

**CELDT:  
STANDARDS FOR ENGLISH  
LANGUAGE LEARNERS**

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# English Language Development Goals & Objectives

Students who's first language is not English are administered the California English Language Development Test (CELDT) to determine the student's present level of performance and needs. Using information given during enrollment and the results of the CELDT, students are placed in categories ranging from 1 to 4.

## **1=English Only (EO)**

The EO student is not bilingual, home language is English, and therefore not required to take the CELDT. EO students do not need ELD goals and objectives.

## **2= Initially Fluent English Proficient (IFEP)**

The IFEP student is bilingual and according to their CELDT scores they are proficient in the English language. IFEP students do not need ELD goals and objectives.

## **3= Redesignated Fluent English Proficient (RFEP)**

The RFEP student has met the advance skill area proficiency level in at least two areas and/or scored higher on the CELDT to be redesignated from ELL to Fluent English Proficient. RFEP students may need ELD goals if they are below early advance in any area.

## **4=English Language Learner**

The ELL student is placed in an appropriate program to address their language needs based on their low CELDT scores. These students are provided with services to assist them with meeting the skill area proficiency level. ELL students will need a goal in every area that they continue to score intermediate or below.

**English Language Development (ELD) Self Contained Class** (e.g. Anna Maldonado's class):  
Students working on Beginning or Early Intermediate skills are placed in this program.

### **Structure English Emergence Program:**

Students working on Intermediate skills are placed in this program. Pulled out of the general education class for support or a bilingual aide provides support within the classroom.

### **Mainstreamed Program:**

Students working on Early Advanced or Advanced skills are placed in the general education setting.

# Special Education Department

The following information is for **case carriers** whose **caseload includes RFEP and ELL students**. Please contact **ELL office** to obtain your student's **CELDT scores**. If a student is on **intermediate, early intermediate or beginning** skill level an ELD goal is required for the area of need.

For instance: "Maria Garcia" scored on an **early advance** skill level in **LISTENING & SPEAKING**, **intermediate** for **READING**, and **beginning** for **WRITING**. **Maria needs a Reading and Writing ELD goal in her IEP.**

Once you have the information you can use the **ELD database** on the **SESP** program to develop your goals. Now, **attached** you will find the **skill area proficiencies** for English Language Learners. This form may help you to determine which goal to choose in the SESP program based on the student's area of need determined by the CELDT scores.

# **BEGINNING STANDARDS**

**Antelope Valley Union High School District**  
**English Language Development**  
**Beginning Standards**

Course Title: Beginning ELD

Date Adopted: June 27, 2001

Department: English

UC/CSU Requirement: No

Pre-requisite: None

Fulfills CSF Requirements: No

Length of Course: Two semesters

Fulfills H/S Graduation Credit as:

Semester units/credits: 5

Required \_\_\_\_\_ Elective XX

Grade level: 9-12

Course Description: The English Language Development (ELD) class is not grade specific. This class is designed to meet the needs of students by developing their English oral/listening, reading, and writing skills. In Beginning English Language Development (ELD), students will work towards meeting the Beginning (B) and Early Intermediate (EI) language proficiency standards. These standards are part of the Listening and Speaking, Reading Word Analysis, Reading Fluency and Systematic Vocabulary Development, Reading Comprehension, Writing Strategies and Applications, Writing Conventions, and Literary Response and Analysis Strands.

Rationale: The English Language Development (ELD) standards adopted by the State Board of Education (July, 1999) are pathways or benchmarks towards meeting the California English Language-Arts (ELA) Content Standards. They delineate the sequence of skills second language learners must master as they move into the ELA curriculum. In addition, the new California English Language Development Test (CELDT) which is to be used for initial identification, annual assessment, and redesignation effective May 14, 2001 reflects the ELD standards. The standards selected have been directly correlated to the ELA Standards by WestEd in a document entitled, "A Map for Teaching and Assessing California's English Language Development (ELD) and English-Language Arts (ELA) Standards for English Learners." Furthermore, the ELD Standards being emphasized appear in a document prepared by Kern County Superintendent of Schools, "The Language Arts High School Exit Exam & the ELD Standards...How Do They Fit?: A Correlation Guide for the LA HSEE Standards and the English Language Development Standards." (September, 2000)

