

ELD-ELA-CAHSEE Standards Map

Grades 9–10

Reading (45 multiple choice items, 50% of the test)

Reading Fluency & Systematic Vocabulary Development
(7 multiple choice items, 8%)

1.1 Identify and use the literal and figurative meanings of words and understand word derivations. (5 items, 6%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., "the last word").	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	Use idioms, analogies, and metaphors in literature and texts in content areas.	Use common idioms, some analogies and metaphors (e.g., "shine like a star," and "let the cat out of the bag").
<u>Key words:</u> <u>Question patterns:</u> Read this sentence from the selection....What does the word <u>(insert word)</u> mean in this sentence from the story? Read this sentence from the selection....What is the meaning of <u>(insert word)</u> in this sentence? Read this sentence from the article....What does the word <u>(insert word)</u> in the article mean? Read this sentence from the article....What is the meaning of the word <u>(insert word)</u> in the article? Read this sentence from the article....What does the sentence mean? Read this excerpt from the drama....What does <u>(insert word)</u> mean? What does the word <u>(insert word)</u> mean in the following sentence? What does the word <u>(insert word)</u> mean in the following phrase? What does the phrase <u>(insert phrase)</u> mean in the following sentence? What does <u>(insert word)</u> mean in the sentence below from the document? What does <u>(insert word)</u> mean as used in the following sentence? What does <u>(insert character)</u> mean when he says, "<u>(insert idiom, proverb, or other figurative statement)</u>"? Which of the following is NOT a correct rewording of the following sentence? What is the meaning of the word <u>(insert word)</u> as used in paragraph <u>(insert paragraph #)</u> of the story?				

Adapted from the WestEd *Map of Standards for English Learners*
by Brian Fraim, West Contra Costa Unified School District

1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. (2 items, 2%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	Recognize that words sometimes have multiple meanings.	Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.
<u>Key words:</u> describe, suggest <u>Question patterns:</u> The author uses the word <u>(insert word)</u> to describe <u>(insert subject)</u> to suggest—				

Reading Comprehension (18 multiple choice items, 20%)

†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>8th grade standard</i> (1 item, 1%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Point out text features such as title, tables of contents, and chapter headings. Recognize categories of common informational materials (e.g., newspaper, brochures, etc.). Use pictures, lists, charts, and tables to identify the factual components of compare-and-contrast patterns in informational materials, newspapers, and magazines.	Orally identify the factual components of simple informational materials using key words or phrases. Locate and orally explain categories of familiar informational materials using simple sentences.	Identify and use detailed sentences to orally explain the differences among some categories of informational materials.	Identify and explain the differences among various categories of informational materials.	Identify and analyze the differences among various categories of informational materials.
<u>Key words:</u> document, information <u>Question patterns:</u> According to <i>(insert reference to a specific part of the document and its location)</i> of the document, which of these would be the BEST...? Based on information <i>(insert reference to a specific part of the document and its location)</i> of the document, ... would be...because...—				

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.

(3 items, 3%)

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Point out text features such as title, table of contents, and chapter headings. 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).	Orally identify the features of simple excerpts of public documents using key words or phrases. Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text. 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.	Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks). Analyze the structure and format of workplace documents and how authors use these to achieve their purposes.	Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.

Key words: purpose, document, brochure, heading, information, manual, illustrate, chart, table, illustration

Question patterns:

According to the document, what should you do FIRST before...?

What is the order in which...?

Which of the following is NOT...?

...wants to know if... Based upon the manual, what is the best way to find this information?

What is the purpose of this selection?

The main purpose of this brochure is--

Read this sentence from the selection...According to this sentence, what must...do?

Under which heading would you find information about...?

(insert reference to a specific part of the document and its location) illustrate information that is primarily found in which two paragraphs?
Which item is included in...?

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. (3 items, 3%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
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.	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.	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.	Apply knowledge of language to achieve meaning/ comprehension from informational materials, literary texts, and texts in content areas.	Apply knowledge of language to achieve meaning/ comprehension from informational materials, literary texts, and texts in content areas.
<u>Key words:</u> summarize, information, main reason <u>Question patterns:</u> Which of the following BEST summarizes the information in the article? This article suggests which of the following...? According to the article, which of the following summarizes the main reason that...? What suggestion does the article provide about...? According to the document, ... is— According to the document, what should you do before...?				

