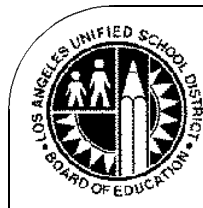


English
Language
Arts

GRADES

29
THROUGH

SUPPLEMENT
to
Performance Assignments



**Los Angeles
Unified
School District**

2001

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Introduction

This booklet is a supplement to the English-Language Arts Performance Assignment booklets. It consists of the standards and prior knowledge associated with the Performance Assignments for grades two through nine. The standards specified are from the *English-Language Arts Content Standards for California Public Schools*(1998)¹. Prior knowledge, based on these standards, includes the concepts and skills students need in order to complete the Performance Assignments.

Two pages are included for each grade level. The first page is comprised of two sets of standards associated with the Performance Assignment: **assessed standards** and **related standards**. The **assessed standards** indicate the specific concepts and skills targeted by the Performance Assignment; they are reflected in the scoring rubric. The **related standards** encompass the concepts and skills necessary for completing the Performance Assignment, but are not directly assessed.

The second page for each grade level consists of prerequisite concepts and skills students should have mastered in order to successfully complete the Performance Assignment. This information is intended as a tool to assist teachers in preparing instructional activities and materials.

¹ Faye Ong, ed. *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento, CA: California Department of Education, 1998.

Assessed Standards

<p>Reading</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p>	<p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions,...).</p> <p>2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children’s literature.</p>
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Related Standards

<p>Writing</p> <p>Organization and Focus</p> <p>Evaluation and Revision</p>	<p>1.0 Writing strategies Students write clear and coherent sentences and paragraphs that develop a central idea....Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p> <p>1.1 Group related ideas and maintain a consistent focus.</p> <p>1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p>
<p>Written and Oral English Language Conventions</p> <p>Sentence Structure</p> <p>Grammar</p>	<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p>1.1 Distinguish between complete and incomplete sentences.</p> <p>1.2 Recognize and use the correct word order in written sentences.</p> <p>1.3 Identify and use various parts of speech, including nouns and verbs, in writing and speaking.</p>

Prior Knowledge

Prior to the administration of this Grade Two Performance Assignment, students should develop the following knowledge and skills:

- Identifying key ideas in stories – at the word, sentence, and text levels;
- Identifying and describing literary elements in stories (e.g., plot, setting, and characters);
- Retelling or summarizing what they have read to better understand it;
- Drawing conclusions and forming unique interpretations from stories;
- Using the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive revisions) to plan, organize, and improve their writing;
- Writing clear and coherent sentences that develop a central idea;
- Using facts and sensory details from stories and their own experiences to support or explain ideas and judgments;
- Scoring their writing with a rubric similar to the Grade Two Performance Assignment rubric.

Assessed Standards

<p>Reading</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p>	<p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, . . .).</p> <p>2.5 Distinguish the main idea and supporting details in expository text.</p> <p>2.6 Extract appropriate and significant information from the text, including problems and solutions.</p> <p>3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children’s literature.</p>
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Related Standards

<p>Reading</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p>	<p>3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p>
<p>Writing</p>	<p>1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p>
<p>Written and Oral English Language Conventions</p>	<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p>

Prior Knowledge

Prior to the administration of this Grade Three Performance Assignment, students should develop the following knowledge and skills:

- Identifying key ideas in stories – at the word, sentence, and text levels;
- Identifying and describing literary elements in stories (e.g., plot, setting, and characters);
- Recognizing cause-and-effect relationships in stories by focusing attention on plot elements that best illustrate problems and their respective solutions;
- Drawing conclusions and forming unique interpretations from stories;
- Using the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive revisions) to plan, organize, and improve their writing;
- Writing clear and coherent sentences that develop a central idea;
- Using facts and sensory details from stories to clearly describe problems and their respective solutions;
- Scoring their writing with a rubric similar to the Grade Three Performance Assignment rubric.

Assessed Standards

<p style="text-align: right;">Writing</p> <p>Organization and Focus</p>	<p>1.0 Writing Strategies Students write clear, coherent sentences and paragraphs that develop a central idea.</p> <p>1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p> <p>2.0 Writing Applications Using the writing strategies of grade four outlined in Writing Standard 1.0, students:</p> <p>2.2 Write responses to literature: a Demonstrate an understanding of the literary work. b Support judgments through references to both the text and prior knowledge.</p>
<p>Written and Oral English Language Conventions</p> <p>Sentence Structure</p>	<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p>1.1 Use simple and compound sentences in writing and speaking.</p>
<p style="text-align: right;">Reading</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p>	<p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions,...).</p> <p>3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).</p> <p>3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.</p>

Related Standards

<p style="text-align: right;">Writing</p> <p>Organization and Focus</p> <p>Evaluation and Revision</p>	<p>1.0 Writing Strategies Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p> <p>1.2 Create multiple-paragraph compositions.</p> <p>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p> <p>1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>
<p>Written and Oral English Language Conventions</p> <p>Sentence Structure</p>	<p>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p>

