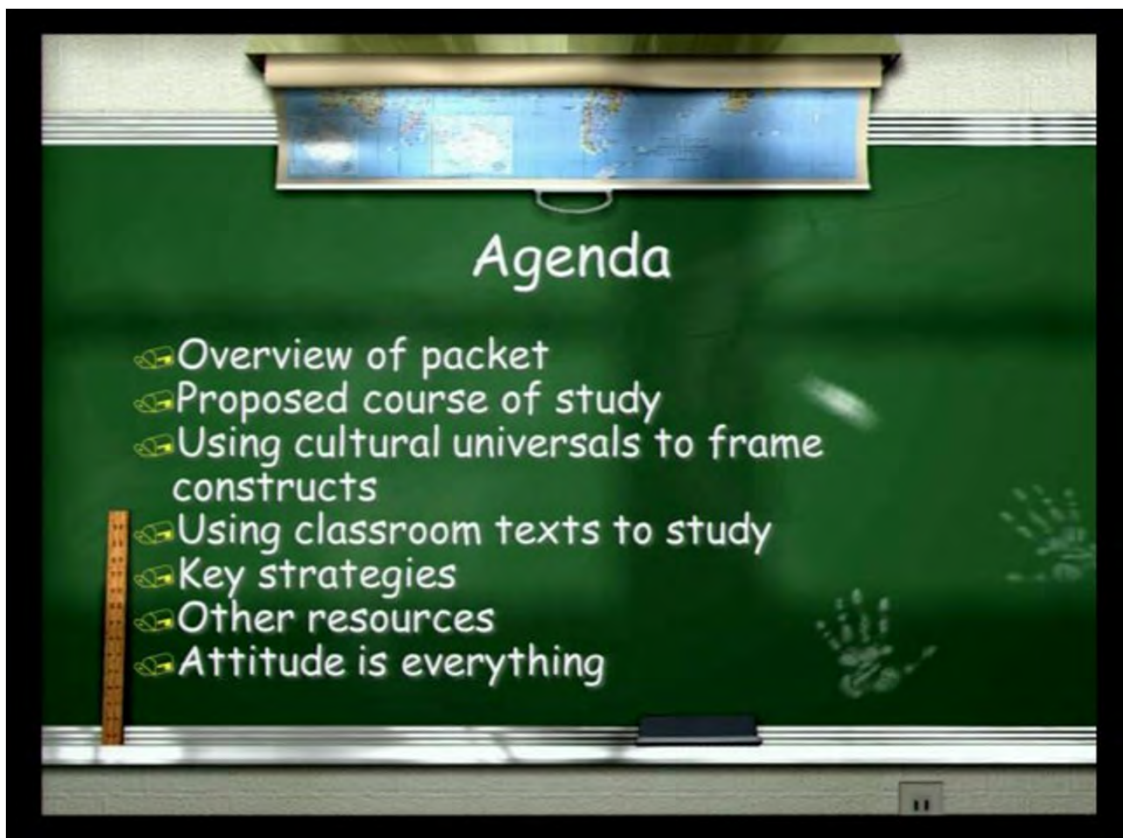
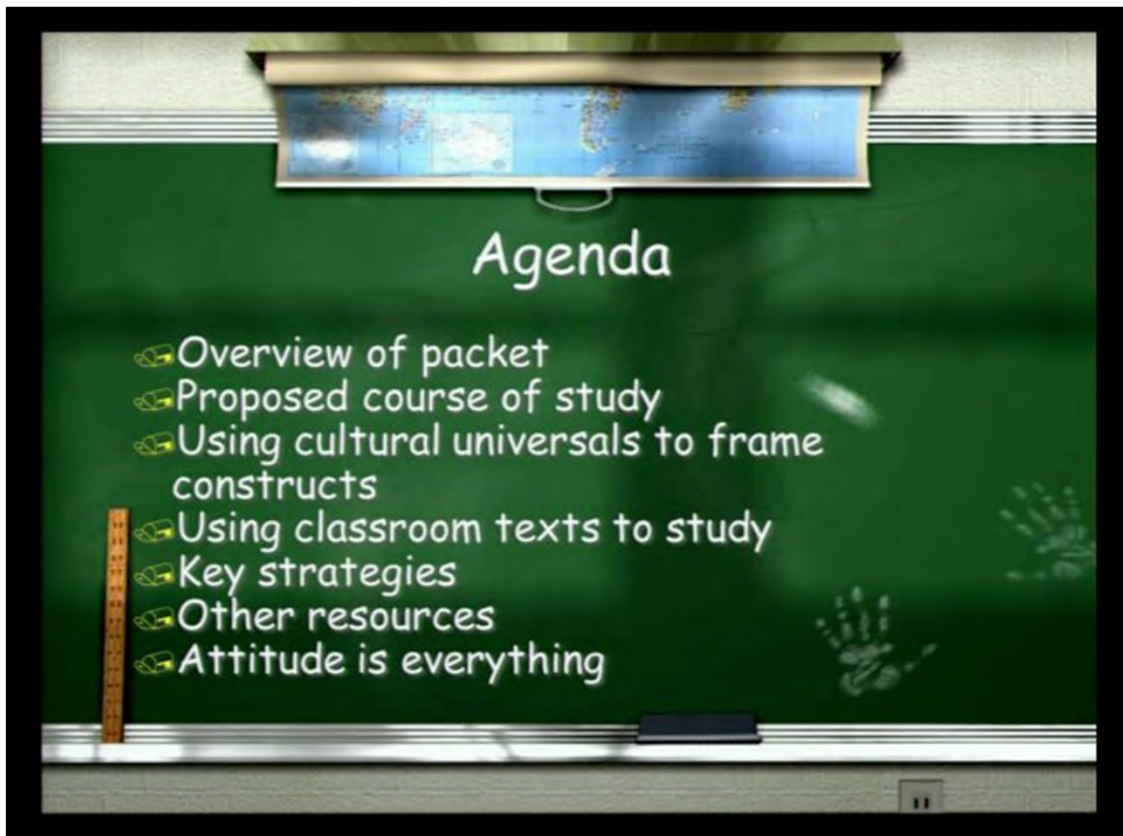


My name is Maria Sudduth as she said and I teach in the credential program. I teach a bilingual program and I also teach in the world teacher's residency program. My passion is education, all things education especially serving underserved populations, and my other passion is you. Getting you to where you successfully get through this last part of your education and on the other side of getting your credentials and actually teaching in the classroom. And so, tonight what we're going to focus on different strategies to pass the CSET. How many of you have taken the CSET before and are familiar with it? How many of you are taking it for your first time? How many of you are seniors? Ah-hah! How many of you are juniors? How many of you are trying to enter the program in the spring credential program? All the rest of you are planning on fall 2012 for the seniors, right? So what we're going to do tonight then is we're doing a different take on test taking than you have before.



When I look at test taking, I look at it in terms of a game. It's a game that you have to get through, that you have to pass. It's a hoop you have to get through. It's a gatekeeper but that is all it is. So, when you go about studying for this test, think of it in terms of something you have to do. I have taken thousands of tests to get to where I am right now. I have written millions of papers, I know how to do this. My one issue is my brain. I have to lower that effective filter and get myself in a place where when I go to take this test, I know that that's all it is. It doesn't have any more power than I give to it. It's just something else I have to do.

So with that in mind, what I'm going to ask you to do for starters is we're going to engage in a little warm up activity. You all have the packet. In the first couple of pages of the packet there are some test taking strategies and I'm going to divide you up in corners. So, from this corner up, I'm going to ask you to briefly look over the first page that says test taking strategies and study skills. You're going to be group 1. Group 2, you're going to be starting where it says "Constructive response test strategies" on the bottom of page 1 and up through page 2. Group 3, you are going to look at different strategies for learning content, reviewing content, memory strategies. That's on page 3, group 3. And group 4, you're going to look at day of the test strategies and that's going to be up here.



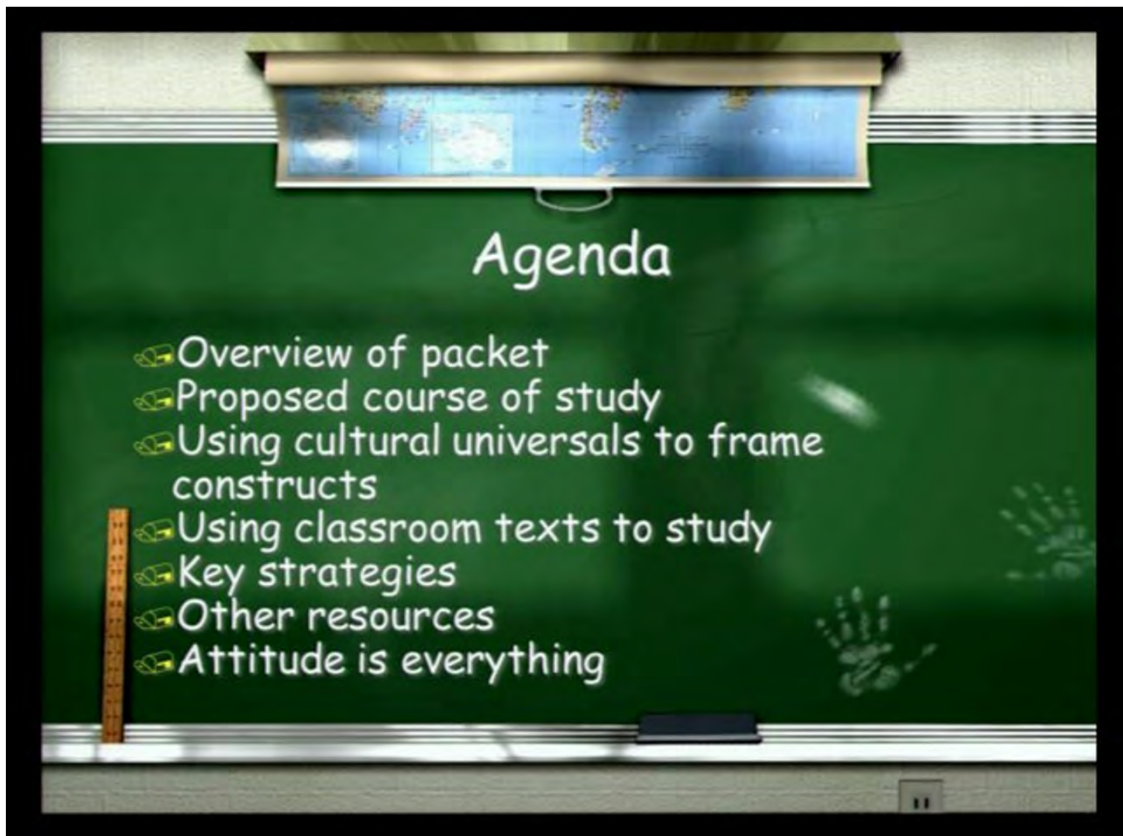
I'm just going to ask you to talk to the people around you and just pull out one idea from that page that you're thinking. So group 1 you're doing page 1, group 2 page 2, group 3 page 3, group 4 page 4. Find the strategy that resonates with you, that's all you have to do. I'm going to give you 2 minutes for that because we have a lot to do. Talk about it with the people next to you and then I'm going to come to your corner.

And you're going to practice the first great test taking technique which is just scanning, so just quickly scan that page, look for something that stands out to you and then I'm going to ask you to quickly share it out loud.

so I'm going to come to group 1. Just tell me one thing that resonated for you that you're thinking, "ah, I want to do that." What would it be?

Group 1: If you are having trouble with the problem then skip it and come back to it.

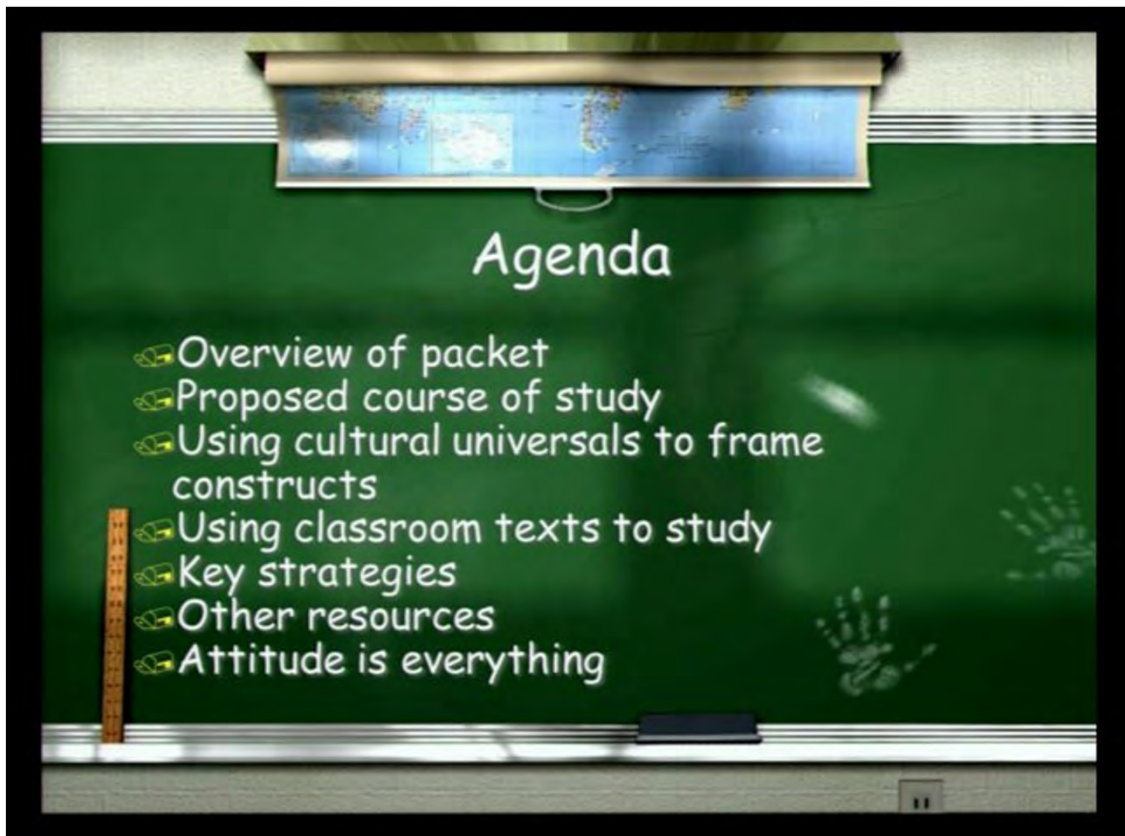
That's right. Those of you out there that are linear thinkers like to outline all your work and like to go step by step by step. I'm going to tell you to throw that out. You're going to go through this test and the first thing you're going to do is you're going to scan the whole thing. You're going to think global, you're going to think big picture. So the very first thing you're going to do is you're going to scan the whole test because that orients your brain to be successful and it gives you a focus, alright? And as you start working through the problems and the questions, if something freaks you out or you looked at it and said, "I don't know anything about that," you're not going to spend another second on that question.



You're going to pass it and you're going to go on to the next. Another thing, if you are a strong writer and your mode of test taking is doing short answers, well then I'm going to suggest you go to the constructs first after you scan the whole test because that will also warm you up. So if you feel like you're a strong writer and that helps you focus, then do those constructs first. You'll see that the test is divided. We're going to focus today on the language arts and social studies for these strategies. You'll see that they are divided, language arts first and then social studies. What if social studies is stronger for you than understanding how to teach reading? Well, you're going to start with social studies, and then go back to language arts. So, you don't have to go in order on the test.

Group 2: We thought about making the outline in the margin before beginning writing. Organize your thoughts will help you write in here as well.

That outline or concept map or bullet, most important information, okay? And we like patterns of 3, don't we? So bullet--the 3 main points that you want to make. After all, it's a short construct, and we're not in the business of getting an A. We're not acing this test. We're passing this test, alright? So just when you look at those constructs, think of what do I know about this question. What are they specifically asking me so you're going to underline, you're going to circle, you're going to highlight, what are they specifically asking me to address in this question, and what are the 3 main points I can make about it. Even if you're kind of shaky in this global points you're going to make, you want to get something on that construct. You want to get a point or couple of points, right?

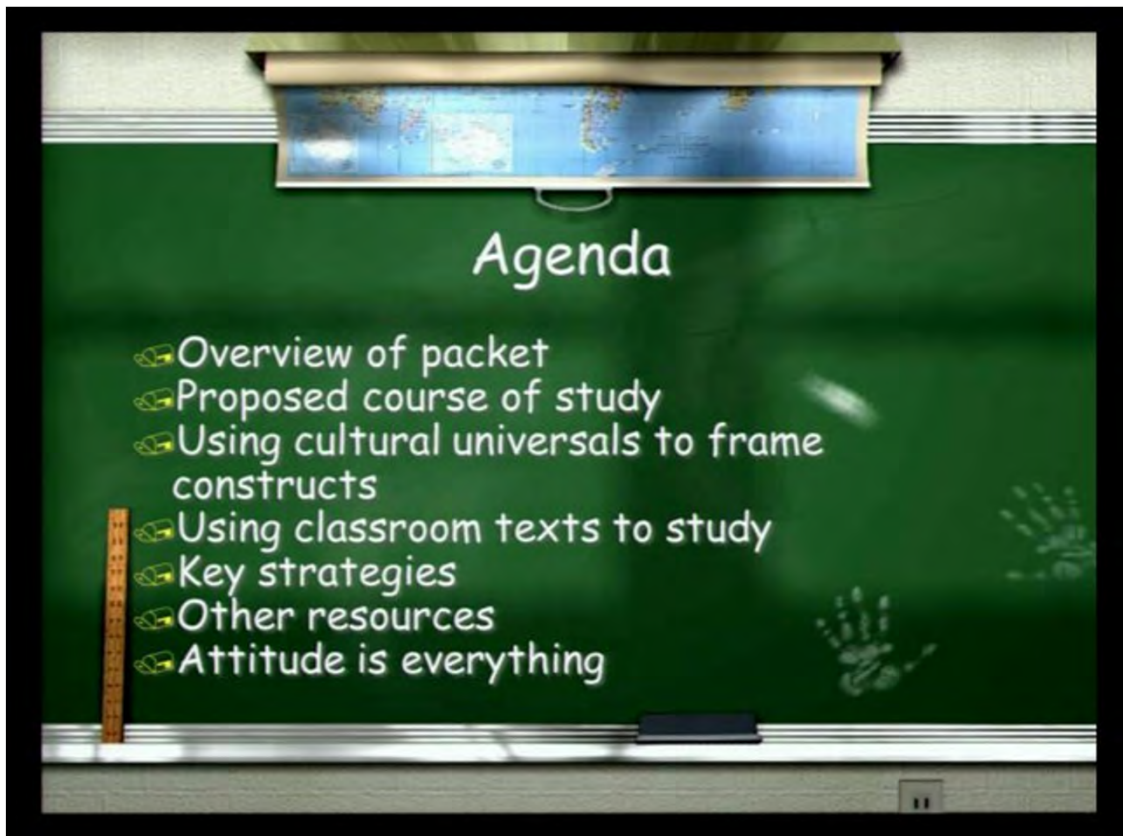


You just want to get something down there. Be careful that you pay attention of what you're being asked. If they ask you to make a table and then address that table, then make sure that you do that. If they ask you to compare and contrast, make sure that you compare and contrast. So, circle, highlight the questions, write on it, and like I said before, if a particular question is making you kind of get nervous, pass it and do a different one. How about in the back, corner back here?

Group 3: Making time daily to study for the exam.

One of my favorite anti-procrastination tools is to use time instead of content. So, instead of saying to yourself "Oh, my Gosh, you know, I'm taking this whole subtest on Saturday. I'm so overwhelmed. I don't know what to do." Instead, tell yourself "I have a half hour right now, I'm going to sit down and I'm going to scan the test". I have a half hour right now. I am going to answer 10 questions. I have a half hour right now. I'm going to do some review of the frameworks and the standards." So think in terms of time and use little chunks of time. Don't think that you have to wait until you have 2, 3, 4 hours at a time. You don't have to have that. I'm fixing dinner right now. Kids are doing their homework. As I'm cooking my pork chops, I've got 10 minutes. I'm going to scan through that text I borrowed from the 4th grade class at my school. I'm going to look at the organization. I'm going to look at the glossary and look to the works. So use your time and think in just chunks and make a plan. This is what I'm going to do during this chunk, alright?

