



English/ Language Arts CAHSEE REVIEW

SCOPE

Revised
2005-06

&

SEQUENCE



Redlands Unified School District

Redlands Unified School District English/Language Arts California High School Exit Exam (CAHSEE) Review Scope and Sequence

INTRODUCTION:

The Scope & Sequence was developed to align with the standards addressed in the English/Language Arts California High School Exit Exam (CAHSEE). The Scope & Sequence covers one semester of instruction.

The 2005 revised ELA CAHSEE blueprint indicates that the following grade level standards are covered on the math test:

Grades 9 & 10	Reading: Word Analysis	7 items
Grades 9 & 10	Reading: Reading Comprehension	18 items
Grades 9 & 10	Reading: Literary Response	20 items
Grades 9 & 10	Writing: Writing Strategies	12 items
Grades 9 & 10	Writing: Writing Applications	1 essay

The semester class reviews ninth and tenth grade English standards. The content of the class covers three areas. The first section reviews Reading, addressing Word Analysis, Reading Comprehension, and Literary Analysis standards. The second is Writing, which reviews Writing Strategies and Writing Applications. The third portion is a review of Grammar and Usage. Also included are additional resources that you will find useful during your instruction.

ACKNOWLEDGEMENTS

The Redlands Unified School District would like to acknowledge
and thank the following teacher(s) for their contribution
in the development and/or revision of the ELA
CALIFORNIA HIGH SCHOOL EXIT EXAM
(CAHSEE) REVIEW Scope & Sequence:

Linda Carter

RUSD CAHSEE Review *Scope and Sequence* Distribution by Standard

The California standards are directly and indirectly addressed in the series. The chart below addresses only those standards that are directly instructed in the lesson, and does not include additional standards that may be covered in student work.

Word Analysis	
	Semester
1.1	I
1.2	I

Reading Comprehension	
	Semester
2.1	II
2.4	I
2.7	I
2.8	I

Literary Analysis	
	Semester
3.1	I
3.3	I
3.4	I
3.5	I
3.6	I
3.7	II
3.8	I
3.9	I
3.10	I

Writing Strategies	
	Semester
1.1	III
1.2	III
1.4	II
1.5	II
1.6	I
1.7	I
1.8	I
1.9	II

Writing Applications	
	Semester
2.1	I
2.2	I
2.3	I
2.4	I
2.5	I

Written & Oral English Language Conventions	
	Semester
1.1	III
1.2	I
1.3	I



SCOPE & SEQUENCE: CA High School Exit Exam (CAHSEE)

CAHSEE

STANDARD		OBJECTIVE	TEXT SUPPORT
Reading	1.0	Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	Text: <u>California Reading Review</u> by America Book Chapter 1: Word Meaning and Fluency Word Meaning, p. 24 Word Origins, p. 41 Fluency, p. 43 Chapter 1 Summary, p. 44 Chapter 1 Review, p. 45
	1.1	Identify and use the literal and figurative meanings of words and understand word derivations.	
	1.2	Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	
Reading	2.0	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</i> (1990) 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, and online information. In grades nine and ten, students make substantial progress toward this goal.	Chapter 6: Informational Materials Informational Materials, p. 122 Workplace Documents, p. 127 Bibliography, p. 136 Chapter 6 Summary, p. 140 Chapter 6 Review, p. 141
	2.1	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.	

STANDARD	OBJECTIVE		TEXT SUPPORT
Reading	2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	<p>Chapter 7: Synthesizing Information Synthesizing Information, p. 145 Extending the Reach of Ideas, p. 153</p>
Reading	2.7	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	<p>Chapter 5: Elements of Argument Elements of Argument, p. 97 Argument: Evidence & Generalization, p. 102 Chapter 5 Summary, p. 116 Chapter 5 Review, p. 117</p>
	2.8	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).	
Reading	3.0	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.	<p>Chapter 10: Drama Dramatic Literature, p. 219 Dramatic Devices, p. 226 Chapter 10 Summary, p. 231 Chapter 10 Review, p. 232</p>
	3.1	Articulate the relationship between the expresses purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	
	3.3	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences), and explain the way those interactions affect the plot.	

