

2010-2011 OUSD ELA Assessment Blueprint: Grade 6

Grade 6	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>	3	3	13 (17%)
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
1.1 <b>Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression			
1.2 <b>Vocabulary and Concept Development:</b> identify and interpret figurative language and words with multiple meanings	3	3	5
1.3 <b>Vocabulary and Concept Development:</b> recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing			2
1.4 <b>Vocabulary and Concept Development:</b> monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning			3
1.5 <b>Vocabulary and Concept Development:</b> understand and explain “shades of meaning” in related words (e.g., softly and quietly)			3
<b>Reading Comprehension</b>	9	9	17 (25%)
<b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b> Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.			
2.1 <b>Structural Features of Informational Materials:</b> identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	3	3	2
2.2 <b>Structural Features of Informational Materials:</b> analyze text that uses the compare-and-contrast organizational pattern			1
2.3 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> connect and clarify main ideas by identifying their relationships to other sources and related topics	3	3	4
2.4 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> clarify an understanding of texts by creating outlines, logical notes, summaries, or reports			1

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<b>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership)			2
<b>2.6 Expository Critique:</b> determine the adequacy and appropriateness of the evidence for an author's conclusions	3	3	2
<b>2.7 Expository Critique:</b> make reasonable assertions about a text through accurate, supporting citations			2
<b>2.8 Expository Critique:</b> note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text			3
<b>Literary Response and Analysis</b>	9	9	12 (16%)
<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 clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
<b>3.1 Structural Features of Literature:</b> identify the forms of fiction and describe the major characteristics of each form			1
<b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict			2
<b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze the influence of setting on the problem and its resolution			1
<b>3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme	3	3	3
<b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography)			1
<b>3.6 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify and analyze features of themes conveyed through characters, actions, and images	3	3	1
<b>3.7 Narrative Analysis of Grade-Level-Appropriate Text:</b> explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts	3	3	2
<b>3.8 Literary Criticism:</b> critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction)			1

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<b>Written and Oral English Language Conventions</b>	9	9	16 (21%)
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>			
1.1 <b>Sentence Structure:</b> use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	3	3	4
1.2 <b>Grammar:</b> identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	3	3	3
1.3 <b>Punctuation:</b> use colons after the salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences			3
1.4 <b>Capitalization:</b> use correct capitalization			2
1.5 <b>Spelling:</b> spell frequently misspelled words correctly (e.g., their, they're, there)	3	3	4
<b>Writing Strategies</b>	6	6	17 (23%)
<b>1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</b>			
1.1 <b>Organization and Focus:</b> choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose			2
1.2 <b>Organization and Focus:</b> create multiple-paragraph expository compositions	3	3	
1) engage the interest of the reader and state a clear purpose			
2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader			3
3) conclude with a detailed summary linked to the purpose of composition			2
1.3 <b>Organization and Focus:</b> use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order			1
1.4 <b>Research and Technology:</b> use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information			2
1.5 <b>Research and Technology:</b> compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)			
1.6 <b>Evaluation and Revision:</b> revise writing to improve organization and consistency of ideas within and between paragraphs	3	3	7
<b>TOTALS</b>	<b>36</b>	<b>36</b>	<b>75</b>

2010-2011 OUSD ELA Assessment Blueprint: Grade 7

Grade 7	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>	4	4	11 (15%)
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
<b>1.1 Vocabulary and Concept Development:</b> identify idioms, analogies, metaphors, and similes in prose and poetry			3
<b>1.2 Vocabulary and Concept Development:</b> use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary			3
<b>1.3 Vocabulary and Concept Development:</b> clarify word meanings through the use of definition, example, restatement, or contrast	4	4	5
<b>Reading Comprehension</b>	9	9	18 (24%)
<b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b> Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.			
<b>2.1 Structural Features of Informational Materials:</b> understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs)			3
<b>2.2 Structural Features of Informational Materials:</b> locate information by using a variety of consumer, workplace, and public documents	3	3	4
<b>2.3 Structural Features of Informational Materials:</b> analyze text that uses cause-and-effect organizational pattern	3	3	2
<b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> identify and trace the development of an author's argument, point of view, or perspective in text	3	3	3
<b>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> understand and explain the use of a simple mechanical device by following technical directions			3
<b>2.6 Expository Critique:</b> assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping			3