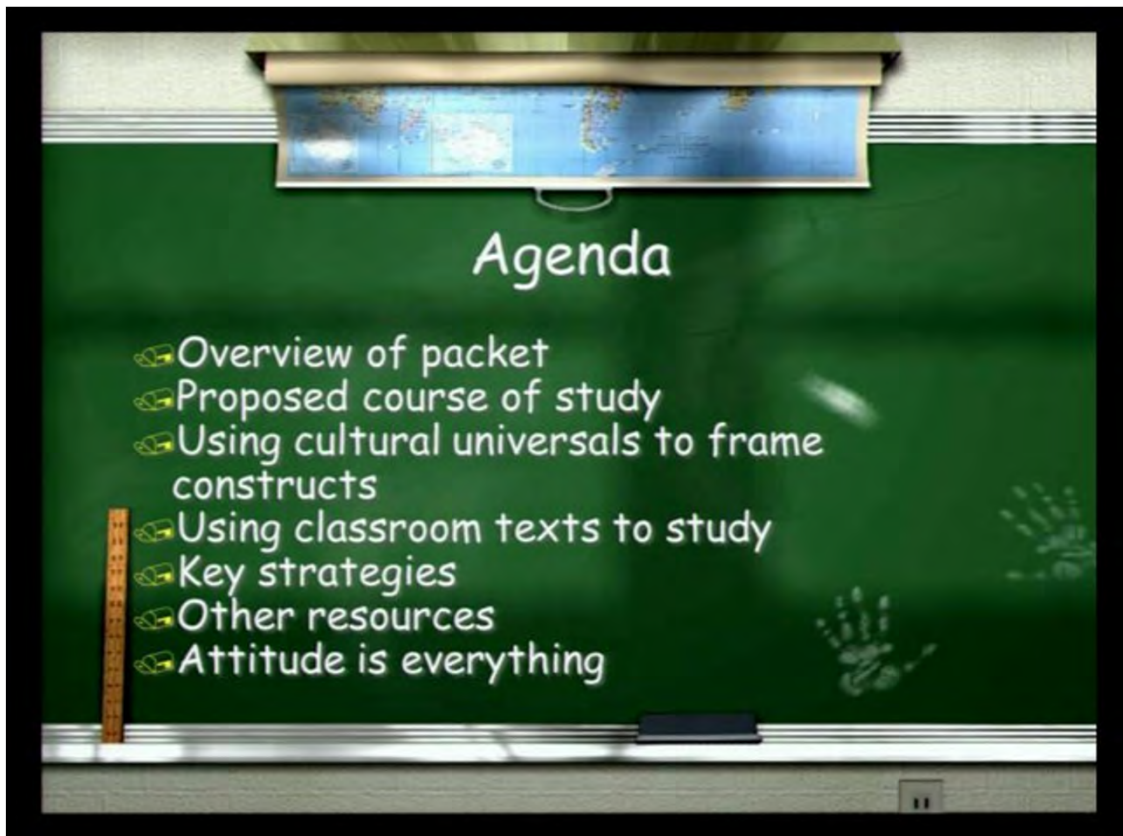
So using your time wisely so that you're not backing yourself up, that's an important thing. Those of us that are type-A personalities, and strive for perfection in all things can be the very worst at procrastination.



Procrastination is not your friend in this particular situation. Those of us that are seniors and realizing that the tests are coming up, know that. But that said, you can now take these tests as often as you have your hundred dollars to go take this test. So you're not held anymore which is one good thing that you only have certain specific test dates. So make a plan, take a test, and so on.

Group 4: Allowing yourself plenty of time reporting and to get there early.

This might sound funny to you but I want you to practice self-affirmations. Every morning tell yourself "I'm going to do well on this test. I'm going to pass it the first time through, I'm never going to have to do this test again" Or "I've taken this course work in college, I have enough familiarity with this course work. I'm going to be teaching it, I can do this". Do that every morning and then the day of the test, this sounds like your mother talking to you so I'm going to be your mother for a second, make sure the night before you're not going out. You're not going out on the town, you're getting a good night sleep, you're making sure that you're well rested that you're well hydrated and that you eat a protein breakfast. That last is important. Don't have cereal or pastries or donuts the day of the test. Have a protein breakfast that will sustain you throughout the test because otherwise, you'll get a carb rush or a sugar rush and then you'll have the after effect, you're getting really tired right in the middle of the test. So the day of the test, take care of yourself and make sure you eat a good protein breakfast so it will carry you through. And take nuts and those kinds of things with you. I had a student that worked on passing the CBEST before CSET several times.

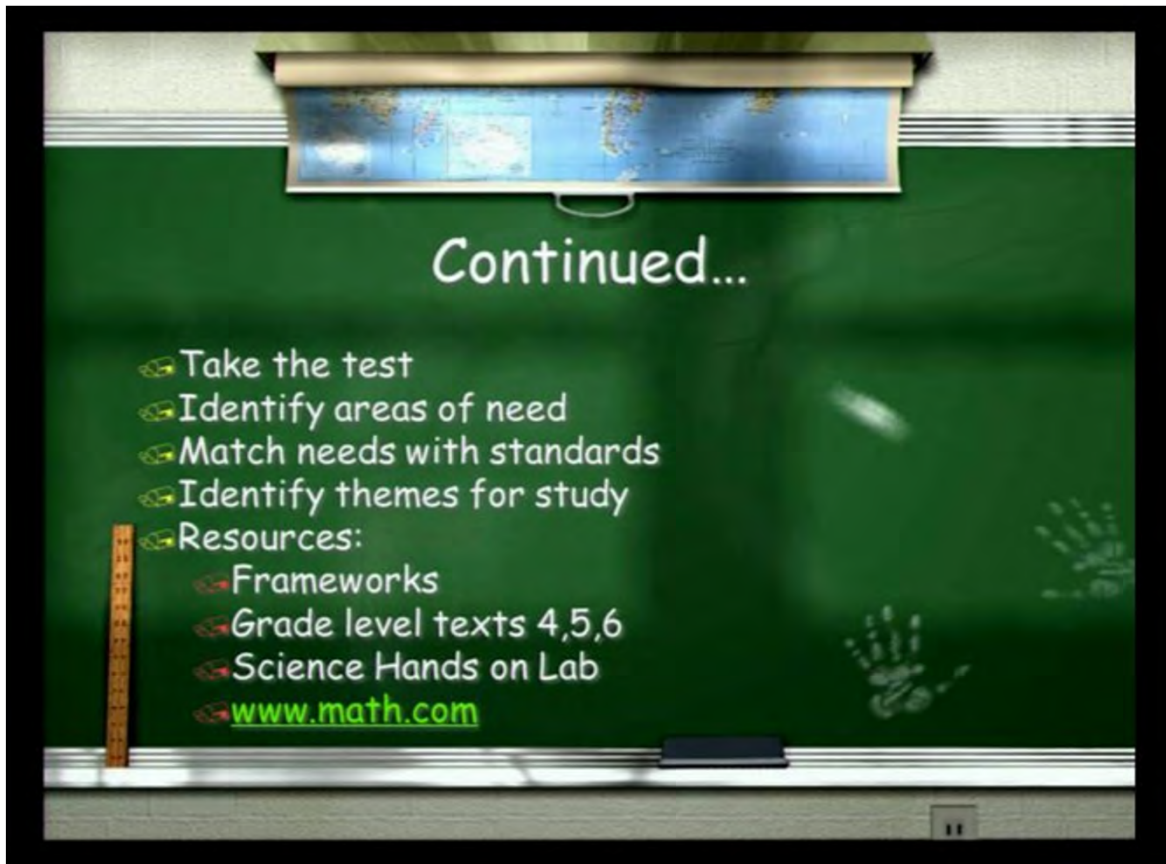


The one thing that she changed the last time that she went to take the test, well, two things, was affirmation and eating that protein breakfast. Just remember the day of the test when you feel really good after eating that protein breakfast.

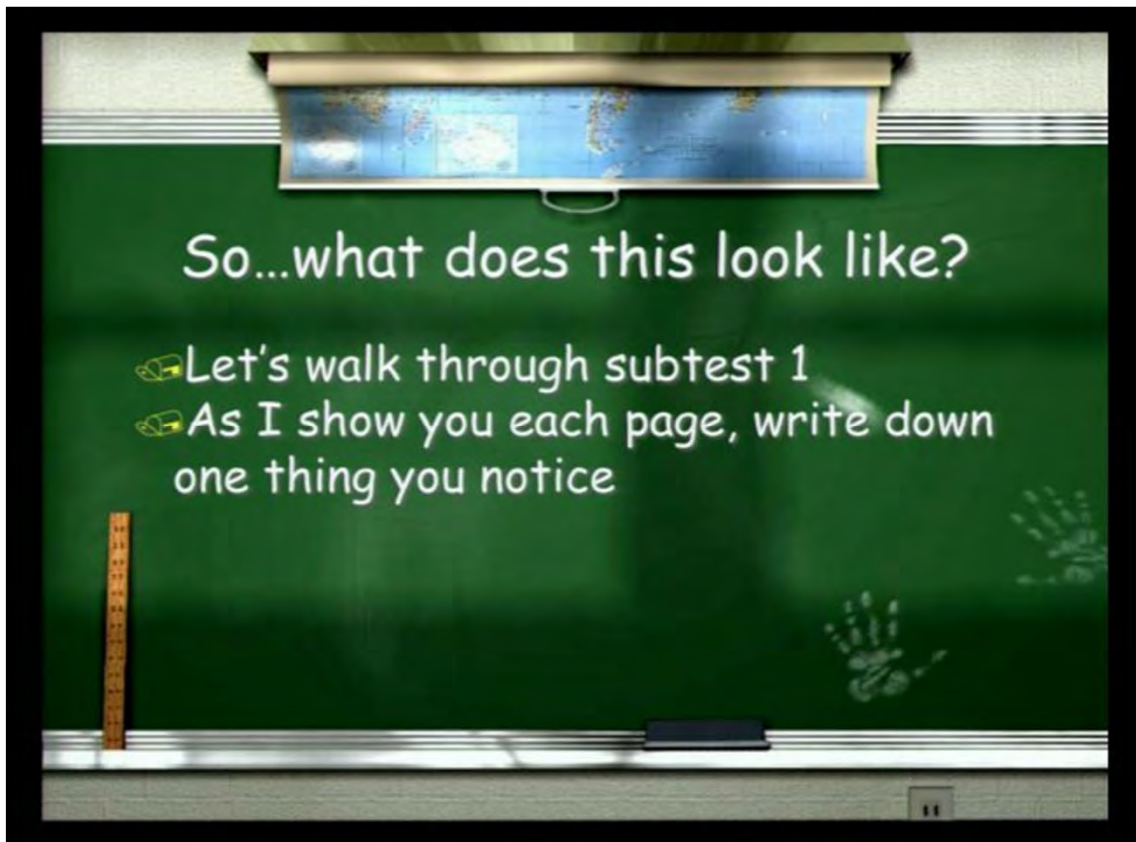
So that just gives you some general ideas, general probable reminders of test taking strategies. The other things in the packet will use as the session progresses but the other pages in the packet give you an example of the standards which I'm going to take you to at cde.ca.gov. Standards are your friend for practicing studying for this test to California contents standards. So there's a standard example in there, and then there's a model of cultural models for the world that we're going to work with a little bit, and then just some other strategy information. So it's just a short little packet that is meant to give you something to hold on to in terms of ideas for studying. So, how do we go about doing this?



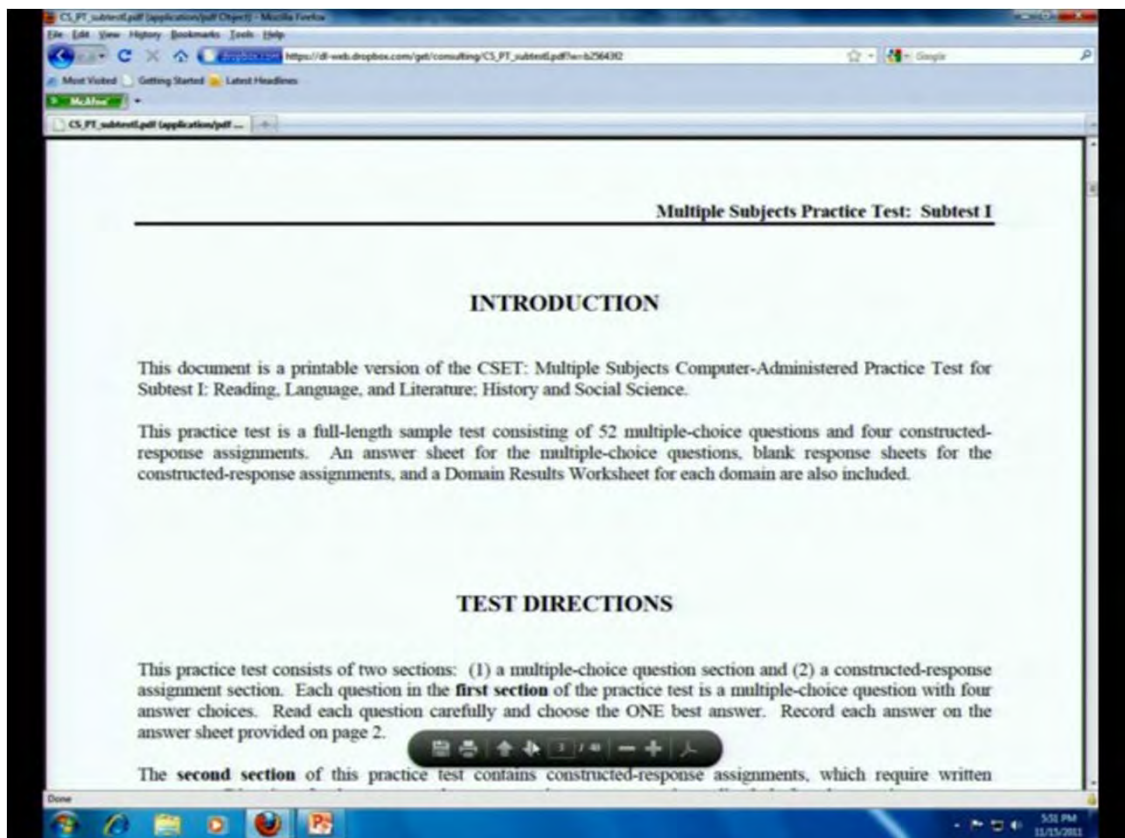
So proposed course study, the very first thing you're going to do is you're going to go to this link. This is the CSET link that has all things CSET on it. Have all of you gone onto this link? So, have you opened up the practice test? So what you're going to do in a minute is scan the test. You're looking at this test for particular things. You're looking at it in terms of how it's organized. So you're looking at organization of the test. And you're also identifying areas of themes and areas for study for yourself. So again, it's very important all the way up in my grad classes, to pay attention to the details. Pay attention to the criteria, pay attention to what you're being asked to do and that means physically manipulating that test. So, use pencil on your practice test or if highlighting works for you highlight. Put circles, underline, and make sure you're catching what you're really being asked to do. If you don't understand the question, rephrase it for yourself. Alright, and write it for yourself in a way that you do understand.



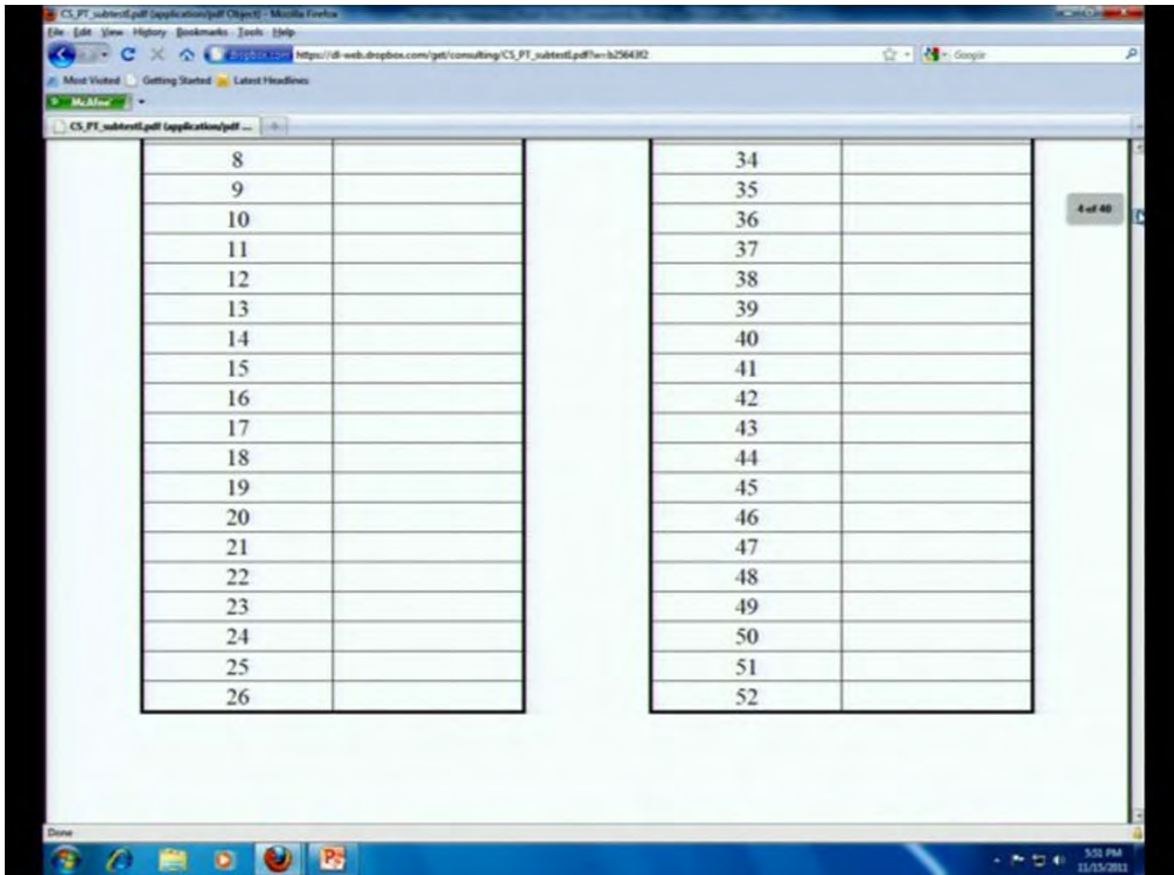
So next then is take the test, alright? So in a minute we're going to go see the whole process of scanning. Then you will need to take the test, and as you take the test and you grade yourself, you're not going to focus on how many you got right. You're looking for areas for study. So you're going to circle the questions that you got wrong and then you're going to match them against the standard, and I'll show you how to do that in a minute. So you're going to use this test as a planning guide for what you need to study because you don't have to study everything, alright? You just need to study what you don't know or what you need to become more familiar with. So, you're going to take the test, identify your areas of needs, you're going to circle the questions that you got wrong or star the ones that you're kind of shaky about and you were just guessing on. And then you're going to match those needs to the standards. I'm going to pull up subtest 1.



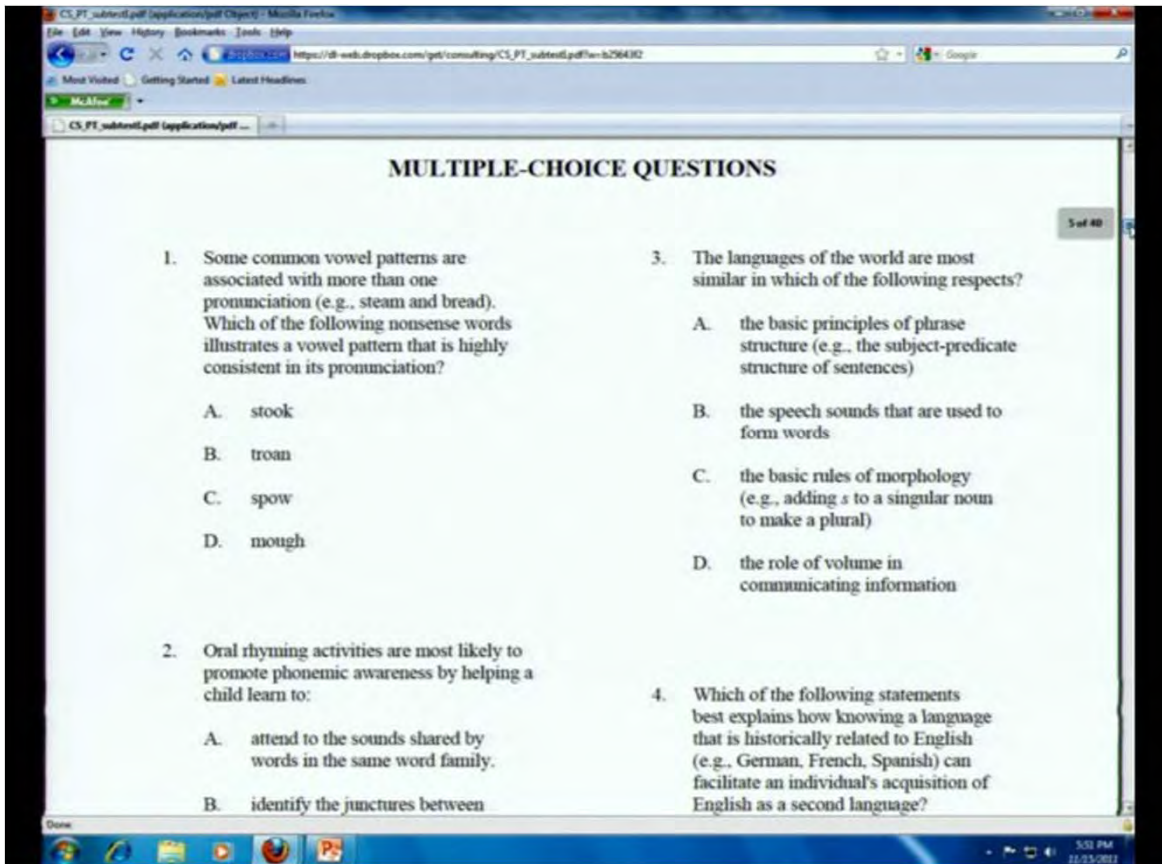
I'm just going to give you a second to look at each of these pages, and what I want you to do is look at the types of questions you're being asked on each page, alright?



