English-Language Arts Crosswalk

The chart below includes the California Content Standards assessed on the Grade 11 English-Language Arts (ELA) California Standards Test, the Competencies in Academic Literacy from the Intersegmental Committee of the Academic Senate (ICAS), and the American Diploma Project (ADP) Benchmarks in English Language Arts. The standards highlighted in purple are the standards assessed on the EAP subset of CST items. The standards highlighted in green are additional standards assessed through either the augmentation items or the EAP direct writing assessment (EAP Essay). Both the augmentation items and the EAP Essay also address many standards already assessed by the CST subset (highlighted in purple). Taken together, the purple and green highlighted standards constitute the full range of California Content Standards measured on the EAP. The standards not highlighted are those that are measured on the full ELA CST but not selected for inclusion on the EAP. The purpose of this crosswalk is to show if there is any alignment between the ICAS Competencies and ADP Benchmarks with the California Content Standards. It is intended to be read left-to-right. Differences in the varying levels of purpose and specificity among these sets of standards should be considered when drawing conclusions.

California Content Standards	EAP Essay Scoring Guide - Level 6 Essay	ICAS	ADP	Comments
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT				
1.1 Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history			**A2.** Use general and specialized dictionaries, thesauruses and glossaries (print and electronic) to determine the definition, pronunciation, etymology, spelling and usage of words. **A3.** Use roots, affixes and cognates to determine the meaning of unfamiliar words.	ADP references etymology but does not emphasize tracing etymology of political science and history terms.
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.			**A3.** Use roots, affixes and cognates to determine the meaning of unfamiliar words.	
1.3 Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences			**A5.** Identify the meaning of common idioms, as well as literary, classical and biblical allusions; use them in oral and written communication.	
READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)				
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		**Comprehension and Retention** - Analyze information and argument	**E5.** Recognize common logical fallacies, such as the appeal to pity (argumentum ad misericordiam), the personal attack (argumentum ad hominem), the appeal to common opinion (argumentum ad populum) and the false dilemma (assuming only two options when there are more options available); understand why these fallacies do not prove the point being argued. **F10.** Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader. **F9.** Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose. **F11.** Evaluate informational and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal.	

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2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text	**b. Understanding and use of the passage** 6-demonstates a thorough critical understanding of the passage in developing an insightful response	**Writing, Style/Expression** - Critically analyze or evaluate the ideas or arguments of others	**F9**. Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.	
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.		**Writing, Style/Expression** - use the library catalog and the Internet to locate relevant sources - critically assess the authority and value of research materials that have been located	**A7.** Comprehend and communicate quantitative, technical and mathematical information **D3.** Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites. **E3.** Describe the structures of a given argument; identify its claims and evidence; and evaluate connections among evidence, inferences and claims.	While ICAS and ADP do not explicitly specify consumer, workplace, and public documents or the task of verifying/ clarifying facts, both ICAS and ADP do emphasize the ability to do research to find information and to assess the validity of this information once found.
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.	**b. Understanding and use of the passage** 6-demonstates a thorough critical understanding of the passage in developing an insightful response **c. Quality and clarity of thought** 6-explores the issues thoughtfully and in depth	**Comprehension and Retention** - Analyze information and argument **Writing, Style/Expression** - Critically analyze or evaluate the ideas or arguments of others	**E3.** Describe the structure of a given argument; identify its claims and evidence; and evaluate connections among evidence, inferences and claims. **E4.** Evaluate the range and quality of evidence used to support or oppose an argument. [ADP Core]	ICAS is written at a much broader level than the California standard statement, most likely because documents were written for different purposes and narrower focus can help to guide instruction/curricular planning.
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject	**b. Understanding and use of the passage** 6-demonstates a thorough critical understanding of the passage in developing an insightful response **c. Quality and clarity of thought** 6-explores the issues thoughtfully and in depth	**Comprehension and Retention** - Analyze information and argument **Writing, Style/Expression** - Critically analyze or evaluate the ideas or arguments of others		

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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)		**Comprehension and Retention** - Identify appeals made to reader (SEE ALSO Depth of Analysis and Interaction with the Text and Listening) **Depth of Understanding** - Identify the evidence which supports, confutes, or contradicts a thesis **Writing, Style/Expression** - Critically assess the authority and value of research materials that have been located	**D3.** Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites. **E4.** Evaluate the range and quality of evidence used to support or oppose an argument. [ADP Core] **E6.** Analyze written or oral communications for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning.	
LITERARY RESPONSE AND ANALYSIS				
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		**Comprehension and Retention** - Understand "rules" of various genres	**H3.** Interpret significant works from various forms of literature: poetry, novel, biography, short story, essay and dramatic literature; use understanding of genre characteristics to make deeper and subtler interpretations of the meaning of the text. [ADP Core]	ICAS is written at a much broader level than the California standard statement, most likely because documents were written for different purposes and narrower focus can help to guide instruction/curricular
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.			**H4.** Analyze the setting, plot, theme, characterization and narration of classic and contemporary short stories and novels.	
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 of both				
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.			**H5.** Demonstrate knowledge of metrics, rhyme scheme, rhythm, alliteration and other conventions of verse in poetry.	