STANDARD	OBJECTIVE	TEXT SUPPORT
	3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	
	3.5 Compare works that express a universal theme and provide evidence to support the ideas express in each work.	
	3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Chapter 9: Analysis of Literature II Analysis of Literature, p. 186 Literary Devices, p. 186
	3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Story Structure, p. 202 Chapter 9 Summary, p. 210 Chapter 9 Review, p. 211
	3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in text.	
	3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	
	3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	
Reading	3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Chapter 11: Literary Criticism Biographical Approach, p. 237 Historical Approach, p. 245 Aesthetic Approach, p. 252
	<p>Progress Test 1, p. 264 Progress Test 2, p. 282</p>	

STANDARD	OBJECTIVE		TEXT SUPPORT
Writing	1.0	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.	Text: <u>California Writing Review</u> By America Book Chapter 1: Writing Paragraphs Writing Paragraphs, p. 12 Organizing Paragraphs, p. 23 Chapter 1 Summary, p. 29 Chapter 1 Review, p. 30
Writing	1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Chapter 2: Diction Tone, p. 43
	1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	
Writing	1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Chapter 6: Proofreading the Essay Proofreading the Essay, p. 114 Grammar and Usage, p. 121
	1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	
Writing	1.4	Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	Chapter 9: Expository Writing Using Primary and Secondary Sources, p. 179

STANDARD	OBJECTIVE	TEXT SUPPORT
Writing	<p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p>1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p>	<p>Chapter 5: Revising the Essay Revising the Essay, p. 94</p>
Writing	<p>2.1 Write biographical or autobiographical narratives or short stories:</p> <ul style="list-style-type: none"> a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. 	<p>Chapter 7: Writing a Biographical Narrative Writing a Biographical Narrative, pp. 145-151 Chapter 7 Review, p. 155</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
Writing	<p>2.2</p> <p>d. Pace the presentation of actions to accommodate changes in time and mood.</p> <p>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p> <p>Write responses to literature:</p> <p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p>Chapter 10: Writing a Response to Literature</p> <p>Writing a Response to Literature, pp. 207-216</p> <p>Chapter 10 Review, pp. 218-220</p>
Writing	<p>2.3</p> <p>Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of</p>	<p>Chapter 9: Expository Writing</p> <p>Expository Writing, pp. 178-200</p> <p>Chapter 9 Review, pp. 202-206</p>

STANDARD	OBJECTIVE		TEXT SUPPORT
Writing	2.4	<p>Write persuasive compositions:</p> <ul style="list-style-type: none"> a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counter-claims, biases, and expectations. 	<p>Chapter 8: Persuasive Writing Persuasive Writing, pp. 156-172 Chapter 8 Review, pp. 174-176</p>
Writing	2.5	<p>Write business letters:</p> <ul style="list-style-type: none"> a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. <p style="text-align: center;">Progress Test 1, p. 223 Progress Test 2, p. 241 Progress Test 3, p. 248</p>	<p>Chapter 11: The Business Letter The Business Letter, pp. 221-227 Chapter 11 Review, pp. 229-232</p>

STANDARD	OBJECTIVE		TEXT SUPPORT
Written and Oral English Language Conventions	1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	Text: <u>California Grammar and Usage Review</u> by America Book Chapter 1: Capitalization and Punctuation, pp. 6-25 Chapter 1 Review, p. 26
Written and Oral English Language Conventions	1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	Chapter 2: Nouns and Pronouns, pp. 28-38 Chapter 2 Review p. 40
Written and Oral English Language Conventions	1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	Chapter 3: Verbs, Verbals, and Modifiers, pp. 42-49 Chapter 3 Review, p. 60
Written and Oral English Language Conventions	1.2	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers), and proper English usage (e.g., consistency of verb tenses).	Chapter 8: Sentence Errors and Sequencing, pp. 97-106 Chapter 8 Review, p. 107
Written and Oral English Language Conventions	1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	Chapter 11: Paragraphs, pp. 136-139 Chapter 11 Review, p. 141
		Progress Test 1, p. 151 Progress Test 2, p. 154 Progress Test 3, p. 157	

EXPOSITORY ESSAY

1. Exposition is most often non fiction
2. Gather evidence in support of your subject
3. Use primary sources and secondary sources accurately
4. Know how to use and include visual aids- charts, maps, graphs
5. Be aware of your audience, anticipating misunderstandings
6. Use subject - specific terms accurately.

