

APPENDIX B

STANDARDS STATEMENTS: CALIFORNIA LANGUAGE ARTS STANDARDS AND CALIFORNIA EDUCATION ROUND TABLE STANDARDS

In Part II, we allude to competencies, abilities and skills called for in two other competency statements. The grid that follows juxtaposes those competencies. For ease of reference, each item contains its numeration as it appears in the original document from which it was excerpted.

A reminder about the origins of these two documents:

- The California Language Arts Content Standards** were designed by appointees of the State Board of Education. Postsecondary faculty who may have participated in those discussions did so without approval of or by their Academic Senates. Thus, this document does not retain the imprimatur of California's public colleges and universities. The document was adopted by the State Board of Education and mandated for all public K-12 schools. The portion contained herein explicates the content standards for grades 11-12; students in those grades are assessed in statewide testing programs to determine their mastery of competencies selected from this list. These standards are available on the Web at <http://www.cde.ca.gov/board>
- The California Education Roundtable Content Standards** (called the CERT standards) were published just immediately prior to the state's content standards for language arts. These standards were designed by a task force sponsored by the Roundtable;

the Roundtable itself is comprised, in part, by the heads of the California Department of Education, the California Community Colleges, the California State Universities, and the University of California. Serving on this Task Force were K-12 faculty, administrators, public participants, and Academic Senate-appointed postsecondary faculty. These standards thus reflect the competencies advocated by teaching experts. While these standards have no official status under the State Board of Education, they nevertheless provide a point of contrast, noting competencies not addressed in the California Language Arts standards. The CERT Standards, reflecting the views of the California's academic senate faculty, remain their adopted and approved standards and hence are included here. Many of those original CERT findings are underscored by the study conducted for this project.

A companion document to assist in assessing these CERT standards, Performance Standards and Assessments Criteria in English-Language Arts for California High School Graduates, is found on the Web at <http://www.certicc.org>

That document contains dozens of examples of performance descriptors, samples of annotated student work, assignments from across the disciplines, rubrics and assessments, including classroom-based assessment mechanisms.

COMPARATIVE CHART OF STANDARDS

COMPARISON OF CONTENT STANDARDS

Reading For Information & Understanding	California Language Arts Content Standards (Cal LACS)	CERT Content Standards
Breadth & Variety of Texts	<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.</p> <p>1.1 Trace the etymology of significant terms used in political science and history.</p> <p>1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology</p> <p>1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p>	<p>1. The student comprehends academic, public, workplace, and literary texts of the quality and complexity illustrated in California’s recommended reading lists as well as district-adopted reading lists. As a general rule, a high school student should read the equivalent of twenty-five books each year, in a variety of genres, across the entire school curriculum. The texts should include traditional and contemporary literature as well as magazines, newspapers, textbooks, and online sources or electronic texts.</p> <p>1.1 Demonstrates an understanding of the text as a whole;</p> <p>1.2 Identifies and analyzes information ideas, and meaning presented in the text;</p> <p>1.3 Extracts important information from the text;</p> <p>1.4 Demonstrates knowledge of the vocabulary necessary for understanding a text;</p> <p>1.5 Reads texts aloud fluently and expressively.</p>
		<p>2. The student reads texts and a variety of informational materials such as directories, correspondence, manuals, records, charts, and other public and workplace documents, to develop understanding and expertise. The student produces evidence of reading that</p> <p>2.1 Summarizes information</p> <p>2.2 Relates prior knowledge and experience to new information</p> <p>2.3 Makes connections to related topics or information.</p>

