	0
	Writing			
3WS1.0	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.	12	12	12
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
	Written and Oral English Language Conventions			
3WC1.0	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade fevel.	12	12	12
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
	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, corsonant doubling, changing the ending of a word from -y to -ise-when forming the plural), and common homophones (e.g., hair-hare).	3	3	3
3WC1.8	from -v to -ies when forming the plural), and common homonhones (e.g., hair-hare)	3	3	-
3WC1.8	from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).  Arrange words in alphabetic order.	0	0	0

### 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

Assessment FOR Learning
LAUSD Periodic Assessments:

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

Content Standard Code	Content Standard Description	# of Items on CST	%
	English Language Arts Reading		
	1		
4RW1.0	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.	18	24%
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	
4RC2.0	Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.	15	20%
4RC2.1	Identify structural patterns found in informational text (e.g., compare and contrast, cause and affect, sequential or chronological order, proposition and support) to strengthen comprehension.	1	
4RC2.3	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 class.	2	
4RC2.4	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	
4RL3.0	Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.	9	12%
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	2	
4RL3.3	actions.  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	
	Writing		
4WS1.0	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.	15	20%
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.	1	
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, appendixes).	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	
	Written and Oral English Language Conventions		
4WC1.0	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.	18	24%
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	Los 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	
	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	4	
4WC1.7	spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	*	

		PA1	PA2	PA3
	English Language Arts Reading			
4RW1.0	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.	10	10	10
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
4RC2.0	Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.	9	9	9
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
4RC2.3	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 dues.	0	0	0
4RC2.4	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
4RL3.0	Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.	6	6	6
4RL3.1	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, lagends, 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	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 Iterary works.	3	3	3
402.5	In literary works.		,	,
	writing			
4WS1.0	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.	15	15	15
4WS1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, ength, and format requirements.	<b>15</b>	<b>15</b>	<b>15</b>
	Select a focus, an organizational structure, and a point of view based upon purpose, audience, ength, and format requirements.  Create multiple-paragraph compositions: Establish and support a central idea with a topic sentence at or next the beginning of the first paragraph.			
4WS1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, ength, and format requirements.	3	3	3
4WS1.1 4WS1.2b	Select a focus, an organizational structure, and a point of view based upon purpose, audience, ength, and format requirements.  Create multiple-paragraph compositions: Establish and support a central idea with a topic sentence at or next the beginning of the first paragraph.	3	3	3
4WS1.1 4WS1.2b 4WS1.2c	Select a focus, an organizational structure, and a point of view based upon purpose, guidence, angin, and format requirements.  Activate multiple-amplity chospations: Establish and support a central idea with a topic southern as or man the beginning of the first paragraph.  Activate multiple-paragraph compositions: Include supporting paragraphs with simple facts, ideals, and explanations.	3 3	3 3	3
4WS1.1 4WS1.2b 4WS1.2c 4WS1.2d	Select a focus, an organizational structure, and a point of view based upon purpose, audence, and, and format requirements.  The content will be appeared compositions: Establish and support a central idea with a topic another os or orwar the beginning of the first panagraph.  The content of the content	3 3 3	3 3 3	3 3 3
4WS1.2b 4WS1.2c 4WS1.2c 4WS1.2d	Select a focus, an organizational structure, and a point of view based upon purpose, sudence, which, and format requirements. Locate multiple-paragraph compositions: Establish and support a central idea with a topic antense six or lear the Supposing of the first paragraph. Careta multiple-paragraph compositions (Include supporting paragraphs with simple facts, antels, and explanations. Careta multiple-paragraph compositions (Conclude with a paragraphs that summarizes the portex. Jose traditional structures for conveying information (e.g., chronological orderic, cause and affect, entitlerly and difference, and posing and answering a question).	3 3 3	3 3 3	3 3 3
4WS1.1 4WS1.2b 4WS1.2c 4WS1.2d 4WS1.3	Sector 5 miles, an organizational ordinative, and a point of view based upon purpose, sudence, services from the control of th	3 3 3 3 0	3 3 3 0	3 3 3 0
4WS1.2b 4WS1.2c 4WS1.2c 4WS1.2d 4WS1.3 4WS1.5 4WS1.6	Sector a focus, an organizational directure, and a point of view based upon purpose, pusience, sector pulsary company, compositions Establish and opport a central sides with a topic antenders and remark beginning of the first pagingsh.  Table mention-pagingsh compositions include supporting paragraphs with simple facts, stallar, and established pagingsh compositions include supporting paragraphs with simple facts, stallar, and established pagingsh compositions Conclude with a paragraph that summarkes the points. Sate traditional structure for converge information (e.g., correctiopsed order, cause and effect, manufacts and difference and points and surround a questions).  Quote or paraghnase information sources, cting them appropriately, cases information in enference texts by using organizational features (e.g., prefices, popendices).	3 3 3 0 0	3 3 3 0 0	3 3 3 0 0
4WS1.1 4WS1.2b 4WS1.2c 4WS1.2d 4WS1.3 4WS1.5 4WS1.5	Select a focus, an organizational distusture, and a point of view based upon purpose, audience,  "Season subside-purpose, compositions Casalian and support a central idea with a topic  sentence as of more the opening of the first paragraph.  Takes multiple-purpose compositions include supporting paragraphs with simple facts,  paragraphs and properties of the properties of the properties paragraph with simple facts,  paragraphs and distributes for compositions Conclude with a paragraph that summarizes the points.   Takes multiple-paragraph compositions Conclude with a paragraph that summarizes the points.   Takes multiple-paragraph compositions Conclude with a paragraph that summarizes the points.   Takes multiple-paragraph compositions Conclude with a paragraph that summarizes the points.   Takes multiple-paragraph compositions Conclude with a paragraph that summarizes the points   Takes multiple-paragraph compositions Conclude with a paragraph that summarizes that   Takes are concluded supposed and extensive a paragraph that summarizes that   Takes are concluded in the paragraphs and paragraphs and   Takes are concluded and paragraphs and   Takes are concluded and paragraphs and   Takes are concluded and paragraphs.   Takes are concluded and paragraphs are concluded and how to use those   Total materials.	3 3 3 0 0	3 3 3 0 0	3 3 3 0 0
4WS1.2b 4WS1.2c 4WS1.2d 4WS1.2d 4WS1.3 4WS1.5 4WS1.6 4WS1.7	Select a finals, an organizational directure, and a point of view based upon purpose, pusitioned, Cases multiple peargaph, compositions Edukinia and expert a central idea with a topic antenders and remark beginning of the first pagingsh.  Table multiple-pagagaph compositions include supporting paragraphs with simple facts, national, and enablashing and paging the compositions include supporting paragraph with simple facts, paging paging pagagaph compositions Conclude with a paragraph that summarizes the politic late traditional structures for converge information (e.g., formodoposal order, cause and effect, maintainey and difference, and policy and amonging a questions).  Audio or paraghrasis information sources, citing them appropriately.  Cases information in informatic tests by using organizational features (e.g., prefixes, popinionals).  Jose votines reference instensis (e.g., dictionary, thesaurus, card catalog, encyclopedia, online anternation) as an also downers.	3 3 3 0 0	3 3 3 0 0 0	3 3 3 0 0
4WS1.2b 4WS1.2c 4WS1.2d 4WS1.2d 4WS1.3 4WS1.5 4WS1.6 4WS1.7	Select a focus, an organizational disturbure, and a point of view based upon purpose, pudence, Casca multiple, paragous, compositions (Caschia and expert a central idea with a topic casca multiple, paragous), compositions (Caschia and expert a central idea with a topic casca multiple, paragous), compositions (Include supporting paragoraph with simple facts, casca multiple-paragous), compositions (Include supporting paragraph with simple facts, casca to additional structure for converge (Information (a.g., groundepost order, cause and effect, casca professora structure for converge (Information (a.g., groundepost order, cause and effect, casca professora information sources, ofting them appropriately, casca information in information sources, ofting them appropriately.  Association reference materials (a.g., actionary, thesaurus, card castalog, encyclopedia, entire administration of an observation, and castalog, encyclopedia, entire administration of administration of airmancies, mesegapeer, and periodicals and how to use those over materials.  Est and review solicition domain propriession by adding, deleting, promissions, and annually to the controlled of the size of the controlled	3 3 3 0 0	3 3 3 0 0 0	3 3 3 0 0
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4WS1.1 4WS1.2b 4WS1.2c 4WS1.2d 4WS1.3 4WS1.5 4WS1.6 4WS1.7 4WS1.8 4WS1.10	Select a focus, an organizational disturbure, and a point of view based upon purpose, audience,  Seate multiple-paragoust, compositions Catalian and appared a certar lides with a topic  sentence as of most the opening of the first paragosts.  Seate multiple-paragoust compositions includes supporting paragonal with simple facts,  catalities, and explanations.  Seate multiple-paragoust compositions Conclude with a paragonal that summarizes the points.  The transfer paragonal compositions Conclude with a paragonal that summarizes the points.  The transfer paragonal compositions Conclude with a paragonal that summarizes the points.  The transfer paragonal control of the paragonal transfer of the points of the paragonal structure for conveying information (a.g., productor, cause and effect, or paraghrass information sources, cling them appropriately.  Source or paraghrass information sources, cling them appropriately.  Local information in inference texts by using organizational features (a.g., profaces, propriets).  The vertices reference information sources, cling them appropriately.  Seate and continued to the seate of the paragonal paragon	3 3 3 3 0 0 0 0 0 0 3	3 3 3 3 0 0 0 0 0 0 3	3 3 3 0 0 0 0 3
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### 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

Assessment FOR Learning
LAUSD Periodic Assessments:
Provide formative, ongoing data which can be used to increase student achievement

Content	Content Standard Description	# of Items on CST	9
Content andard Code	'l '	on CST	
	English Language Arts Reading		
5RW1.0	Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships	14	18
5RW1.2	Use word origins to determine the meaning of unknown words.	2	
5RW1.3	Understand and explain frequently used synonyms, antonyms, and homographs.	5	
5RW1.4	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	
5RW1.5	Understand and explain the figurative and metaphorical use of words in context.	4	
5RC2.0	Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material.	16	21
5RC2.1	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	2	
5RC2.2	Analyze text that is organized in sequential or chronological order.	4	
5RC2.3	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	3	
5RC2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	5	
5RC2.5	Distinguish facts, supported inferences, and opinions in text.	2	
5RL3.0	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.	12	16
5RL3.1	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	
5RL3.2	Identify the main problem or conflict of the plot and explain how it is resolved.	2	
5RL3.3	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	
5RL3.4	Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	2	
5RL3.5	Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	2	
5RL3.6	Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	1	
5RL3.7	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' participatives.	2	
	Writing		
5WS1.0	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.	16	21
5WS1.1a			
	Create multiple-paragraph narrative compositions: Establish and develop a situation or plot.	1	
5WS1.1b	Create multiple-paragraph narrative compositions: Establish and develop a situation or plot.  Create multiple-paragraph expository compositions: Describe the setting.	1	
5WS1.1b	Oreate multiple-paragraph expository compositions: Describe the setting.  Create multiple-paragraph expository compositions: Present an ending.		
	Create multiple-paragraph expository compositions: Describe the setting.	1	
5WS1.1c	Oreate multiple-paragraph expository compositions: Describe the setting.  Create multiple-paragraph expository compositions: Present an ending.	1	
5WS1.1c	Chaite multiple-paragraph expository compositions: Describe the setting.  Chaite multiple-paragraph expository compositions: Present an ending.  Chaite multiple-paragraph expository compositions: Estation a tipor, important ideas, or event a separation of composition of compositions. Estation a tipor, important ideas, or event a separation of composition of compositions. Provide details and transitional expressions and in paragraph in another in a feat of floories.  Chaite multiple-paragraph expository compositions: Provide details and transitional expressions and a feat of floories.  Chaite multiple-paragraph expository compositions: Offer a concluding paragraph that	1 2	
5WS1.1c 5WS1.2a 5WS1.2b	Charle multiple-paragraph expository compositions: Describe the satting.  Charle multiple-paragraph expository compositions: Present an ending.  Charle multiple-paragraph expository compositions: Establish a topic, important idea, or events in sequence or chronological order.  Deste multiple-paragraph expository compositions: Establish a topic, important idea, or events in sequence or chronological order.  Deste multiple-paragraph expository compositions: Provide distals and transitional expressions have for one paragraph in automor in a four file of Pfilosige.	1 2 2	
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5WS1.1c 5WS1.2a 5WS1.2b 5WS1.2c 5WS1.2c 5WS1.3	Deate multiple-paragraph expectory compositions: Describe the setting.  Create multiple-paragraph expectory compositions: Present an ending.  Deate multiple-paragraph expectory compositions: Establish a topic, important ideas, or events an ending or expective compositions and the control of the composition of ending or expections and the control of ending of ending or expections of ending the control of ending of ending or expections and the control of ending the societies of ending the ending of ending the societies of ending the ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important on the ending and ending the ending that the ending end forces of writing by adding, deleting, consistency, calming, and rearranging words and entences.  Written and Chair English Language Conventions  Written and Chair English Language Conventions.	1 2 2 2 1 1	23
5WS1.1c 5WS1.2a 5WS1.2b 5WS1.2b 5WS1.2c 5WS1.3 5WS1.5	Create multiple-paragraph expectatory compositions: Discribe the setting.  Create multiple-paragraph expectatory compositions: Present an ending.  Create multiple-paragraph expectatory compositions: Present an ending.  Create multiple-paragraph expectatory compositions: Establish a topic, important ideas, or events a create multiple-paragraph expectatory compositions: Pervise datable and transitional expressions multi like one paragraph to another in a due line of thought.  Create multiple-paragraph expectatory compositions: Previse datable and transitional expressions multi like one paragraph to another in a due line of thought.  Create multiple-paragraph expectatory compositions: Offer a concluding paragraph that communicate important class and details.  Less experizational fasters of privided test (s.g., citations, end nates, bibliographic references) to lotte rejector stormation.  Les a their context information.  Les a their context of privided test (s.g., citations, end nates, bibliographic references) to lotte rejector stormation.  Les a their context of privided test (s.g., citations, end nates, bibliographic references) to lotte in privile paragraph and factor of entiring by adding, diseding, consolidating, clarifying, and resurrangen words and sentences.  Written and Great finglish Language Conventions:	1 1 2 2 2 1 1 5 5	23
5WS1.1c 5WS1.2a 5WS1.2b 5WS1.2c 5WS1.2c 5WS1.3 5WS1.5 5WS1.5	Deate multiple-paragraph expectory compositions: Describe the setting.  Create multiple-paragraph expectory compositions: Present an ending.  Deate multiple-paragraph expectory compositions: Establish a topic, important ideas, or events an ending or expective compositions and the control of the composition of ending or expections and the control of ending of ending or expections of ending the control of ending of ending or expections and the control of ending the societies of ending the ending of ending the societies of ending the ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important dates and details of ending paragraph that summarizes important on the ending and ending the ending that the ending end forces of writing by adding, deleting, consistency, calming, and rearranging words and entences.  Written and Chair English Language Conventions  Written and Chair English Language Conventions.	1	23
5WS1.1c 5WS1.2a 5WS1.2b 5WS1.2c 5WS1.3 5WS1.5 5WS1.6 5WS1.6	Create multiple-paragraph expectatory compositions: Discribe the setting.  Create multiple-paragraph expectatory compositions: Present an ending.  Create multiple-paragraph expectatory compositions: Present an ending.  Create multiple-paragraph expectatory compositions: Establish a topic, important ideas, or events a create multiple-paragraph expectatory compositions: Pervise datable and transitional expressions multi like one paragraph to another in a due line of thought.  Create multiple-paragraph expectatory compositions: Previse datable and transitional expressions multi like one paragraph to another in a due line of thought.  Create multiple-paragraph expectatory compositions: Offer a concluding paragraph that communicate important class and details.  Less experizational fasters of privided test (s.g., citations, end nates, bibliographic references) to lotte rejector stormation.  Les a their context information.  Les a their context of privided test (s.g., citations, end nates, bibliographic references) to lotte rejector stormation.  Les a their context of privided test (s.g., citations, end nates, bibliographic references) to lotte in privile paragraph and factor of entiring by adding, diseding, consolidating, clarifying, and resurrangen words and sentences.  Written and Great finglish Language Conventions:	1 1 2 2 2 1 1 1 5 5 17 4	23
5WS1.1c 5WS1.2a 5WS1.2b 5WS1.2c 5WS1.3 5WS1.5 5WS1.6 5WC1.0 5WC1.0	Deate multiple-paragraph expectory compositors: Describe the setting.  Create multiple-paragraph expectory compositors: Present an ending.  Create multiple-paragraph expectory compositors: Present an ending.  Create multiple-paragraph expectory compositors: Establish a topic, important libase, or events continued on the company of the continued compositors of the concluding paragraph that commissions important cleas and destine of thought.  Contain multiple-paragraph expectory compositors: Offer a concluding paragraph that commissions important cleas and destine of the compositors of the concluding paragraph that commissions important cleas and destine of the compositors of the concluding paragraph that commissions important cleas and destine, and require of the compositors of the	1	23

