

**California Alternate Performance Assessment**  
**English-Language Arts Blueprint**  
**Level I: Grades 2-11**  
 (Blueprint adopted by the State Board of Education 7/06)

<b>CALIFORNIA CONTENT STANDARDS</b>	
<b>Reading</b>	<b>Number of Tasks: 4</b> <b>Percentage of Test: 50%</b>
<b>Kindergarten</b>	
<b>1.0</b>	<b>WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b> Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.
<b>1.3</b>	<b>Concepts About Print: Understand that printed materials provide information.</b> ✓ Identify environmental symbols/signs/cues. ✓ Match symbol or cue to activity or function.
<b>Grade 1</b>	
<b>1.0</b>	<b>WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b> Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
<b>1.17</b>	<b>Vocabulary and Concept Development:</b> Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). ✓ Identify object by function. ✓ Sort objects by function/use. ✓ Identify picture by function.
<b>2.0</b>	<b>READING COMPREHENSION:</b> 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, making predictions, comparing information from several sources). 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 to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.
<b>2.3</b>	<b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Follow one-step written instructions. ✓ Identify a picture/object/word cue.

✓ Focus of the California content standards for the alternate assessment.

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<b>Writing</b>	<b>Number of Tasks: 1</b> <b>Percentage of Test: 12.5%</b>
<b>Kindergarten</b>	
<b>1.0</b>	<b>WRITING STRATEGIES: Students write words and brief sentences that are legible.</b>
<b>1.3</b>	<b>Organization and Focus:</b> Write by moving from left to right and from top to bottom. ✓ Demonstrate left to right/top to bottom sequencing in a variety of activities. ✓ Hold writing implement. ✓ Make marks on paper. ✓ Trace/copy purposeful marks on paper.
<b>Listening and Speaking</b>	<b>Number of Tasks: 3</b> <b>Percentage of Test: 37.5%</b>
<b>Kindergarten</b>	
<b>1.0</b>	<b>LISTENING AND SPEAKING STRATEGIES: Students listen and respond to oral communication. They speak in clear and coherent sentences.</b>
<b>1.1</b>	<b>Comprehension:</b> Understand and follow one-and-two-step oral directions. ✓ Orient in direction of speaker. ✓ Respond to voice by stopping activity or going to source of sound. ✓ Attend to speaker for duration of activity.
<b>1.2</b>	<b>Comprehension:</b> Share information and ideas, speaking audibly in complete, coherent sentences. ✓ Communicate wants/needs using a gesture, action, voice output device or vocalization. ✓ Communicate choice using a gesture, action, voice output device or vocalization.
<b>Grade 1</b>	
<b>1.0</b>	<b>LISTENING AND SPEAKING STRATEGIES: Students listen critically and respond appropriately to oral communication. They speak in manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</b>
<b>1.1</b>	<b>Comprehension:</b> Listen attentively. ✓ Orient in direction of speaker. ✓ Respond to voice by stopping activity or going to source of sound. ✓ Attend to speaker for duration of activity.
<b>Total Level I Tasks:</b>	<b>Total Number of Tasks: 8</b> <b>Percentage of Test: 100%</b>

✓Focus of the California content standards for the alternate assessment.

**California Alternate Performance Assessment**  
**English-Language Arts Blueprint**  
**Level II: Grades 2-3**  
 (Blueprint adopted by the State Board of Education 3/06)

**CALIFORNIA CONTENT STANDARDS**

**Reading**                      **Number of Tasks: 4**  
    **Percentage of Test: 50%**

**Grade 2**

**1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**1.3 Decoding and Word Recognition:** Decode two-syllable nonsense words and regular multi-syllable words.  
 ✓ Identify their first name and names of classmates or teachers.

**1.7 Vocabulary and Concept Development:** Understand and explain common antonyms and synonyms.  
 ✓ Sorting same and different (e.g., picture vocabulary accompanied by text).

**Grade 3**

**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, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

**2.1 Structural Features of Informational Materials:** Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.  
 ✓ Find the title on the cover of a book.

**2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:** Demonstrate comprehension by identifying answers in the text.  
 ✓ Answer who, what, and where questions.

**2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:** Recall major points in the text and make and modify predictions about forthcoming information.  
 ✓ Use pictures to recall major points in sequence.

**Grade 2**

**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). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

**3.2 Narrative Analysis of Grade-Level-Appropriate Text:** Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.  
 ✓ Sequence beginning and ending.