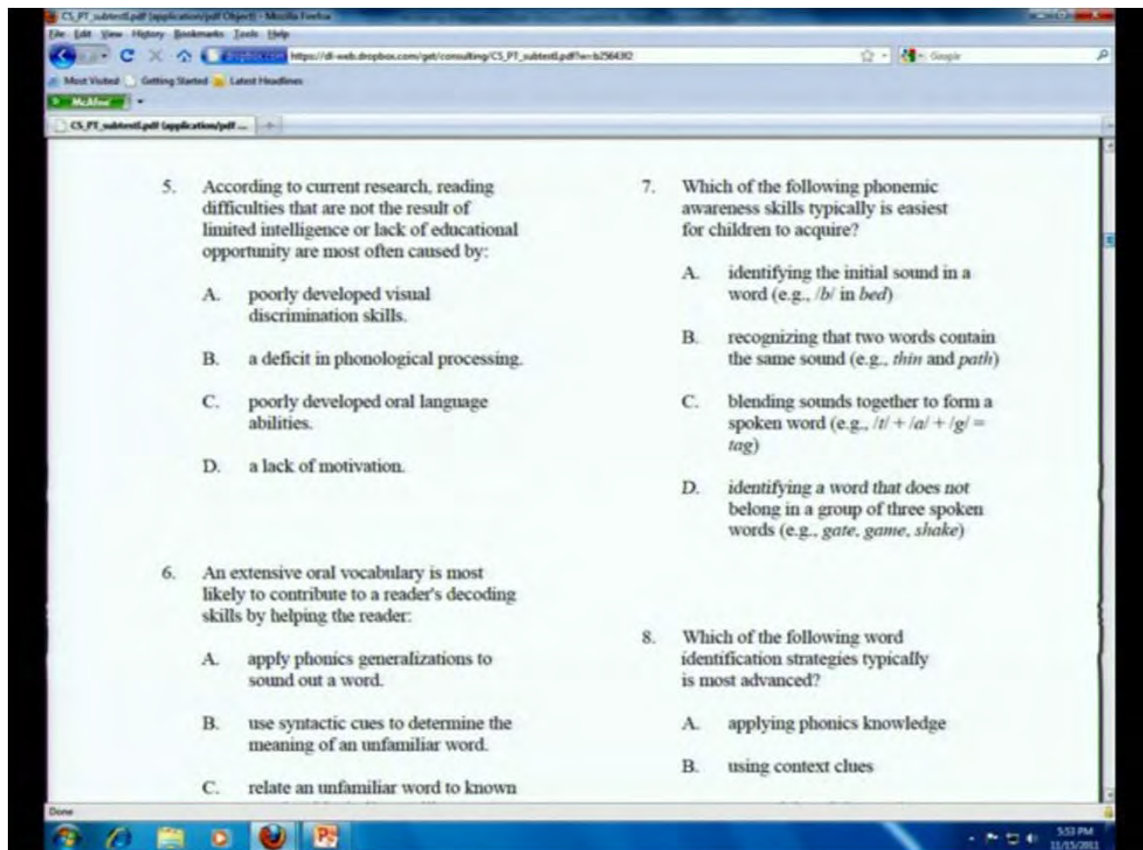
So the first page is all this stuff to intimidate you, what are the directions et cetera; you can read that on your own, all the questions you have to answer.



But let's note, shall we? That literally you're answering about 26 questions for language arts, for reading, and 26 questions for history and social science. 26 questions come on! How many scan tests have you taken that had a hundred questions on it or a 125 questions? So that is a glimmer of hope right there.



So when you look at this first page then, I'm going to give you just a couple of seconds to look at each page and I just want you to jot down one thing that stands out to you. We're in the language arts section first. So, are these the questions about learning to read, or are these the kind of questions they're asking testing my comprehension because that's what this test is made up of. Questions about learning how to read and questions about that are testing your reading comprehension. So when you look at this first page, what kind of questions do you see? Learning to read questions or questions testing comprehension? Comprehension, okay? So common vowel patterns, rhyming activities, the languages of the world are most similar in which of the following respects and which of the following statements best explains how knowing the language has historically related to English can facilitate an individual's acquisition of English as a second language. Well, the questions out there are going "ewwue" I don't know much about that, okay? You're going to start that question and you're done with that page. So, this is a scanning technique, a survey technique, you're going to quickly survey as you go through, you're going to put a star by something you think hmm, alright? And you're just going to quickly look at the question, but you're not going to look at the answers yet. You are just surveying.



The image shows a screenshot of a web browser window displaying a PDF document. The browser's address bar shows the URL: https://dl-web.dropbox.com/get/consulting/CS_FT_subtest1.pdf?dl=1&token=1234567890. The PDF content consists of eight multiple-choice questions arranged in two columns. The questions are numbered 5 through 8. The first column contains questions 5 and 6, and the second column contains questions 7 and 8. Each question has four options labeled A, B, C, and D.

5. According to current research, reading difficulties that are not the result of limited intelligence or lack of educational opportunity are most often caused by:

- A. poorly developed visual discrimination skills.
- B. a deficit in phonological processing.
- C. poorly developed oral language abilities.
- D. a lack of motivation.

6. An extensive oral vocabulary is most likely to contribute to a reader's decoding skills by helping the reader:

- A. apply phonics generalizations to sound out a word.
- B. use syntactic cues to determine the meaning of an unfamiliar word.
- C. relate an unfamiliar word to known

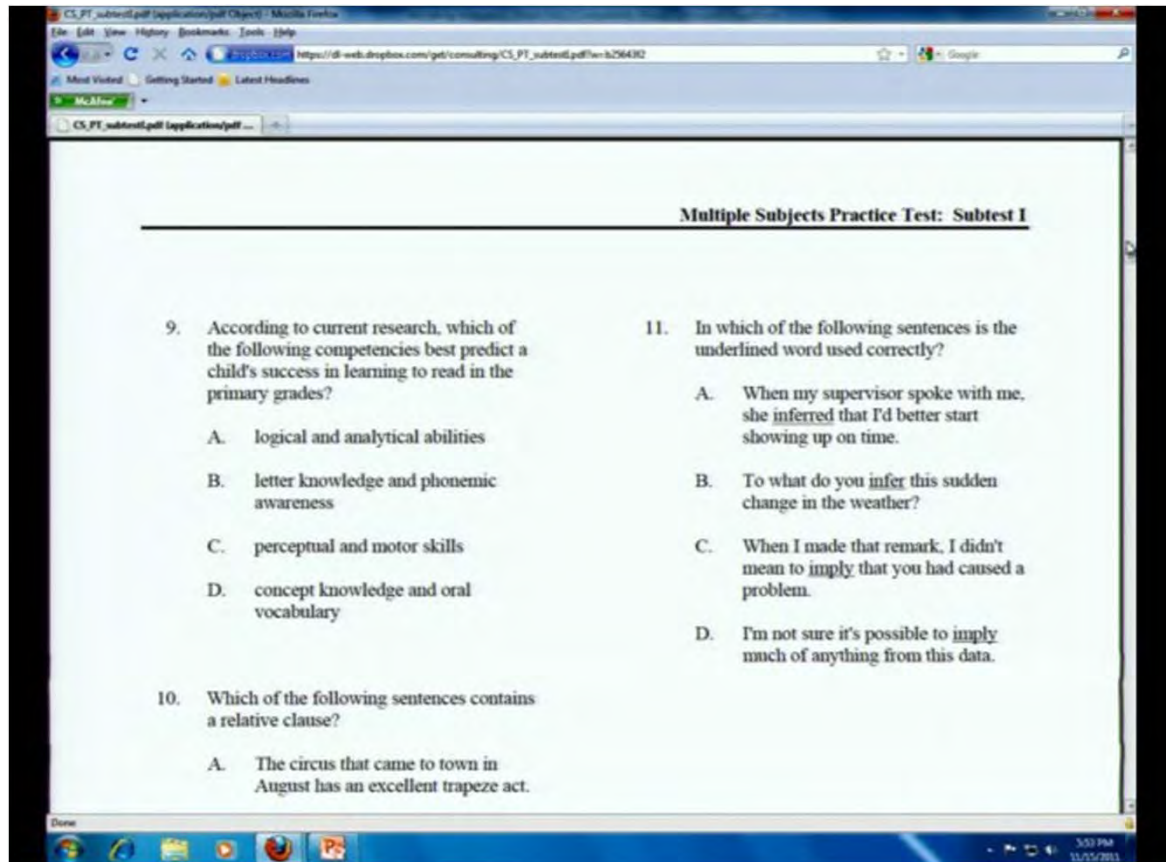
7. Which of the following phonemic awareness skills typically is easiest for children to acquire?

- A. identifying the initial sound in a word (e.g., /b/ in *bed*)
- B. recognizing that two words contain the same sound (e.g., *thin* and *path*)
- C. blending sounds together to form a spoken word (e.g., /t/ + /a/ + /g/ = *tag*)
- D. identifying a word that does not belong in a group of three spoken words (e.g., *gate*, *game*, *shake*)

8. Which of the following word identification strategies typically is most advanced?

- A. applying phonics knowledge
- B. using context clues

What do you see on the second page? Still learning to read type questions, right?



And we see phonics.

Multiple Subjects Practice Test: Subtest I

Read the passage below; then answer the two questions that follow.

¹In the presidential election of 1828 Andrew Jackson defeated John Quincy Adams. ²This victory was largely due to the machinations of Adams's political opponents in Congress. ³Senator Martin Van Buren of New York led the opposition to Adams. ⁴When Jackson swept into the White House, a wild throng of supporters greeted him, happy to have a president whom they perceived as a man of the people. ⁵Van Buren had a smart plan of causing it to look like Adams had raised tariffs on imported goods. ⁶In fact, Van Buren himself was behind the increase in tariffs. ⁷A raucous party broke out during the inauguration, spilling from the White House onto the lawn.

12. Which of the following changes could best improve the logical organization of the passage?

A. Move Sentence 4 so that it follows Sentence 1.

B. Move Sentence 4 so that it follows Sentence 6.

13. Which of the following revisions of a sentence would best improve the style of the passage?

A. Sentence 1: Political opposition in Congress led to the defeat of John Quincy Adams by Andrew Jackson in the presidential election of 1828.

D. Sentence 7: The opposition spilled

Now, what are we getting into? Okay. Read the passage bellow then answer the two questions that follow. So we have now shifted to what? Checking for your reading comprehension, okay? So, and this one is about Andrew Jackson, Jackson swept in the White House about his presidency, Van Buren inauguration. Okay. Oh, and a bunch of questions about that.

6

Multiple Subjects Practice Test: Subtest I

14. **Read the paragraph below; then answer the question that follows.**

¹Pittsburgh, Pennsylvania, is the regular meeting site of an international society of engineers who specialize in bridge building. ²This choice of locale is no accident. ³Pittsburgh is famous for the dozens of bridges spanning the city's three rivers. ⁴Almost every conceivable type of bridge can be found in or around Pittsburgh. ⁵Many of these bridges have idiosyncratic features, due to the unique requirements posed by the city's undulating terrain.

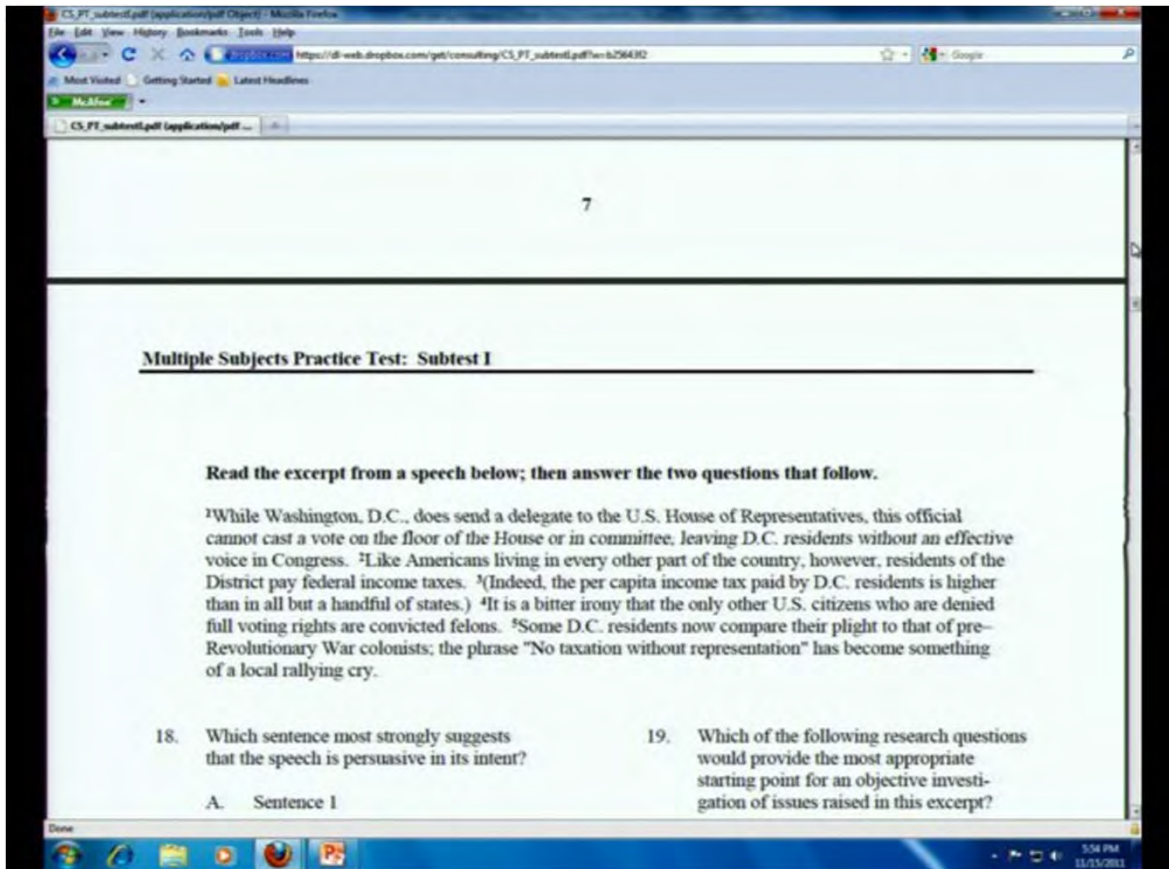
Which of the following is the topic sentence of this paragraph?

16. Increasing the rate of speech in an oral presentation would be most effective for:

- A. compensating for poor acoustics in a room.
- B. conveying a feeling of excitement.
- C. stating the conclusion of a logical argument.
- D. emphasizing an important point.

17. A lack of variation in rate, pitch, and rhythm is most likely to undermine the delivery of an oral presentation by

Another paragraph and these are all also seem to be in a historical context, that's what else I'm noticing. So we're just gonna keep scanning through, alright?



7

Multiple Subjects Practice Test: Subtest I

Read the excerpt from a speech below; then answer the two questions that follow.

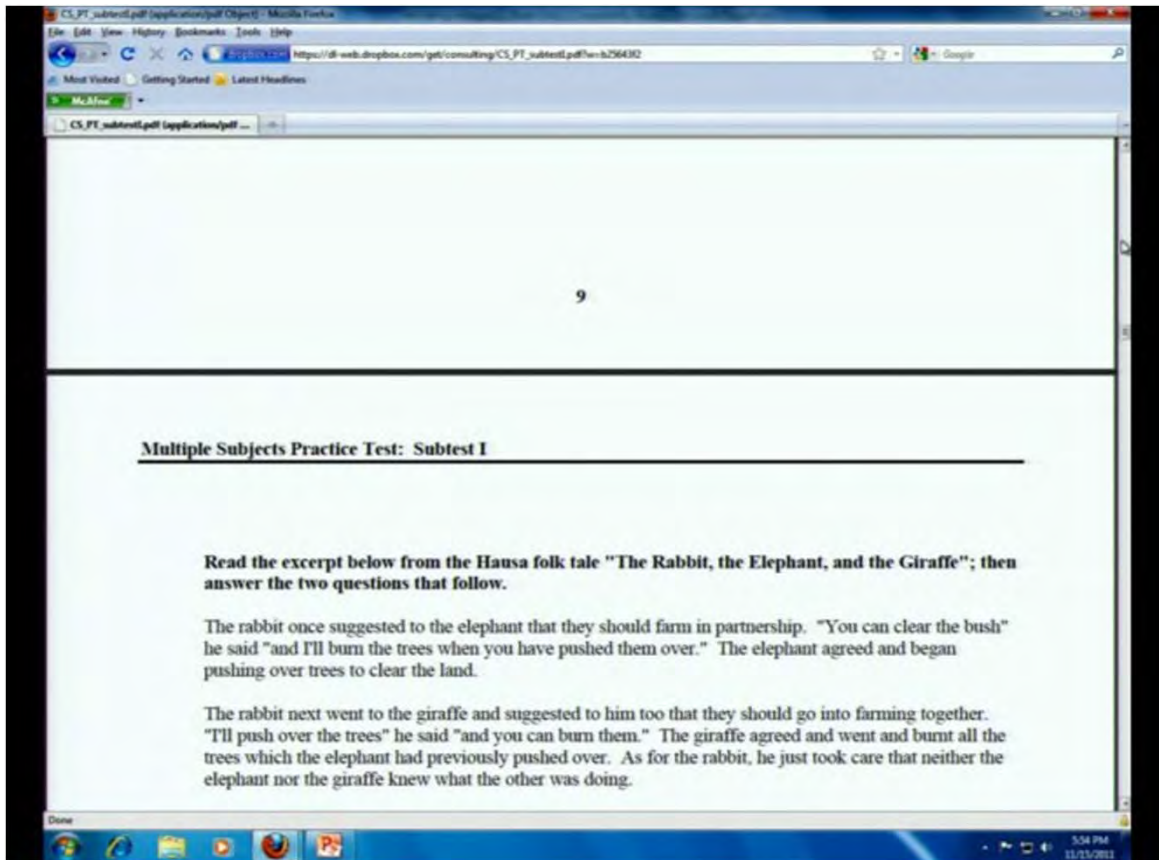
¹While Washington, D.C., does send a delegate to the U.S. House of Representatives, this official cannot cast a vote on the floor of the House or in committee, leaving D.C. residents without an effective voice in Congress. ²Like Americans living in every other part of the country, however, residents of the District pay federal income taxes. ³(Indeed, the per capita income tax paid by D.C. residents is higher than in all but a handful of states.) ⁴It is a bitter irony that the only other U.S. citizens who are denied full voting rights are convicted felons. ⁵Some D.C. residents now compare their plight to that of pre-Revolutionary War colonists; the phrase "No taxation without representation" has become something of a local rallying cry.

18. Which sentence most strongly suggests that the speech is persuasive in its intent?

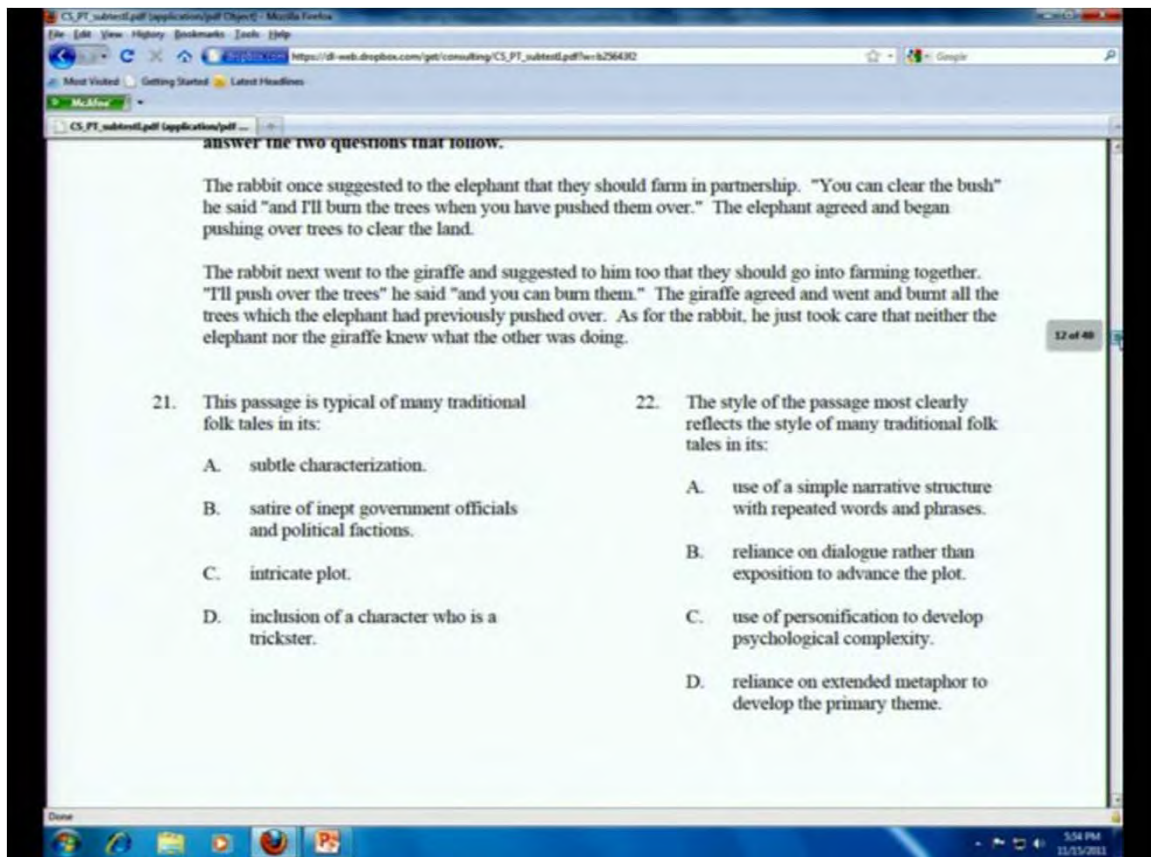
A. Sentence 1

19. Which of the following research questions would provide the most appropriate starting point for an objective investigation of issues raised in this excerpt?