Regiding	Content Standard Code	Content Standard Description	PA 1	PA 2	PA 3
Service 2 labs word origins to determine the meaning of unknown words.  59971.3 Individual of an explain frequently used synoymes, antonymes, and homographs.  3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		Reading			
Service Services of the control and explain frequently used groupmen, entonymen, and homographe.  3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	5RW1.0	Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships	9	9	9
Service A considerant, derived notes and affirm from Oreal and Left and on this troorledge to analyze a considerant of the health of the control of the cont	5RW1.2	Use word origins to determine the meaning of unknown words.	0	0	0
Service Services of the operation of the Enginetive and microphorous and of words in content.  3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	5RW1.3	Understand and explain frequently used synonyms, antonyms, and homographs.	3	3	3
Rec12.9 Reading Comprehension (Focus on Informational Materials); Budents read and understand grade-feet-developeropriate materials.  BRC12.1 Ministry of the Comprehension (Comprehension) (C	5RW1.4	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
SPC221 Indicated how text features (e.g., format, graphics, sequence, disparem, intertrations, charts, on a construction of the control and control are interested and control an	5RW1.5	Understand and explain the figurative and metaphorical use of words in context.	3	3	3
SRC22 house but that is organized in sequential or thronological order.  SRC23 house man is deat and concepts presented in texts, destriying and assessing evidence that.  3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	5RC2.0		12	12	12
SRC23   Discern main ideas and concepts presented in texts, destriying and assessing evidence that a popular steep of the popular steep	5RC2.1	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	0	0	0
DRC224 Chrow otherworks, conclusions, or generalizations about text and support them with textual of 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	5RC2.2	Analyze text that is organized in sequential or chronological order.	3	3	3
BR3.0 Discreption facts, supported inferences, and operations in text.  BR3.0 Discreption facts, supported inferences, and operations in text.  BR3.10 Discreption facts, supported inferences, and operations in text.  BR3.11 Discreption facts and an advantage of the company of the centre	5RC2.3	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	3	3	3
Distance Response and Auslysis: Students and and respond to Nationically or Collinarity implificant works of Biosators. They hagin find may be to darry the lidea and make in the colling of the collin	5RC2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	3	3	3
SR1.3.1 Identify and analyze the characteristics of poetry, datum, foctor, and nonficials and explain the proportionists of the factory force chase by a subtle for a sporting representation.  SR1.3.2 Identify the main problem or conflict of the pist and explain from its resolute.  3 3 3 3 3 456.3.3 Identify the main problem or conflict of the pist and explain from its resolute.  3 3 3 3 3 3 566.3.3 Identify the main problem or conflict of the pist and explain from its resolute.  581.3.4 Identify the main problem or conflict of the pist and explain from its resolute.  581.3.5 Identify the main problem or conflict of the pist and explain from its resolute.  581.3.1 Identify the main problem or conflict of common floary decodes (e.g., impage, materials).  581.3.5 Identified the factors and effect of common floary decodes (e.g., impage, materials).  581.3.5 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.7 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.7 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.7 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.7 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.7 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.7 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.7 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.8 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.1 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.1 Identified the authors are differed from common floary decodes (e.g., impage, materials).  581.3.1 Identified the authors are differed from common floary decodes (e.g., impage, materials).	5RC2.5	Distinguish facts, supported inferences, and opinions in text.	3	3	3
SR132 bloodly the man problem or conflict of the pict and explain how it is received.  98133 Contract the actions, motives (e.g., loyally, self-blows, consciontiousness), and appearance of 3 3 3 3 3 and anchors in a work of fection and discuss the injury contractions of the joint on the light of thems.  98134 Sharphard and the timer right or the meaning or most of science in the joint on the light of thems.  98135 Sharphard and the timer right or the meaning or most of science and exception themse. 3 3 3 3 3 sharphard implication of the science of the pict of the pict of themse.  98135 Sharphard the function and efficient of meaning or most of science (e.g., impagin, metaphor, and analysis of the pict of	5RL3.0	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.	15	15	15
SPIL30 Contract the actions, mothers (e.g., lovely, self-inness, conscient/contents), and appearance or sharadase in a work of factors and discuss the importance of the contracts to the plot of thems.  SPIL30 Self-inness and the factors and discuss the importance of the contracts to the plot of thems.  SPIL30 Self-inness and the factors and discuss the importance of the contracts to the plot of thems.  SPIL30 Self-inness and the factors and effect of common literary devices (e.g., impagine, metaphic.)  SPIL30 Self-inness and effect of common literary devices (e.g., impagine factors and recipitation from discuss the production from different view and contracts.  SPIL30 Self-inness and effect of common literary devices (e.g., impagine of characters in a picture book, production from different view and colories.  Writing  Writing  Writing  Writing Strategies Students write clear, coherent, and financiar in a picture book, programment, and the action of efficient view of equation and certain view of equation the students and colories.  Writing  Writing  Writing Strategies Students write clear, coherent, and financiar large view of equation the students and colories.  Writing  Writing  Writing Strategies Students write clear, coherent, and financiar large view of equation the students and colories.  Writing  Writing Strategies Students write clear, coherent, and financiar clear.  12 12 12  12 12  13 13  30 31  3	5RL3.1	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
SR1.34 Solutional that thems refers to the meaning or nozed of a selection and receptive themse.  SR1.35 Solution to Microsom and effect of common Steary devices (e.g., majorn, metaphor,  SR1.36 Solution that Microsom and effect of common Steary devices (e.g., majorn, metaphor,  SR1.36 Solution that the meaning of protectings protection and record or majorn and treatment by  SR1.36 Solution that the meaning of protectings protection and common steary devices (e.g., majorn, metaphor,  SR1.37 Solution that such as an experiment stear or majorn that are found in myth and treatment by  Whiting  Whiting  Whiting  Whiting  Whiting  SR1.37 Solution that white clear, coherent, and fiscussed exagy. The writing protections, approprint generalized protections, and conclusions.  Whiting  Whiting  SR1.37 Solution that write clear, coherent, and fiscussed exagy. The writing introductions, approprint generalized, and conclusions.  Whiting  SR1.37 Solution that write clear, coherent, and fiscussed exagy. The writing introductions, approprint generalized, and conclusions.  First SR1.37 Solution that write clear, coherent, and fiscussed exagy. The writing introductions, approprint generalized, and conclusions.  SR1.31 Solution multiple pagespaph networks compositions. Establish and develop a situation or plat.  Discussed multiple pagespaph networks compositions. Establish and clearly an advantage of pagespaph networks or protections. Establish and pagespaph and pagespaph and an example pagespaph expensively compositions. Establish and pagespaph and pagespaph and multiple pagespaph expensively compositions. Establish and pagespaph and pagespaph and multiple pagespaph expensively compositions. Establish and pagespaph and pagespaph and multiple pagespaph expensively compositions. Charles an ending.  SR1.32 Solution multiple pagespaph expensively compositions. Charles an ending.  SR1.33 Solution and pagespaph	5RL3.2	Identify the main problem or conflict of the plot and explain how it is resolved.	3	3	3
SRL1.5 Secretary the Austrian and effect of common interary devices (e.g., imagers, metaphor, SRL1.5 Institute the managing of archarging patterns and symbols that are found in might and tradition by O O O O O O O O O O O O O O O O O O O	5RL3.3	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