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<b>Grade 3</b>	
3.0	<b>LITERARY RESPONSE AND ANALYSIS:</b> Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, characters). 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.
3.2	<b>Narrative Analysis of Grade-Level-Appropriate Text:</b> Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. ✓ Identify the action of a character.
3.3	<b>Narrative Analysis of Grade-Level-Appropriate Text:</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them. ✓ Identify the emotions of a character.
<b>Writing</b>	<b>Number of Tasks: 1</b> <b>Percentage of Test: 12.5%</b>
<b>Grade 2</b>	
1.0	<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b> Students write and speak with a command of standard English conventions appropriate to this grade level.
1.3	<b>Grammar:</b> Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. ✓ Identify pictures of action verbs or objects.
<b>Grade 3</b>	
1.0	<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b> Students write and speak with a command of standard English conventions appropriate to this grade level.
1.2	<b>Grammar:</b> Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. ✓ Identify pictorial representations of singular and plural nouns.
1.5	<b>Punctuation:</b> Punctuate dates, city and state, and titles of books correctly. ✓ Identify a period and a question mark.
1.7	<b>Capitalization:</b> Capitalize geographical names, holidays, historical periods, and special events correctly. ✓ Identify words that start with capital letters.
1.8	<b>Spelling:</b> Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare). ✓ Spell/write your first name (first syllable only).
1.9	<b>Spelling:</b> Arrange words in alphabetic order. ✓ Arrange letters in alphabetic order (one blank space in a closed field of three).

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<b>Listening and Speaking</b>	<b>Number of Tasks: 3</b>
	<b>Percentage of Test: 37.5%</b>
<b>Grade 2</b>	
<b>1.0</b>	<b>LISTENING AND SPEAKING: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</b>
1.1	<b>Comprehension:</b> Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment). ✓ Follow one-step oral directions.
<b>2.0</b>	<b>SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</b>
2.1	Recount experiences or present stories. 1) move through a logical sequence of events. ✓ Sequence events in their day.
<b>Grade 3</b>	
<b>1.0</b>	<b>LISTENING AND SPEAKING STRATEGIES: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</b>
1.3	<b>Comprehension:</b> Respond to questions with appropriate elaboration. ✓ Respond to questions about choices or yes/no questions.
<b>2.0</b>	<b>SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</b>
2.1	Make brief narrative presentations. ✓ Respond to questions about one's daily activities.
<b>Total Level II Tasks:</b>	<b>Total Number of Tasks: 8</b>
	<b>Percentage of Test: 100%</b>

**California Alternate Performance Assessment**  
**English-Language Arts Blueprint**  
**Level III: Grades 4-5**

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<b>CALIFORNIA CONTENT STANDARDS</b>	
<b>Reading</b>	<b>Number of Tasks: 5</b> <b>Percentage of Test: 62.5%</b>
<b>Grade 5</b>	
<b>1.0</b>	<b>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>1.3</b>	<b>Vocabulary and Concept Development:</b> Understand and explain frequently used synonyms, antonyms and homographs. ✓ Match homophones or homographs to the correct picture; match opposites with picture/print.
<b>Grade 4</b>	
<b>2.0</b>	<b>READING COMPREHENSION:</b> 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, making predictions, comparing information from several sources). 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 to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).
<b>2.6</b>	<b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text. ✓ Measure cause-and-effect with an “if then” statement.
<b>2.7</b>	<b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games). ✓ Follow two-step oral instructions.
<b>Grade 5</b>	
<b>2.0</b>	<b>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 five, students make progress toward this goal.
<b>2.1</b>	<b>Structural Features of Informational Materials:</b> Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. ✓ Interpret a bar graph, identify simple feature on a simple map.
<b>2.2</b>	<b>Structural Features of Informational Materials:</b> Analyze text that is organized in sequential or chronological order. ✓ When given two or three sequential pictures the students choose the correct picture to answer the question.

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2.3	<p><b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>✓ Identify the main idea (in text read to student).</p>
<b>Grade 4</b>	
3.0	<p><b>LITERARY RESPONSE AND ANALYSIS:</b> 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). 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.</p>
3.2	<p><b>Narrative Analysis of Grade-Level-Appropriate Text:</b> Identify the main events of the plot, their causes, and the influence of each event on future actions.</p> <p>✓ Sequence the main events of a simple story showing the beginning, middle, and end (using pictures).</p>
3.3	<p><b>Narrative Analysis of Grade-Level-Appropriate Text:</b> 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> <p>✓ Describe a character’s behavior with an emotion and answer the “why” question.</p>
3.4	<p><b>Narrative Analysis of Grade-Level-Appropriate Text:</b> Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).</p> <p>✓ Identify the sameness between two stories (characters and location).</p>
<b>Grade 5</b>	
3.0	<p><b>LITERARY RESPONSE AND ANALYSIS:</b> Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between 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.</p>
3.2	<p><b>Narrative Analysis of Grade-Level-Appropriate Text:</b> Identify the main problem or conflict of the plot and how it is resolved.</p> <p>✓ Tell or show the main problem or conflict of a short two- or three-sentence story (orally presented).</p>
<b>Writing</b>	<p><b>Number of Tasks: 3</b>  <b>Percentage of Test: 37.5%</b></p>
<b>Grade 5</b>	
1.0	<p><b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b> Students write and speak with a command of standard English conventions appropriate to this grade level.</p>
1.2	<p><b>Grammar:</b> Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.</p> <p>✓ Match the modifier and/or pronouns with the appropriate picture prompt.</p>
1.3	<p><b>Punctuation:</b> Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth.</p> <p>✓ Identify the proper use of a colon, period, exclamation point, quotation mark, question mark.</p>
1.4	<p><b>Capitalization:</b> Use correct capitalization.</p> <p>✓ Identify the correct usage of capitalization (name, months, days).</p>