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Grade 7	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
<b>Literary Response and Analysis</b>	9	9	13 (17%)
<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 clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
<b>3.1 Structural Features of Literature:</b> articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay)			1
<b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	3	3	2
<b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	3	3	3
<b>3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)	3	3	2
<b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work			3
<b>3.6 Literary Criticism:</b> analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses			2
<b>Written and Oral English Language Conventions</b>	7	7	16 (21%)
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b> Students write and speak with a command of standard English conventions appropriate to the grade level.			
<b>1.1 Sentence Structure:</b> place modifiers properly, and use the active voice			1
<b>1.2 Grammar:</b> identify and use infinitives and participles and make clear references between pronouns and antecedents			1
<b>1.3 Grammar:</b> identify all parts of speech and types and structure of sentences	3	3	4
<b>1.4 Grammar:</b> demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference)	4	4	4
<b>1.5 Punctuation:</b> identify hyphens, dashes, brackets, and semi-colons and use them correctly			1
<b>1.6 Capitalization:</b> use correct capitalization			2
<b>1.7 Spelling:</b> spell derivatives correctly by applying the spellings of bases and affixes			3

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	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
<b>Writing Strategies</b>	7	7	17 (23%)
<b>1.0 WRITING STRATEGIES:</b> Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.			
<b>1.1 Organization and Focus:</b> create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	3	3	3
<b>1.2 Organization and Focus:</b> support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples			2
<b>1.3 Organization and Focus:</b> use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts			3
<b>1.4 Research and Technology:</b> identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research			3
<b>1.5 Research and Technology:</b> give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations			2
<b>1.6 Research and Technology:</b> create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports			
<b>1.7 Evaluation and Revision:</b> revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	4	4	4
<b>TOTALS</b>	<b>36</b>	<b>36</b>	<b>75</b>

2010-2011 OUSD ELA Assessment Blueprint: Grade 8

Grade 8	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 May 23
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>	4	4	9 (12%)
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.			
<b>1.1 Vocabulary and Concept Development:</b> analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases			2
<b>1.2 Vocabulary and Concept Development:</b> understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings			2
<b>1.3 Vocabulary and Concept Development:</b> use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	4	4	5
<b>Reading Comprehension</b>	9	9	18 (24%)
<b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b> Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).			
<b>2.1 Structural Features of Informational Materials:</b> compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals)			2
<b>2.2 Structural Features of Informational Materials:</b> analyze text that uses proposition and support patterns	3	3	3
<b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> find similarities and differences between texts in the treatment, scope, or organization of ideas			2
<b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning			2

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Grade 8	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 May 23
2.5 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> understand and explain the use of a complex mechanical device by following technical directions			3
2.6 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	3	3	3
2.7 <b>Expository Critique:</b> evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	3	3	3
<b>Literary Response and Analysis</b>	9	9	15 (20%)
<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 clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
3.1 <b>Structural Features of Literature:</b> determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet)			2
3.2 <b>Narrative Analysis of Grade-Level-Appropriate Text:</b> evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved	3	3	3
3.3 <b>Narrative Analysis of Grade-Level-Appropriate Text:</b> compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts			2
3.4 <b>Narrative Analysis of Grade-Level-Appropriate Text:</b> analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text	3	3	2
3.5 <b>Narrative Analysis of Grade-Level-Appropriate Text:</b> identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works			1
3.6 <b>Narrative Analysis of Grade-Level-Appropriate Text:</b> identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work	3	3	3
3.7 <b>Literary Criticism:</b> analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)			2
<b>Written and Oral English Language Conventions</b>	7	7	16 (21%)
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b> Students write and speak with a command of standard English conventions appropriate to this grade level.			
1.1 <b>Sentence Structure:</b> use correct and varied sentence types and sentence openings to present a lively and effective personal style	3	3	2

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	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 May 23
1.2 <b>Sentence Structure:</b> identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis			2
1.3 <b>Sentence Structure:</b> use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas			3
1.4 <b>Grammar:</b> edit written manuscripts to ensure that correct grammar is used	4	4	3
1.5 <b>Punctuation and Capitalization:</b> use correct punctuation and capitalization			3
1.6 <b>Spelling:</b> use correct spelling conventions			3
<b>Writing Strategies</b>	7	7	17 (23%)
<b>1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</b>			
1.1 <b>Organization and Focus:</b> create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	3	3	4
1.2 <b>Organization and Focus:</b> establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques			4
1.3 <b>Organization and Focus:</b> support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices			3
1.4 <b>Research and Technology:</b> plan and conduct multiple-step information searches by using computer networks and modems			
1.5 <b>Research and Technology:</b> achieve an effective balance between researched information and original ideas			
1.6 <b>Evaluation and Revision:</b> revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	4	4	6
<b>TOTALS</b>	<b>36</b>	<b>36</b>	<b>75</b>