We're already to question 18. Here is another passage with questions behind it.



Scanning through, alright, and then looks like we're moving into some literally text for children, okay?



answer the two questions that follow.

The rabbit once suggested to the elephant that they should farm in partnership. "You can clear the bush" he said "and I'll burn the trees when you have pushed them over." The elephant agreed and began pushing over trees to clear the land.

The rabbit next went to the giraffe and suggested to him too that they should go into farming together. "I'll push over the trees" he said "and you can burn them." The giraffe agreed and went and burnt all the trees which the elephant had previously pushed over. As for the rabbit, he just took care that neither the elephant nor the giraffe knew what the other was doing.

21. This passage is typical of many traditional folk tales in its:

- A. subtle characterization.
- B. satire of inept government officials and political factions.
- C. intricate plot.
- D. inclusion of a character who is a trickster.

22. The style of the passage most clearly reflects the style of many traditional folk tales in its:

- A. use of a simple narrative structure with repeated words and phrases.
- B. reliance on dialogue rather than exposition to advance the plot.
- C. use of personification to develop psychological complexity.
- D. reliance on extended metaphor to develop the primary theme.

The rabbit, the elephant, the giraffe, still is checking for our comprehension, alright?

A screenshot of a web browser displaying a PDF document. The browser's address bar shows a URL from a Dropbox link. The PDF content includes a poem and two multiple-choice questions.

The poem reads:

A long and silent street.
 I walk in blackness and I stumble and fall
 and rise, and I walk blind, my feet
 stepping on silent stones and dry leaves.
 Someone behind me also stepping on stones, leaves:
 if I slow down, he slows:
 if I run, he runs. I turn: nobody.
 Everything dark and doorless.
 Turning and turning among these corners
 which lead forever to the street
 where nobody waits for, nobody follows me,
 where I pursue a man who stumbles
 and rises and says when he sees me: nobody.

Below the poem are two multiple-choice questions:

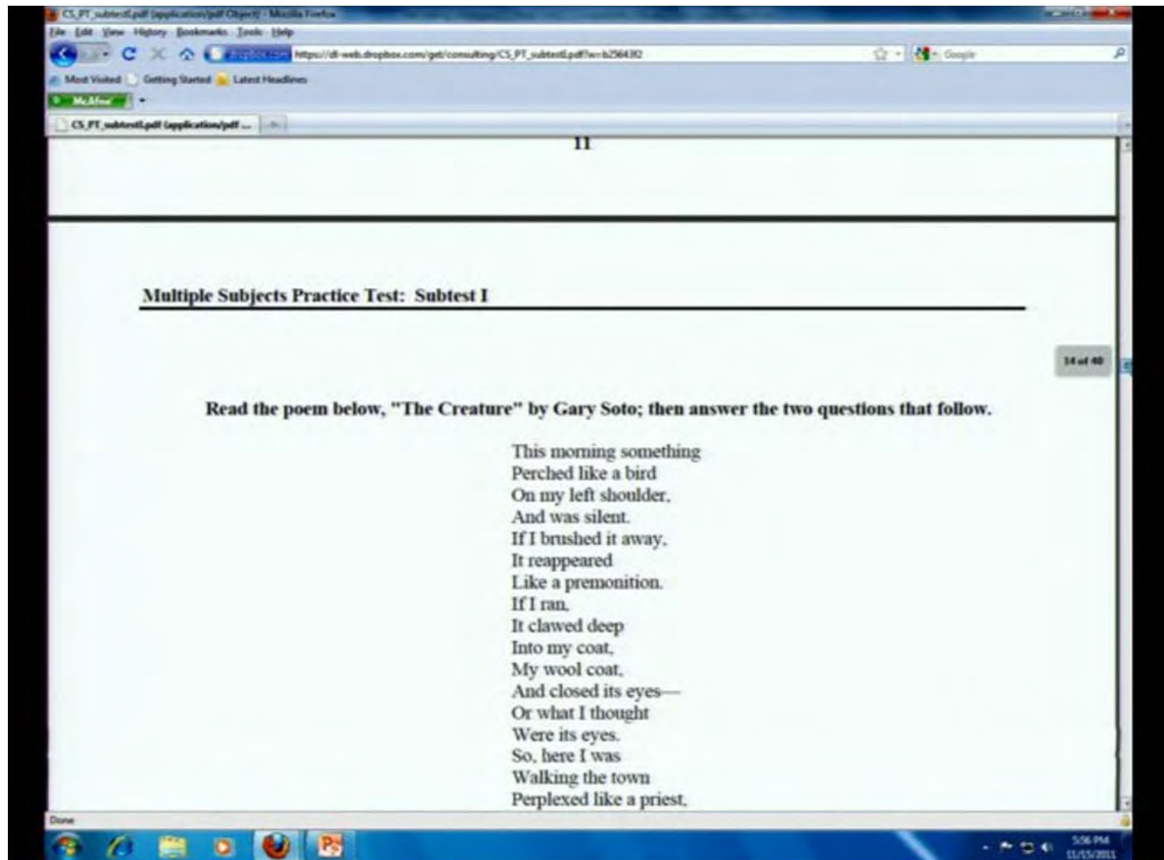
23. In this poem, the repetition of words and rhythms reinforces the poem's:

- A. metrical regularity.
- B. mood of anxiety.
- C. rhetorical emphasis.
- D. hostile tone.

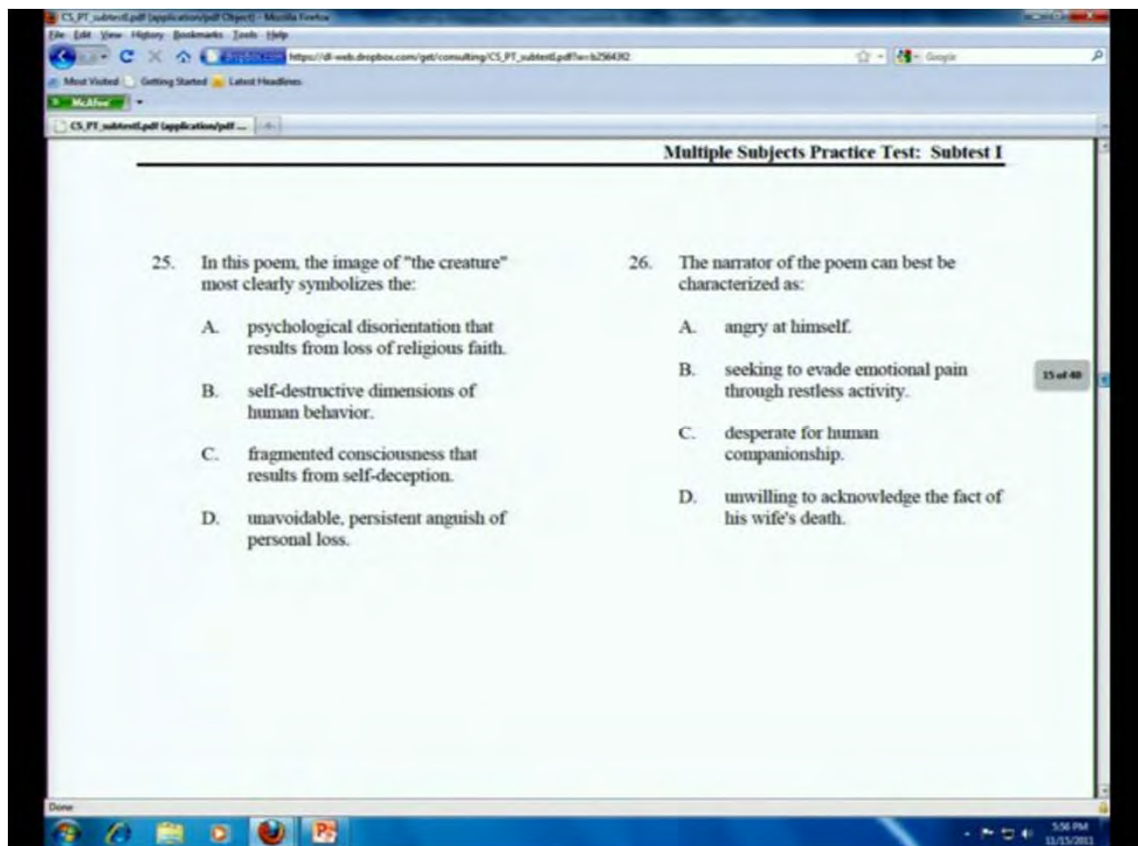
24. The last two lines of the poem most clearly support which of the following themes?

- A. the importance of perseverance
- B. the cowardice of individuals who deny their true feelings
- C. the triumph of courage over fear
- D. the isolation and alienation of modern life

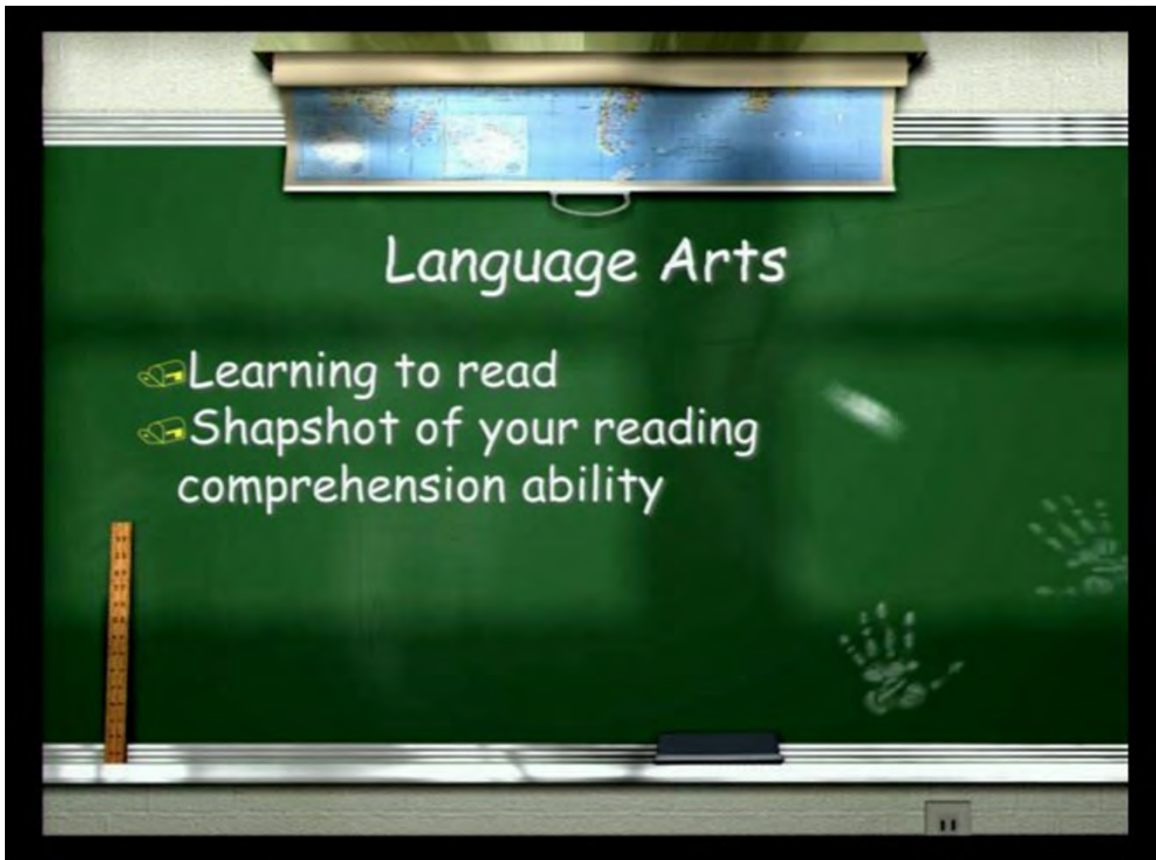
And here're the tricky ones to tell you the truth. The shortest little passages are often the trickiest and the hardest ones to answer, especially when it comes to poetry and those kinds of things. So with poetry, I'm just going to quickly tell you a very quick strategy for poetry, is to affix the poem itself with the positive or negative sign, alright? So when you read the poem, you're going to decide, is this a happy, make me feel good poem or is this darker side poem? So you're going to mark it as a plus if you see it as a happy type poem or a minus as you see it more of a dark type poem. And then once you figure that out, when you go to answer the questions and you don't know the answer, if you decided the overall tone of the poem is positive. Well then, you're going to go with the answer that is a positive answer. If the overall tone is negative, you're going to go with the answer that's a negative answer. Just a little tip for you with poetry, okay?



So, if we have some poetry to work with, another poem to work with.



And then we're done, we're done with the language arts that's part of the test, okay? So what we just engaged in was a survey technique where we went through and we got a good feel of what the test is to be about? So, what's it going to be about? Learning to read and reading comprehension. So where do you think you'll find that information from to help you with that? I'm going to tell you, alright.



So, the first part, learning to read and the second part, snapshot of you're reading comprehension ability.



So how do figure out the "learning to read?" Well, learning to read, the primary focus for that is in the K4 standards and frameworks. So let's look at those K4 standards quickly.



I'm going to cde.ca.gov, one of my favorite sites in the whole wide world. How many of you have done this, gone into this site? A couple of you, okay. On this site then, on the side bar, alright, there is a bullet that says standards and frameworks, alright? So I went to cde.ca.gov, it's in you PowerPoint and I'm going to click on standards and frameworks, okay.

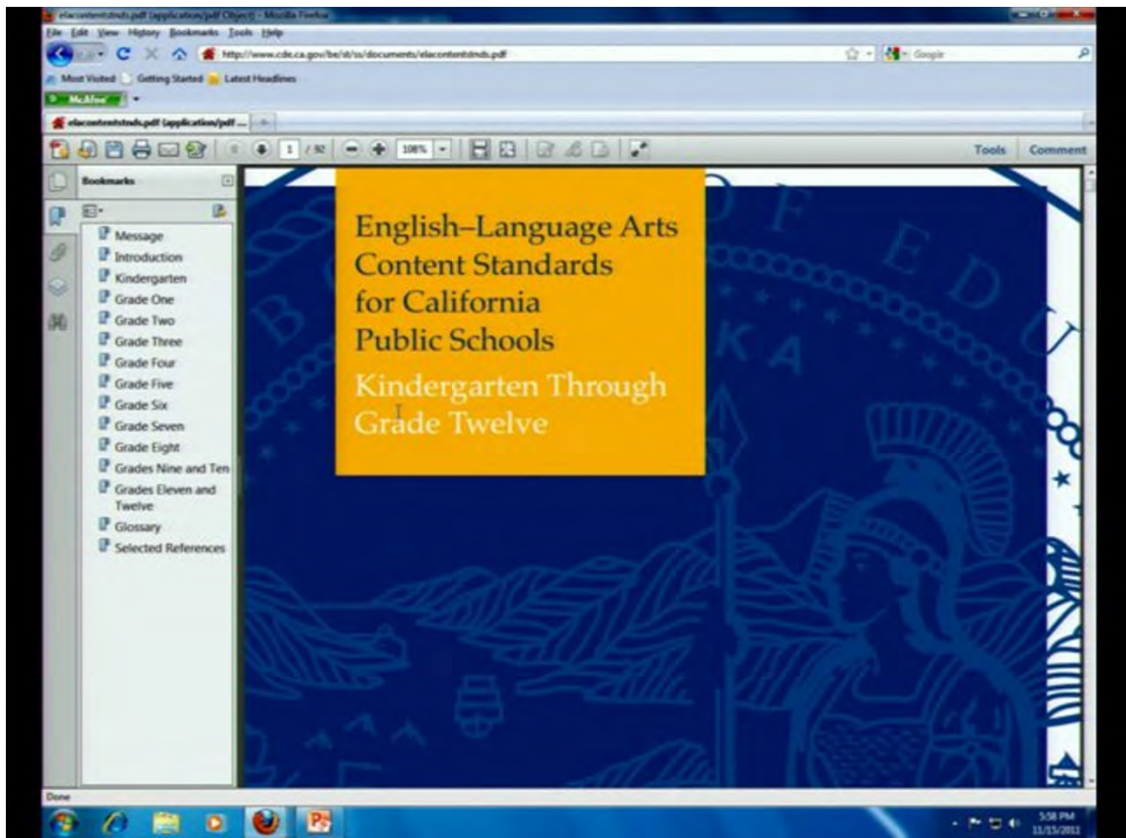
The screenshot shows a web browser window displaying the California State Board of Education's Standards & Frameworks page. The page features the California State Board of Education logo at the top left, a search bar, and a navigation menu with categories such as Curriculum & Instruction, Testing & Accountability, Professional Development, Finance & Grants, Data & Statistics, Learning Support, and Specialized Programs. The main content area is titled "Standards & Frameworks" and includes a brief introduction followed by three sections: "Content Standards", "Common Core State Standards", and "Curriculum Frameworks". The "Content Standards" section is highlighted with a mouse cursor. At the bottom of the page, contact information for the California State Board of Education is provided, including the address: 1430 N Street, Suite #5111, Sacramento, CA 95814. The browser's address bar shows the URL "http://www.cde.ca.gov/be/fo/fo.htm".

So on this page, don't worry about the common core state standards, you're not going there now. You're just going to focus on the content standards and the curriculum framework .

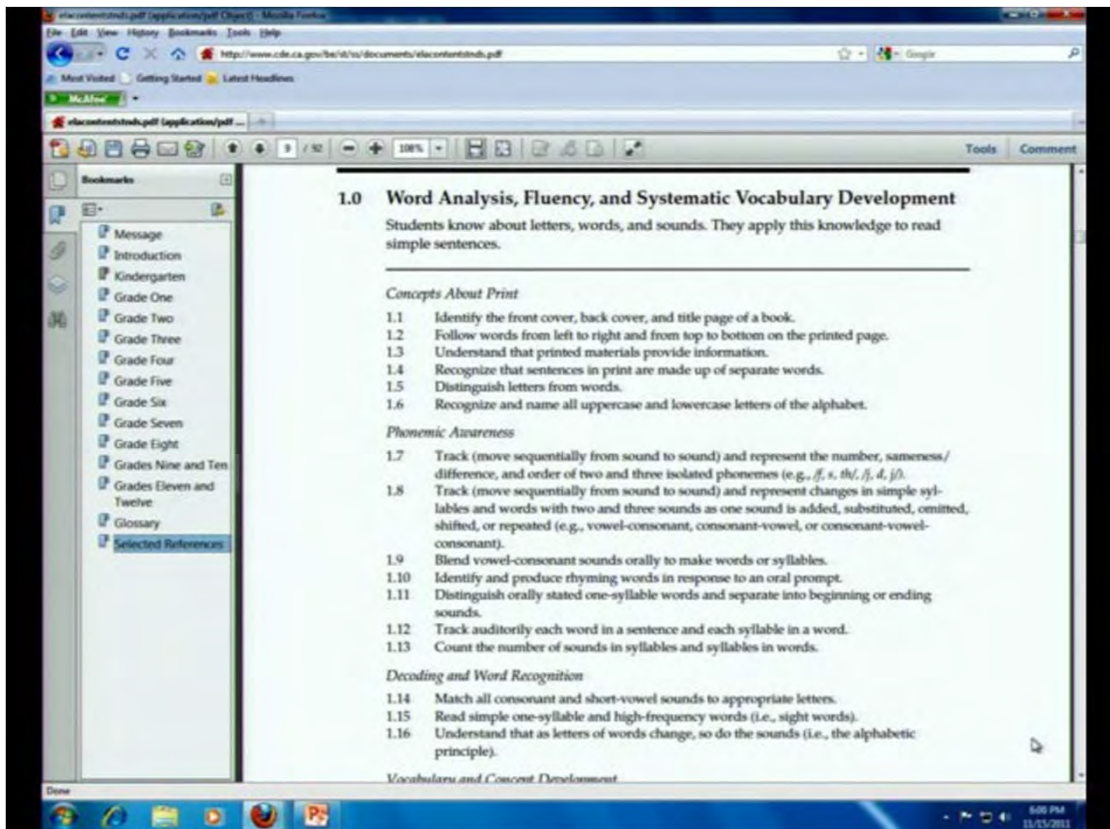
The screenshot shows the California State Board of Education website. The page title is "Content Standards". Below the header, there is a navigation menu with categories: Curriculum & Instruction, Testing & Accountability, Professional Development, Finance & Grants, Data & Statistics, Learning Support, and Specialized Programs. The main content area is titled "Content Standards" and includes a brief description: "Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level." Below this, it states that content standards adopted by the California State Board of Education are listed below, and that printed publications can be purchased from CDE Press. A list of standards follows, including:

- Common Core State Standards (Outside Source)
 - English Language Arts
 - Common Core State Standards for English Language Arts, Adopted August 2010 (Outside Source)
 - English Language Arts, Adopted December 1997 (PDF, 830KB, 91pp)
 - Word version of English Language Arts Content Standards (DOC, 343KB, 64pp)
 - Braille version of Reading Standards (PDF, 679KB, 109pp)
 - Mathematics
 - Common Core State Standards for Mathematics, Adopted August 2010 (Outside Source)
 - Mathematics, Adopted December 1997 (PDF, 813KB, 72pp)
 - Word version of Mathematics Content Standards (DOC, 235KB, 57pp)
 - Braille version of Mathematics Standards (PDF, 2.1MB, 86pp)
- Career Technical Education, Adopted Mar 2005 (PDF, 48B, 441pp)
 - Word version of Career Technical Education (Word, 1.4MB, 367pp)
- English Language Development, English Version (PDF, 830KB, 91pp)
 - Word version of English Language Development (DOC, 659KB, 75pp)
- English Language Development, Spanish Version (PDF, 2MB, 96pp)
 - Word version of Health Education Content Standards (DOC, 283KB, 72pp)
- Health Education Content Standards, March 2008 (PDF, 1MB, 71pp)
 - Word version of Health Education Content Standards (DOC, 283KB, 72pp)
- History-Social Science, Adopted October 1999 (PDF, 847KB, 66pp)
 - Word version of History-Social Science Content Standards (DOC, 319KB, 51pp)
- Model School Library Standards, Adopted September 2010 (PDF, 1MB, 44pp)
 - Word version of Model School Library Standards (DOC, 164KB, 43pp)
- Physical Education Model Content Standards, Adopted Jan 2005 (PDF, 2MB, 72pp)
 - Word version of Physical Education Model Content Standards (DOC, 391KB, 56pp)
- Science, Adopted October 1999 (PDF, 541KB, 61pp)
 - Word version of Science Content Standards (DOC, 259KB, 62pp)
- Visual and Performing Arts, Adopted January 2001 (PDF, 2MB, 172pp)
 - Word version of Visual and Performing Arts Content Standards (DOC, 615KB, 145pp)

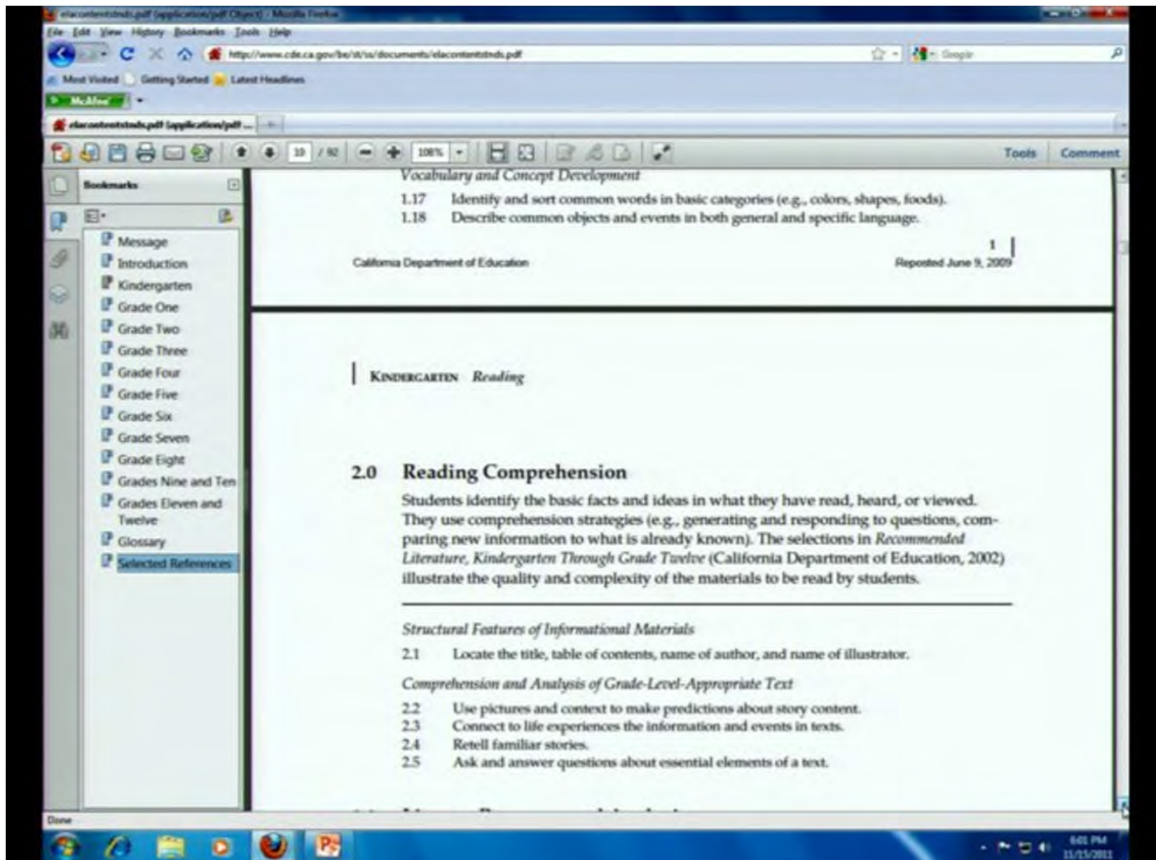
So here are the content standards. I'm going to look at the English language arts standards.



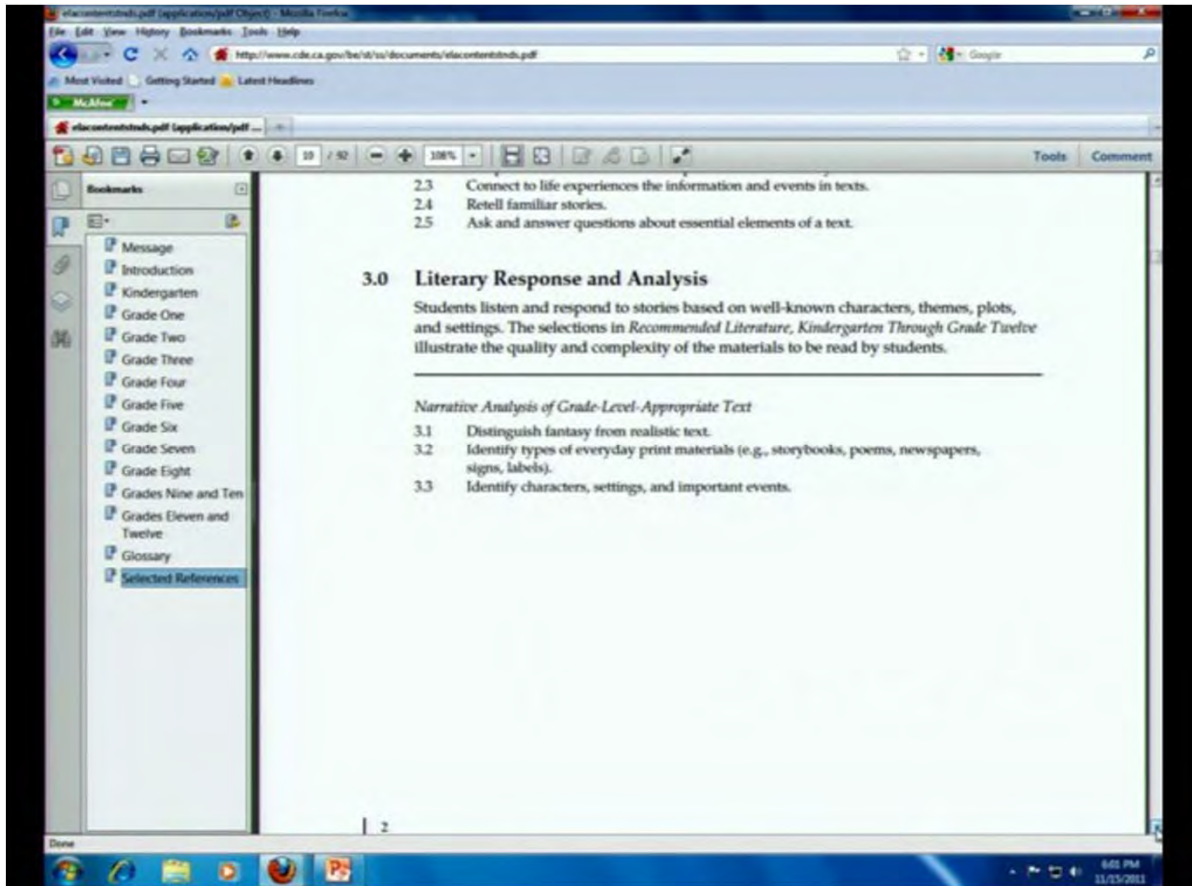
Alright, kindergarten.



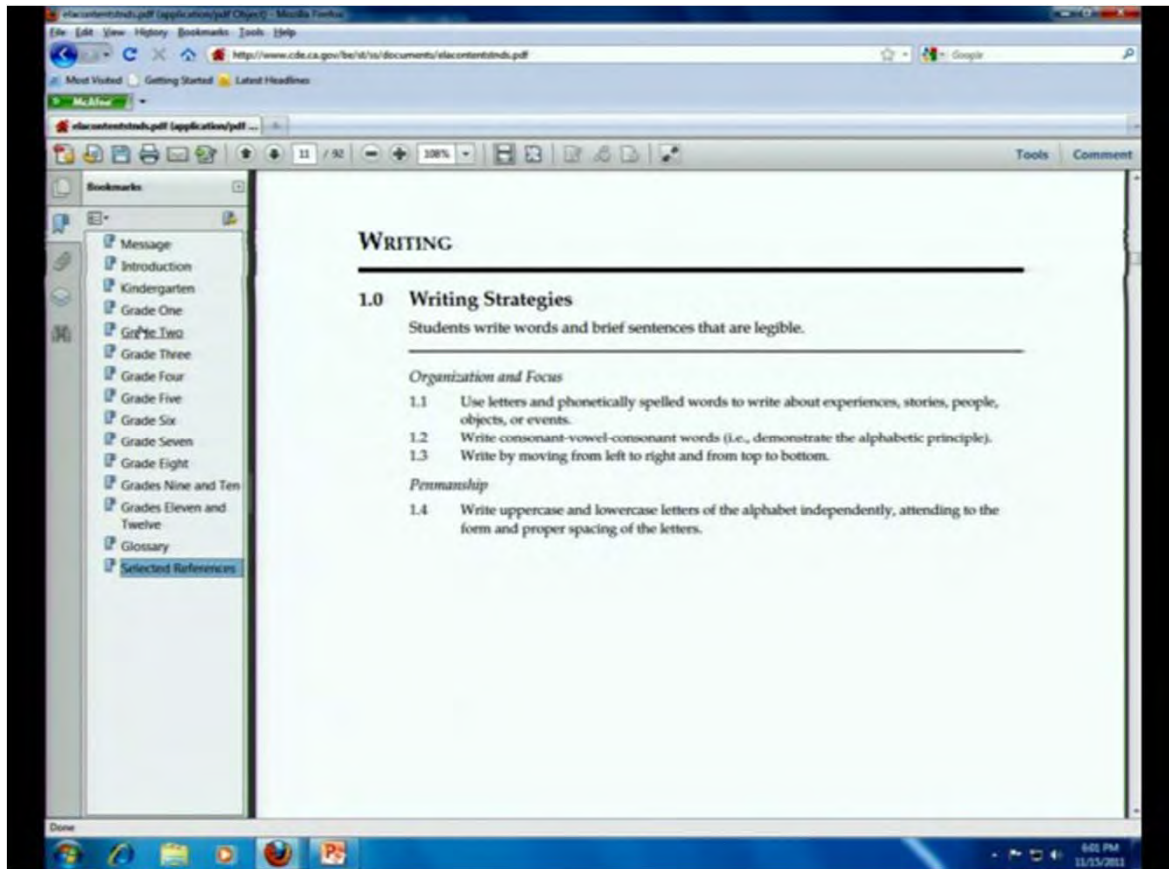
So you will see, and this holds true for the social studies which you have an example of in the 4th grade packet, that you're going to have an overall standard statement, an overview, and then it's going to be broken into sub standards, elements of the standards that goes into more specificity. So this is what you do with this. You again get that highlighter out and you're going to go through and you're going to look, okay, students know about letters, words, and sounds. They apply this knowledge to read simple sentence. So, you're going to go through and ask yourself and highlight what you don't understand. So this gives you like outline of concepts about print, alright? Phonemic awareness, that might be something that you need to brush up on so you might circle phonemic awareness that you need to look at phonemic awareness, what's the difference between consonant sounds, blend, vowel, consonant sounds, rhyming words. Did we see a question about rhyming words on that test? Yes, we did, alright? So that's why you scan because when you go through and look at this, you're going to, "Ah, I saw a question about that, about rhyming. I'm going to make sure I focus on that." And you're going to through the standards then and you're going to identify themes for study for yourself, alright? These are the things I need to be familiar with. So, K through 3rd grade is the "learning to read" part. Those are the grades you're really going to focus on highlighting what you need to study to be successful with any of those kinds of questions, alright? Any questions on that? So, you go to cde.ca.gov, okay. You click on contents and standards and then you click on the English language arts standards. Okay. Once you've identified what you need to study and the 1st grade gets a little bit more involved, they're all organized the same word. They'd start with word analysis, fluency and then they move on.



Reading Comprehension.



Literary Response and Analysis.



And writing strategies.

The screenshot shows a PDF document titled "Grade One" from the State Board of Education. The document is displayed in a browser window with a sidebar menu on the left. The main content is titled "READING" and includes a section "1.0 Word Analysis, Fluency, and Systematic Vocabulary Development" with a paragraph of text and a list of concepts and phonemic awareness tasks.

Grade One

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

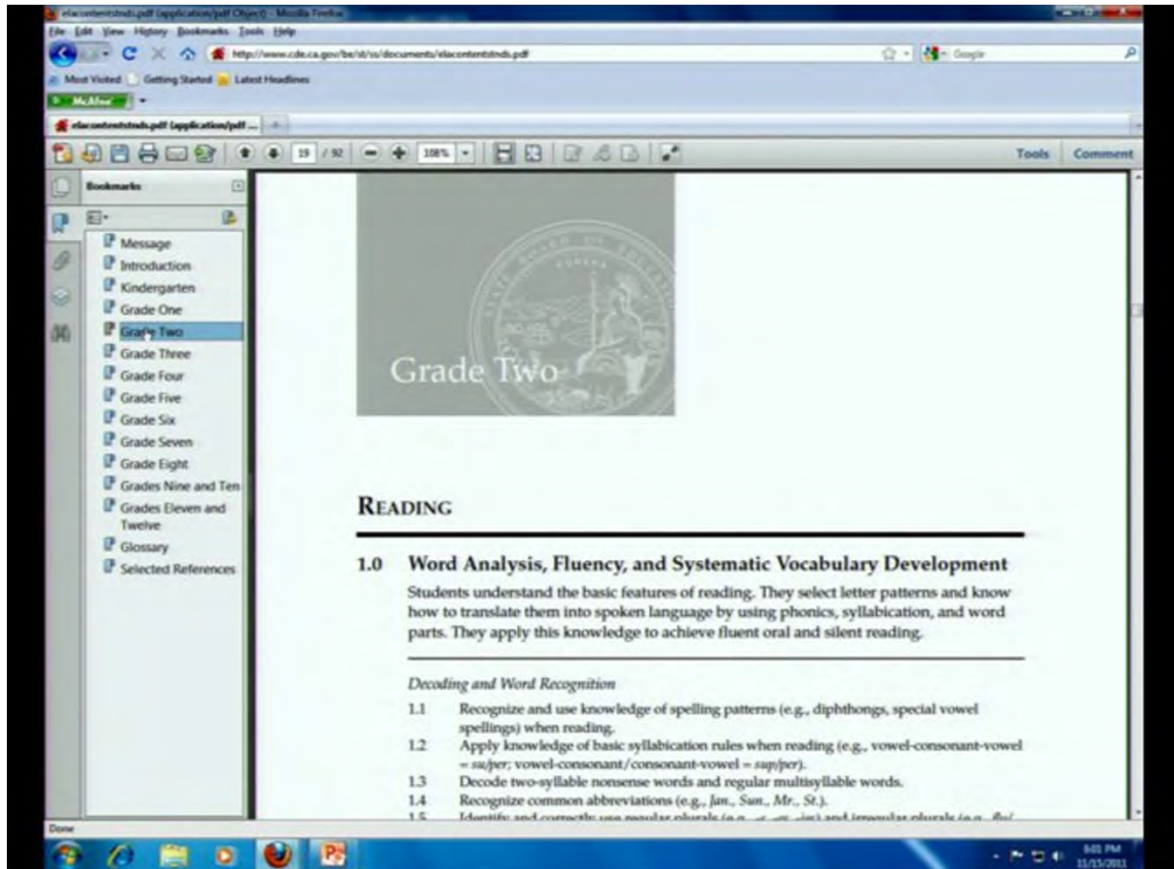
Concepts About Print

- 1.1 Match oral words to printed words.
- 1.2 Identify the title and author of a reading selection.
- 1.3 Identify letters, words, and sentences.

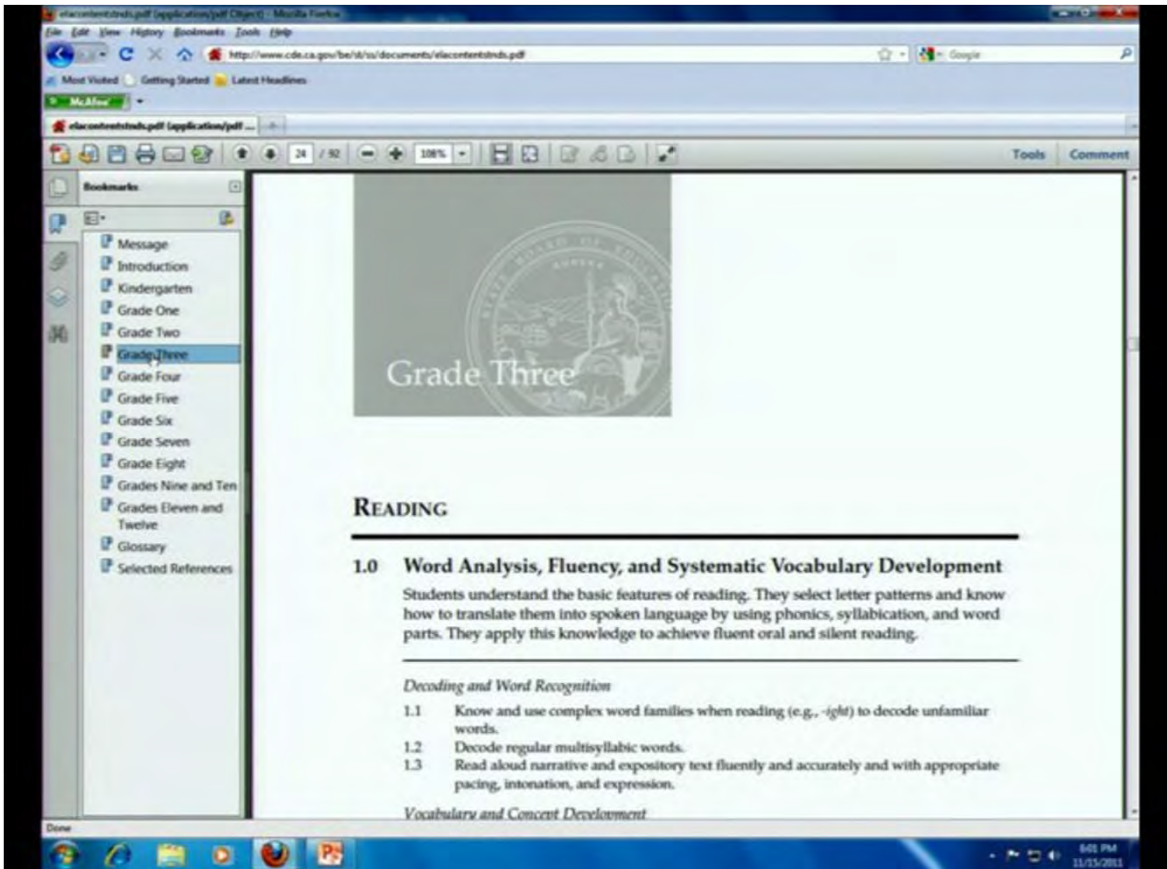
Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).