B – Beginning      EI – Early Intermediate

**Antelope Valley Union High School District**  
**English Language Development**  
**Beginning Standards**

**1. Listening & Speaking**

- 1.1 Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). B
- 1.2 Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns *he/she*). EI
- 1.3 Demonstrate comprehension of oral presentations and instructions through non-verbal responses. B
- 1.4 Restate and execute multi-step oral directions. EI
- 1.5 Respond with simple words or phrases to questions about simple written texts. B
- 1.6 Restate in simple sentences the main idea of oral presentations of subject matter content. EI
- 1.7 Orally identify types of media by name (e.g., magazine, documentary film, news report). B
- 1.8 Ask and answer questions using simple sentences or phrases. B
- 1.9 Ask and answer questions using phrases or simple sentences. EI

**2. Reading Word Analysis**

- 2.1 Recognize and correctly pronounce most English phonemes when reading aloud. B
- 2.2 Recognize common English morphemes in phrases and simple sentences. B
- 2.3 Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts. EI
- 2.4 Use common English morphemes in oral and silent reading. EI
- 2.5 Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educacion, actualmente, actually). EI

**3. Reading Fluency & Systematic Vocabulary Development**

- 3.1 Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression. EI

B – Beginning      EI – Early Intermediate

**Antelope Valley Union High School District**  
**English Language Development**  
**Beginning Standards**

- 3.2 Use connectors to appropriately sequence written text (e.g., "first, then, after that, finally"). EI
- 3.3 Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., "the last word"). EI
- 3.4 Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold). B
- 3.5 Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. EI
- 3.6 Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple sentence responses. B
- 3.7 Read simple paragraphs and passages independently. EI
- 3.8 Recognize that words sometimes have multiple meanings and apply this knowledge to written texts. EI
- 3.9 Use an English dictionary to derive meaning of simple known vocabulary. B
- 3.10 Use a standard dictionary to find the meaning of unknown vocabulary. EI
- 3.11 Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). B
- 3.12 Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions). B
- 3.13 Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. EI

**4. Reading Comprehension**

- 4.1 Point out text features such as title, table of contents, and chapter headings. B
- 4.2 Orally identify the features of simple excerpts of public documents using key words or phrases. EI

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**English Language Development**  
**Beginning Standards**

- 4.3 Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts). B
- 4.4 Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics, and headers). EI
- 4.5 Understand and follow simple multi-step directions of classroom or work-related activities. B
- 4.6 After a group activity, present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or product from a consumer or workplace document. EI
- 4.7 Identify and follow some multi-step directions for simple mechanical devices and basic forms. EI
- 4.8 Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases. B
- 4.9 Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences. EI
- 4.10 Recognize a few specific facts in familiar expository texts such as consumer, and workplace documents and content area texts. B
- 4.11 Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text. EI

**5. Writing Strategies & Applications**

- 5.1 Write a brief narrative using a few simple sentences that include setting and some details. B
- 5.2 Use simple sentences to follow an outline and create a draft of a short essay. EI
- 5.3 Use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student's own experience to specific parts of the texts. EI
- 5.4 Use the writing process to write brief narratives and stories with a few standard grammatical forms. B

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**English Language Development**  
**Beginning Standards**

- 5.5 From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms. EI
- 5.6 Organize and record expository information on pictures, lists, charts, and tables for literature and content areas. B
- 5.7 Collect information and take notes on a given topic from a variety of sources. EI

**6. Writing Strategies & Applications**

- 6.1 Complete a job application form by providing basic information such as name, address, and education. B
- 6.2 Complete simple informational documents related to career development  
EI

**7. Writing Conventions**

- 7.1 Revise writing for proper use of final punctuation, capitals, and correct spelling. B
- 7.2 Revise writing with teacher assistance to clarify meaning and improve conventions and organization. EI
- 7.3 Edit own work and correct punctuation. B
- 7.4 Edit writing for basic conventions (e.g. punctuation, capitalization, and spelling).  
EI
- 7.5 Identify basic vocabulary, mechanics, and structures in a piece of writing. B
- 7.6 Use clauses, phrases, and mechanics with consistent variations in grammatical forms. EI

