

## CELDT Preparation Sequence

### Methods Descriptions

The methods listed here will assist students to understand better what some of the CELDT tasks require. They will also assist students to know what kind of linguistic response is most appropriate. The brief descriptions below are divided by the domains featured on the CELDT.

### Speaking

- a. Singular/plural noun recognition: Students are presented a picture of a noun and asked to identify it (singular, plural, compound subjects)
- b. Sentences in the present tense: Students are presented an action picture and asked to answer a question along the lines of: “What is he/she/they doing?”
- c. Words and Functions: Students see a picture of an object and are asked to name it and identify its function. “What is/are this/these? What is/are it/they used for/to do?”
- d. Words and Functions with no picture: Students are told the name of an item, i.e. dictionary, and asked to say what it is used for.
- e. Function Junction: A short scenario is presented that requires students to formulate a question that responds to the need, i.e., get more information, ask for permission, apologize, etc.
- f. This or That: Students are presented two choices and asked to select their preference and provide two reasons for their answer.
- g. Four-Picture Sequence **Oral** Re-tell: Students are shown a four-picture sequence and asked to tell a story about each picture. Tester can only say, “What happened next?”

Note: Scoring for most of these tasks is as follows: students are awarded 0 points (no answer), 1 point (makes sense but with grammar errors), or 2 points (makes sense and has no grammar errors).

### Listening

- h. Students are asked 10-12 questions that require following directions. Some of the questions include a picture or a diagram. (Following Oral Directions)

#### Example

Choose the picture that shows a line connecting the bus to the truck. Mark your answer.



①



②



③

Choose the picture that shows an X inside a circle. Mark your answer.



①



②



③

- i. Teacher Talk: Students listen to a passage read by the teacher and then answer the questions based on the passage.

say A teacher tells the class: Third period classes will not be held this morning because there's an all-school assembly at eleven o'clock. Report to your third period class at the normal time, and then your class will go to the school auditorium at eleven for the assembly.

When will the assembly be held?

☐ 10:00 A.M.

☐ 11:00 A.M.

☐ 1:00 P.M.

Have students practice the answer in a complete sentence without the choices even though on the test they will have choices available.

- j. Extended Listening Comprehension

Students listen to an extended piece of text (usually content area material) and then answer three comprehension questions about the text. Teacher chooses text and questions.

## Reading

Most of these questions involve students reading a short passage and answering comprehension questions. They are very similar to the CST or CAHSEE. It also includes:

- k. Vocabulary – synonyms and antonyms: Students are provided a vocabulary word, then asked to select an antonym or synonym from among three choices.

Word Analysis – Student will apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas as well as recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).

## Writing

One picture, one sentence, 100% accuracy

1. Students are shown a picture and asked to write one sentence about the picture. The sentence should contain some syntactic complexity. The sentences should contain a “who” and a “what” and at least one other syntax element such as a “when” or a “where”. These sentences may also contain a compound subject, compound verbs, or compound or complex sentences. There should be zero spelling or grammatical errors.

Short composition

- m. Write expository compositions, such as comparison and contrast, and problem and solution that include a main idea and some details and simple sentences. To get full credit, students must have a minimum of three sentences, and one of the sentences must have a syntactically complex structure (compound subject, relative clause, prepositional phrases, the use of an infinitive or gerund, compound or complex sentence structure etc.)

**Speaking Drill A:** Show students five pictures per session. Ask them to identify the object(s).

**Speaking Drill B:** Use any of the Verb Tense Study pictures and ask one or more of the following questions:

- What is he doing?
- What is she doing?
- What are they doing?

Students must answer in the present progressive verb tense and use the correct subject verb agreement.

**Speaking Drill C:** Select two of the items from Speaking Drill A and ask students to identify the item and its function in a complete sentence. What is it (this) and what is it used for (to do)?

**Speaking Drill D:** Select two of the following words for each session. Ask the following question:

What is/are (a/an) \_\_\_\_\_ used for? Response – A \_\_\_\_\_ is used for \_\_\_\_\_ing...

- |               |                 |
|---------------|-----------------|
| 1. Dictionary | 11. Bowl        |
| 2. Eraser     | 12. Paint       |
| 3. Folder     | 13. Door        |
| 4. Calendar   | 14. Bookshelves |
| 5. Clock      | 15. Rubber band |
| 6. Scissors   | 16. Seatbelt    |
| 7. Pillow     | 17. Pencils     |
| 8. Blanket    | 18. Sunglasses  |
| 9. Desk       | 19. Backpack    |
| 10. Camera    | 20. Stapler     |

A variation of the frame could also be used.