Reading For Information & Understanding	California Language Arts Content Standards (Cal LACS)	CERT Content Standards
Depth of Understanding and Interaction	<p>2.0 Reading Comprehension: Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the California Reading List. In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature, as well as magazine, newspapers, and online information.</p> <p>Structural Features of Informational Materials</p> <p>2.1 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.</p> <p>Comprehension and analysis of Grade-Level-Appropriate Text</p> <p>2.2 Analyze the way in which the clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.</p> <p>2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents</p> <p>2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>2.6 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).</p>	<p>3. The student reads thoughtfully and critically, and produces evidence of reading that</p> <p>3.1 makes and supports interpretations of texts with convincing evidence</p> <p>3.2 makes well-developed connections between or among texts and experiences</p> <p>3.3 evaluates writing strategies and the elements or writing</p>

Writing to Learn And Communicate Effectively	California Language Arts Content Standards (Cal LACS)	CERT Standards
Depth of Written Expression	<p>Writing Strategies:</p> <p>1.0 Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.</p> <p>Organization and Focus</p> <p>1.1 Demonstrate an understanding of the elements of discourses (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p>1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids; and the issuance of a call for action.</p> <p>1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>Research and Technology</p> <p>1.6 Develop presentations by using clear research questions and creative and critical research strategies.</p> <p>1.7 Use systematic strategies to organize and record information</p> <p>1.8 Integrate databases, graphics and spreadsheets into word-processed documents.</p> <p>Evaluation and Revision</p> <p>1.9 Revise tests to highlight the 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.</p>	<p>1. The student generates ideas, organizes thoughts and information, and develops drafts. The student analyzes and revises written work relative to audiences and purposes by</p> <p>1.0 adding or deleting details</p> <p>1.1 adding or deleting explanations</p> <p>1.2 clarifying difficult passages by rearranging words, sentences, and paragraphs;</p> <p>1.3 reconsidering the overall structure</p>

Writing to Learn And Communicate Effectively	California Language Arts Content Standards (Cal LACS)	CERT Standards
Breadth of Writing Types	<p>2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p> <p>2.1 Write fictional autobiographical, or biographical narratives.</p> <p>2.2 Write responses to literature.</p> <p>2.3 Write reflective compositions.</p> <p>2.4 Write historical investigation reports</p> <p>2.5 Write job applications and resumes</p> <p>2.6 Deliver multimedia presentations</p>	<p>2. The student produces several types of writing. These could include a report, a fictional or autobiographical narrative account, a persuasive essay, a procedural description, or a reflective essay.</p> <p>2.1.0 in a report, the student</p> <p>2.1.1 conveys a central idea on the subject;</p> <p>2.1.2 creates a structure appropriate to purpose, audience, and context;</p> <p>2.1.3 includes appropriate facts and details and excludes information not relevant to the central idea;</p> <p>2.1.4 uses a range of strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario for illustration</p> <p>2.2 in a fictional or autobiographical narrative account, the student:</p> <p>2.2.0 establishes a situation, plot, point of view, setting, and the significance of events and of conclusions that can be drawn from those events;</p> <p>2.2.1 includes sensory details and concrete language to develop plot and characters</p> <p>2.2.2 excludes unnecessary details and inconsistencies</p> <p>2.2.3 uses a range of strategies, such as dialogue, suspense, naming, pacing and specific additions, e.g., movement, gestures, expression</p> <p>2.3 in a persuasive essay, the student:</p> <p>2.3.1 develops a clear and knowledgeable position on a central idea</p> <p>2.3.2 arranges details, reasons, examples, and anecdotes effectively and persuasively for a specified purpose</p> <p>2.3.3 includes appropriate information and arguments and excludes irrelevant information and arguments;</p> <p>2.3.4 anticipates and addresses reader concerns and counter arguments</p> <p>2.3.5 supports arguments with convincing evidence, citing sources of information</p> <p>2.3.6 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes</p>