**8. Literary Response & Analysis**

- 8.1 Distinguish the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy). EI
- 8.2 Orally identify literary elements of theme, plot, setting, and character using simple sentences. EI
- 8.3 Orally respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences. EI

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**English Language Development**  
**Beginning Standards**

- 8.4 Role-play a character from a familiar piece of literature using phrases or simple sentences. B
- 8.5 Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences. EI
- 8.6 Use expanded vocabulary and some descriptive words for oral responses to familiar literature. EI
- 8.7 Recite simple poems. B
- 8.8 Orally identify the beginning, middle, and end of a simple literary text. B
- 8.9 Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts. B
- 8.10 Read and orally identify the main events of the plot using simple sentences. EI
- 8.11 Read and orally identify the speaker or narrator in a simple selection. B
- 8.12 Recognize the difference between first and third person using phrases or simple sentences. B

# **EARLY INTERMEDEDIATE STANDARDS**

**Antelope Valley Union High School District**  
**English Language Development**  
**Early Intermediate Standards**

Course Title: Early Intermediate ELD

Date Adopted: June 27, 2001

Department: English

UC/CSU Requirement: No

Pre-requisite: None

Fulfills CSF Requirements: No

Length of Course: Two semesters

Fulfills H/S Graduation Credit as:

Semester units/credits: 5

Required \_\_\_\_\_ Elective XX

Grade level: 9-12

Course Number: 02291

Course Description: The English Language Development (ELD) class is not grade specific. This class is designed to meet the needs of students by further developing their English oral/listening, reading, and writing skills. In Early Intermediate English Language Development (ELD), students will work towards meeting the Intermediate (I) language proficiency standards. These standards are part of the Listening and Speaking, Reading Word Analysis, Reading Fluency and Systematic Vocabulary Development, Reading Comprehension, Writing Strategies and Applications, Writing Conventions, and Literary Response and Analysis Strands.

Rationale: The English Language Development (ELD) standards adopted by the State Board of Education (July, 1999) are pathways or benchmarks towards meeting the California English Language-Arts (ELA) Content Standards. They delineate the sequence of skills second language learners must master as they move into the ELA curriculum. In addition, the new California English Language Development Test (CELDT) which is to be used for initial identification, annual assessment, and redesignation effective May 14, 2001 reflects the ELD standards. The standards selected have been directly correlated to the ELA Standards by WestEd in a document entitled, "A Map for Teaching and Assessing California's English Language Development (ELD) and English-Language Arts (ELA) Standards for English Learners." Furthermore, the ELD Standards being emphasized appear in a document prepared by Kern County Superintendent of Schools, "The Language Arts High School Exit Exam & the ELD Standards...How Do They Fit?: A Correlation Guide for the LA HSEE Standards and the English Language Development Standards." (September, 2000)

**Antelope Valley Union High School District**  
**English Language Development**  
**Early Intermediate Standards**

**1. Listening & Speaking**

- 1.1 Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).
- 1.2 Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.
- 1.3 Identify the main idea and some supporting details or oral presentations, familiar literature, and key concepts of subject matter content.
- 1.4 Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).
- 1.5 Respond to messages by asking simple questions or by brief restatement of the message.
- 1.6 Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
- 1.7 Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.

**2. Reading Word Analysis**

- 2.1 Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- 2.2 Identify cognates and false cognates in literature and texts in content areas (e.g., cognate - agonía, agony; false cognate - éxito, exit).

**3. Reading Fluency & Systematic Vocabulary Development**

- 3.1 Apply knowledge of text connectors to make inferences.
- 3.2 Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.
- 3.3 Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words.
- 3.4 Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.

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**English Language Development**  
**Early Intermediate Standards**

- 3.5 Use knowledge of English morphemes, phonics, and syntax to decode written texts.
- 3.6 Recognize that words sometimes have multiple meanings.
- 3.7 Use a standard dictionary to derive the meanings of unknown vocabulary.
- 3.8 Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.