Prior Knowledge

Prior to the administration of this Grade Four Performance Assignment, students should develop the following knowledge and skills:

- Identifying and describing literary elements in stories (e.g., plot, setting, and characters);
- Identifying and describing character features in stories (e.g., physical and personality traits, thoughts and feelings, actions, and relationships);
- Drawing conclusions and forming unique interpretations from stories;
- Using the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive revisions) to plan, organize, and improve their writing;
- Writing clear and coherent sentences and paragraphs that develop a central idea;
- Using facts and sensory details from stories and their own experiences to explain and support judgments;
- Using grade-level-appropriate standard English conventions to write multi-paragraph expository compositions;
- Scoring their writing with a rubric similar to the Grade Four Performance Assignment rubric.

Assessed Standards

Writing	<p>1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose.</p> <p>2.0 Writing Applications Using the writing strategies of grade five outlined in Writing Standard 1.0, students:</p> <p>2.4 Write persuasive letters or compositions: a State a clear position in support of a proposal. b Support a position with relevant evidence. c Follow a simple organizational pattern.</p>
Written and Oral English Language Conventions	<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p>

Related Standards

Writing Organization and Focus Evaluation and Revision	<p>1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p> <p>1.2 Create multiple-paragraph expository compositions.</p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p> <p>2.0 Writing Applications Using the writing strategies of grade five outlined in Writing Standard 1.0, students:</p> <p>2.4 Write persuasive letters or compositions: d Address reader concerns.</p>
Written and Oral English Language Conventions Sentence Structure	<p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p>

Prior Knowledge

Prior to the administration of this Grade Five Performance Assignment, students should develop the following knowledge and skills:

- Using convincing evidence to support a position and address reader concerns;
- Using the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive revisions) to plan, organize, and improve their writing;
- Writing clear, coherent, and focused essays that develop a central idea;
- Using grade-level-appropriate standard English conventions to write multi-paragraph persuasive essays;
- Scoring their writing with a rubric similar to the Grade Five Performance Assignment rubric.

Assessed Standards

<p>Writing</p>	<p>1.0 Writing Strategies Students write clear, coherent, and focused essays.</p> <p>2.0 Writing Applications Using the writing strategies of grade six outlined in Writing Standard 1.0, students:</p> <p>2.4 Write responses to literature: a Develop an interpretation exhibiting careful reading, understanding, and insight. b Organize the interpretation around several clear ideas, premises, or images. c Develop and justify the interpretation through sustained use of examples and textual evidence.</p>
<p>Written and Oral English Language Conventions</p> <p>Sentence Structure</p>	<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p>
<p>Reading</p> <p>Expository Critique</p>	<p>2.0 Reading Comprehension 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.</p> <p>2.7 Make reasonable assertions about a text through accurate, supporting citations.</p>

Related Standards

<p>Writing</p> <p>Organization and Focus Evaluation and Revision</p>	<p>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.</p> <p>1.2 Create multiple-paragraph expository compositions.</p> <p>1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a State the thesis or purpose. b Explain the situation. c Follow an organizational pattern appropriate to the type of composition. d Offer persuasive evidence to validate arguments and conclusions as needed.</p>
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Prior Knowledge

Prior to the administration of this Grade Six Performance Assignment, students should develop the following knowledge and skills:

- Identifying and describing literary elements in works of literature (e.g., plot, setting, and characters);
- Understanding, identifying, and analyzing turning points in works of literature;
- Taking notes or writing summaries that focus on turning points;
- Drawing conclusions and forming unique interpretations from works of literature;
- Using the stages of the writing process (e.g. prewriting, drafting, revising, and editing successive revisions) to plan, organize, and improve their writing;
- Writing clear, coherent, and focused essays that develop a central idea;
- Using facts, sensory details, and quotations from works of literature to explain and support ideas and judgments;
- Using grade-level-appropriate standard English conventions to write multi-paragraph expository essays;
- Scoring their writing with a rubric similar to the Grade Six Performance Assignment rubric.

Assessed Standards

<p style="text-align: right;">Writing</p> <p style="text-align: center;">Organization and Focus</p>	<p>1.0 Writing Strategies Students write clear, coherent, and focused essays.</p> <p>1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p>2.0 Writing Applications Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:</p> <p>2.2 Write responses to literature: a Develop interpretations exhibiting careful reading, understanding, and insight. b Organize interpretations around several clear ideas, premises, or images from the literary work. c Justify interpretations through sustained use of examples and textual evidence.</p>
<p style="text-align: center;">Written and Oral English Language Conventions</p>	<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to the grade level.</p>
<p style="text-align: right;">Reading</p> <p style="text-align: center;">Narrative Analysis of Grade-Level-Appropriate Text</p>	<p>2.0 Reading Comprehension 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.</p> <p>3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</p>