2.5 Extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration. (3 items, 3%)				
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. (3 items, 3%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Recognize a few specific facts in familiar expository texts such as consumer, and workplace documents and content area texts.	Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.	In detailed sentences identify orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax. Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.
<u>Key words:</u> document, brochure, article, passage, narrator, supports, within <u>Question patterns:</u> The words <i>(insert words)</i> suggest in <i>(insert reference to a specific part of the document and its location)</i> suggest a feeling of— The narrator most likely...so that...— Based on the information in the passage, which of the following is MOST likely to happen? Which of the following would make this passage easier to understand? Which of the following best illustrates...? According to the passage, the reason...is because... The main idea of this essay is that...— What information supports the idea that...? According to the article, (who, what, when, where, why, how)...? Based on information in the document, which statement about...is accurate? The document provides the LEAST information on— Which of the following is NOT discussed in this brochure? This document provides the MOST information on— Which of the following is covered within this document? What question might the reader still have about...?				

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).

(5 items, 6%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
		Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences	Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include a bibliography).	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.
				Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography.

Key words: article, statement, purpose, strategy, supports

Question patterns:

What is the main purpose of this passage?

What of the following strategies (imagery, statistics, expert opinion, historical fact) does the author use MOST frequently to describe...?

Which sentence from the article explains specifically (who, what, when, where, why, how) ...?

Which of the following MOST accurately indicates the author's attitude toward...?

Read this sentence from the article... What does the author mean by comparing...to ...?

The author of the article encourages readers to...

What information supports the idea that...?

Based on the article, which of these statements is true?

Adapted from the WestEd *Map of Standards for English Learners*
by Brian Fram, West Contra Costa Unified School District

Literary Response & Analysis (20 multiple choice items, 22%)

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). (2 items, 2%)				
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. (1 item, 1%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Distinguish the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).		Identify the function of dialogue, scene design, and asides in dramatic literature.	Describe the functions of dialogue, scene design, asides, and soliloquies in drama.
<u>Key words:</u> fiction, biography, article, essay, dramatic monologue, poem, drama, narrative short story, informational text, persuasive essay, biographical essay, genre, stanza, setting, conflict, character, trait, explain, inform, demonstrate, portray, encourage, author, poet <u>Question patterns:</u> What is the narrator's main purpose in this passage? In <i>(insert title)</i>, the author's purpose is to— The author's purpose in writing this selection is MOST likely to— This selection is BEST described as— What does the author emphasize by...? How does the reader know that the story is a <i>(insert type of literature)?</i> This story is an example of which of the following genres of writing? Which of the following sentences BEST explains <i>(insert character's name)</i>'s biggest problem in the story? Which phrase BEST represents the organization of the <i>(insert literature type)</i>? Where does the <i>(insert literature type)</i> take place? Which of the following does the author include to show <i>(insert character trait)</i>?				

3.3 Analyze the 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.
(2 items, 2%)

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy).	Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of literature.	Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	Identify recognized works of world literature and contrast the major literary forms and techniques.

Key words: difference between, reaction to, relationship between, react to, emphasized by, influences, influenced by

Question patterns:

The difference between (insert main character's name) and (insert secondary character's name) reaction to (insert event or situation) is BEST expressed by which statement?

Which of the following BEST describes the relationship between (insert the names of two characters)?

How does (insert the names of one or more characters) react to (insert the action of another character)?

Which of (insert character name)'s characteristics is emphasized by the following sentence from the story?
(insert cause) influences (insert character) by (insert effect).

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

(2 items, 2%)

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Role-play a character from a familiar piece of literature using phrases or simple sentences.	Describe briefly in simple sentences a character according to what he/she does in a familiar narration, dialogue, or drama.	Read a literary selection and use detailed sentences to orally describe a character according to what he/she does in a narration, dialogue, or drama.	Describe the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).	Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).
<u>Key words:</u> play, story, drama, narrator, conflict, attitude <u>Question patterns:</u> Which statement from the passage BEST describes the narrator's motivation for ...? Why does the narrator...? How does <i>(insert character name)</i>'s attitude about ... change during the story? What motivates <i>(insert character name)</i> to ...? What is <i>(insert character name)</i>'s conflict in the drama? What kind of person is <i>(insert character name)</i>?				

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

(2 items, 2%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Use expanded vocabulary and some descriptive words for oral responses to familiar literature.	Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters. Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts. Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.	Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.	Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.
Key words: theme, mood, support, express Question patterns: Which one of the following themes is developed in the article? Which sentence BEST describes the theme of this poem? Which pair of nouns BEST describes the mood of this poem? What is the theme of the story? Which sentence BEST expresses an important theme in this drama? Which of the following lines from the article BEST supports its theme?				

