

CSU Early Assessment of Readiness for College English -- Standards Assessed from the Blueprint for the California Standards Test of Grade 11 English-Language Arts

Standard	Description of Standard
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READING COMPREHENSION

R.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
R.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
R.2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject
R.2.6	Expository Critique: Critique the power, validity, and truthfulness of argumetns 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)

LITERARY RESPONSE AND ANALYSIS

R.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
R.3.5	Narrative Analysis of Grade-Level-Appropriate Text: Analyze recognized works of American literature representing a variety of genres and traditions:
	1) Trace the development of American literature from the Colonial period forward
	2) Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period
	3) Evaluate the philosophical, political, religious, ethnical, and social influences of the historical period that shaped the characters, plots, and settings
R.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)
R.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 its characters (Philosophical Approach)

WRITING STRATEGIES

S.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
S.1.3	Organization and Focus: Structure ideas and argumetns in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples
S.1.4	Organization and Focus: Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetion, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action
S.1.9	Evaluation and Revision: Revise text to highlight individual voice, improe sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre