

2010-2011 OUSD ELA Assessment Blueprint: Grade 9

Grade 9	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
Word Analysis, Fluency, and Systematic Vocabulary Development	4	4	8 (11%)
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.			
1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations	4	4	5
1.2 Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words and interpret the connotative power of words			2
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)			1
Reading Comprehension	11	11	18 (24%)
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in 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, online information. In grades nine and ten, students make substantial progress toward this goal.			
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	3	3	2
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			2
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings on issues that can be researched			2
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	3	3	2
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration			
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 World Wide Web sites on the Internet)			2

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Grade 9	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings			4
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, primary source material)	5	5	4
Literary Response and Analysis	10	10	16 (21%)
3.0 LITERARY RESPONSE AND ANALYSIS: 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 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)			1
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			2
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 explain the way those interactions affect the plot	3	3	2
3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy			1
3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work			2
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)	3	3	1
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			2
3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text			1
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	4	4	1

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Grade 9	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
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			1
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)			1
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)			1
Written and Oral English Language	7	7	13 (17%)
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.			
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)			3
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)	3	3	3
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	4	4	3
1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization			3
1.5 Manuscript Form: reflect appropriate manuscript requirements, including			1
1) title page presentation			x
2) pagination			x
3) spacing and margins			x
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations			
Writing Strategies	8	8	20 (27%)
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.			
1.1 Organization and Focus: 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	3	3
1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice			3

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Grade 9	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
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			2
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)			2
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)			2
1.6 Research and Technology: integrate quotations and citations into written text while maintaining the flow of ideas			
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 <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>)			2
1.8 Research and Technology: design and publish documents by using advanced publishing software and graphic programs			
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	5	5	6
GRADE 9 TOTAL	40	40	75

2010-2011 OUSD ELA Assessment Blueprint: Grade 10

Grade 10	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
Word Analysis, Fluency, and Systematic Vocabulary Development	4	4	8 (11%)
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.			
1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations			5
1.2 Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	4	4	2
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)			1
Reading Comprehension	10	10	18
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 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.			
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	3	3	2
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			2
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings on issues that can be researched			2
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			2
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	3	3	
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)			2

2010-2011 OUSD ELA Assessment Blueprint: Grade 10

Grade 10	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings			4
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, primary source material)	4	4	4
Literary Response and Analysis	11	11	16
3.0 LITERARY RESPONSE AND ANALYSIS: 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 Thorough Twelve</i> illustrate the quality and complexity of the materials to be read by students.			
3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue)			1
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			2
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			2
3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, soliloquy	3	3	1
3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work			2
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)			1
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	4	4	2
3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	4	4	1
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			1

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Grade 10	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
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			1
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)			1
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)			1
Written and Oral English Language	7	7	13 (17%)
1.0 WRITTEN AND ORAL LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.			
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)	3	3	3
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)			3
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	4	4	3
1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization			3
1.5 Manuscript Form: reflect appropriate manuscript requirements, including			1
1) title page presentation			rotating annually
2) pagination			x
3) spacing and margins			x
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations			x
Writing Strategies	8	8	20
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.			
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	3	3	3
1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and active rather than the passive voice			3
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			2

2010-2011 OUSD ELA Assessment Blueprint: Grade 10

Grade 10	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
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)			2
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)			2
1.6 Research and Technology: integrate quotations and citations into a written text while maintaining the flow of ideas			
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 <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>)			2
1.8 Research and Technology: design and publish documents by using advanced publishing software and graphic programs			
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	5	5	6
GRADE 10 TOTAL	40	40	75

2010-2011 OUSD ELA Assessment Blueprint: Grade 11

Grade 11	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
Word Analysis, Fluency, and Systematic Vocabulary Development	4	4	8 (11%)
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.			
1.1 Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history			2
1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology			2
1.3 Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences	4	4	4
Reading Comprehension	11	11	19 (25%)
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</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.			
2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices			4
2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text	4	4	3
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents			2
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations	3	3	2
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject			2
2.6 Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)	4	4	6

2010-2011 OUSD ELA Assessment Blueprint: Grade 11

Grade 11	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
Literary Response and Analysis	10	10	17 (23%)
3.0 LITERARY RESPONSE AND ANALYSIS: 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 themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.			
3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres			3
3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim	3	3	1
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both			2
3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader's emotions	3	3	1
3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions:	4	4	3
1) trace the development of American literature from the Colonial period forward			rotating annually
2) contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period			x
3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings			x
3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i>)			1
3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors:			Grade 12
1) contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern)			
2) relate literary works and authors to major themes and issues of their eras			
3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings			

2010-2011 OUSD ELA Assessment Blueprint: Grade 11

Grade 11	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor) (Political Approach)			3
3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)			3
Written and Oral English Language Conventions	5	5	9 (12%)
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.			
1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English	5	5	7
1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization			2
1.3 reflect appropriate manuscript requirements in writing			
Writing Strategies	10	10	22 (29%)
1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.			
1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments	3	3	4
1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes			2
1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples	3	3	4
1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action			4
1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone			2
1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)			
1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)			2
1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents			
1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre	4	4	4
GRADE 11 TOTAL	40	40	75

<h1>Grade 12</h1>	# Questions	
	Fall	Spring
	Due Nov 19	Due Feb 25
Word Analysis, Fluency, and Systematic Vocabulary Development	4	4
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.		
1.1 Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history		
1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology		
1.3 Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences	4	4
Reading Comprehension	11	11
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</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.		
2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices	3	3
2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text	4	4
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents		
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations		
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject	4	4
2.6 Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)		

2010-2011 OUSD ELA Assessment Blueprint: Grade 12

<h1>Grade 12</h1>	# Questions	
	Fall	Spring
	Due Nov 19	Due Feb 25
Literary Response and Analysis	10	10
3.0 LITERARY RESPONSE AND ANALYSIS: 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 themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.		
3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres		
3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim	3	3
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both	4	4
3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader’s emotions		
3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions:		
1) trace the development of American literature from the Colonial period forward		
2) contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period		
3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings		
3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy <i>Macbeth</i>)		
3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors:	3	3
1) contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern)		
2) relate literary works and authors to major themes and issues of their eras		
3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings		
3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor) (Political Approach)		
3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)		

2010-2011 OUSD ELA Assessment Blueprint: Grade 12

<h1>Grade 12</h1>	# Questions	
	Fall	Spring
	Due Nov 19	Due Feb 25
Written and Oral English Language Conventions	7	7
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.		
1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English	7	7
1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization		
1.3 reflect appropriate manuscript requirements in writing		
Writing Strategies	8	8
1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.		
1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments		
1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes		
1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples	3	3
1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action		
1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone		
1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)		
1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)		
1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents		
1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre	5	5
GRADE 12 TOTAL	40	40