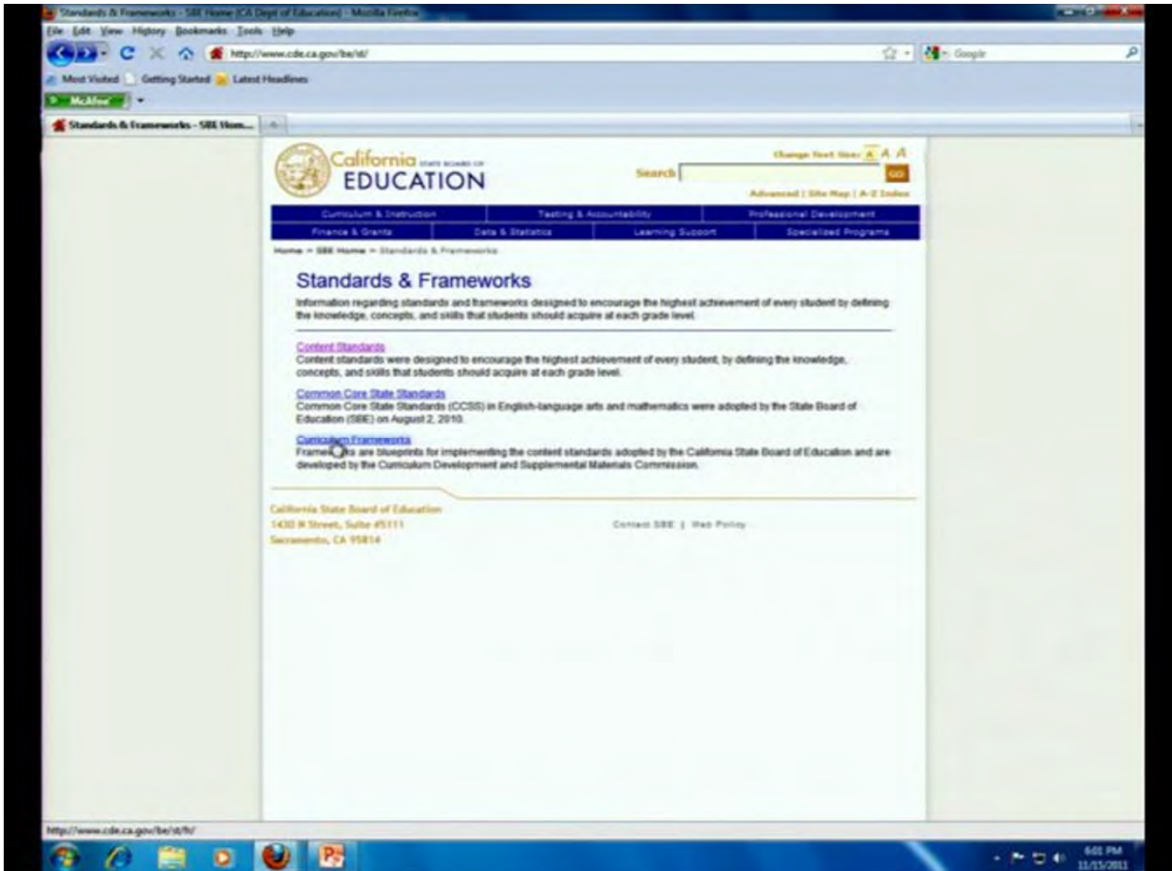
So when you get into 1st grade, it's organized the same way.



Second grade is organized the same way.



And finally, third grade is organized the same way as well. So first thing to do after you take that test, you find your holes then you go on find that in the standards. Okay. So once you find that, well then, what do you do? The next piece is you go to the frameworks which is in the same place, contents and standards.



The screenshot shows a web browser window displaying the California State Board of Education (SBE) website. The page title is "Standards & Frameworks - SBE Home (CA Dept of Education) - Mozilla Firefox". The URL in the address bar is "http://www.cde.ca.gov/be/". The page features the SBE logo and a navigation menu with links for Curriculum & Instruction, Testing & Accountability, Professional Development, Finance & Grants, Data & Statistics, Learning Support, and Specialized Programs. The main content area is titled "Standards & Frameworks" and includes the following text:

Information regarding standards and frameworks designed to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Content Standards
Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

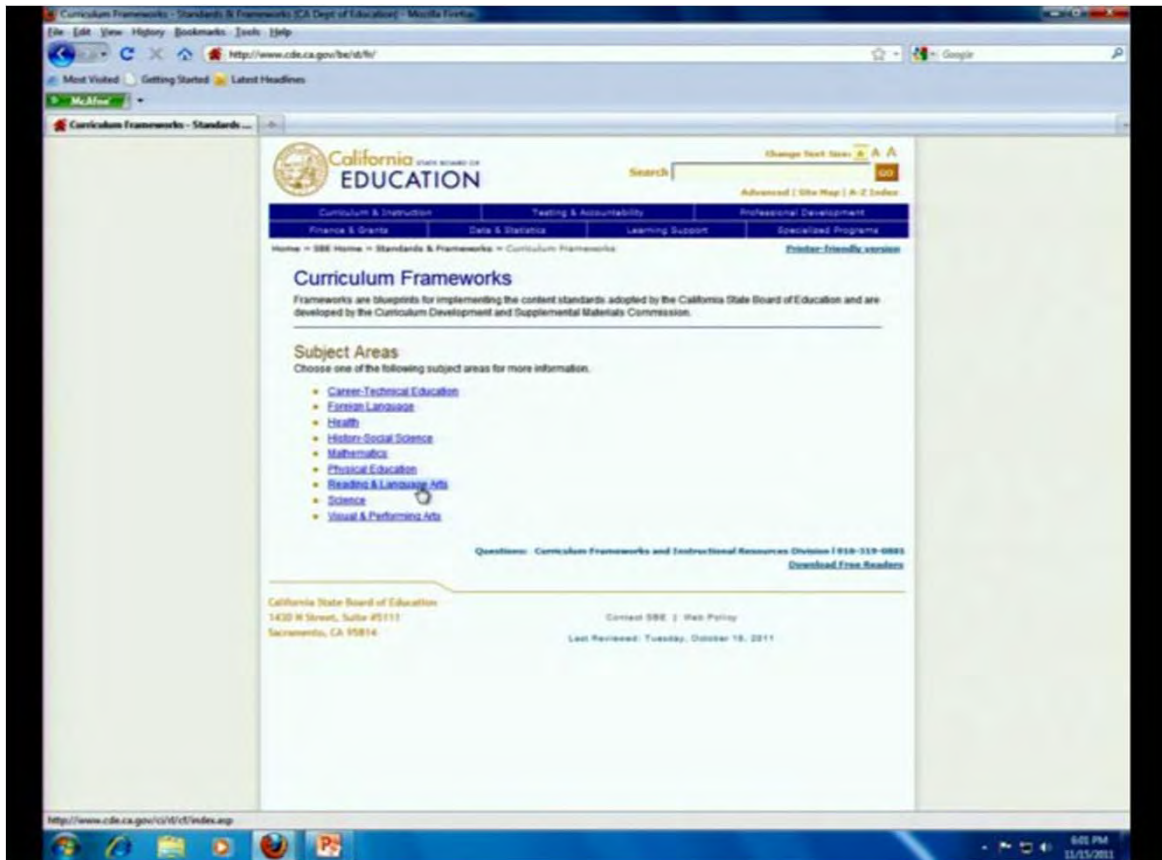
Common Core State Standards
Common Core State Standards (CCSS) in English-language arts and mathematics were adopted by the State Board of Education (SBE) on August 2, 2010.

Curriculum Frameworks
Frameworks are blueprints for implementing the content standards adopted by the California State Board of Education and are developed by the Curriculum Development and Supplemental Materials Commission.

California State Board of Education
1400 N Street, Suite #5111
Sacramento, CA 95814

Contact SBE | Web Policy

I'm going back, and down here it has curriculum frameworks.



Because California and most states have high stakes test involved around reading and language arts and math, this happen to be the thickest frameworks, alright?



If you don't like looking at things online, you can go to the library and get the text itself and check out the text. And doesn't the Liberal Studies office have the frameworks in there still, over in the test area, in that corner? Yeah. The Language Arts and Math, I think, okay.

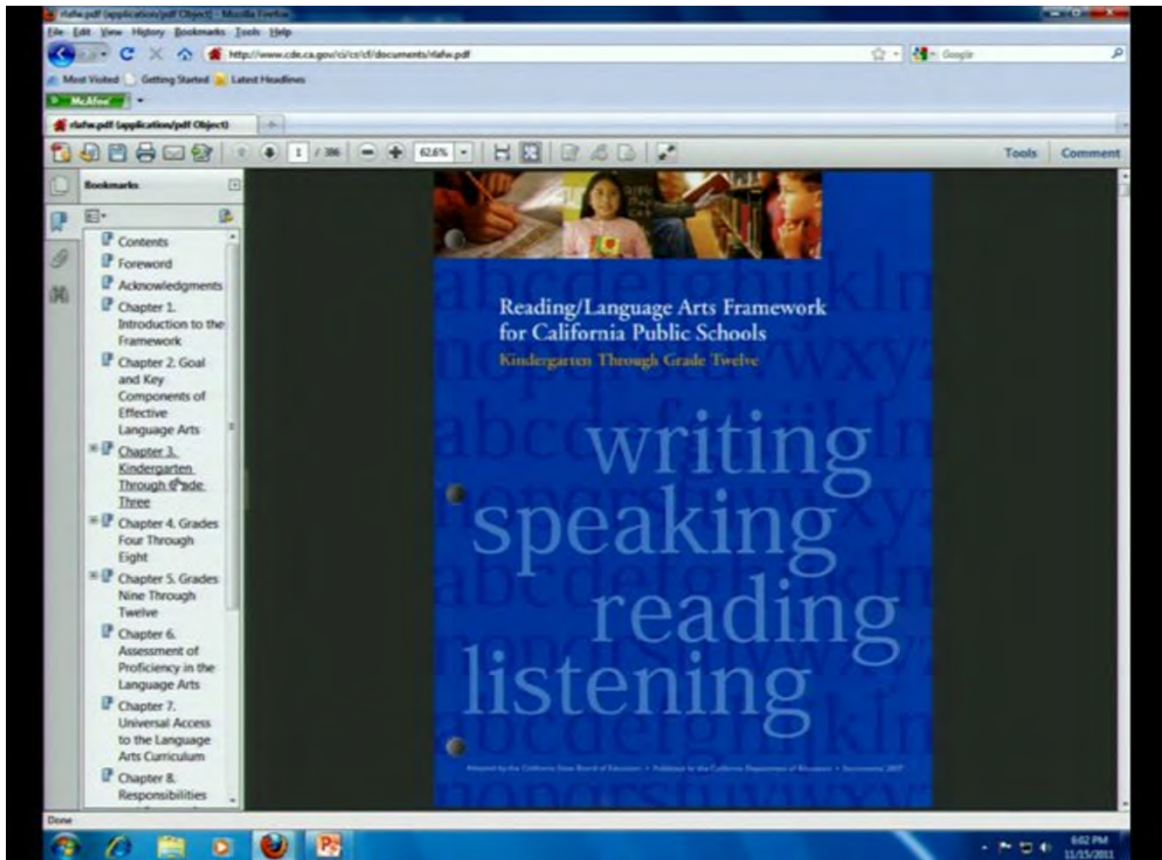


The screenshot shows the California Department of Education website. The main heading is "All Curriculum Frameworks". Below this, there is a list of frameworks with their respective PDF icons and page counts:

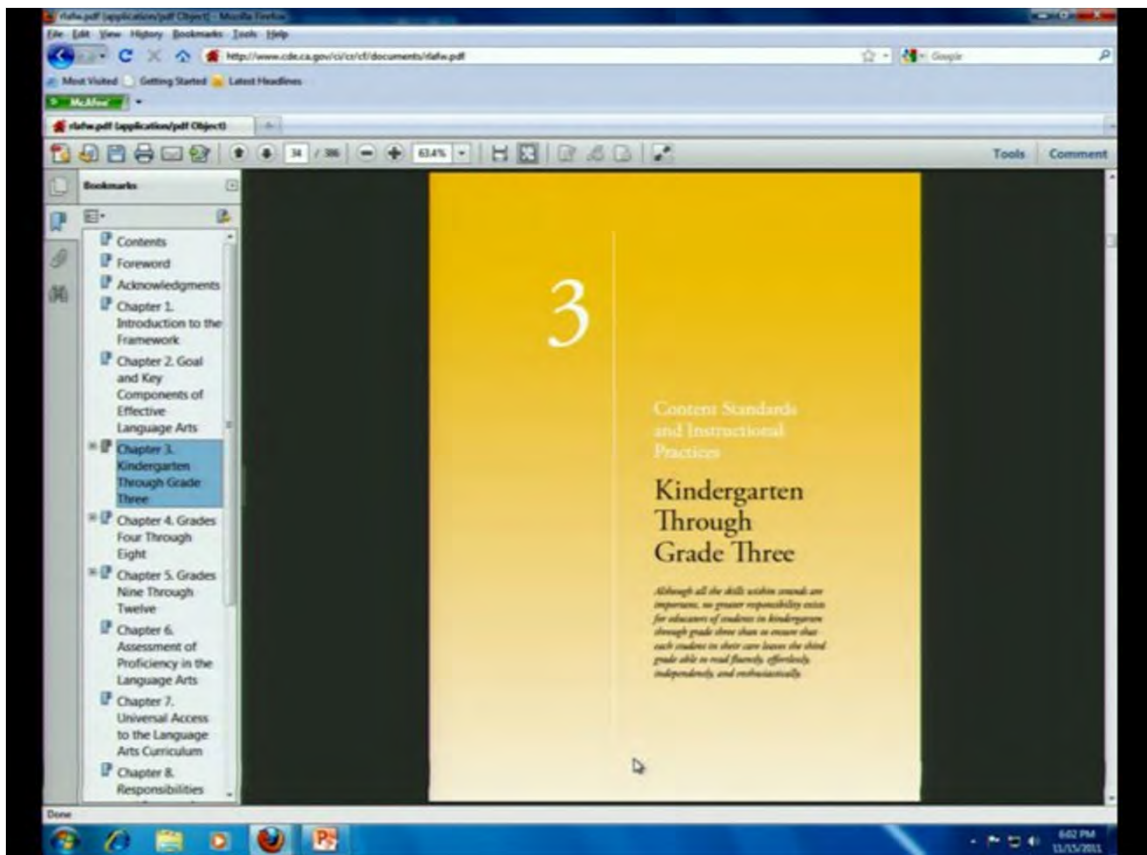
- Career/Technical Education Framework (PDF, 9.8MB, 484pp)
- English Language Framework (PDF, 2.6MB, 73pp)
- Health Framework (PDF, 2MB, 254pp)
- History/Social Science Framework (PDF, 3MB, 249pp)
- Mathematics Framework (PDF, 4MB, 411pp)
- Physical Education Framework (PDF, 4MB, 342pp)
- Reading/Language Arts (PDF, 6.9MB, 306pp)
- Science Framework (PDF, 6.3MB, 317pp)
- Visual and Performing Arts Framework (PDF, 4.1MB, 294pp)

At the bottom of the page, there is contact information for the California Department of Education and a note that the page was last reviewed on Thursday, September 15, 2011.

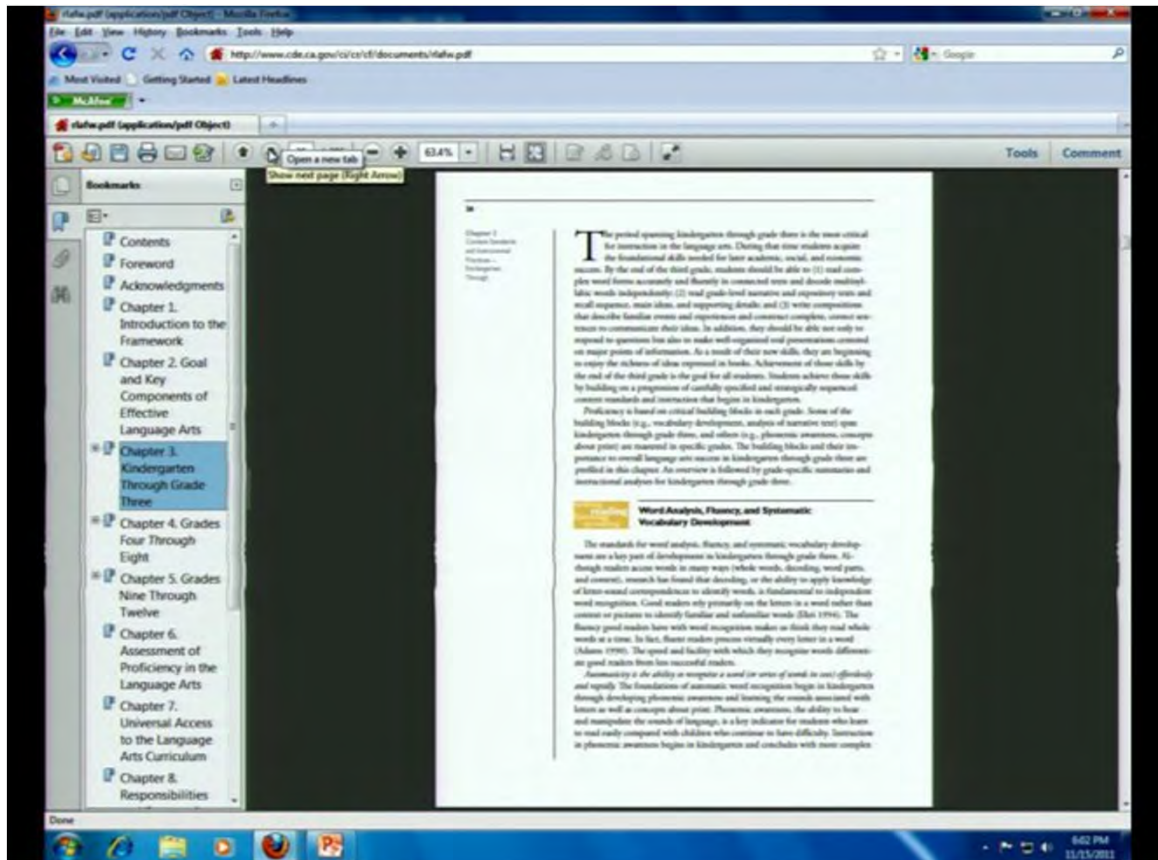
So you come in here and you look at the curriculum frameworks for language arts, reading language arts and they are organized just like the standards art.



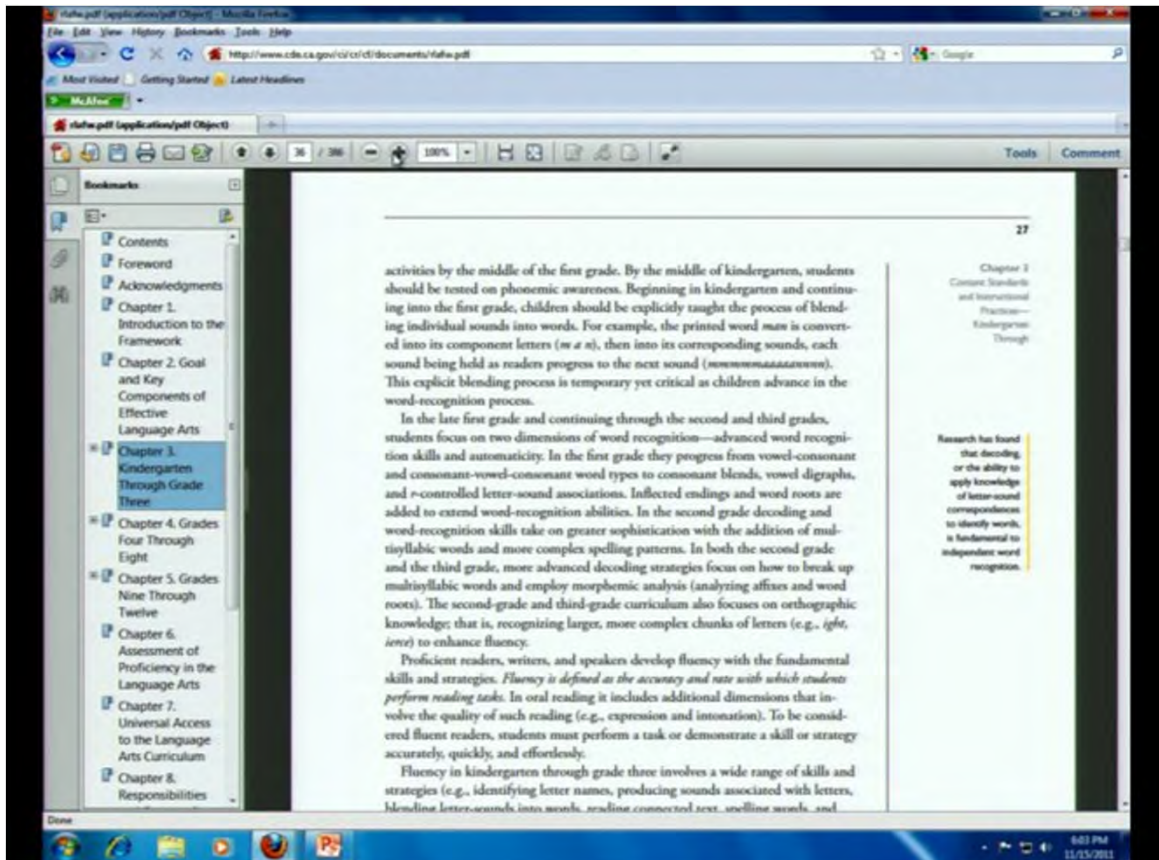
So, you'd go in, and the first part is, you don't want any of the first part.