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3.5 Narrative Analysis of Grade-Level-Appropriate Text: Analyze recognized works of American literature representing a variety of genres and traditions:				Note that ADP is less specific than the California standard statement, but this is to be expected since California is intended to guide curriculum/ instruction. So overall alignment, while not specific, aligns with points 1, 2, and 3 below.
a) Trace the development of American literature from the Colonial period forward			**H1.** Demonstrate knowledge of 18th and 19th century foundational works of American literature.	
b) contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period **NOT INCLUDED IN REVIEWED BLUEPRINT**			**H2.** Analyze foundational U.S. documents for their historical and literary significance (for example, The Declaration of Independence, the Preamble to the U.S. Constitution, Abraham Lincoln's "Gettysburg Address," Martin Luther King's "Letter from Birmingham Jail").	
c) Evaluate the philosophical, political, religious, ethnical, 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 *Macbeth*).				
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 characters (Philosophical Approach)				

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WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS				
1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English	**f. Grammar, usage, and mechanics** 6-is generally free from errors in grammar, usage, and mechanics	**Writing, Style/Expression** - edit or proofread to eliminate errors in grammar, mechanics, and spelling, using standard English conventions - vary sentence structures and word choice as appropriate for audience and purpose	**A1.** Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling. [ADP Core]	
1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization		**Writing, Style/Expression** - edit or proofread to eliminate errors in grammar, mechanics, and spelling, using standard English conventions	**A1.** Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling. [ADP Core]	
WRITING STRATEGIES				
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	**d. Organization, development, and support** 6-is coherently organized, with ideas supported by apt reasons and well chosen examples	**Writing Competencies, Invention** - Duly consider audience, purpose	**C9.** Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay) that: • develops a thesis; • creates an organizing structure appropriate to purpose, audience and context; • includes relevant information and excludes extraneous information; • makes valid inferences; • supports judgments with relevant and substantial evidence and well-chosen details; and • provides a coherent conclusion. [ADP Core]	See also other ADP Benchmarks by specific writing type: C10 (work-related texts), D5 (research), E9 (arguments), G4 (media presentation)
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	**e. Syntax and command of language** 6-has an effective, fluent style marked by syntactic variety and a clear command of language	**Fostering Habits of Mind Essential for Success: Academic Literacy and Critical Thinking** - identify and use rhetorics of argumentation and interrogation in different disciplines, for different purposes, and for diverse audience		

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1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples	**d. Organization, development, and support** 6-is coherently organized, with ideas supported by apt reasons and well chosen examples	**Writing, Arrangement** - Develop thesis convincingly with well-chosen examples, reasons, and logic - Organize information - Structure writing so that it is clearly organized, logically developed, and coherent **Writing, Style/Expression** - Write well-organized, well-developed essays **Fostering Habits of Mind Essential for Success: Academic Literacy and Critical Thinking** - sustain and support arguments with evidence	**C3.** Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole. [ADP Core] **E9.** Construct arguments (both orally and in writing) that: • develop a thesis that demonstrates clear and knowledgeable judgment; • structure ideas in a sustained and logical fashion; • use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies and illustrations; • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning; • anticipate and address the reader's concerns and counterclaims; and • provide clear and effective conclusions. [ADP Core]	See also other ADP Benchmarks by specific writing type: C10 (work-related texts), D5 (research), E9 (arguments), G4 (media presentation)
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	**e. Syntax and command of language** 6-has an effective, fluent style marked by syntactic variety and a clear command of language	**Fostering Habits of Mind Essential for Success: Academic Literacy and Critical Thinking** - identify and use rhetorics of argumentation and interrogation in different disciplines, for different purposes, and for diverse audience	**C8.** Present written material using basic software programs (such as Word, Excel and PowerPoint) and graphics (such as charts, ratios and tables) to present information and ideas best understood visually.	ADP does not specifically discuss rhetorical devices used in writing or the issuance of a call to action. ICAS refers to rhetorics generally but does not specify parallelism, etc., visual aids, or calls for action.
1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone	**e. Syntax and command of language** 6-has an effective, fluent style marked by syntactic variety and a clear command of language	**Writing, Style/Expression** - vary sentence structures and word choice as appropriate for audience and purpose	**A6.** Recognize nuances in the meanings of words; choose words precisely to enhance communication. [ADP Core] **C5.** Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context. **C2.** Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication. [ADP Core]	

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1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)		**Writing, Style/Expression** - Conduct college-level research to develop and support their own opinions and conclusions	**C6.** Cite print or electronic sources properly when paraphrasing or summarizing information, quoting, or using graphics. **C1.** Plan writing by taking notes, writing informal outlines and researching.	
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	**e. Syntax and command of language** 6-has an effective, fluent style marked by syntactic variety and a clear command of language	**Writing, Arrangement** - use revision techniques to improve focus, support, and organization	**C2.** Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication. [ADP Core] **C4.** Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs and correct errors in logic. **C5.** Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context.	While both state revision as the performance expected, the ICAS focus is on support/organization, while the California standard emphasizes voice, style, and tone.
N/A	**a. Response to topic** 6 -addresses the topic clearly and responds effectively to all aspects of the task	**Writing, Invention** - Develop Main point or thesis **Writing, Arrangement** - Develop thesis convincingly with well-chosen examples, reasons, and logic	**C3.** Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole. [ADP Core] **C5.** Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context.	See other ADP Benchmarks by specific writing type: C9 (academic essays) C10 (work-related texts), D5 (research), E9 (arguments), G4 (media presentation)
Grades 9-10 **1.0 Written and Oral English Language Conventions**				
1.2 Written and Oral English Language Convention: Understanding sentence construction(e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)		**Writing, Style/Expression** - edit or proofread to eliminate errors in grammar, mechanics, and spelling, using standard English conventions.	**A1.** Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling.	
Grade 8 **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**				
1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.		**Comprehension and Retention** **-** decipher the meaning of vocabulary from the context	**A4:** Use context to determine the meaning of unfamiliar words.	