**4. Reading Comprehension**

- 4.1 Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.
- 4.2 Read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose.
- 4.3 Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.
- 4.4 Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational materials, literary text, and text in content areas.
- 4.5 Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.
- 4.6 Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.

**5. Writing Strategies & Applications**

- 5.1 Narrate a sequence of events and communicate their significance to the audience.
- 5.2 Write brief expository compositions and reports that include a thesis and some supporting details; provide information from primary sources; and organize and record information on charts/graphs.
- 5.3 Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.

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**English Language Development**  
**Early Intermediate Standards**

- 5.4 Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be in evidence.)
- 5.5 Write job applications and resumes that are clear and provide all needed information.
- 5.6 Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.

**6. Writing Conventions**

- 6.1 Revise writing for appropriate word choice and organization, with variation in grammatical forms and spelling.
- 6.2 Edit and correct basic grammatical structures and conventions of writing.

**7. Literary Response & Analysis**

- 7.1 Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.
- 7.2 Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.
- 7.3 Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.
- 7.4 Read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.
- 7.5 Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.
- 7.6 Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.
- 7.7 Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.
- 7.8 Read and use detailed sentences to orally describe the sequence of events in literary texts.

# **INTERMEDEDIATE STANDARDS**

**Antelope Valley Union High School District**  
**English Language Development**  
**Intermediate Standards**

Course Title: Intermediate ELD

Date Adopted: June 27, 2001

Department: English

UC/CSU Requirement: No

Pre-requisite: None

Fulfills CSF Requirements: No

Length of Course: Two semesters

Fulfills H/S Graduation Credit as:

Semester units/credits: 5

Required \_\_\_\_\_ Elective XX

Grade level: 9-12

Course Number: 02298

Course Description: The English Language Development (ELD) class is not grade specific. In Intermediate English Language Development (ELD), students will work towards meeting the Early Advanced (EA) and Advanced (A) language proficiency standards. These standards are part of the Listening and Speaking, Reading Word Analysis, Reading Fluency and Systematic Vocabulary Development, Reading Comprehension, Writing Strategies and Applications, Writing Conventions, and Literary Response and Analysis Strands.

Rationale: The English Language Development (ELD) standards adopted by the State Board of Education (July, 1999) are pathways or benchmarks towards meeting the California English Language-Arts (ELA) Content Standards. They delineate the sequence of skills second language learners must master as they move into the ELA curriculum. In addition, the new California English Language Development Test (CELDT) which is to be used for initial identification, annual assessment, and redesignation effective May 14, 2001 reflects the ELD standards. The standards selected have been directly correlated to the ELA Standards by WestEd in a document entitled, “A Map for Teaching and Assessing California’s English Language Development (ELD) and English-Language Arts (ELA) Standards for English Learners.” Furthermore, the ELD Standards being emphasized appear in a document prepared by Kern County Superintendent of Schools, “The Language Arts High School Exit Exam & the ELD Standards...How Do They Fit?: A Correlation Guide for the LA HSEE Standards and the English Language Development Standards.” (September, 2000)

A – Advanced    EA – Early Advanced

**Antelope Valley Union High School District**  
**English Language Development**  
**Intermediate Standards**

**1. Listening & Speaking**

- 1.1 Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors. EA
- 1.2 Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation. A
- 1.3 Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. EA
- 1.4 Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. A
- 1.5 Listen attentively to more complex stories/information on new topics and identify the main points and supporting details. EA
- 1.6 Listen attentively to stories and subject area topics, and identify the main points and supporting details. A
- 1.7 Summarize literary pieces in greater detail, including character, setting, plot, and analysis. EA
- 1.8 Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade). A
- 1.9 Respond to messages by asking questions, challenging statement, or offering examples that affirm the message. EA
- 1.10 Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "heavy as a ton of bricks," "sunshine girl"). EA
- 1.11 Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressional appropriately. A
- 1.12 Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information. EA
- 1.13 Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing. A
- 1.14 Prepare and deliver presentations that use a variety of sources. EA