Writing to Learn And Communicate Effectively	California Language Arts Content Standards (Cal LACS)	CERT Standards
Breadth of Writing Types (Continued)		<p>2.4 in a description of a procedure, the student:</p> <p>2.4.1 provides a guide for a complicated procedure that anticipates a reader’s needs</p> <p>2.4.2 facilitates a reader’s understanding through predictable structures, using elements such as headings, numbering, or paragraphing, and provides smooth transitions between steps;</p> <p>2.4.3 uses a range of organizational strategies, such as creating a visual hierarchy, using white space, and graphics</p> <p>2.4.4 anticipates problems, mistakes, and misunderstandings that the reader might experience</p> <p>2.5 in a reflective essay, the student:</p> <p>2.5.1 explains the significance of some experiences, events, conditions, or concerns;</p> <p>2.5.2 creates a structure appropriate to purpose and audience;</p> <p>2.5.3 uses a variety of writing strategies, such as describing concrete details, comparing and contrasting, and creating a scenario.</p> <p>3. The student writes under varying circumstances:</p> <ul style="list-style-type: none"> ▶ in timed-writing situations ▶ collaboratively; ▶ on student-generated and teacher-generated topics.
Grammar, Conventions, and Usage Standards		
	<p>Written and Oral English Conventions:</p> <p>1.0 Students write and speak with a command of standard English conventions</p> <p>1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p>1.3 Reflect appropriate manuscript requirements in writing.</p>	<p>1. The student appropriately uses the conventions of written language, including</p> <p>1.2 spelling as used in contemporary American dictionaries</p> <p>1.3 capitalization as used in contemporary American style books</p> <p>1.4 punctuation as used in contemporary American style books</p> <p>1.5 vocabulary appropriate for the intended audience</p> <p>1.6 word usage commonly accepted in academic and business settings;</p> <p>1.7 grammar of standard written English, including complex structures;</p> <p>1.8 paragraph structures common to written texts.</p>

Conventions of Oral Presentations	California Language Arts Content Standards (Cal LACS)	CERT Standards
	(Same as preceding)	2. The student appropriately uses the conventions of standard English in oral presentations, including <ul style="list-style-type: none"> 2.1 vocabulary for specific audiences and settings 2.2 grammar of standard spoken English 2.3 conventional sentence structure for spoken English 2.4 intonation appropriate for questions and statements 2.5 conventional word stress patterns for spoken English
Speaking and Listening in Formal and Informal Situations		
	<p>Listening and Speaking Strategies</p> <p>1.0 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 incorporate gestures, tone, and vocabulary tailored to audience and purpose.</p> <p>Comprehension</p> <p>1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture.</p> <p>1.2 Analyze the impact of the media on the democratic process at the local, state, and national levels.</p> <p>1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers.</p> <p>Organization and Delivery of Oral Communication</p> <p>1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.</p> <p>1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:</p> <ul style="list-style-type: none"> a. Inductive and deductive reasoning b. Syllogisms and analogies <p>1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p>	<p>1. The student engages in speaking and listening in formal situations. The student:</p> <ul style="list-style-type: none"> 1.1 uses language that is appropriate for the situation; 1.2 listens carefully for major ideas before making a judgment; 1.3 participates actively in group discussions; 1.4 listens actively to another's point of view and paraphrases to check for understanding; 1.5 organizes information and presents it in a coherent and easy-to-understanding; 1.6 uses a variety of information-gathering and questioning strategies; 1.7 responds appropriately to the verbal and nonverbal cues of others.