*****Use an organizational chart to organize your thoughts.

PERSUASIVE ESSAY

1. Have a logical structure. Put your most powerful arguments first and last.
2. Appeal to the reader's logic
3. Tell a personal story or someone else's story or make a comparison. This may be a good way to start.
4. Use fact, expert opinions, or both to clarify your position. You want to demonstrate that this is not merely your opinion but an opinion that other thoughtful individuals share.
5. Address the reader's concerns and arguments. Use your list of counter arguments to help you.

BUSINESS LETTER

1. Read the prompt carefully. What does the prompt ask you to do? Begin with a salutation, "Dear _____" or "To Who It May Concern:" Sign your name at the end of your business letter.
2. Remember your audience, the person who will be receiving the letter and use language that the person will appreciate and pay attention to. Do not use slang when addressing the School Board for example.
3. Keep the letter short and to the point. Make your central ideas clear.
4. Remember that if you want to make a good impression, you will need to pay close attention to format and spacing as well as spelling, grammar, and punctuation.

Transition Words and Phrases

Transition words and phrases help establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, making them easier to read. Use the following words and phrases in the following circumstances.

To indicate more information :

Besides
Furthermore
In addition
Indeed
In fact
Moreover
Second...third...; etc

To indicate an example:

For example
For instance
In particular
Specifically
To demonstrate
To illustrate

To indicate a cause or reason:

As
Because
Because of
Due to
For
For the reason that
In order to
So that
With this in mind

To indicate a result or an effect:

Accordingly
Finally
Consequently
Hence
So
Therefore
Thus

To indicate a purpose or reason why:

For fear that
In the hope that
In order to
So
So that
With this in mind

To compare or contrast:

Although
However
In comparison
In contrast
Likewise
Nevertheless
On the other hand
Similarly
Yet

To indicate a particular time frame or a shift from one time period to another:

After	Initially
Before	Lastly
Currently	Later
During	Meanwhile
Eventually	Next
Finally	Previously
First...second...etc.	Simultaneously
Formerly	Soon
Immediately	Subsequently

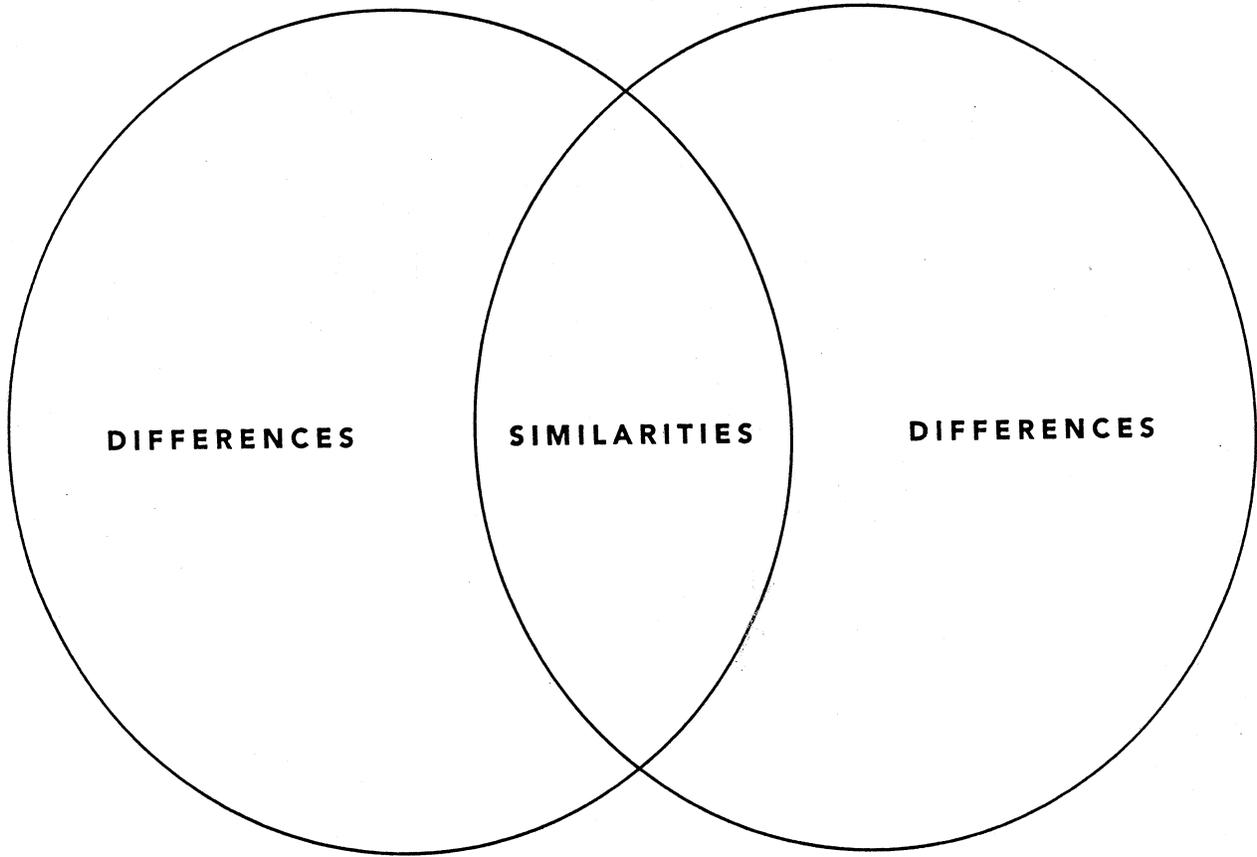
To summarize:

Briefly
In brief
Overall
Summing up
To put it briefly
To sum it up
To summarize

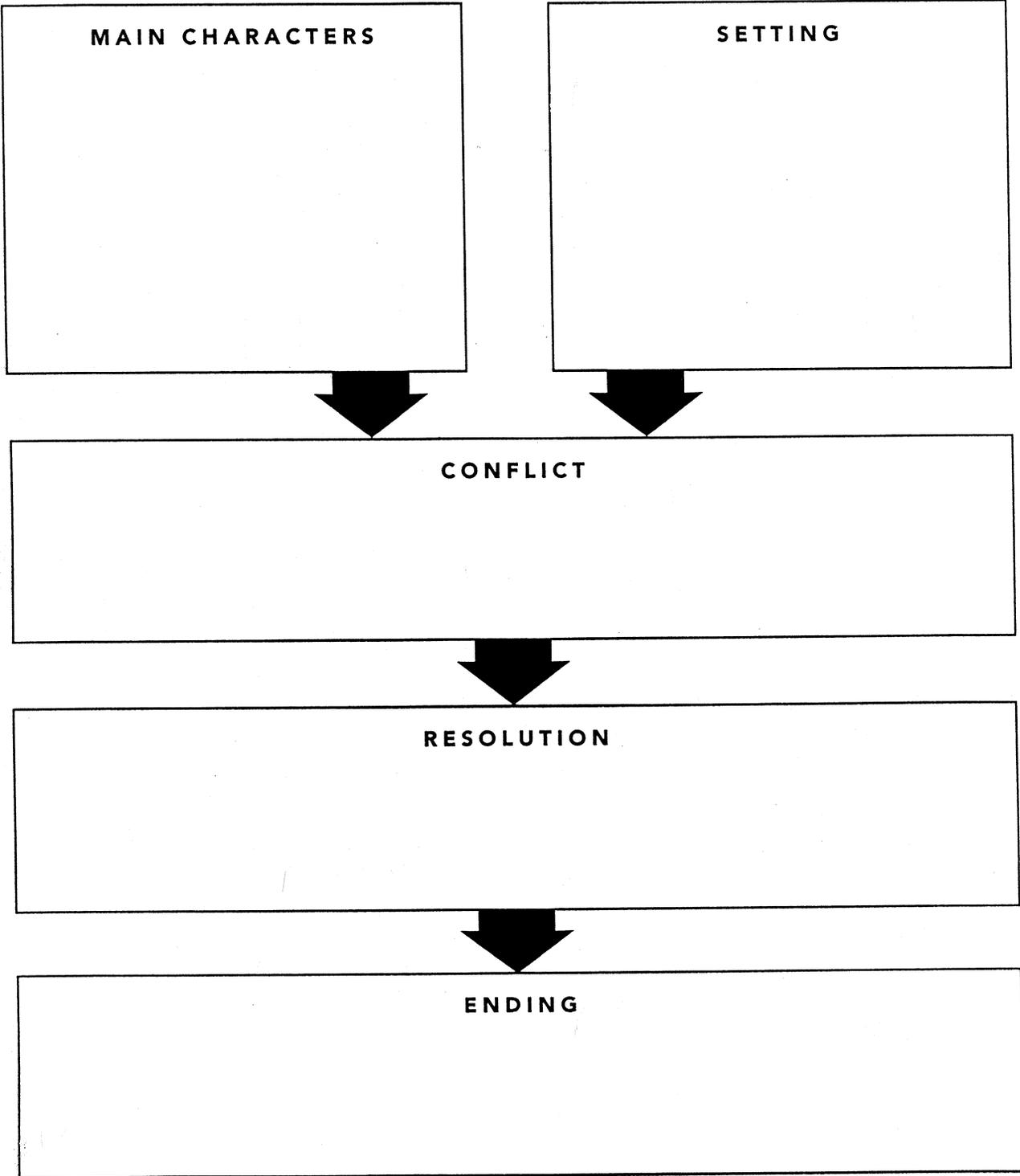
To conclude:

Given these facts	Therefore
Hence	Thus
In conclusion	To conclude

Venn Diagram



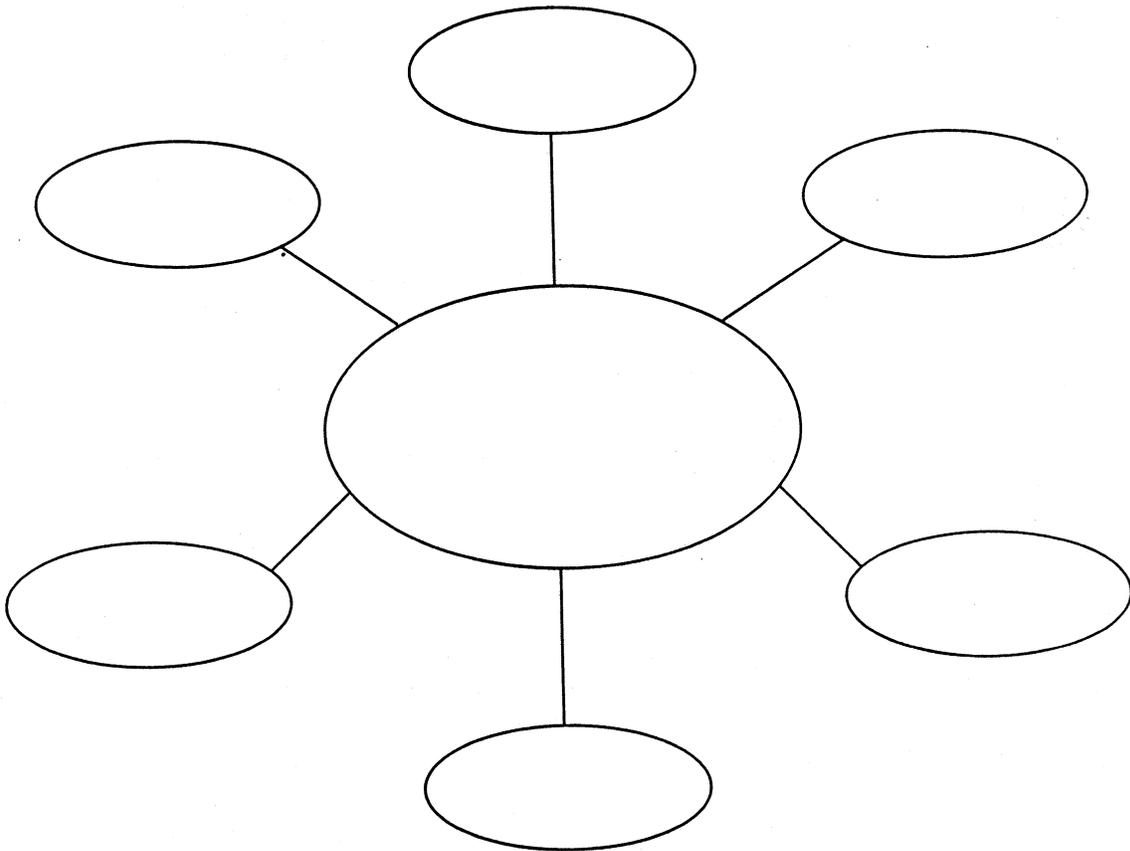
Story Map



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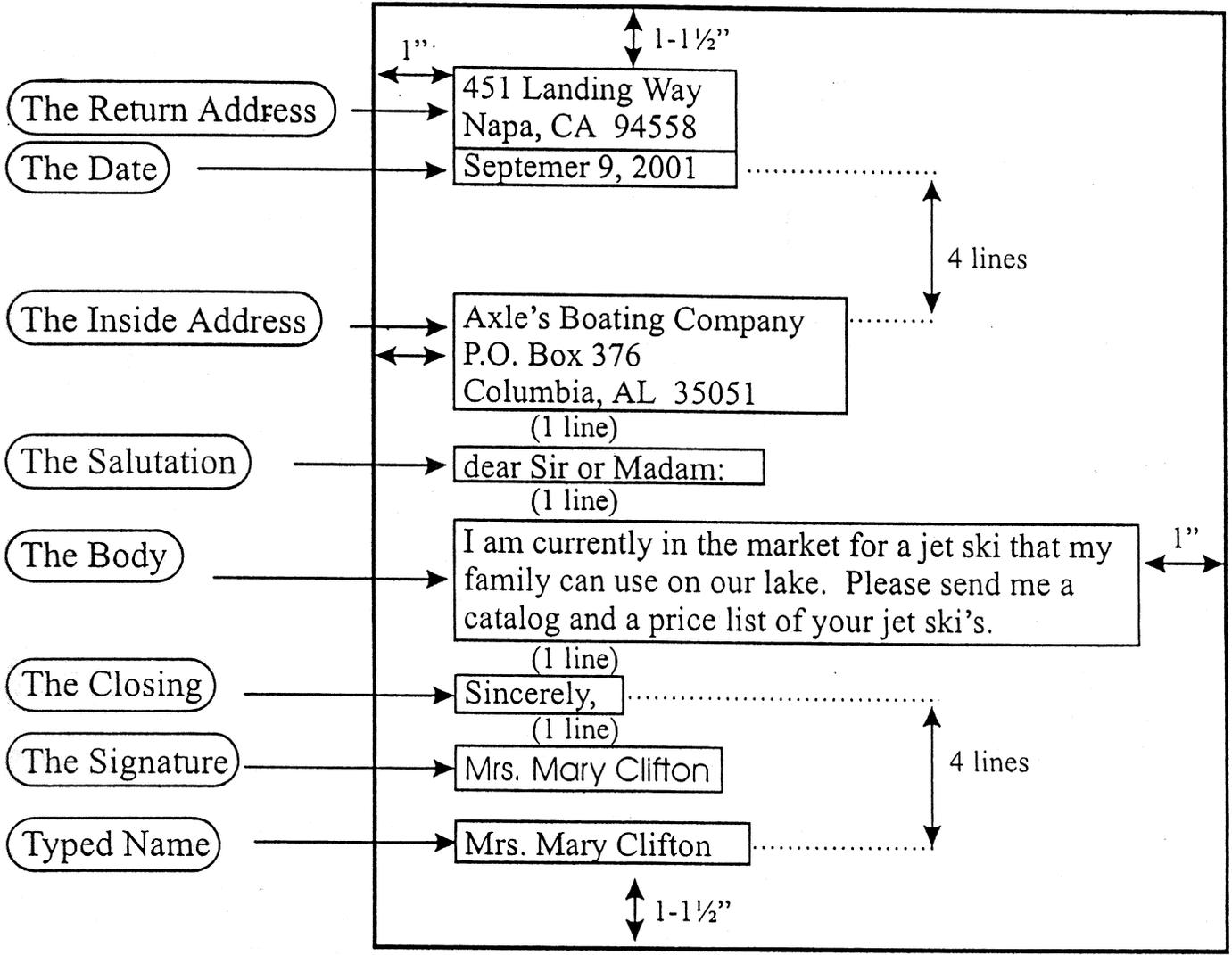
GRAPHIC ORGANIZER

Web



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The Return Address

The Date

The Inside Address

The Salutation

The Body

The Closing

The Signature

Typed Name

451 Landing Way
Napa, CA 94558

Septemer 9, 2001

Axle's Boating Company
P.O. Box 376
Columbia, AL 35051

dear Sir or Madam:
(1 line)

I am currently in the market for a jet ski that my family can use on our lake. Please send me a catalog and a price list of your jet ski's.
(1 line)

Sincerely,
(1 line)

Mrs. Mary Clifton

Mrs. Mary Clifton

1"

1-1/2"

4 lines

1"

4 lines

1-1/2"