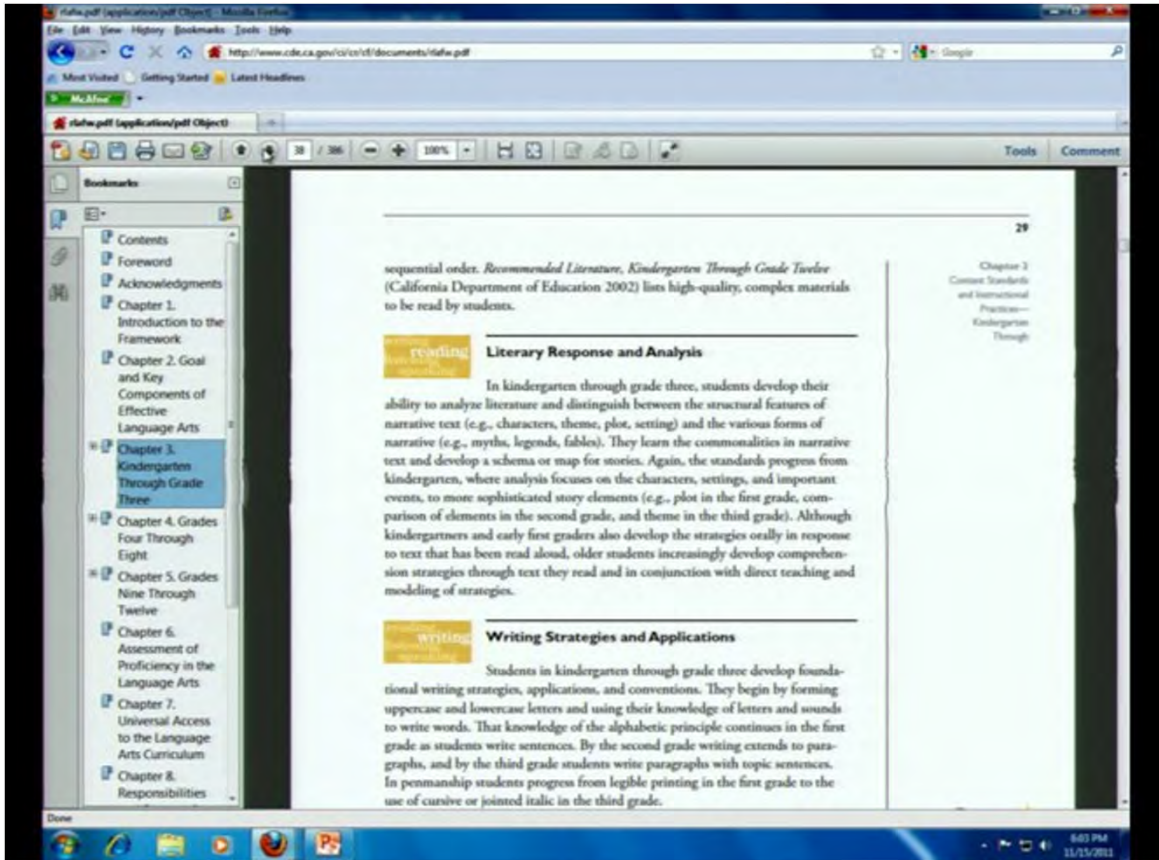
You want where it says Chapter 3, and this is going to be a big focus in the frameworks. So Reading Language Arts, Chapter 3, okay?



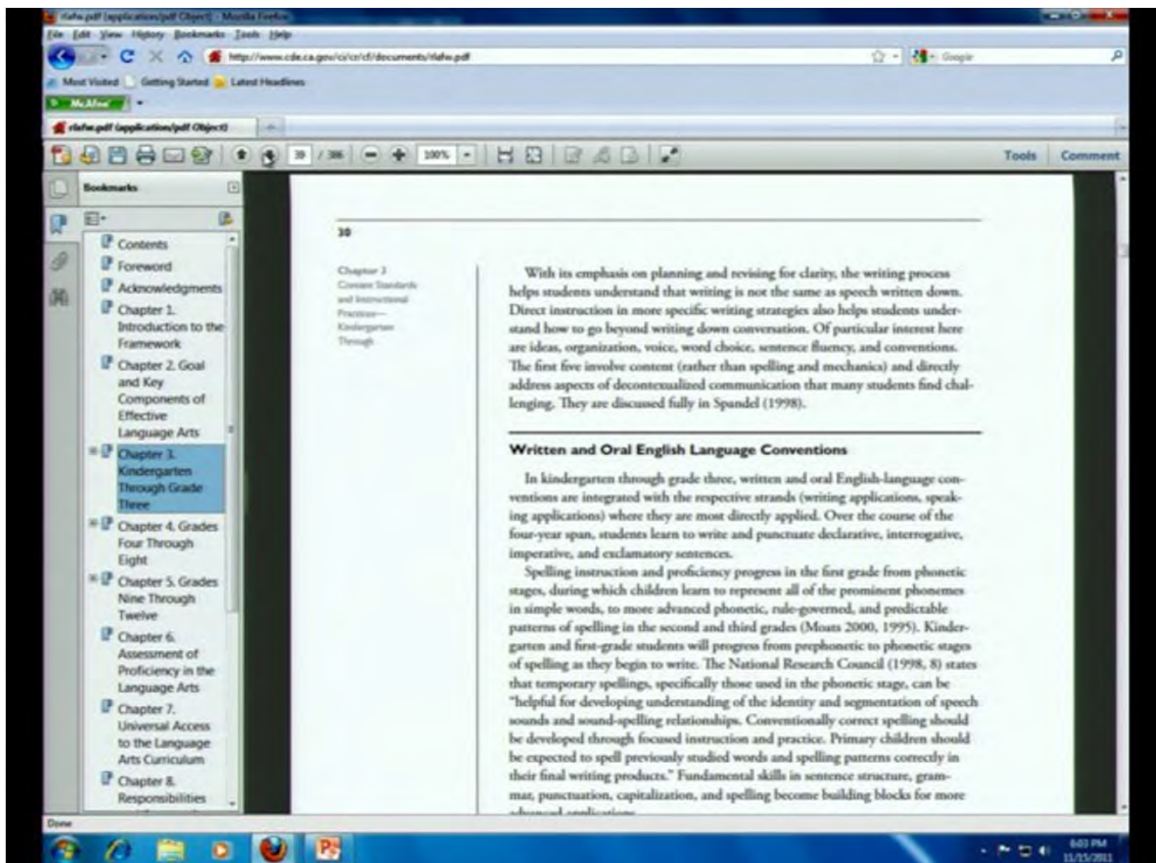
And what you're going to find in this chapter is the context for those standards.



So you can go through here and brush up on the terminology. Use the keywords on the side. Researchers found that decoding or the ability to apply knowledge letter sound corresponds to identify word. It's fundamental to independent word recognition so you can use the size to help you.



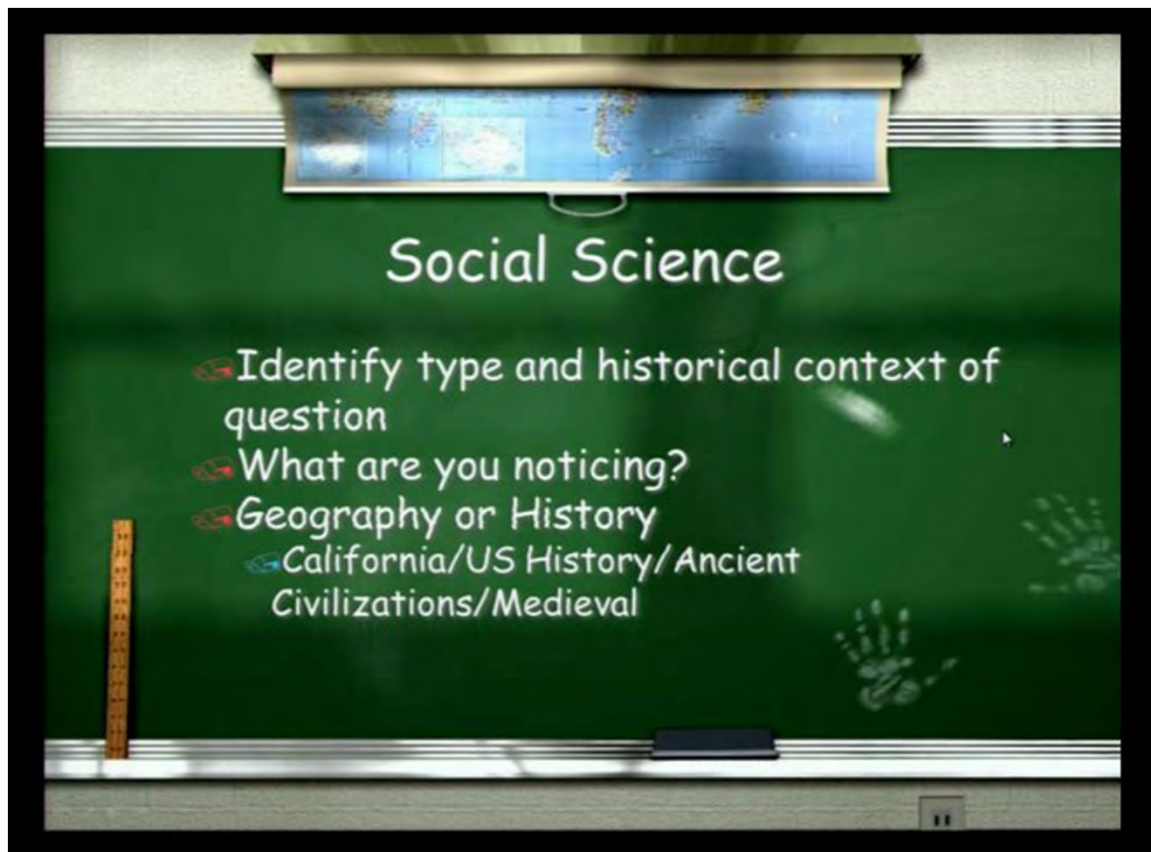
And just go through and brush up on the vocabulary so you'll have a sense of learning how to read to address those questions.



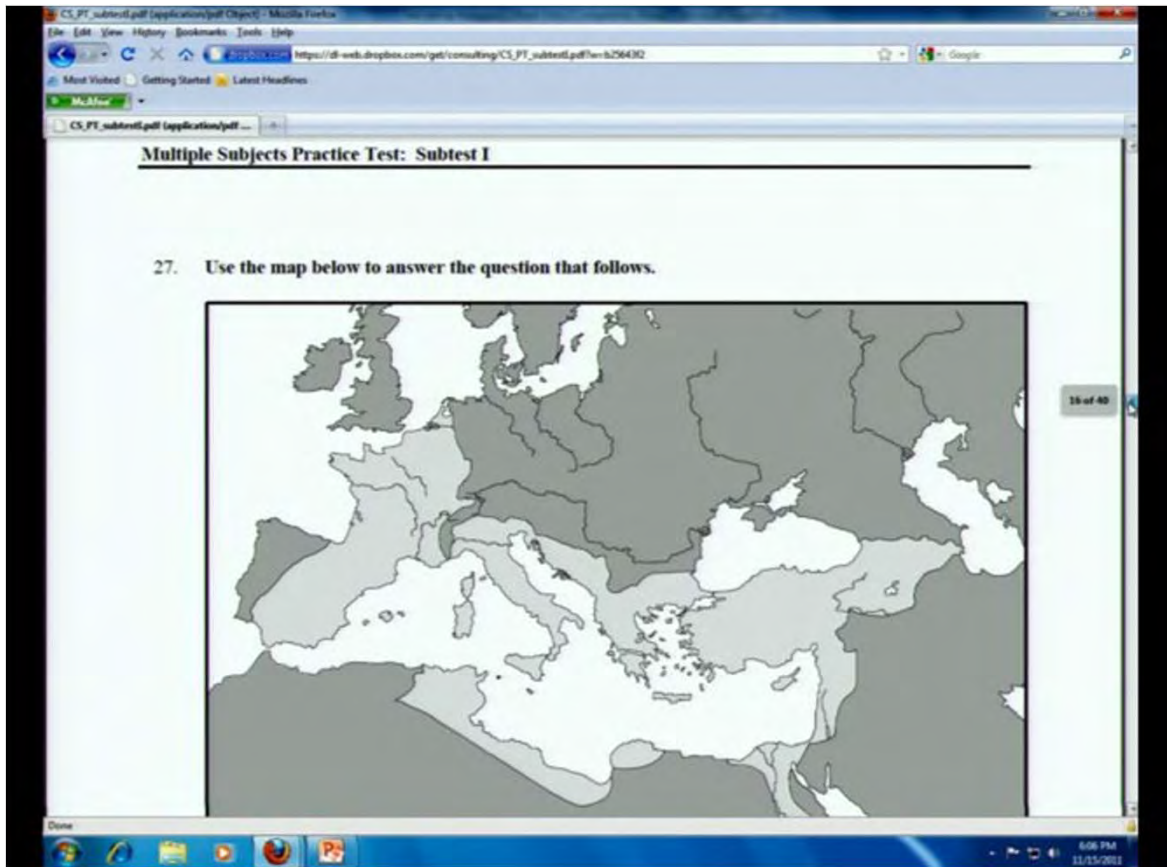
They are also in the frameworks of glossary which I won't take you through right now because you can find that, but a glossary of vocabulary that you want to familiarize with yourself with as well, okay? So that's learning how to read. The reading comprehension questions, there are some specific strategies that you can use. I'm not going to focus on that tonight.



The reading comprehension is basically poetry expository. They'll have some straight questions you'll see in there about speech, about mythology. There're questions around organization of text, a lot of main idea question and inferences. There are some good CBEST books out there. "Learning Express" is one that I recommend, and I think we still have copies of that in liberal studies. The last time I look there was at least one. And I don't think you should let them check it out, Pam. I think they should use it right there. But I've got some material data. It has a very strong reading comprehension and good strategies for that in there that will help you with this different main organization of the test. Because some of these parts are not that much different than the CBEST used to be.



The next test that the reason I focused on these two especially social science is social science seems to be the one that gives people the most grief. Alright. So the rest of our time, we're going to focus on social science test taking strategies. So with social science then, what we're going to do is go back to that test and I'm going to ask you, what do you notice about how this part of that test is organized? Alright.



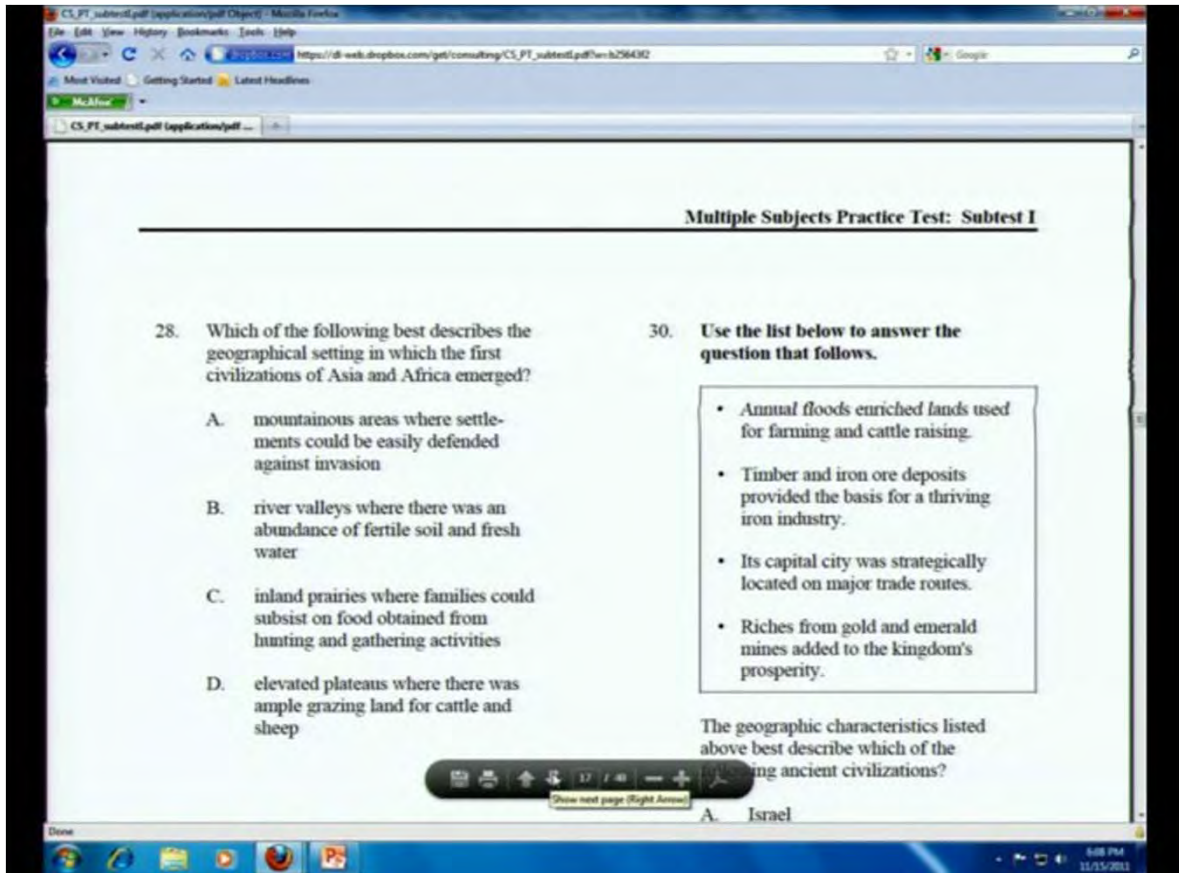
So the very first question is about what? Geography, using a map to answer questions.

The light land area on the map above illustrates the geographic extent of which of the following empires?

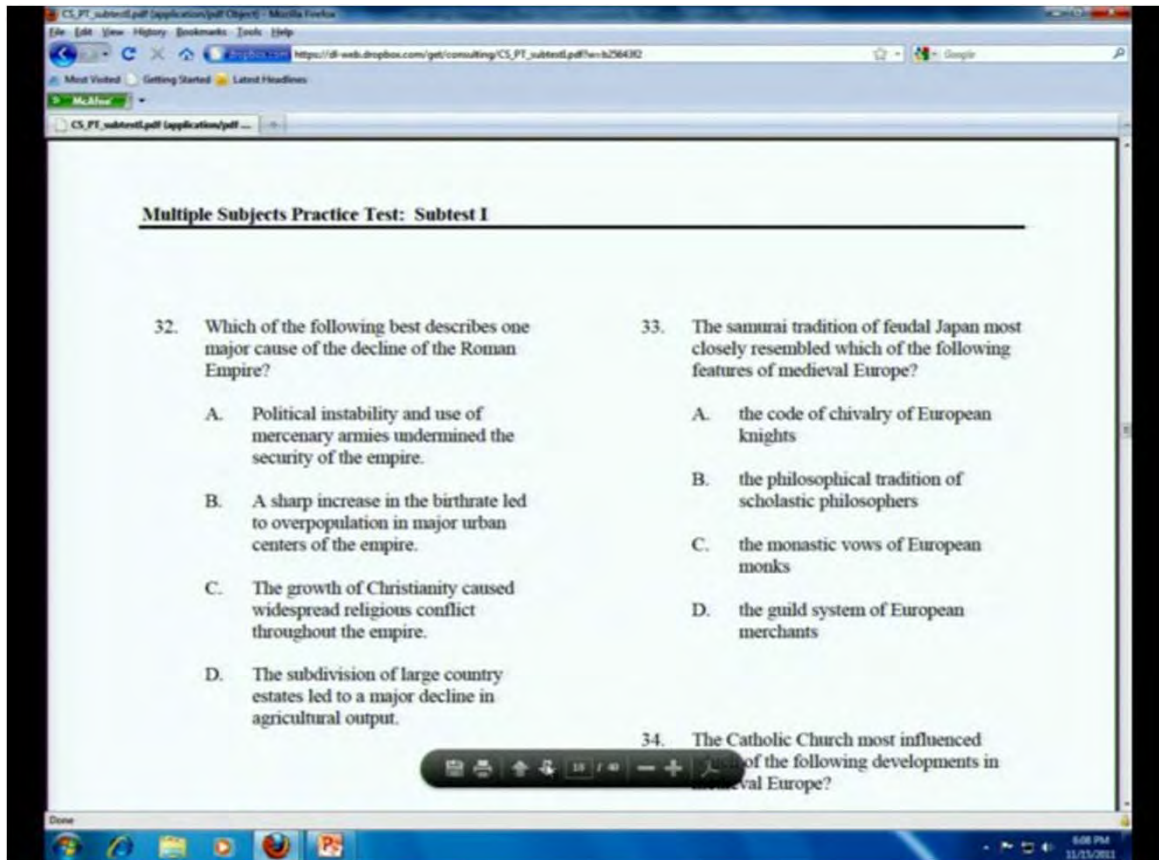
- A. the Egyptian Empire in the eleventh century B.C.E. (B.C.)
- B. the empire of Alexander the Great in the fourth century B.C.E. (B.C.)
- C. the Roman Empire in the first century B.C.E. (B.C.)
- D. the empire of Charlemagne in the ninth century C.E. (A.D.)