SR1.36 Foundation from the managing of arthogogal patterns and symbols that are found in myth and bradition by an influence test and claimer.  SR1.37 Foundation from influence test and claimer.  Writing  Writin	5RL3.4	Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	3	3	3
District the surface value of extract bettergate, class proper of bisnetwes in a prices body, possible the surface value of controlled of pairs and entropy, one of figuredate transpage) to influence reader?  Writing  DWS13  Writing  DWS13  Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the anothers and focused essays. The writing behalts the students' awareness of the anothers and focused essays. The writing exhibits the students' awareness of the anothers and focused essays. The writing behalts the students' awareness of the anothers and focused essays. The writing exhibits the students' awareness of the anothers and focused essays. The writing exhibits the students' awareness of the anothers and focused essays. The writing exhibits the students' awareness of the anothers. Describe the esting.  DWS1.10  Dwste multiple-paragraph expectatory compositions: Describe the esting.  DWS1.10  Dwste multiple-paragraph expectatory compositions: Establish and develop a situation or plate.  DWS1.20  Dwste multiple-paragraph expectatory compositions: Establish and properties of the students of the student	5RL3.5	Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	3	3	3
Writing  Writing Strategies: Students write clear, coherent, and focused casays. The writing histoductions, pupper properties, evidence, and conclusions.  12 12 12 12 12 12 12 12 12 12 12 12 12 1	5RL3.6	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
Willing Strategies: Students write clear, coherent, and focused essays. The writing exhibits the students' anversees of the andersee and purpose. Essays centain formal 12 12 12 12 12 12 12 12 12 12 12 12 12	5RL3.7	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
59951.1s Deate multiple-paragraph expositors: Establish and develop a situation or job. 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Writing			
SWS1.to Deate multiple-paragraph expository compositions: Describe the setting.  0 0 0 0  SWS1.to Deate multiple-paragraph expository compositions: Present an ending.  0 0 0 0  SWS1.to Deate multiple-paragraph expository compositions: Present an ending.  0 0 0 0  SWS1.2a Describe multiple-paragraph expository compositions: Present an ending.  SWS1.2b Describe multiple-paragraph expository compositions: Provide details and transitional expressions 3 3 3 3  SWS1.2b Describe multiple-paragraph expository compositions: Provide details and transitional expressions 4 3 3 3 3  SWS1.2b Describe multiple-paragraph expositiory compositions: Provide details and transitional expressions 4 3 3 3 3  SWS1.2b Describe multiple-paragraph expositiory compositions: Offer a concluding paragraph that 3 3 3 3  SWS1.2b Describe multiple-paragraph expositiory compositions: Offer a concluding paragraph that 3 3 3 3  SWS1.2b Describe multiple-paragraph expositiory compositions: Offer a concluding paragraph that 3 3 3 3  SWS1.1b Describe multiple-paragraph expositions of the concluding paragraph that 3 3 3 3  SWS1.1b Describe multiple-paragraph expositions and expositions of the concluding paragraph that 3 3 3 3  SWS1.1b Describe multiple-paragraph expositions and expositions of the concluding paragraph that 3 3 3 3  SWS1.1b Describe multiple-paragraph expositions of the concluding paragraph that 3 3 3 3  SWS1.1b Describe multiple-paragraph expositions of the concluding paragraph that 3 3 3 3  SWS1.1b Describe multiple-paragraph expositions of the concluding paragraph that 3 3 3 3 3  SWS1.1b Describe multiple-paragraph expositions of the concluding paragraph that 3 3 3 3 3  SWS1.1b Describe multiple-paragraph expositions of the concluding paragraph that that 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	5WS1.0	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.	12	12	12
59951.c Deate multiple-paragraph expensivry compositions: Present an ending.  0 0 0 0  59951.2e Charte multiple-paragraph expensivry compositions: Establish a topic, important bleak, or events 3 3 3 3  59951.2e Charte multiple-paragraph expensivry compositions: Establish a topic, important bleak, or events 3 3 3 3  59951.2e Charte multiple-paragraph expensivry compositions: Provide details and branctional expressions 2 3 3 3 3  59951.2e Charte multiple-paragraph expensivry compositions: Chira a concluding paragraph that distributed and the link or paragraph to another in a clase in not fibrillogic.  59951.2 Charte multiple-paragraph expensive compositions: Chira a concluding paragraph that distributed in the link of	5WS1.1a	Create multiple-paragraph narrative compositions: Establish and develop a situation or plot.	0	0	0
SW91.22 Deate multiple paragraph expository compositions: Establish a topic, important bibles, or events 3 3 3 3 and sequence of chindralipate states.  SW91.22 Deate multiple paragraph expository compositions: Provide details and transitional expressions 3 3 3 3 and sequence of chindralipate states.  SW91.22 Deate multiple paragraph responsibility compositions: Provide details and transitional expressions and state of the state of thought.  SW91.23 Deate multiple paragraph responsibility compositions: Provide details and transitional expressions and state of the state of thought.  SW91.23 Deate multiple paragraph transition of thought.  SW91.3 Deate multiple paragraph and details.  SW91.4 Deate multiple paragraph and details.  SW91.5 Deate multiple paragraph and details.  SW91.5 Deate multiple paragraph and details.  SW91.6 Deate multiple paragraph and details.  SW91.6 Deate multiple paragraph and details.  Written and order degraph and paragraph and meanings.  SW91.6 Deate multiple paragraph and paragraph and paragraph and destance.  SW91.6 Deate multiple paragraph and paragra	5WS1.1b	Create multiple-paragraph expository compositions: Describe the setting.	0	0	0
SWS1.22 Chart en untiguie paragraph expenditory compositions: Provide details and transitional expressions 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	5WS1.1c	Create multiple-paragraph expository compositions: Present an ending.	0	0	0
SWS1.2: Chaste multiple-plangingh espository compositions: Offer a concluding paragraph that  3 3 3  3001.3 bis organizational features of primate fact (e.g., clastions, end notes, bibliographic references) to  0 0 0  0 0  0 0  0 0  0 0  0 0  0 0	5WS1.2a	Create multiple-paragraph expository compositions: Establish a topic, important ideas, or events in sequence or chronological order.	3	3	3
### District Control of the Control	5WS1.2b	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
### Description of the Committee of the	5WS1.2c		3	3	3
### Description of the Committee of the	5WS1.3	Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to ocate relevant information.	0	0	0
Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions: Students write and speak with a command of standard English conventions appropriate to this practice to the practice of the Command of standard English conventions appropriate to this practice to the practice of the Command of Standard English conventions appropriate to the practice of the Command Standard English Command St	5WS1.5		0	0	0
Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this practice level.  12 12 12 19VC1.1 State or curvely, or purposed prisons, postport, and observed and dependent of advanced and comment of account of account of account of account or comment of account of account of account or comment or	5WS1.6	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
SWC1.1 Skerify and convicty use prepositional phrases, appositives, and independent and dependent an		Written and Oral English Language Conventions			
### SWC13 Backeth and correctly use verte that are often misused (e.g., fol law, 60' set, risel/ rollar), 3 3 3 3  #### SWC13 Backeth and correctly use verte that are often misused (e.g., fol law, 60' set, risel/ rollar), 3 3 3 3  #############################	2WC1.0	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.	12	12	12
SWC1.3 like a cotion to separate hours and minutes and to introduce a list; use quotation marks around the each words of a speaser and titles of poems, surge, thort stories, and so forth.  5WC1.4 like correct capitalization.  0 0 0	5WC1.1	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	3	3	3
SWC1.4 Use correct capitalization. 0 0 0	5WC1.2	Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns.	3	3	3
	5WC1.3		3	3	3
5WC1.5 Soell roots, suffixes, profixes, contractions, and syllable constructions correctly.	5WC1.4	Use correct capitalization.	0	0	0
3 3 3	5WC1.5	Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	3	3	3