For \_\_\_\_\_ing, what would you use? Response – For \_\_\_\_\_ing I would use...

**Speaking Drill E:** Function Junction. Choose one of the following scenarios for each session.

1. Your friend locks the dog inside the yard and you don't understand why. Ask your friend to explain to you why the dog is locked inside the yard.

2. Tomorrow your friend is having her birthday party. You want to buy her a book, but you're not sure of the name of her favorite book. What question would you ask to find out the name of her favorite book?
3. You rode your bike to school today and locked it to the bike rack so it would be safe. At the end of the day, you can't find the key to unlock your bike. Ask the person standing next to you to help you find your key.
4. You're in a rush to get to the movie theatre. You get dressed, grab your coat, and jump into your parents' car. When you get there, you realize you forgot your popcorn money at home. What question would you ask your parents so you could have some money?
5. Your brother tells you how to use the replay button on your new iPod. You find your favorite song, but can't remember how to replay it. What would you ask your brother?
6. Today it's your math facts quiz. You try to get 100% but miss two problems. You know you could do better tomorrow. What would you ask your teacher so that you could take the test again?

**Speaking Drill F:** This or That: Choose one of the following questions for each session.

1. Would you rather eat lunch inside or outside?
2. Would you prefer to exercise after school or do your homework?
3. Would you choose to wake up early or stay up late?
4. Would you rather take an art class or a science class?
5. Would you prefer going to the beach or the mall?
6. Would you choose to watch television or go to the movies?

**Speaking Drill G:** Four – Picture Narrative (Oral)

Show students the set of four pictures. They must orally produce a sequential story about the pictures using lots of details in the pictures.

**Listening Drill H:**

1. Choose the picture where the letter L is underlined.

A G L P R  
①

A G L P R  
②

A G L P R  
③

2. Choose the picture that shows a box around the last tree. Mark your answer.



①



②



③

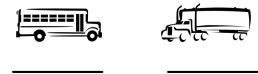
3. Choose the picture that shows a line connection the bus to the truck. Mark your answer.



①



②



③

4. Choose the picture that shows an X inside a circle. Mark your answer.



①

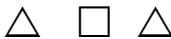


②



③

5. Choose the picture that shows a triangle between two squares.



①



②



③

### Listening Drill I: Teacher Talk

1. A teacher tells the class: Third period classes will not be held this morning because there's an all-school assembly at eleven o'clock. Report to your third period class at the normal time, and then your class will go to the school auditorium at eleven for the assembly.

When will the assembly be held?

2. A teacher tells the class: for the test, you will need to take out two sheets of paper and one pencil. Then I will pass out the test booklets and you may begin the test.

What do the students need to take out for the test?

3. A teacher tells the class: Let's take a minute to talk about how we will turn in homework. Starting on Monday, I am not going to walk around each morning to collect your homework. Instead, you will drop your homework in the basket on my desk.

What is the teacher talking about?

4. A teacher tells the class: There will be a special assembly on Friday. Students are to leave their 4<sup>th</sup> period class ten minutes early and go directly to the gym. The assembly will last for one hour.

Where are the students supposed to go for the assembly?

5. A teacher tells the class: Starting tomorrow, you will turn in your homework in the basket to the left of the door. Make sure your name is at the top of the page and that the date is written in the upper right hand corner. Homework will be turned in every Friday.

Where should the students write the date?

Where is the basket?

6. A teacher tells the class: School will get out early on Thursday of next week. All classes will be ten minutes shorter so that students can leave school an hour early. Classes will resume their normal schedule on Friday.

How much shorter will classes be next Thursday?

7. Mr. Jones has been working at the zoo for two years. Every day, he starts the morning by putting on his uniform and then cleaning the monkey cage. From the monkey cage he goes to the reptile house where he makes sure that all of the snakes have been fed. Sometimes he has to clean the windows in the reptile house because the visitors press their hands and faces against them. When the windows are clean, he takes a break in his favorite part of the zoo, the penguin exhibit. The penguin habitat is always kept cool and is a nice place for Mr. Jones to relax before returning to work.

