

**2007-08 English Language Arts Focus Standards/Instructional Objectives  
Grade 7**

<b>Benchmark 1 September 18, 2007</b>	<b>Benchmark 2 October 30, 2007</b>	<b>Benchmark 3 January 15, 2008</b>	<b>Benchmark 4 February 28, 2008</b>
R1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry CST (3)	R1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry CST (3)	R1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry CST (3)	R1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry CST (3)
R1.3 Clarify word meanings through the use of definition, example, restatement, or contrast CST (5)	R1.3 Clarify word meanings through the use of definition, example, restatement, or contrast CST (5)	R1.3 Clarify word meanings through the use of definition, example, restatement, or contrast CST (5)	R1.3 Clarify word meanings through the use of definition, example, restatement, or contrast CST (5)
R3.2 Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s) CST (2)	R3.2 Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s) CST (2)	R2.2 Locate information by using a variety of consumer, workplace, and public documents CST (4)	R2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs) CST (3)
R3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters CST (3)	R3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters CST (3)	R3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters CST (3)	R2.2 Locate information by using a variety of consumer, workplace, and public documents CST (4)
WS1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary CST (4)	R3.5 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 CST (3)	R3.5 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 CST (3)	R3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters CST (3)
	WS1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary CST (4)	WS1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary CST (4)	R3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness) CST (2)
			WS1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary CST (4)

CST ( ) = number of questions on the California Standards Test

**2007-08 English Language Arts Focus Standards/Instructional Objectives  
Grade 8**

<b>Benchmark 1 September 18, 2007</b>	<b>Benchmark 2 October 30, 2007</b>	<b>Benchmark 3 January 15, 2008</b>	<b>Benchmark 4 February 28, 2008</b>
<b>R1.1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases CST (2)	<b>R1.1 1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases CST (2)	<b>R1.1 1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases CST (2)	<b>R1.1 1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases CST (2)
<b>R1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast CST (5)	<b>R1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast CST (5)	<b>R1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast CST (5)	<b>R1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast CST (5)
<b>R3.2</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 CST (3)	<b>R3.2</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 resolve CST (3)	<b>R2.5</b> Understand and explain the use of a complex mechanical device by following technical directions CST (3)	<b>R2.7</b> Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text CST (3)
<b>R3.4</b> Analyze the relevance of the setting (e.g., place, time, and customs) to the mood, tone, and meaning of the text CST (2)	<b>R3.4</b> Analyze the relevance of the setting (e.g., place, time, and customs) to the mood, tone, and meaning of the text CST (2)	<b>R3.1</b> Determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet) CST (2)	<b>R3.1</b> Determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet) CST (2)
<b>WS1.6</b> Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas CST (6)	<b>WS1.6</b> Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas CST (6)	<b>R3.6</b> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work CST (3)	<b>R3.6</b> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work CST (3)
		<b>WS1.6</b> Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas CST (6)	<b>WS1.6</b> Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas CST (6)

CST ( ) = number of questions on the California Standards Test

**2007-08 English Language Arts Focus Standards/Instructional Objectives  
Grade 9**

<b>Benchmark 1 September 18, 2007</b>	<b>Benchmark 2 October 30, 2007</b>	<b>Benchmark 3 January 15, 2008</b>	<b>Benchmark 4 February 28, 2008</b>
<b>R1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations CST (5) CAHSEE (7)	<b>R1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations CST (5) CAHSEE (7)	<b>R1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations CST (5) CAHSEE (7)	<b>R1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations CST (5) CAHSEE (7)
<b>R3.2</b> 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 CST (2) CAHSEE (0)	<b>R3.2</b> 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 CST (2) CAHSEE (0)	<b>R2.7</b> Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings CST (4) CAHSEE (3)	<b>R2.7</b> Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings CST (4) CAHSEE (3)
<b>R3.3</b> 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 CST (2) CAHSEE (2)	<b>R3.3</b> 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 CST (2) CAHSEE (2)	<b>R2.8</b> 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) CST (4) CAHSEE (5)	<b>R2.8</b> 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) CST (4) CAHSEE (5)
<b>R3.4</b> Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy CST (1) CAHSEE (2)	<b>R3.5</b> Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. CST (2) CAHSEE (2)	<b>R3.5</b> Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. CST (2) CAHSEE (2)	<b>R3.2</b> 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 CST (2) CAHSEE (0)
<b>WS1.9</b> 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 CST (6)	<b>WS1.9</b> 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 CST (6)	<b>R3.7</b> Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, symbolism, and explain their appeal CST (2) CAHSEE (2)	<b>R3.5</b> Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. CST (2) CAHSEE (2)

<b>CAHSEE (3)</b>	<b>CAHSEE (3)</b>		
			<b>R3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, symbolism, and explain their appeal</b> CST (2) CAHSEE (2)
		<b>WS1.9 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</b> CST (6) CAHSEE (3)	<b>WS1.9 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</b> CST (6) CAHSEE (3)