NOTE: Non-assessed or embedded standards are omitted.

## 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	%
	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC OCABULARY DEVELOPMENT	13	17%
1.2 .	identify and interpret figurative language and words with nultiple meanings	5	
1.3 . f	recognize the origins and meanings of frequently used oreign words in English and use these words accurately	2	
1.4 .	n speaking and writingmonitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph	3	
1.5 .	clues to determine meaningunderstand and explain "shades of meaning" in related	3	
	vords READING COMPREHENSION	17	23%
2.1 . r	identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the eatures to obtain information	2	2570
2.2 .	analyze text that uses the compare-and-contrast organizational pattern	1	
2.3 . r	connect and clarify main ideas by identifying their elationships to other sources and related topics	4	
le	clarify an understanding of texts by creating outlines, ogical notes, summaries, or reports	1	
a	follow multiple-step instructions for preparing applications	2	
e	determine the adequacy and appropriateness of the evidence for an author's conclusions	2	
a	make reasonable assertions about a text through accurate, supporting citationsnote instances of unsupported inferences, fallacious	2	
r	LITCE Instances of unsupported inferences, fallacious easoning, persuasion, and propaganda in text  LITERARY RESPONSE AND ANALYSIS	3 12	16%
3.1 .	identify the forms of fiction and describe the major characteristics of each form	1	.070
3.2 .	analyze the effect of the qualities of the character on the olot and the resolution of the conflict	2	
3.3 . r	analyze the influence of setting on the problem and its esolution	1	
t	. define how tone or meaning is conveyed in poetry hrough word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and hyme	3	
3.5 .	identify the speaker and recognize the difference between first-and third–person narration	1	
t	identify and analyze features of themes conveyed hrough characters, actions, and images	1	
٧	explain the effects of common literary devices in a variety of fictional and nonfiction texts	2	
	critique the credibility of characterization and the degree o which a plot is contrived or realistic	1	
	GRADE 6 CONTENT STANDARDS: WRITING		
1.1 .	ANGUAGE CONVENTIONSuse simple, compound, and compound-complex sentences; use effective coordination and subordination of	16 4	21%
1.2 .	deas to express complete thoughtsidentify and properly use indefinite pronouns and		
t	present perfect, past perfect, and future perfect verb enses; ensure that verbs agree with compound subjects use colons after the salutation in business letters, semi-	3	
V	colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	3	
1.4 .	use correct capitalization	2	
	spell frequently misspelled words correctly WRITING STRATEGIES	4 17	230/
1.1 .	choose the form of writing that best suits the intended burpose	2	23%
1.2 .	create multiple-paragraph expository compositions 2) develop the topic with supportive details and precise		
v r	verbs, nouns, and adjectives to paint a visual image in the mind of the reader  3) conclude with a detailed summary linked to the	3	
1.3 .	urpose of composition use a variety of effective and coherent organizational patterns, including comparison and contrast; organization	2	
i ii	by categories; and arrangement of spatial order, order of mportance, or climactic order	1	
ii	use organizational features of electronic text to locate nformationrevise writing to improve organization and consistency	2	
	of ideas within and between paragraphs	7	
	TOTAL GRADE 6	75	100%

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
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMAT VOCABULARY DEVELOPMENT	TIC 10
<ol> <li>identify and interpret figurative language and w with multiple meanings</li> </ol>	ords 5
<ol> <li>understand and explain "shades of meaning" in words</li> </ol>	related 5
3.0 LITERARY RESPONSE AND ANALYSIS	16
3.2analyze the effect of the qualities of the character the plot and the resolution of the conflict	ter on 4
<ol> <li>3.3analyze the influence of setting on the problem resolution</li> </ol>	and its 6
<ol> <li>identify and analyze features of themes convey through characters, actions, and images</li> </ol>	red 6
GRADE 6 CONTENT STANDARDS: WRITING	6
1.0 LANGUAGE CONVENTIONS	10
LC 1.1use simple, compound, and compound-con sentences; use effective coordination and subord of ideas to express complete thoughts	
LC 1.2identify and properly use indefinite pronoun present perfect, past perfect, and future perfect v tenses; ensure that verbs agree with compound s	erb 5
MULTIPLE CHOICE ITEMS	36
SHORT CONSTRUCTED RESPONSE (SCR)	4 pts
R 3.2 Analyze the effect of the qualities of the charact	er on the plot and

#### PERIODIC ASSESSMENT #2

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

#### PERIODIC ASSESSMENT #3

GRADE 6 CONTENT STANDARDS	# of Items	
SHORT CONSTRUCTED RESPONSE (SCR)	4 pts	
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 orde		
EXTENDED CONSTRUCTED RESPONSE (ECR)	4 pts	
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.		

## 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	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	11	15%
1.1identify idioms, analogies, metaphors, and similes in prose and poetry	3	
1.2use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary	3	
1.3clarify word meanings through the use of definition, example, restatement, or contrast	5	
2.0 READING COMPREHENSION	18	24%
2.1understand and analyze the differences in structure and purpose between various categories of informational materials	3	
2.2locate information by using a variety of consumer,     workplace, and public documents	4	
2.3analyze text that uses cause-and-effect organizational pattern	2	
2.4identify and trace the development of an author's argument, point of view, or perspective in text	3	
2.5understand and explain the use of a simple mechanical device by following technical directions	3	
2.6assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	3	
3.0 LITERARY RESPONSE AND ANALYSIS	13	17%
3.1articulate the expressed purposes and characteristics of different forms of prose	1	
3.2identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	2	
3.3analyze 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	
3.4identify and analyze recurring themes across works	2	
3.5contrast points of view in narrative text and explain how they affect the overall theme of the work	3	
3.6analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses	2	
GRADE 7 CONTENT STANDARDS: WRITING		
1.0 LANGUAGE CONVENTIONS	16	21%
1.1place modifiers properly, and use the active voice	1	2170
1.2identify and use infinitives and participles and make	1	
clear references between pronouns and antecedents 1.3identify all parts of speech and types and structure of	4	
sentences 1.4demonstrate the mechanics of writing and appropriate	4	
English usage 1.5identify hyphens, dashes, brackets, and semi-colons	1	
and use them correctly 1.6use correct capitalization	2	
1.7spell derivatives correctly by applying the spellings of bases and affixes	3	
1.0 WRITING STRATEGIES	17	23%
1.1create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	3	
1.2support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	2	
1.3use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts	3	
1.4identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	3	
1.5give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	2	
1.7revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	4	
TOTAL GRADE 7	75	100%
TOTAL GRADE I	73	100%