Speaking and Listening in Formal and Informal Situations	California Language Arts Content Standards (Cal LACS)	CERT Standards
	<p>1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p> <p>1.8 Use effective and interesting language, including:</p> <ul style="list-style-type: none"> a. Information expressions for effect b. Standard American English for clarity c. Technical language for specificity <p>1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</p> <p>1.10 Evaluate when to use different kinds of effects to create effective productions</p> <p>Analysis and Evaluation of Oral and Media Communication</p> <p>1.11 Critique a speaker’s diction and syntax in relation to the purpose of an oral communication and the impact the words</p> <p>1.12 words may have on the audience</p> <ul style="list-style-type: none"> a. Identify logical fallacies used in oral addresses <p>1.13 Analyze the four basic types of persuasive speech and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning and proof</p> <p>1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness</p>	
	<p>Speaking Applications (Genres and Their Characteristics)</p> <p>2.0 Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates command o standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 2.0.</p> <ul style="list-style-type: none"> 2.1 Deliver reflective presentations 2.2 Deliver oral reports on historical investigations 2.3 Deliver oral responses to literature 2.4 Deliver multimedia presentations 	<ul style="list-style-type: none"> 2. The student engages in speaking and listening in informal situations. The student: <ul style="list-style-type: none"> 2.1 takes turns speaking and listening to others; 2.2 accepts and responds to a variety of conversational styles; 2.3 listens actively to another’s point of view and paragraphs to check for understanding; 2.4 contributes ideas and shares information; 2.5 uses a variety of information gathering and questioning strategies 2.6 responds appropriately to the verbal an nonverbal cues of others; 2.7 shares leadership appropriately by facilitating discussions and assisting in resolving disagreements.

Interpreting, Critiquing, and Creating Literature	California Language Arts Content Standards (Cal LACS)	CERT Standards
Responding to Literature	<p>3.0. Literary Response and Analysis: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the California Reading List.</p> <p>Structural Features of Literature</p> <p>3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.2 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.</p> <p>3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.</p> <p>3.4 Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.</p> <p>3.5 Analyze recognized works of American literature representing a variety of genres and traditions:</p> <ol style="list-style-type: none"> Trace the development of American literature from the colonial period forward Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings. <p>3.6 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</p> <p>3.7 Analyze recognized works of world literature from a variety of authors:</p> <ol style="list-style-type: none"> Contrast the major literary forms, techniques, and characteristics of the major literary periods 	<ol style="list-style-type: none"> The student responds to fiction, nonfiction, poetry, and drama using interpretive, critical, evaluative and reflective processes. The student does the following in oral and written presentations: <ol style="list-style-type: none"> makes inferences and draws conclusions about events, characters, settings, theme, and style; Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description and symbolism; Evaluates the impact of authors’ choices, words, structural style, and content; Analyzes the characteristics of literary forms or genres; Connects themes among literary texts, public discourse, and other mediums. The student creates original work within several literary genres.

Interpreting, Critiquing, And Creating Literature	California Language Arts Content Standards (Cal LACS)	CERT Standards
Responding to Literature	<p>b. Relate literary works and authors to the major themes and issues of their Eras.</p> <p>c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</p> <p>Literary Criticism</p> <p>3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (Political approach).</p> <p>3.9 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 the characters (Philosophical approach).</p>	
Finding, Analyzing, Applying, and Communicating Information		
Breadth of Understanding and Interaction	<p>(Writing Strategies):</p> <p>1.8 Integrate databases, graphics, and spreadsheets into word-processed documents</p> <p>(Writing Applications)</p> <p>2.6 Deliver multimedia presentations</p> <p>a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p>d. Test the audience's response and revise the presentation accordingly</p> <p>(Speaking Applications)</p> <p>2.4 Same as 2.6 above)</p>	<p>1. The student analyzes and evaluates various types of public information, including the use of</p> <p>1.1 Emotional appeals to both friendly and hostile audiences;</p> <p>1.2 Anecdotal evidence;</p> <p>1.3 counter claims;</p> <p>1.4 emotional words and imagery;</p> <p>1.5 references to authorities;</p> <p>1.6 visual appeal, e.g., format, graphics, white space, headers;</p> <p>1.7 the sequence in which information is given;</p> <p>1.8 messages that are subject to audience misunderstanding</p>
Depth of Understanding and Interaction		<p>2. The student finds and uses information to improve critical thinking and understanding of the world. The student:</p> <p>2.1 Recognizes and uses logical arguments and persuasive strategies that are appropriate in terms of the knowledge, backgrounds, and understanding of the intended audience;</p> <p>2.2 reports, organizes, and relates information and ideas accurately;</p> <p>2.3 uses library computer catalog listings and the Internet</p>