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<b>Grade 4</b>		
<b>1.0</b>	<b>WRITING STRATEGIES:</b> 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 (i.e., prewriting, drafting, revising, editing successive versions).	
1.1	<b>Organization and Focus:</b> Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. ✓ Match key word to simple sentence.	
1.3	<b>Organization and Focus:</b> Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). ✓ Identify a question versus a statement.	
<b>Grade 5</b>		
<b>1.0</b>	<b>WRITING STRATEGIES:</b> 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.	
1.6	<b>Evaluation and Revision:</b> Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. ✓ Match sentence representation to a given model.	
<b>Listening and Speaking</b>	<b>Number of Tasks:</b>	<b>0</b>
	<b>Percentage of Test:</b>	<b>0%</b>
<b>Total Level III Tasks:</b>	<b>Total Number of Tasks:</b>	<b>8</b>
	<b>Percentage of Test:</b>	<b>100%</b>

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**California Alternate Performance Assessment**  
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**Level IV: Grades 6-8**  
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<b>CALIFORNIA CONTENT STANDARDS</b>	
<b>Reading</b>	<b>Number of Tasks: 4</b> <b>Percentage of Test: 50%</b>
<b>Grade 6</b>	
<b>1.0</b>	<b>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</b>	<b>Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. ✓ Read a simple four-to-five word sentence composed of high-frequency words.
<b>Grade 7</b>	
<b>1.0</b>	<b>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>1.3</b>	<b>Vocabulary and Concept Development:</b> Clarify word meanings through the use of definition, example, restatement, or contrast. ✓ Understand frequently used synonyms, antonyms, and homographs.
<b>Grade 6</b>	
<b>2.0</b>	<b>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.
<b>2.3</b>	<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. ✓ Select a book title that would provide more information for a main idea.
<b>Grade 7</b>	
<b>2.0</b>	<b>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>2.3</b>	<b>Structural Features of Informational Materials:</b> Analyze text that uses the cause-and-effect organizational pattern. ✓ Distinguish between cause and effect in expository text.

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<b>Grade 8</b>	
<b>2.0</b>	<b>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</b>	<b>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). ✓ Identify the key features of consumer materials (e.g., telephone book, newspaper, magazines).
<b>2.3</b>	<b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Find similarities and differences between texts in the treatment, scope, or organization of ideas. ✓ Identify an appropriate genre for a given task.
<b>Grade 6</b>	
<b>3.0</b>	<b>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>3.2</b>	<b>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. ✓ Use knowledge of a character's traits to determine the causes for that character's actions.
<b>3.6</b>	<b>Narrative Analysis of Grade-Level-Appropriate Text:</b> Identify and analyze features of themes conveyed through characters, actions, and images. ✓ Identify themes conveyed through characters, actions, and images.
<b>Grade 7</b>	
<b>3.0</b>	<b>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>3.2</b>	<b>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). ✓ Identify the main events of the plot and the influence of those main events on future actions.

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<b>Grade 8</b>		
3.0	<b>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.	
3.2	<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. ✓ Identify a solution to a given problem/conflict. ✓ Identify whether the solution resolved the problem.	
<b>Writing</b>	<b>Number of Tasks:</b>	<b>2</b>
	<b>Percentage of Test:</b>	<b>25%</b>
<b>Grade 6</b>		
1.0	<b>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 simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. ✓ Use a simple sentence.	
1.4	<b>Capitalization:</b> Use correct capitalization. ✓ Use correct capitalization at the beginning of a sentence.	
<b>Grade 8</b>		
1.0	<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b> Students write and speak with a command of standard English conventions appropriate to this grade level.	
1.6	<b>Spelling:</b> Use correct spelling conventions. ✓ Spell simple high-frequency words.	
<b>Grade 6</b>		
1.0	<b>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.	
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. ✓ Select a focus and an organizational structure based upon purpose (e.g., letter, report, list, story).	
<b>Listening and Speaking</b>	<b>Number of Tasks:</b>	<b>2</b>
	<b>Percentage of Test:</b>	<b>25%</b>
<b>Grade 6</b>		
1.0	<b>LISTENING AND SPEAKING STRATEGIES:</b> Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	
1.3	<b>Comprehension:</b> Restate and execute multiple-step oral instructions and directions. ✓ Execute two- or three-step oral instructions and directions.	

✓ Focus of the California content standards for the alternate assessment.

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**English-Language Arts Blueprint**  
**Level IV: Grades 6-8**  
 (Blueprint adopted by the State Board of Education 3/06)

<b>Grade 7</b>	
<b>1.0</b>	<b>LISTENING AND SPEAKING STRATEGIES:</b> deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.
1.1	<b>Comprehension:</b> Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. ✓ Ask a question to elicit information.
1.2	<b>Comprehension:</b> Determine the speaker's attitude toward the subject. ✓ Determine the speaker's attitude toward the subject.
1.5	<b>Organization and Delivery of Oral Communication:</b> Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience. ✓ Maintain the topic for three exchanges.
<b>Grade 8</b>	
<b>1.0</b>	<b>LISTENING AND SPEAKING STRATEGIES:</b> Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
1.5	<b>Organization and Delivery of Oral Communication:</b> Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations. ✓ Use precise language such as sensory details (e.g., size, shape, color).
<b>Total Level IV Tasks:</b>	<b>Total Number of Tasks: 8</b> <b>Percentage of Test: 100%</b>

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**English-Language Arts Blueprint**  
**Level V: Grades 9-12**  
 (Blueprint adopted by the State Board of Education 3/06)

<b>CALIFORNIA CONTENT STANDARDS</b>	
<b>Reading</b>	<b>Number of Tasks: 4</b> <b>Percentage of Test: 50%</b>
<b>Grades 9 and 10</b>	
<b>1.0</b>	<b>WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b> 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	<b>Vocabulary and Concept Development:</b> Identify and use the literal and figurative meanings of words and understand word derivations. ✓ Identify and use the literal and common figurative meaning of words (e.g., running late, sick and tired).
1.2	<b>Vocabulary and Concept Development:</b> Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. ✓ Understand “shades of meaning” in related words (e.g., softly and quietly).
<b>Grades 9 and 10</b>	
<b>2.0</b>	<b>READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b> Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, online information. In grades nine and ten, students make substantial progress toward this goal.
2.1	<b>Structural Features of Informational Materials:</b> 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. ✓ Analyze environmental print (e.g., labels, signs, menus).
2.3	<b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Generate relevant questions about readings on issues that can be researched. ✓ Choose relevant question for a provided topic.
<b>Grades 9 and 10</b>	
<b>3.0</b>	<b>LITERARY RESPONSE AND ANALYSIS:</b> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.
3.3	<b>Narrative Analysis of Grade-Level-Appropriate Text:</b> 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. ✓ Identify the interactions between main and subordinate characters in a literary text.

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3.4	<b>Narrative Analysis of Grade-Level-Appropriate Text:</b> Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, soliloquy. ✓ Determine characters' traits by what the characters say about themselves in dialogue.
3.5	<b>Narrative Analysis of Grade-Level-Appropriate Text:</b> Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work. ✓ Compare features of themes conveyed through characters' actions.
<b>Writing</b>	<b>Number of Tasks: 2</b> <b>Percentage of Test: 25%</b>
<b>Grades 9 and 10</b>	
1.0	<b>WRITTEN AND ORAL LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.</b>
1.3	<b>Grammar and Mechanics of Writing:</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. ✓ Write a short dictation sentence.
1.4	<b>Manuscript Form:</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. ✓ Spell simple high-frequency words.
<b>Grades 9 and 10</b>	
1.0	<b>WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.</b>
1.2	<b>Organization and Focus:</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. ✓ Use precise language, action verbs, and sensory details.
<b>Listening and Speaking</b>	<b>Number of Tasks: 2</b> <b>Percentage of Test: 25%</b>
<b>Grades 9 and 10</b>	
1.0	<b>LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.</b>
1.1	<b>Comprehension:</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. ✓ Provide information supporting an idea under discussion.

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<b>2.0</b>	<b>SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):</b> Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
2.1	Deliver narrative presentations:  3) Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. ✓ Use describing words to describe a picture.
2.3	Apply appropriate interviewing techniques:  1) Prepare and ask relevant questions. ✓ Ask relevant questions.
<b>Total Level V Tasks:                      Total Number of Tasks: 8</b> <b>Percentage of Test:                      100%</b>	