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**English Language Development**  
**Intermediate Standards**

- 1.15 Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition, and appropriate conclusions. A

**2. Reading Word Analysis**

- 2.1 Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. EA/A
- 2.2 Distinguish between cognates and false cognates in literature and texts in content areas. EA/A

**3. Reading Fluency & Systematic Vocabulary Development**

- 3.1 Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression. EA
- 3.2 Use idioms, analogies, and metaphors in literature and texts in content areas. EA
- 3.3 Use knowledge of affixes, roots, and increased vocabulary to interpret the meaning of words in literature and content area texts. EA
- 3.4 Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. EA
- 3.5 Apply knowledge of academic and social vocabulary to achieve independent reading. A
- 3.6 Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. EA
- 3.7 Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts. EA
- 3.8 Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas. A
- 3.9 Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings). EA
- 3.10 Use a standards dictionary to determine meanings of unknown words. A

**Antelope Valley Union High School District**  
**English Language Development**  
**Intermediate Standards**

**4. Reading Comprehension**

- 4.1 Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks). EA
- 4.2 Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices. A
- 4.3 Analyze the structure and format of workplace documents and how authors use these to achieve their purposes. EA
- 4.4 Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas. EA
- 4.5 Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice. EA
- 4.6 Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas. A
- 4.7 Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include a bibliography). EA
- 4.8 Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report. A

**5. Writing Strategies & Applications**

- 5.1 Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact. EA
- 5.2 Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy). A
- 5.3 Write detailed fictional biographies or autobiographies. EA
- 5.4 Write expository compositions, including analytical essays and research reports, for language arts and other content areas that provide evidence in support of a thesis and related claims. A
- 5.5 Use strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. EA

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**English Language Development**  
**Intermediate Standards**

- 5.6 Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, using standard grammatical forms. A
- 5.7 Write job applications and resumes that are clear and purposeful and address the intended audience appropriately. EA
- 5.8 Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document. A
- 5.9 Write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter. EA
- 5.10 Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs, and logical reasoning. A

**6. Writing Conventions**

- 6.1 Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. EA
- 6.2 Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with approximate standard grammatical forms and spelling. A
- 6.3 Edit writing for grammatical structures and conventions of writing. EA
- 6.4 Edit writing for conventions of writing to approximate standard grammatical forms. A
- 6.5 Create coherent paragraphs through effective transitions. EA
- 6.6 Create coherent paragraphs through effective transitions and parallel constructions. A

**7. Literary Response & Analysis**

- 7.1 Identify recognized works of world literature and contrast the major literary forms and techniques. EA
- 7.2 Identify the function of dialogue, scene design, and asides in dramatic literature. EA

**Antelope Valley Union High School District**  
**English Language Development**  
**Intermediate Standards**

- 7.3 Describe the function of dialogue, scene design, asides, and soliloquies in dramatic literature. A
- 7.4 Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions). A
- 7.5 Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences. EA
- 7.6 Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic. A
- 7.7 Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language). EA
- 7.8 Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism). EA
- 7.9 Read and identify ways in which poets use personification, figures of speech, imagery, and sound. EA
- 7.10 Explain the significance of several literary elements and techniques (e.g. figurative language, imagery, allegory, and symbolism). A
- 7.11 Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends. EA
- 7.12 Relate literary works and authors to major themes and issues of their eras. A
- 7.13 Analyze recognized works of American literature and their genre in order to contrast major periods, themes, and trends. A