How long has Mr. Jones been working at the zoo?

Where does Mr. Jones go after he has cleaned the monkey cage?

What is the first thing Mr. Jones does every day?

### **Listening Drill J:** Extended Listening Comprehension

Teacher chooses a short piece of text and reads it to the class. Ask three comprehension questions. Students may have the questions in front of them or on the white board/promethean.

### **Reading Drill K:** Synonyms and Antonyms

Teach five synonyms and five antonyms each session.

#### Synonyms

1. allow – permit
2. answered – replied
3. asked – wondered
4. close – shut
5. end – complete
6. find – discover
7. leader – guide
8. group – team
9. kind – nice
10. leave – depart
11. like – prefer
12. make – construct
13. gain – earn
14. near – close
15. often – usually
16. part – piece
17. problem – issue
18. started – began
19. alone – independently
20. next to – beside

#### Antonyms

1. allow – prevent
2. answer – question
3. asked – told/answered
4. close – open
5. end – begin
6. find – lose
7. following – leading
8. group - individual
9. kind – cruel
10. leave – arrive
11. like – dislike
12. make – break
13. more – less
14. near – far
15. never – always
16. part – whole
17. problem – solution
18. started – finished
19. together – apart
20. with – without

**Writing Drill l:** Select a Verb Tense Study picture. Students will write one sentence about the picture with 100% accuracy. Each sentence must contain syntactic complexity (at least one of these - prepositional phrases, compound subjects, compound verbs, compound or complex sentence).

**Writing Drill m:** Students will write a cohesive paragraph in response to a prompt. Here are some possible topics.



CELDT Short Composition Practice Prompts:

- Imagine that you found a wallet in the street that contained five hundred dollars. Write a short essay explaining what you would do.
- Our lives change a lot from when we are very small children to the age we are now. Write a paragraph explaining how your life has changed from being a small child to your present age.
- Write a paragraph about something you would like to learn to do and explain why.
- Compare your life in the United States to another country you have lived in, visited, or have heard about. How are both countries alike? How are they different? Write a short essay to compare and contrast the two countries.
- In one paragraph, describe your greatest adventure
- It is easy to think of things that are *wrong* with your school. Describe at least one thing that is *right* about your school.
- What is the most important thing that a teacher can do for a student? Why? What might happen if a teacher doesn't do this thing?
- Imagine you had a hundred dollars, but you couldn't keep it. You had to give it away to a person or charity. Who would you give it to? What would you want them to do with it
- Describe one time when you were brave.
- If you could cook any meal for your family, what would you cook? Describe the meal and tell how you would make it.
- Imagine you woke up and saw a dinosaur in your backyard. Write a story telling what you see and do.
- Imagine you opened your own restaurant. Tell the name of your restaurant. Explain what the restaurant looks like, who works there, and what you serve.
- Describe your favorite character from a book, a movie, or television.
- Write a story titled, "My Journey on a Pirate Ship." You and your friends can star in the story.
- If you could have any animal for a pet, what would it be? Describe the pet and how you would take care of it.

- Do you have any brothers or sisters? If you do, tell what they're like. If not, tell whether or not you would like to have a brother or sister.
- If you could have lunch with any famous person who would it be? What would you talk about with this person?
- Write a story titled, "The Bat Who Couldn't Fly."

**\*\*\* Only use the following prompts will high school students working at level 4B or higher.**

### **CAHSEE Writing Prompts**

#1 By the time students enter into high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history that you studied, and consider its importance.

Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support with details and examples.

#2 Some students at your school expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.

Write a persuasive essay for your school newspaper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive.

Convince your readers through the use of specific reasons and examples.

#3 If you could spend one day with a historical person or fictional character, who would it be? What would you do during your day together? Where would you go? What would you talk about?

Write a narrative essay describing where you and this person would go and what you and this person would do. Be sure to use details and evidence supporting your ideas.

#4 Including art, dance, drama and music in a student's education is a topic of national debate. Some people believe that these subjects are not a necessary part of a student's education. Others believe that these subjects are not only needed but are vital to a well-rounded education.

Write a persuasive essay explaining whether or not art, dance, drama, and music are an important part of a student's education. Be sure to provide reasons and evidence for your position.

(Thank you to Scott Ferguson and Mirna Cervantes for their input into these prompts)