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
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	10
<ol> <li>identify idioms, analogies, metaphors, and similes in prose and poetry</li> </ol>	10
3.0 LITERARY RESPONSE AND ANALYSIS	15
3.2identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	6
3.3analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narractr's description; and the thoughts, words, and actions of other characters	3
3.4identify and analyze recurring themes across works	6
GRADE 7 CONTENT STANDARDS: WRITING	
1.0 LANGUAGE CONVENTIONS	10
LC 1.1place modifiers properly, and use the active voice	5
LC 1.2identify and use infinitives and participles and make clear references between pronouns and antecedents	5
MULTIPLE CHOICE ITEMS	35
SHORT CONSTRUCTED RESPONSE (SCR)	5 pts
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
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	10
1.3clarify word meanings through the use of definition, example, restatement, or contrast	10
2.0 READING COMPREHENSION	8
2.4identify and trace the development of an author's argument, point of view, or perspective in text	7
2.6assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	1
GRADE 7 CONTENT STANDARDS: WRITING	
1.0 WRITING STRATEGIES	12
WS 1.4identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	6
WS 1.5give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	6
MULTIPLE CHOICE ITEMS	30
SHORT CONSTRUCTED RESPONSE (SCR)	6 pts
R 2.6 Assess the adequacy, accuracy, and appropriateness author's evidence to support claims and assertions, noting instances of bias and stereotyping	

#### PERIODIC ASSESSMENT #3

GRADE 7 CONTENT STANDARDS	# of Items
SHORT CONSTRUCTED RESPONSE (SCR)	5 pts
WS 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	
EXTENDED CONSTRUCTED RESPONSE (ECR)	4 pts
WA 2.2 Write responses to literature: a.) Develop interpretations	nizo.

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.

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

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

#### PERIODIC ASSESSMENT #2

GRADE 8 CONTENT STANDARDS: READING	# of Items
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	10
1.3use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	10
2.0 READING COMPREHENSION	14
2.3find similarities and differences between texts in the treatment, scope, or organization of ideas	1
2.4compare 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
<ol> <li>2.7evaluate the unity, coherence, logic, internal consistency, and structural patterns of text</li> </ol>	6
GRADE 8 CONTENT STANDARDS: WRITING	
1.0 WRITING STRATEGIES (WS)	6
WS 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	6
MULTIPLE CHOICE ITEMS	30
SHORT CONSTRUCTED RESPONSE (SCR)	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
SHORT CONSTRUCTED RESPONSE (SCR)	5 pts
WS 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	
EXTENDED CONSTRUCTED RESPONSE (ECR)	4 pts
WA 2.2 Write responses to literature: a.) Exhibit careful readi	ng

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.

## Assessment OF Learning California Standards Tests:

Provide summative, end-of-year or end-of-course results that document 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	5	
1.2	understand word derivationsdistinguish 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	2	
2 2	authors use the features to achieve their purposes		
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	2	
	comprehension		
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	4	
3.0	the author's intent affects the structure and tone of the text	16	21%
3.1	LITERARY RESPONSE AND ANALYSISarticulate the relationship between the expressed purposes and the	16	2170
3.2	characteristics of different forms of dramatic literaturecompare and contrast the presentation of a similar theme or topic	1	
5.2	across genres to explain how the selection of genre shapes the theme	2	
3.3	or topicanalyze 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	2	
3.6	evidence to support the ideas expressed in each workanalyze 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	2	
2.0	symbolism, and explain their appeal		
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,	1	
3.11	soliloquies, asides, and character foils in dramatic literatureevaluate the aesthetic qualities of style, including the impact of	·	
	diction and figurative language on tone, mood, and theme, using the	1	
3.12	terminology of literary criticismanalyze 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	40	470/
1.0	LANGUAGE CONVENTIONS (LC)identify and correctly use clauses, phrases, and mechanics of	13	17%
	punctuation	3	
1.2	understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English	3	
1.2	usagedemonstrate an understanding of proper English usage and control		
1.3	of grammar, paragraph and sentence structure, diction, and syntax	3	
1.4	produce legible work that shows accurate spelling and correct use	3	
1.5	of the conventions of punctuation and capitalizationreflect appropriate manuscript requirements, including	1	
	title page presentation	1/3*	
	pagination     spacing and margins	1/3* 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	3	
1.0	consistent tone and focus throughout the piece of writing		
	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	2	
1.4	and present evidence from primary and secondary sourcesdevelop the main ideas within the body of the composition through	2	
1 5	supportive evidence	2	
1.5	synthesize information from multiple sources and identify complexities and discrepancies in the information and the different	2	
17	perspectives found in each medium		
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	6	
	the context		

\* Fractional values indicate rotated 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 9 CONTENT STANDARDS: READING	# of
	Items
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	4
1.2distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	4
2.0 READING COMPREHENSION	4
2.8evaluate 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
GRADE 9 CONTENT STANDARDS: WRITING	
1.0 LANGUAGE CONVENTIONS (LC)	5
LC 1.2understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage	5
1.0 WRITING STRATEGIES (WS)	8
WS 1.4produce 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
MULTIPLE CHOICE ITEMS	21
SHORT CONSTRUCTED RESPONSE (SCR)	4 pts
R 2.5extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	n
EXTENDED CONSTRUCTED RESPONSE (ECR)	4 pts
R 2.4synthesize the content from several sources or works by a single dealing with a single issue; paraphrase the ideas and connect them other sources and related topics to demonstrate comprehension	

### PERIODIC ASSESSMENT #2

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

### Assessment OF Learning California Standards Tests:

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

#### GRADE 9 CONTENT STANDARDS: READING % 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT 1.1 ...identify and use the literal and figurative meanings of words and understand word derivations 1.2 ...distinguish between the denotative and connotative meanings of words and interpret the connotative power of words 1.3 ...dentify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words 2.0 READING COMPREHENSION 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 ...prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents 2.3 ...generate relevant questions about readings on issues that can be WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY 8 11% 5 18 24% 2 2 generate relevant questions about readings on issues that can be 2.3 2 ...generate recently decreased and the content from several sources or works by a single ...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 2 comprehension ...demonstrate use of sophisticated learning tools by following 2 technical directions technical directions ...critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible 4 sequence of information and procedures in anticipation of possible reader misunderstandings ... 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 LITERARY RESPONSE AND ANALYSIS ... articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature ... 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 16 2 ..analyze interactions between main and subordinate characters in a ...analyze interactions between main and suportinate characters in a literary text and explain the way those interactions affect the plot ...determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and solilloquy ...compare works that express a universal theme, and provide evidence to support the ideas expressed in each work 2 evidence to support the ideas expressed in each work 3.6 ...analyze and trace an author's development of time and sequence, including the use of complex literary devices 3.7 ...recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal 3.8 ...interport and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text 3.9 ...explain how vice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text 3.10 ...identify and describe the function of dialogue, scene designs, soillioquies, asides, and character foils in dramatic literature 1 2 ....loentiny and describe the function of dialogue, scene designs, sollioquies, asides, and character folis in dramatic literature 1...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 2...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 LANGUAGE CONVENTIONS (LC) ...identify and correctly use clauses, phrases, and mechanics of punctuation ...understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English 13 17% 3 3 suboroination, proper practitions or incomostly are personal suggestions. ...demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization self-act appropriate manuscript requirements. Including 3 3 ..reflect appropriate manuscript requirements, including title page presentation pagination 27% WRITING STRATEGIES (WS) ...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 ...use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice ...use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources ...develop the main ideas within the body of the composition through supportive evidence 3 3 2 ...develop the main ideas within the body of the composition through supportive evidence ...synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium ...use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals ...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 2 2 6 by taking into consideration the audience, purpose, and formality of the context TOTALGRADE 9 75 100%