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# **STANDARDS MATRIX**

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</b>	Recognize simple idioms, analogies, and figures of speech (e.g., "the last word") in literature and subject-matter texts <b>(EI)</b>	1.1 Identify and use literal and figurative meanings of words and understand word derivations	1.1 (5 items)	1.1 Vocabulary and Concept development: identify and use the literal and figurative meanings of words and understand word derivations	1.1, 1.2, 1.3 (8 items, 11%)
CELDT D- Word Analysis (4 items) Fluency and Vocabulary Development (15 items)	Use decoding skills and knowledge of both academic and social vocabulary to read independently <b>(I)</b>  Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words <b>(EA)</b>  Recognize that some words have multiple meanings and apply this knowledge to texts <b>(EI)</b>  Recognize that some words have multiple meanings and apply this knowledge to understand texts <b>(EA)</b>	1.2 Distinguish between denotative and connotative meanings of words and interpret the connotative power of words	1.2 (2 items)	1.2 Vocabulary and Concept development: distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</b></p>	<p>Recognize simple affixes (e.g., educate, education), prefixes (e.g., dislike), synonyms (e.g., big, large), and antonyms (e.g., hot, cold) <b>(B)</b></p> <hr/> <p>Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words <b>(EI)</b></p> <hr/> <p>Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts <b>(EA)</b></p>			<p>1.3 Vocabulary and Concept Development: identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic" drawn from the myth of Narcissus and Echo)</p>	
	<p>Recognize and correctly pronounce most English phonemes while reading aloud <b>(B)</b></p> <hr/> <p>Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals) <b>(B)</b></p> <hr/> <p>Use common English morphemes in oral and silent reading <b>(EI)</b></p> <hr/> <p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend)<b>(EA/A)</b></p>				

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>                      Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.</p>		<p>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</p>	<p>2.1 (3 items)</p>	<p>2.1 Structural Features of Informational Materials: 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</p>	<p>2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8                      (18 items, 24%)</p>
		<p>*8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals)                      * <i>this is an 8th grade standard</i></p>	<p>8.2.1 (1 item)</p>	<p>2.2 Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents</p>	<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings on issues that can be researched</p>

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.</b></p>	<p>Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions (EI)</p> <hr/> <p>Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) by using key words or phrases (B)</p> <hr/> <p>Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas (I)</p>	<p>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</p>	<p>2.4 (3 items)</p>	<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: 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</p>	
<p>CELDT D- Reading Comprehension and Literary Analysis (16 items)</p>	<p>Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts (B)</p>	<p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration</p>	<p>2.5 (3 items)</p>		<p>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides to World Wide Web sites on the Internet</p>

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>                      Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.</p>		<p>2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings</p>	<p>2.7 (3 items)</p>	<p>2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings</p>	
		<p>2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material)</p>	<p>2.8 (5 items)</p>	<p>2.8 Expository Critique: 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 (e.g., in professional journals, editorials, political speeches, and primary source material)</p>	

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<b>3.0 LITERARY RESPONSE AND ANALYSIS:</b> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.		3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)	3.1 (2 items)	3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue)	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12 (16 items, 21%)
		3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot	3.3 (2 items)	3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and the way those interactions affect the plot	3.2 Structural Features of 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
	Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions) <b>(A)</b>	3.4 Determine the characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy	3.4 (2 items)	3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine the characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy	
		3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work	3.5 (2 items)	3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the idea expressed in each work	

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<b>3.0 LITERARY RESPONSE AND ANALYSIS:</b> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.	Read literary texts and orally identify the main events of the plot by using simple sentences (EI)	3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)	3.6 (2 items)	3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)	
	Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism) (A)	3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	3.7 (2 items)	3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	
		3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	3.8 (2 items)	3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	
		3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and the credibility of a text	3.9 (2 items)	3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<b>3.0 LITERARY RESPONSE AND ANALYSIS:</b> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.		3.10 Identify and describe the function of dialogue, scenes designs, soliloquies, asides, and character foils in dramatic literature	3.10 (1 item)	3.10 Narrative Analysis of Grade-Level-Appropriate Text: identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	
		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 (Aesthetic approach)	3.11, 3.12, 8.3.7 (3 items- tasks that assess the three approaches will be rotated across test forms)	3.11 Literary Criticism: 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 (Aesthetic Approach)	
		3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)	*8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach) <i>*this is an 8th grade standard</i>	3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical Approach)	
<b>1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.</b>	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science) <b>(EI)</b>	1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	1.1 (3 items)	1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9 (20 items, 27%)