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Orally identify the beginning, middle, and end of a simple literary text. Create pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	Read literary texts and orally identify the main events of the plot using simple sentences.	Read literary texts and use detailed sentences to orally describe the sequence of events.		
<u>Key words:</u> flashback, foreshadowing, sequence of events <u>Question patterns:</u> What did the use of flashbacks accomplish in <i>(insert story title)</i>? Which statement below BEST illustrates the time sequence of the events in the story?				

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. (2 items, 2%)				
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. (2 items, 2%)				
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)				
<i>Tasks that assess the three different approaches are rotated across test forms</i>				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Recite simple poems.	Use simple sentences to orally identify basic symbolism and imagery in poetry.	Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.	Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language). Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism). Read and identify ways in which poets use personification, figures of speech, imagery, and the "sound" of language.	Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).
Key words: simile, metaphor, personification, figurative language, imagery, allegory, symbol/symbolism, irony/ironic, convey, reflect, effect Question patterns: Which sentence below is an example of a simile? Which sentence from the passage is an example of figurative language? Read this sentence from the selection...What makes the preceding statement ironic? Read this sentence from the selection...What does the author convey in the above sentence? Which sentence from the story contains an example of a simile? What effect is created by ...?				

3.9 Explain how voice, persona, and the choice of a narrator affect characterization of the tone, plot, and credibility of a text. (2 items, 2%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Read a simple selection and orally identify the speaker or narrator.				
Recognize the difference between first and third person using phrases or simple sentences.				
<u>Key words:</u> tone, narrator, tone, plot, point of view <u>Question patterns:</u> Which BEST describes the narrator's tone in the <u>(specify a portion of the passage)?</u> Which phrase from the poem creates a tone of <u>(identify tone)?</u> From whose point of view is the action in this story seen? Which of the following excerpts from the story creates a tone of <u>(identify tone)?</u>				

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) Tasks that assess the three different approaches are rotated across test forms (3 items, 3%)			
Beginning	Early Intermediate	Intermediate	Early Advanced
			Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends.
			Relate literary works and authors to major themes and issues of their eras.
			Analyze recognized works of American literature and their genre in order to contrast major periods, themes, and trends.

†8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (biographical approach) 8 th grade standard Tasks that assess the three different approaches are rotated across test forms (3 items, 3%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Respond orally in one or two words to factual comprehension questions about simple literary texts.	Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay). Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	Compare and contrast a similar theme across several genres by using detailed sentences. Describe orally and in writing a similar theme or topic by using detailed sentences. Describe the author's point of view in literary text by using detailed sentences.	Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.
<u>Key words:</u> author's background, reflected in <u>Question patterns:</u> How might the author's background be reflected in the story?				

Writing (27 multiple choice items and one essay, 50% of test)

Writing Strategies & Applications

(12 multiple choice items, 13%; one essay, 20%)

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (3 items, 3%)				
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice. (3 items, 3%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Create simple sentences or phrases with some assistance.	Use common verbs, nouns, and high frequency modifiers in simple sentences. Write an increasing number of words and simple sentences appropriate for language arts and other content areas.	Recognize structured ideas and arguments and their supporting examples in persuasive writing.	Use appropriate language variations and genres in writing for language arts and other content areas. Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).	Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing.
<u>Key words:</u> essay, paragraph, opening, express, effective opening, precise meaning, accurately describe, main idea, purpose, active voice <u>Question patterns:</u> Which sentence would BEST begin the essay/paragraph? What is the BEST way to combine these sentences? Which of the following sentences, if inserted before (<i>specify sentence</i>), would make the MOST effective opening sentence? Which of the following sentences does NOT fit well in the paragraph? To more accurately describe (<i>specify goal</i>), the underlined word should be changed to— In order to achieve more precise meaning, the underlined word should be changed to— Which of the following words is the BEST way to express the meaning of the word (<i>specify word and location</i>)? What is the BEST way to write this sentence? What is the BEST way to state the action in this sentence? What is the MOST effective way to write the underlined part of this sentence? Which sentence is NOT related to the main idea of this paragraph? Which sentence is NOT related to the purpose of this paragraph? What is the BEST way to state the information in the underlined part of the sentence? Which revision of this sentence uses only the active voice?				

Adapted from the WestEd *Map of Standards for English Learners*
by Brian Fraim, West Contra Costa Unified School District

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 item, 1%)				
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. (3 items, 3%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	Collect information and take notes on a given topic from a variety of sources.	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.)	Use strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms.	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.
<u>Key words:</u> most precise way, source, effective substitution, revise/revision, encyclopedia, internet <u>Question patterns:</u> Which of the following would be the MOST precise way to state the underlined words in the sentence? What source is BEST for finding out (<u>specify what information/purpose?</u>) Which is the MOST effective substitution for the underlined part of the sentence? Which of the following revisions would improve the underlined part of the sentence? Which is the BEST way to revise the sentence? If a student wanted to learn more about (<u>specify goal</u>), ... would be more useful than ... because...				

2.2 Write responses to literature: demonstrate a comprehensive grasp of the significant ideas of literary works; support important ideas and viewpoints through accurate and detailed references to the text or to other works; demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created; identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. (possible essay item, 20%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Write a brief narrative using a few simple sentences that include setting and some details.	Use simple sentences to follow on outline and create a draft of a short essay.	Narrate a sequence of events and communicate their significance to the audience.		
2.3 Write expository compositions, including analytical essays and research reports: marshal evidence in support of a thesis and related claims, including information on all relevant perspectives; convey information and ideas from primary and secondary sources accurately and coherently; make distinctions between the relative value and significance of specific data, facts, and ideas; include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs; anticipate and address readers' potential misunderstandings, biases, and expectations; use technical terms and notations accurately. (possible essay item, 20%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.	Write expository compositions such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.	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.	Write reflective compositions that explore the significance of events. Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.	Write expository compositions, including analytical essays and research reports, for the language arts and other content areas and provide evidence in support of a thesis and related claims. Produce writing that establishes a controlling impression or thesis.

2.1 Write biographical or autobiographical narratives or shorts stories: relate a sequence of events and communicate the significance of the events to the audience; locate scenes and incidents in specific places; 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; pace the presentation of actions to accommodate changes in time and mood; make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.				
(possible essay item, 20%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Proceed through the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.	Write detailed fictional biographies or autobiographies.	Structure ideas and arguments in a given context by giving supporting and relevant examples.
2.5 Write business letters: provide clear and purposeful information and address the intended audience appropriately; use appropriate tone, vocabulary, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients; highlight central ideas and images; follow conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.				
(possible essay item, 20%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Complete a job application form by providing basic information such as name, address, and education.	Complete simple informational documents related to career development.	Fill out job applications and prepare resumes that are clear and provide all needed information.	Fill out job applications and prepare resumes that are clear and purposeful and address the intended audience appropriately.	Complete job applications and resumes that fit purpose and audience and follow the conventional format for the type of document.
2.4 Write persuasive compositions: structure ideas and arguments in a sustained and logical fashion; use specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning; address readers' concerns, counterclaims, biases, and expectations.				
(possible essay item, 20%)				

1.4 Develop the main ideas within the body of the composition through supporting evidence.				
(2 items, 2%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
		Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	Write expository compositions & 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.	Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs, and logical reasoning.
Key words: details, support, evidence				
Question patterns:				
Which of the following ideas is supported by details or evidence in the essay?				
Which sentence would BEST follow this sentence in the passage?				

Writing Conventions (15 multiple choice items, 17%)

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, hyphens). (5 items, 6%)				
1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. (5 items, 6%)				
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (5 items, 6%)				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Identify basic vocabulary, mechanics, and structures in a piece of writing.	Use clauses, phrases, and mechanics with consistent variations in grammatical forms.		Create coherent paragraphs through effective transitions.	Create coherent paragraphs through effective transitions and parallel constructions.

The CAHSEE places a 50/50 emphasis on reading and writing. The ELA test has 79 multiple choice questions (72 are scored and an additional 7 are field-test items for use on future test forms) and one writing task. The reading multiple-choice questions are worth 45 points, writing multiple-choice questions 27 points, and writing task 18 points (for a total of 45 points for writing). The CAHSEE is worth 90 raw score total points.

2005-2006

sentence, excerpt, phrase, passage, selection, article, story, drama, document, rewording, author, writer, according to, document, based on, information, would be, choice, according to, based upon, sequence words (first, last, next after, before), order, found, primarily, included, purpose, document, brochure, heading, information, item, selection, manual, illustrate, article, document, suggest/suggestion, document, brochure, article, passage, narrator, based on, according to, supports, most, least, most likely, within, article, passage, statement, purpose, most frequently, most accurately, strategy, specifically, indicate, supports, encourages