\* Fractional values indicate rotated 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 #3

GRADE 9 CONTENT STANDARDS: READING	# of Items
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	6
1.1identify and use the literal and figurative meanings of words and understand word derivations	6
3.0 LITERARY RESPONSE AND ANALYSIS	17
3.1articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	5
3.2compare 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
3.12analyze 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 3.5compare works that express a universal theme, and provide evidence support the ideas expressed in each work	e to
EXTENDED CONSTRUCTED RESPONSE (ECR)	4 pts
WA 2.2 Write responses to literature: a.) Demonstrate a comprehensive gras significant ideas of literary works. b.) Support important ideas and viewy 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.	ooints

### 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	2	
1.3	words and interpret the connotative power of wordsidentify Greek, Roman, and Norse mythology and use the	1	
2.0	knowledge to understand the origin and meaning of new words 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	2	
2.3	variety of consumer, workplace, and public documentsgenerate relevant questions about readings on issues that can be	2	
2.4	researchedsynthesize the content from several sources or works by a single	2	
	author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate	2	
2.6	comprehensiondemonstrate 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	4	
3.0	LITERARY RESPONSE AND ANALYSIS	16	21%
	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	including the use of complex literary devicesrecognize 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,	1	
3.9	contradictions, ironies, and incongruities in a textexplain how voice, persona, and the choice of a narrator affect	1	
3.10		1	
3.11	soliloquies, asides, and character foils in dramatic literature evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the	1	
3.12	terminology of literary criticism  2analyze 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 usagedemonstrate an understanding of proper English usage and control	3	
1.4	of grammar, paragraph and sentence structure, diction, and syntaxproduce legible work that shows accurate spelling and correct use	3	
	of the conventions of punctuation and capitalization	3	
1.5	reflect appropriate manuscript requirements, including  1) title page presentation	1 1/4*	
	pagination     spacing and margins	1/4* 1/4*	
	integration of source and support material with appropriate	1/4*	
1.0	citations 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	3	_1 /3
1.2	consistent tone and focus throughout the piece of writinguse 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 evidencesynthesize information from multiple sources and identify	2	
1.7	complexities and discrepancies in the information and the different perspectives found in each mediumuse appropriate conventions for documentation in the text, notes,	2	
1.9	and bibliographies by adhering to those in style manualsrevise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone	2	
	and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	6	
	TOTALGRADE 10	75	100%

<sup>\*</sup> Fractional values indicate rotated 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
1.2distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	5
2.0 READING COMPREHENSION	7
2.3generate relevant questions about readings on issues that can be researched	5
2.8evaluate 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 1.2understand sentence construction and proper English usage	4
LC 1.3demonstrate 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 1.4develop 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 cla critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's i affects the structure and tone of the text	. 1

### PERIODIC ASSESSMENT #2

I EKIODIC ASSESSITEIVI #2		
GRADE 10 CONTENT STANDARDS: READING	# of Items	
2.0 READING COMPREHENSION	6	
2.4synthesize 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	
<ol> <li>2.5extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration</li> </ol>	5	
GRADE 10 CONTENT STANDARDS: WRITING		
1.0 LANGUAGE CONVENTIONS (LC)	8	
LC 1.1identify and correctly use clauses, phrases, and mechanics of punctuation	4	
LC 1.4produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	4	
1.0 WRITING STRATEGIES (WS)	4	
WS 1.1establish 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, Marshale 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, blases, and expectations. f.) Use technical terms and notations accurately.		

### 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	2	
1.3	words and interpret the connotative power of wordsidentify Greek, Roman, and Norse mythology and use the	1	
2.0	knowledge to understand the origin and meaning of new words 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	2	
2.3	variety of consumer, workplace, and public documentsgenerate relevant questions about readings on issues that can be	2	
2.4	researchedsynthesize the content from several sources or works by a single	2	
	author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate	2	
	comprehension		
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	4	
2.8	reader misunderstandingsevaluate 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	4	
3.0	the author's intent affects the structure and tone of the text  LITERARY RESPONSE AND ANALYSIS	16	21%
3.1	articulate the relationship between the expressed purposes and the	1	2170
3.2	characteristics of different forms of dramatic literaturecompare and contrast the presentation of a similar theme or topic		
3.3	across genres to explain how the selection of genre shapes the theme or topic	2	
	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	1	
3.10		1	
3.11	soliloquies, asides, and character foils in dramatic literatureevaluate 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	2analyze 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)identify and correctly use clauses, phrases, and mechanics of	13	17%
1.2	punctuation	3	
1.3	understand sentence construction and proper English usagedemonstrate an understanding of proper English usage and control	3	
1.4	of grammar, paragraph and sentence structure, diction, and syntaxproduce legible work that shows accurate spelling and correct use		
1.5	of the conventions of punctuation and capitalizationreflect appropriate manuscript requirements, including	3	
1.0	title page presentation	1/4*	
	pagination     spacing and margins	1/4*	
	spacing and margins     integration of source and support material with appropriate	1/4*	
1.0	citations		070/
1.0	WRITING STRATEGIES (WS)establish a controlling impression or coherent thesis that conveys a	20	27%
	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 methodsdevelop the main ideas within the body of the composition through	2	
1.5	supportive evidencesynthesize information from multiple sources and identify	2	
4 -	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 manualsrevise writing to improve the logic and coherence of the organization	2	ì
1.9	revise writing to improve the logic and conerence 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	
	TOTALGRADE 10	75	100%

<sup>\*</sup> Fractional values indicate rotated 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 #3

GRADE 10 CONTENT STANDARDS: READING	# of Items
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	5
iidentify and use the literal and figurative meanings of words and understand word derivations	5
3.0 LITERARY RESPONSE AND ANALYSIS	20
3.3analyze interactions between main and subordinate characters in a literary text and the way those interactions affect the plot	7
<ol> <li>recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal</li> </ol>	6
<ol> <li>explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text</li> </ol>	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	