Related Standards

<p style="text-align: right;">Writing</p> <p style="text-align: center;">Comprehension and Analysis of Grade-Level-Appropriate Text</p>	<p>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.</p> <p>2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.</p>
<p style="text-align: right;">Reading</p> <p style="text-align: center;">Narrative Analysis of Grade-Level-Appropriate Text</p>	<p>3.5 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.</p>

Prior Knowledge

Prior to the administration of this Grade Seven Performance Assignment, students should develop the following knowledge and skills:

- Identifying and describing literary elements in works of literature (e.g., plot, setting, and characters);
- Understanding, identifying, and analyzing the concept of theme in works of literature;
- Identifying and describing events that best reveal the theme;
- Taking notes or writing summaries that focus on themes;
- Drawing conclusions and forming unique interpretations from works of literature;
- Using the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive revisions) to plan, organize, and improve their writing;
- Writing clear, coherent, and focused essays that develop a central idea;
- Using facts, sensory details, and quotations from works of literature to explain and support ideas and judgments;
- Using grade-level-appropriate standard English conventions to write multi-paragraph expository essays;
- Scoring their writing with a rubric similar to the Grade Seven Performance Assignment rubric.

Assessed Standards

<p style="text-align: center;">Writing</p> <p style="text-align: center;">Organization and Focus</p>	<p>1.0 Writing Strategies Students write clear, coherent, and focused essays.</p> <p>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>2.0 Writing Applications Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:</p> <p>2.2 Write responses to literature: a Exhibit careful reading and insight in their interpretations. d Support judgments through references to the text, other works, other authors, or to personal knowledge.</p>
<p style="text-align: center;">Written and Oral English Language Conventions</p>	<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p>
<p style="text-align: center;">Reading</p>	<p>2.0 Reading Comprehension 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.</p>

Related Standards

<p style="text-align: center;">Writing</p> <p style="text-align: center;">Organization and Focus</p> <p style="text-align: center;">Evaluation and Revision</p>	<p>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.</p> <p>1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>2.0 Writing Applications Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:</p> <p>2.2 Write responses to literature: c Draw supported inferences about the effects of a literary work on its audience.</p>
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Prior Knowledge

Prior to the administration of this Grade Eight Performance Assignment, students should develop the following knowledge and skills:

- Identifying and describing literary elements in works of literature (e.g., plot, setting, and characters);
- Identifying and describing examples of character features that best illustrate heroism: personality and physical traits, thoughts and motivations, actions, relationships with others, and the character's impact on the story;
- Taking notes or writing summaries that focus on heroic characters;
- Drawing conclusions and forming unique interpretations from works of literature;
- Using the stages of the writing process (e.g. prewriting, drafting, revising, and editing successive revisions) to plan, organize, and improve their writing;
- Writing clear, coherent, and focused essays that develop a central idea;
- Using facts, sensory details, and quotations from works of literature to explain and support ideas and judgments;
- Using grade-level-appropriate standard English conventions to write multi-paragraph expository essays;
- Scoring their writing with a rubric similar to the Grade Eight Performance Assignment rubric.

Assessed Standards

<p style="text-align: right;">Writing</p> <p style="text-align: center;">Organization and Focus</p>	<p>1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument.</p> <p>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.</p> <p>2.0 Writing Applications Using the writing strategies of grade nine outlined in Writing Standard 1.0, students:</p> <p>2.2 Write responses to literature: a Demonstrate a comprehensive grasp of the significant ideas of literary works. b Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>
<p>Written and Oral English Language Conventions</p> <p style="text-align: center;">Grammar and Mechanics of Writing</p>	<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.</p> <p>1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>
<p style="text-align: right;">Reading</p> <p style="text-align: center;">Narrative Analysis of Grade-Level-Appropriate Text</p>	<p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.</p> <p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p>

Related Standards

<p style="text-align: right;">Writing</p> <p style="text-align: center;">Evaluation and Revision</p>	<p>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.</p> <p>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.</p>
<p style="text-align: right;">Reading</p> <p style="text-align: center;">Narrative Analysis of Grade-Level-Appropriate Text</p>	<p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p>

Prior Knowledge

Prior to the administration of this Grade Nine Performance Assignment, students should develop the following knowledge and skills:

- Identifying and describing literary elements in works of literature (e.g., plot, setting, and characters);
- Understanding, identifying, and analyzing internal and external conflicts in works of literature;
- Identifying and describing elements that best express conflict;
- Taking notes or writing summaries that focus on conflicts;
- Drawing conclusions and forming unique interpretations from works of literature;
- Using the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive revisions) to plan, organize, and improve their writing;
- Writing clear, coherent, and focused essays that develop a central idea;
- Using facts, sensory details, and quotations from works of literature to explain and support ideas and judgments;
- Using grade-level-appropriate standard English conventions to write multi-paragraph expository essays;
- Scoring their writing with a rubric similar to the Grade Nine Performance Assignment rubric.

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