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<b>1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.</b>		1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	1.2 (3 items)	1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice	1.3 Research and Technology: use clear research questions and suitable research methods (e.g., library, electronic media, personal interview, to elicit and present evidence from primary and secondary sources
CELDT D- Strategies <u>and</u> Applications ( 5 items)		1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g, scenarios, commonly held beliefs, hypotheses, definitions)	1.4 (2 items)	1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)	
		1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)	1.5 (1 item)	1.5 Research and Technology: synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)	
				1.7 Research and Technology: use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the Modern Language Association Handbook, The Chicago Manual of Style)	1.9 Evaluation and Revision: 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

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<b>1.0 WRITTEN AND ORAL LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.</b>		1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, and hyphens)	1.1 (5 items)	1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens)	1.1, 1.2, 1.3, 1.4, 1.5 (13 items, 17%)
CELDT D- Writing Conventions (19 items)		1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g. consistency of verb tenses)	1.2 (5 items)	1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)	
	Edit writing for the mechanics to approximate standard grammatical forms <b>(A)</b>	1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	1.3 (5 items)	1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	
	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling <b>(EA)</b>  Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximate standard grammatical forms and spelling <b>(A)</b>	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 context	1.9 (3 items)	1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	1.5 Manuscript Form: reflect appropriate manuscript requirements, including: 1) title page 2) pagination 3) spacing and margins 4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<p><b>2.0 WRITING APPLICATIONS (Genres and Their Characteristics): Students combine rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</b></p>		<p>2.1 Write biographical narratives:                      a) relate a sequence of events and communicate the significance to the audience                      b) locate scenes and incidents in specific places                      c) describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings                      d) pace the presentation of actions to accommodate changes in time and mood                      e) make effective use of descriptions of appearance, images, shifting perspectives, and sensory details</p>	<p>One essay to be randomly rotated between 2.1, 2.2, 2.3, 2.4, 2.5</p>		
		<p>2.2 Write responses to literature:                      a) demonstrate a comprehensive grasp of the significant ideas of literary works                      b) support important ideas and viewpoints through accurate and detailed references to the text or to other works                      c) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created                      d) identify and assess the impact of perceived ambiguities, nuances, and complexities within the text</p>			

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<p><b>2.0 WRITING APPLICATIONS (Genres and Their Characteristics): Students combine rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. (EI)</b></p>	<p>Write expository compositions such as descriptions, compare and contrast, and problem and solution, that include a main idea and some details in simple sentences (EI)</p>	<p>2.3 Write expository compositions, including analytical essays and research reports:                      a) marshal evidence in support of a thesis and related claims, including information on all relevant perspectives                      b) convey information and ideas from primary and secondary sources and accurately and coherently                      c) make distinctions between the relative value and significance of specific data, facts, and ideas                      d) anticipate and address readers' potential misunderstandings, biases, and expectations                      e) use technical terms and notations accurately</p>			
		<p>2.4 Write persuasive compositions:                      a) structure ideas and arguments in a sustained and logical fashion                      b) use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate to a personal anecdote, case study, or analogy)                      c) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning                      d) address readers' concerns, counterclaims, biases, and expectations</p>	<p>2.5 Write business letters:                      a) provide clear and purposeful information and address the intended audience appropriately                      b) use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the recipients                      c) highlight central ideas or images                      d) follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact</p>		

Antelope Valley Union High School District- Standards Matrix for CELDT D, CAHSEE-ELA, CST-ELA (Grades 9 and 10)

STANDARD	CELDT D	CAHSEE-ELA	CAHSEE-ELA	CST-ELA	CST-ELA
<b>LISTENING</b>	Restate and execute multi-step oral directions <b>(EI)</b>				
CELDT D- Listening (19 items)	Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses <b>(I)</b>				
	Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately <b>(A)</b>				
<b>SPEAKING</b>	Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases) <b>(B)</b>				
CELDT D- Speaking (16 items)	Orally communicate basic needs (e.g., Do we have to...?) <b>(EI)</b>				
	Ask and answer questions by using phrases or simple sentences <b>(EI)</b>				
	Summarize literary pieces in greater detail by including the characters, setting, and plot, and analyzing them in greater detail <b>(EA)</b>				

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