

Title page:

California English Language Arts Standards De-Constructed and Un-Packed

Grade 4

Includes: Alignment between the new California Common Core, English Language Arts, Standards (October 2010) and the 1997 California English Language Arts Standards from the state's Curriculum Framework.

The following guide is designed to insure that all of the California English Language Arts Content Standards:

1. Word Analysis and Vocabulary Development (**WV 1.2 through 1.6**)
2. Reading Comprehension (**RC 2.1 through 2.7**)
3. Literary Response and Analysis (**LR 3.1 through 3.5**)
4. Written Conventions (**WC 1.1 through 1.7**)
5. Writing Strategies (**WS 1.1 through 1.10**)
6. Written Applications (**WA 2.1 through 2.4**)

are presented as instructional lessons that contain all relevant skills. Once the skills have been taught, the remaining months of the school year should include repeated practice in applying/reviewing the skills that have been taught using non-fiction text [including text organization (compare and contrast, cause and effect, sequence, chronological order, proposition and support), topic sentences, important words, text supports, fact and opinion, and technical manuals] and fiction text (including fantasy, fable, myth, legend, fairy tale, science fiction). Students will complete writing assignments that are based on their non-fiction and fiction text reading.

The two to three weeks prior to administration of the CST Assessments will be structured as follows:

1. Administer 75 of the released English Language Arts items from the cde.ca.gov website. The test should be given in two, untimed, sessions – just as the actual assessment will be given.
2. Score the student responses.
3. Re-teach standards that need to be re-taught.
4. Go over the entire assessment to teach students test-taking skills and strategies to use during the actual assessment.

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California English Language Arts Standards De-Constructed and Un-Packed – Grade 5

WC 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

4 items on CST

Note that the CST assesses the correct use of the above-mentioned grammatical forms to connect ideas within a sentence and across different sentences in the same text. These items ask questions about provided rough drafts of student reports, with errors.

When students continue to write, they will need to begin to learn how to write more complex sentences, rather than using lots of very simple sentences that just have a simple subject and a simple predicate. Ideas can be combined into a longer, more complex sentence by using prepositional phrases, appositives, clauses, transitions and conjunctions to link ideas.

Prepositional Phrase

A prepositional phrase is made up of a preposition and a noun or a pronoun. A prepositional phrase is found within a sentence. Common prepositions are listed below:

above	across	after	against	around	at	
before	behind	below	beneath	beside	besides	between
beyond	by					
down	during	except	for	from		
in	inside	into	like	near		
of	off	on	outside	over		
since	through	throughout	to	toward		
under	until	up	upon	with		without

Some sample prepositional phrases are shown below:

The ribbon is found above the door. The cows are near the fence.
 The rock is under the cabinet. On the roof, you can see a chimney.

Appositive

An appositive is a noun, a noun phrase, or series of nouns that are used to identify, or rename, another noun, noun phrase, or pronoun. For example, look at the following two sentences:

Jimmy is the newest boy in school.
 Jimmy had the highest score on this week’s math test.

You can combine the sentences as shown below:

Jimmy, the newest boy in school, had the highest scores on this week’s math test.

The underlined portion of the sentence is the appositive. The newest boy in school “renames” Jimmy and allows us to combine the two sentences....and not have to keep saying: Jimmy did this...Jimmy did that....Jimmy next.....

You could also say: The newest boy in school, Jimmy, had the highest scores on this week’s math test. Here, Jimmy is the appositive.

Independent and Dependent Clause

A clause is a group of words that contains a subject and a verb....just like a sentence. Note that the CST does use the term “independent clause.”

There are **independent clauses** that can stand alone because they contain a complete idea.

The animals were out in the pasture. (an independent clause, also a complete sentence)

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There are **dependent clauses** that must be connected to independent clauses. A dependent clause does not contain a complete idea. A dependent clause is often called a subordinate clause – it is less important than the clause that it is “attached” to – the independent clause.

The animals were out in the pasture, even though the weather was stormy. (dependent clause) Dependent clauses are typically linked to independent clauses through the use of a comma and a transition word.

Transitions

Using transition words and phrases when you write is very important. These words “glue” all of the ideas in a composition together. You use transition words and phrases to join sentences and thoughts together in a flowing, logical fashion.

Some rules for using transition words:

Always use a transition at the beginning of each new paragraph

Always use a transition in between thoughts within a paragraph

Never begin an essay with a transition word

Some common transition words and phrases are listed below:

consequently	therefore	as a result	rather
nonetheless	nevertheless	notwithstanding	furthermore
in addition to	also		

Transitions bring ideas together. They allow you to leave one thought and enter a new one. They will help you organize your thoughts as you write.

Conjunctions

A conjunction is a connecting word. Conjunctions are used to link sentences, clauses, phrases, or words. There are several types of conjunctions.

Coordinating conjunctions connect two sentences, clauses, phrases, or words that are **equal**.

Some common coordinating conjunctions are listed below:

for, and, or, nor, but, and so, yet

The young men ate and drank.

He will be here on Monday or Tuesday.

She is small but mighty.

I was hungry so I went to the kitchen.

Subordinating conjunctions connect two parts of a sentence that are **not equal** (i.e., dependent and independent clauses).

Some common subordinating conjunctions are listed below:

after	before	unless	although	if
until	as	since	when	because
than	while			

Correlative conjunctions are pairs of conjunctions that work together

The most common correlative conjunctions are:

both . . . and

either . . . or

neither . . . nor

not only . . . but also

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WC 1.1 page 3

For purposes of the CST, teach students to use the answer choices to help them “hone in on” the particular grammar rule that is being assessed. For example, in the first CST item listed below, teach students to look for the first place in which the answer choices differ:
after lemonade,

Then students can see that two thoughts are being combined and that the task is to decide whether the best way is to use:
as a result,.....
eventually.....
which.....
as a result;.....

The released CST items are listed below:
How should sentence 18 be correctly written?

- A** We had a big bottle full of Abuelita’s ice-cold lemonade, as a result, it tasted even better than the day before.
- B** We had a big bottle full of Abuelita’s ice-cold lemonade, eventually it tasted even better than the day before.
- C** We had a big bottle full of Abuelita’s ice-cold lemonade, which tasted even better than the day before.
- D** We had a big bottle full of Abuelita’s ice-cold lemonade; as a result, it tasted even better than the day before.

Read this sentence.

This mistake occurs all the time, _____ it does not have to happen.

Which word would *best* connect the two independent clauses in this sentence?

- A** or **B** but **C** since **D** because

Read these sentences from paragraph 4.

Mosquitoes do not have jaws. They cannot actually bite.

What is the *best* way to combine these sentences?

- A** Mosquitoes do not have jaws, but they cannot actually bite.
- B** Mosquitoes do not have jaws since they cannot actually bite.
- C** Mosquitoes do not have jaws, although they cannot actually bite.
- D** Mosquitoes do not have jaws, so they cannot actually bite.

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