CST ( ) = number of questions on California Standards Test

CAHSEE ( ) = number of questions on California High School Exit Exam

**2007-08 English Language Arts Focus Standards/Instructional Objectives  
Grade 10**

<b>Benchmark 1 September 18, 2007</b>	<b>Benchmark 2 October 30, 2007</b>	<b>Benchmark 3 January 15, 2008</b>	<b>Benchmark 4 February 28, 2008</b>
<b>R1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations CST (5) CAHSEE (7)	<b>R1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations CST (5) CAHSEE (7)	<b>R1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations CST (5) CAHSEE (7)	<b>R1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations CST (5) CAHSEE (7)
<b>R3.2</b> 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 CST (2) CAHSEE (0)	<b>R3.2</b> 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 CST (2) CAHSEE (0)	<b>R2.7</b> Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings CST (4) CAHSEE (3)	<b>R2.7</b> Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings CST (4) CAHSEE (3)
<b>R3.3</b> 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 CST (2) CAHSEE (2)	<b>R3.5</b> Compare works that express a universal theme and provide evidence to support the ideas expressed in each work CST (2) CAHSEE (2)	<b>R2.8</b> 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) CST (4) CAHSEE (5)	<b>R2.8</b> 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) CST (4) CAHSEE (5)
<b>R3.4</b> Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy CST (1) CAHSEE (2)	<b>R3.7</b> Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, symbolism, and explain their appeal CST (2) CAHSEE (2)	<b>R3.5</b> Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. CST (2) CAHSEE (2)	<b>R3.2</b> 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 CST (2) CAHSEE (0)
<b>WS1.9</b> 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 CST (6)	<b>WS1.9</b> 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 CST (6)	<b>R3.7</b> Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, symbolism, and explain their appeal CST (2) CAHSEE (2)	<b>R3.5</b> Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. CST (2) CAHSEE (2)

<b>CAHSEE (3)</b>	<b>CAHSEE (3)</b>		
			<b>R3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, symbolism, and explain their appeal</b> CST (2) CAHSEE (2)
		<b>WS1.9 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</b> CST (6) CAHSEE (3)	<b>WS1.9 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</b> CST (6) CAHSEE (3)

CST ( ) = number of questions on California Standards Test

CAHSEE ( ) = number of questions on California High School Exit Exam

**2007-08 English Language Arts Focus Standards/Instructional Objectives  
Grade 11**

<b>Benchmark 1 September 18, 2007</b>	<b>Benchmark 2 October 30, 2007</b>	<b>Benchmark 3 January 15, 2008</b>	<b>Benchmark 4 February 28, 2008</b>
<b>R1.3</b> Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences CST (4)	<b>R1.3</b> Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences CST (4)	<b>R1.3</b> Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences CST (4)	<b>R1.3</b> Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences CST (4)
		<b>R2.1</b> 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 CST (4)	<b>R2.1</b> 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 CST (1)
		<b>R2.6</b> 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) CST (6)	<b>R2.6</b> 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) CST (6)
<b>R3.2</b> 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 CST (1)	<b>R3.1</b> 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 CST (3)	<b>R3.1</b> 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 CST (3)	<b>R3.8</b> 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) CST (3)
<b>R3.4</b> Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader's emotions CST (1)	<b>R3.3</b> 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 CST (2)	<b>R3.3</b> 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 CST (2)	<b>R3.9</b> 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) CST (3)

<b>WOC1.1</b> Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English CST (7)	<b>WOC1.1</b> Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English CST (7)	<b>WOC1.1</b> Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English CST (7)	<b>WOC1.1</b> Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English CST (7)
<b>WS1.9</b> 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 CST (4)	<b>WS1.9</b> 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 CST (4)	<b>WS1.9</b> 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 CST (4)	<b>WS1.9</b> 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 CST (4)

CST ( ) = number of questions on California Standards Test

**2007-08 English Language Arts Focus Standards/Instructional Objectives  
Grade 12**

<b>Benchmark 1 September 18, 2007</b>	<b>Benchmark 2 October 30, 2007</b>	<b>Benchmark 3 January 15, 2008</b>	<b>Benchmark 4 February 28, 2008</b>
<b>R1.3</b> Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences CST (4)	<b>R1.3</b> Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences CST (4)	<b>R1.3</b> Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences CST (4)	<b>R1.3</b> Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences CST (4)
		<b>R2.1</b> 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 CST (4)	<b>R2.1</b> 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 CST (1)
		<b>R2.6</b> 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) CST (6)	<b>R2.6</b> 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) CST (6)
<b>R3.2</b> 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 CST (1)	<b>R3.1</b> 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 CST (3)	<b>R3.1</b> 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 CST (1)	<b>R3.8</b> 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) CST (3)
<b>R3.4</b> Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader's emotions CST (1)	<b>R3.3</b> 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 CST (2)	<b>R3.3</b> 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 CST (2)	<b>R3.9</b> 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) CST (3)

<b>WOC1.1</b> Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English CST (7)	<b>WOC1.1</b> Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English CST (7)	<b>WOC1.1</b> Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English CST (7)	<b>WOC1.1</b> Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English CST (7)
<b>WS1.9</b> 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 CST (4)	<b>WS1.9</b> 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 CST (4)	<b>WS1.9</b> 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 CST (4)	<b>WS1.9</b> 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 CST (4)

CST ( ) = number of questions on California Standards Test