14

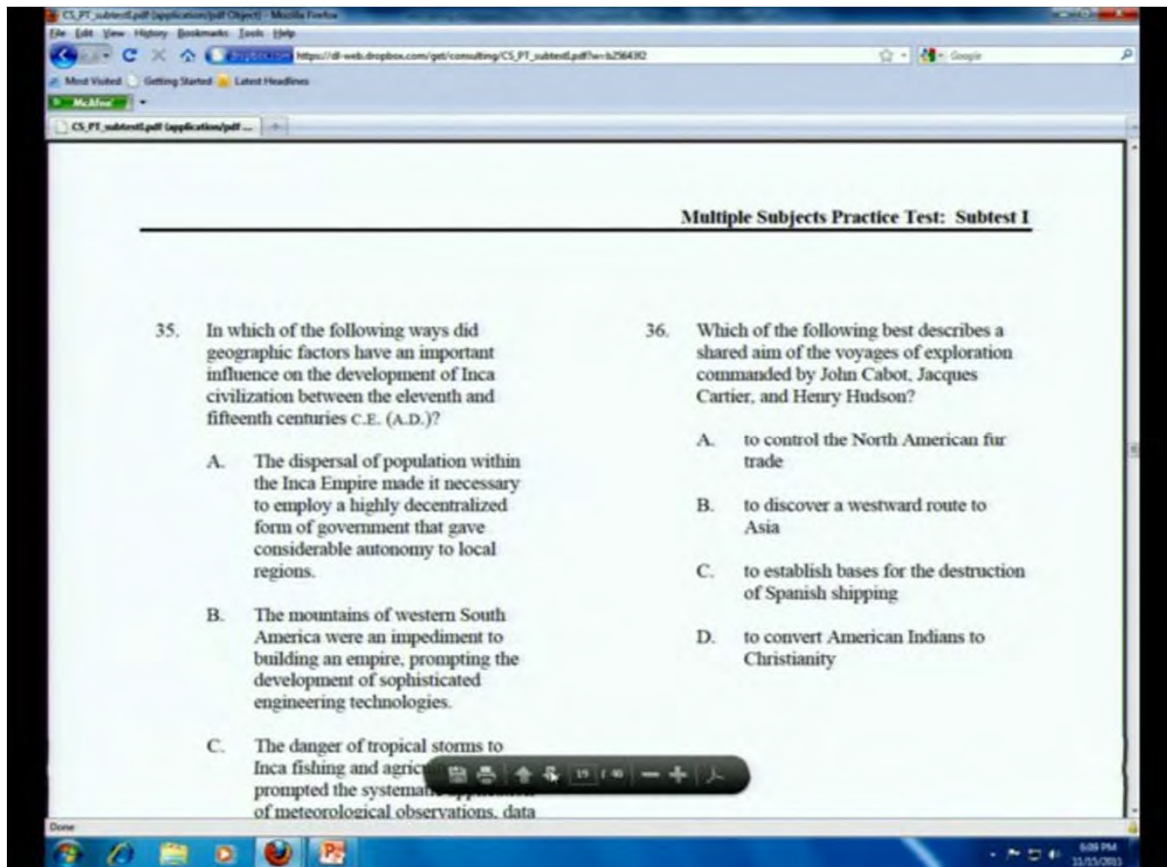
And then it seems like the context is what? For these geography questions, we need to know what? Yup, Egyptian empire, Alexander the Great, 4th century Roman empire and Charlemagne, okay? Does that give you a little bit of anxiety right there? If I don't remember any of those, where do you suppose I'm going to go to find the information about those? To the standards. We're going to go to the content standards again. I'm not going to take you there right now but you're going to go to the contents standards again and you're going to look at the 6th and 7th grade standards, alright? If the standards are organized around 4th grade in social studies is California, 5th grade is US history, 6 and 7th, ancient civilization. 7th, I think is medieval type of stuff. But the 6th grade, the ancient civilization seems to be the area that gives people the most grief. So you can do attack this one or two ways. If you're comfortable with California history and US history, you can spend a lot of time with that and hope that that carries you over and just spend some time on ancient civilizations or you can focus in on ancient civilizations. But the feedback I've gotten on this test, it's been the ancient civilization ones that have tripped people up but I'm going to give you more help with that in just a second.



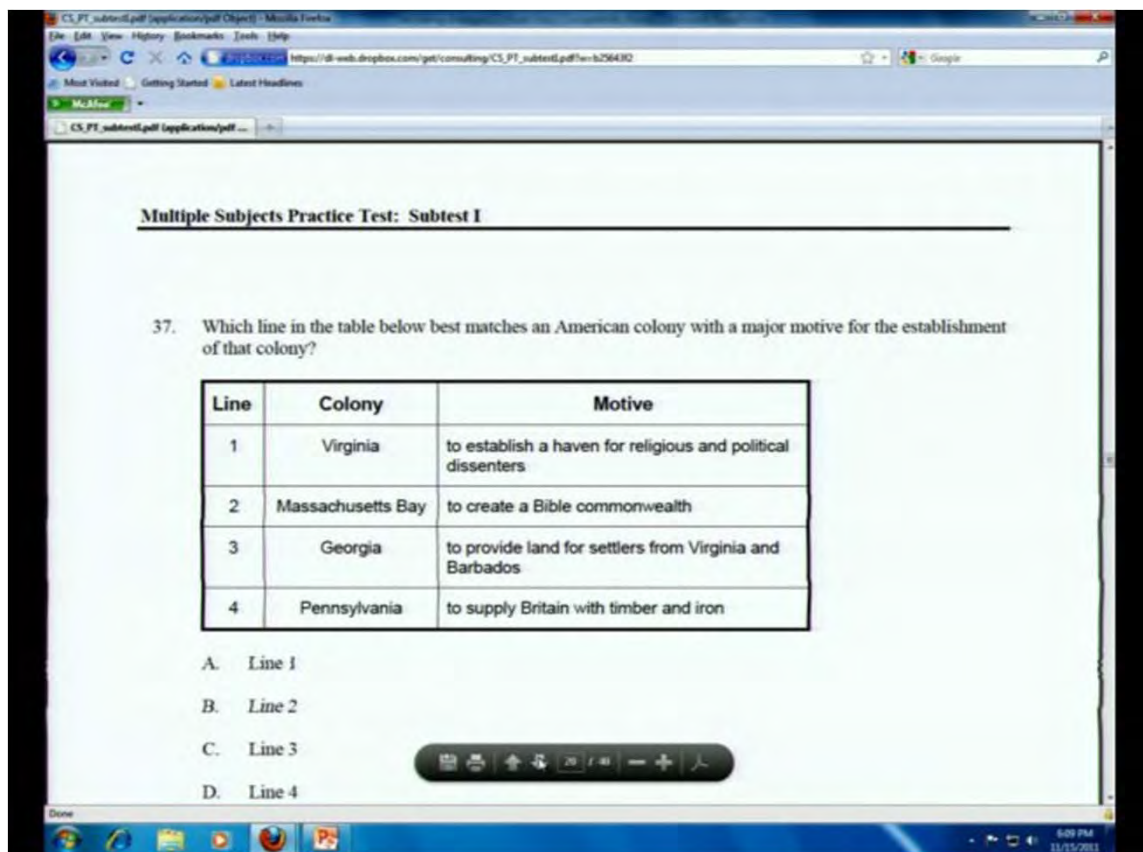
More ancient civilizations, Asia and Africa, annual floods, geographic characteristics.



Do you see what I'm doing? I'm looking at question and I'm pulling out the key concepts, each and every time. I'm not reading the answers. I'm just looking at the key concepts, the Roman Empire, medieval Europe. And if I had my highlighter, I'd be circling through areas that I know that I need to study, okay?



Geographic factors again.



Multiple Subjects Practice Test: Subtest I

37. Which line in the table below best matches an American colony with a major motive for the establishment of that colony?

Line	Colony	Motive
1	Virginia	to establish a haven for religious and political dissenters
2	Massachusetts Bay	to create a Bible commonwealth
3	Georgia	to provide land for settlers from Virginia and Barbados
4	Pennsylvania	to supply Britain with timber and iron

A. Line 1
B. Line 2
C. Line 3
D. Line 4

Virginia and Massachusetts, US history.

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Multiple Subjects Practice Test: Subtest I

39. Use the excerpt below from the "Declaration of Sentiments and Resolutions" of the Seneca Falls Convention of 1848 to answer the question that follows.

But when a long train of abuses and usurpations, following unchangingly the same object, shows a plan to bring them under absolute control and tyranny, it is their duty to throw off such government, and to provide new safeguards for their future security. Such has been the patient suffering of women under this government, and such is now the necessity which forces them to demand the equal position to which they are entitled.

Which of the following was the main reason that the authors of the declaration employed the language used above?

40. The government established by the Articles of Confederation was designed primarily to:

- A. create a uniform legal system for the new nation.
- B. mobilize the nation's resources for war.
- C. promote economic development in the new nation.
- D. protect the sovereignty of the states.

Clone

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US history.

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Multiple Subjects Practice Test: Subtest I

41. Use the map below to answer the question that follows.

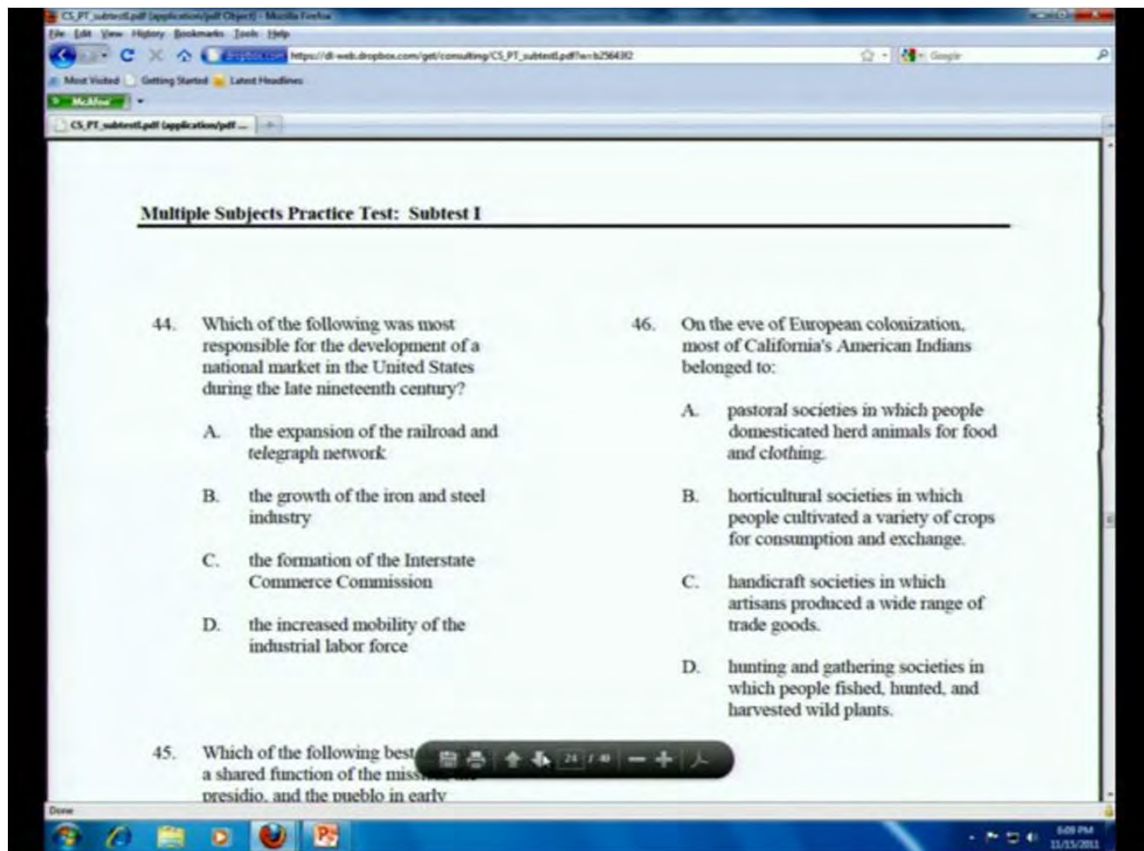


Which of the following matches a region on the map with an accurate description of how the region became part of the States?

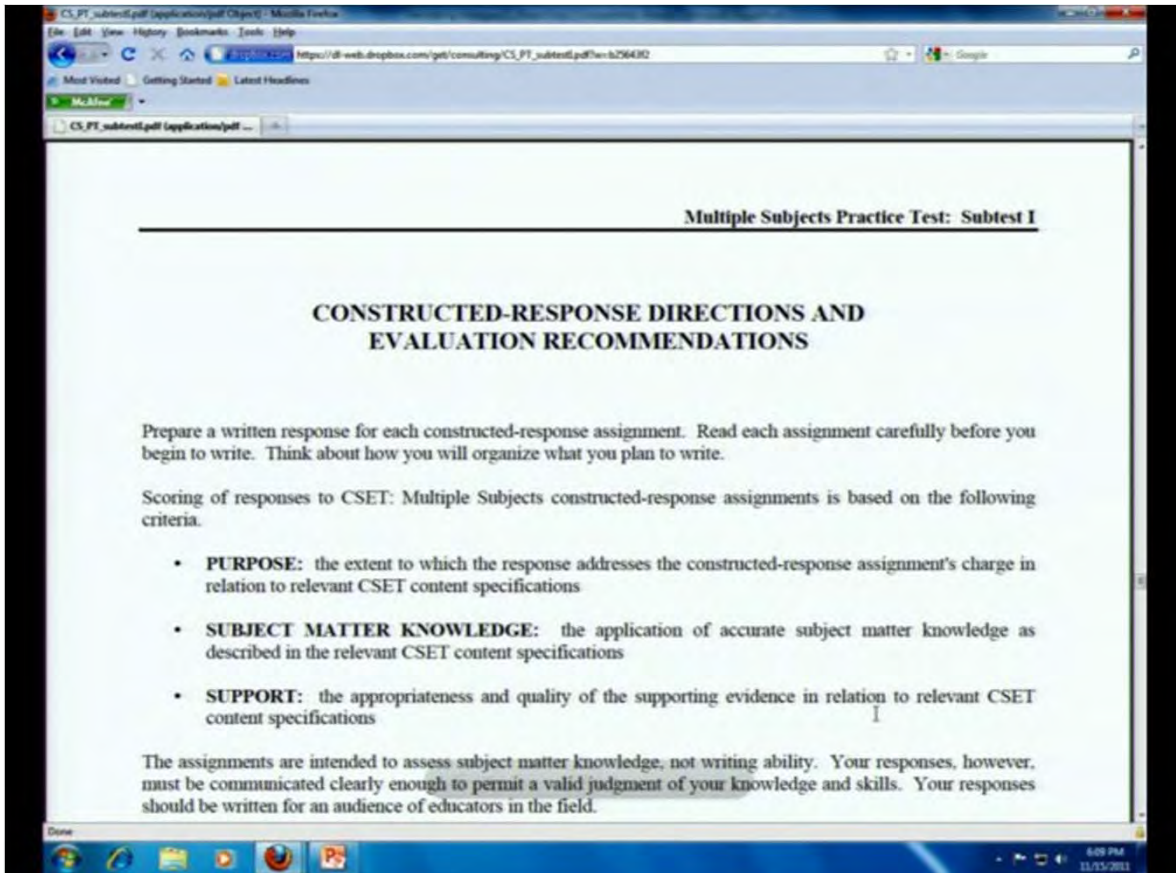
Done

6:09 PM 11/15/2011

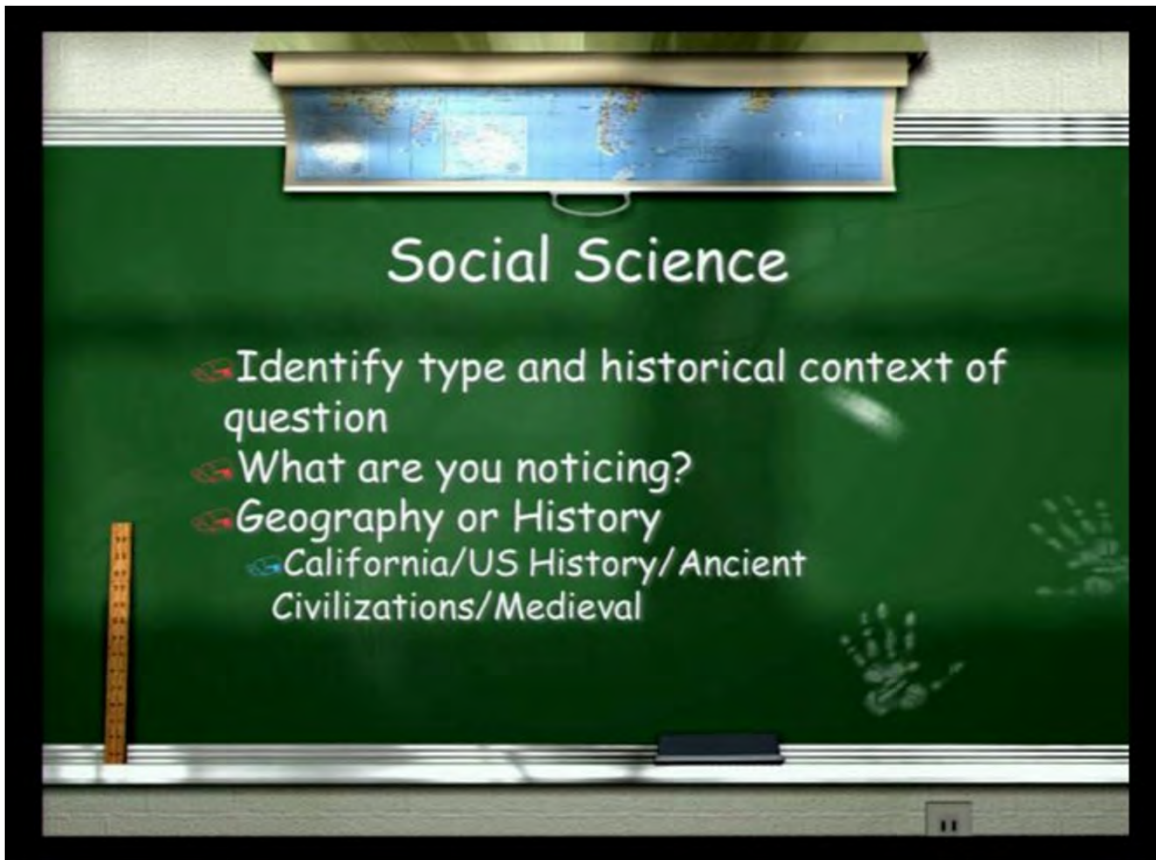
Another map question about the region of the map.



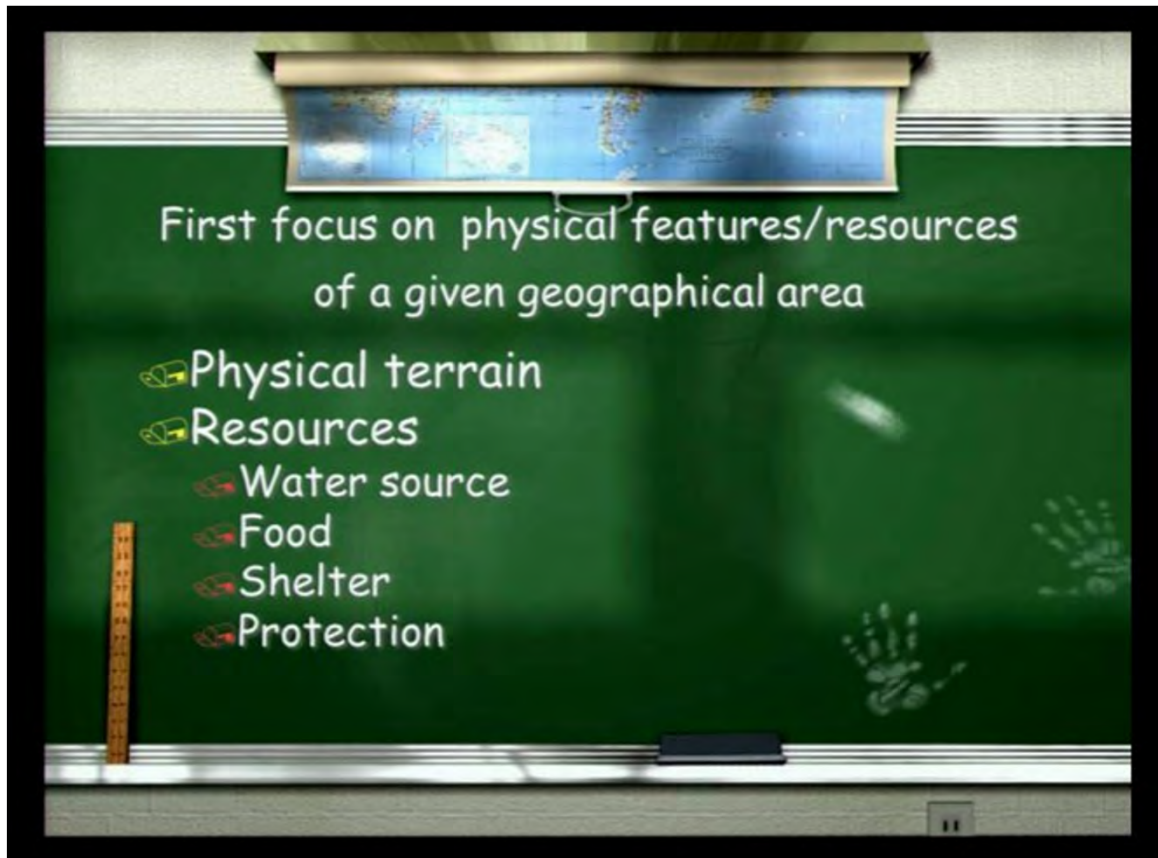
So you can see that I'm going through, I'm not really seeing a whole lot on this practice test about California .



But I am saying that it looks like I better study up on ancient history and US history to have a shot at this test, right? So I go through that and you do the same thing you did with language arts. You're going to go through the test. Take it and circle the areas that you know you need to focus on.



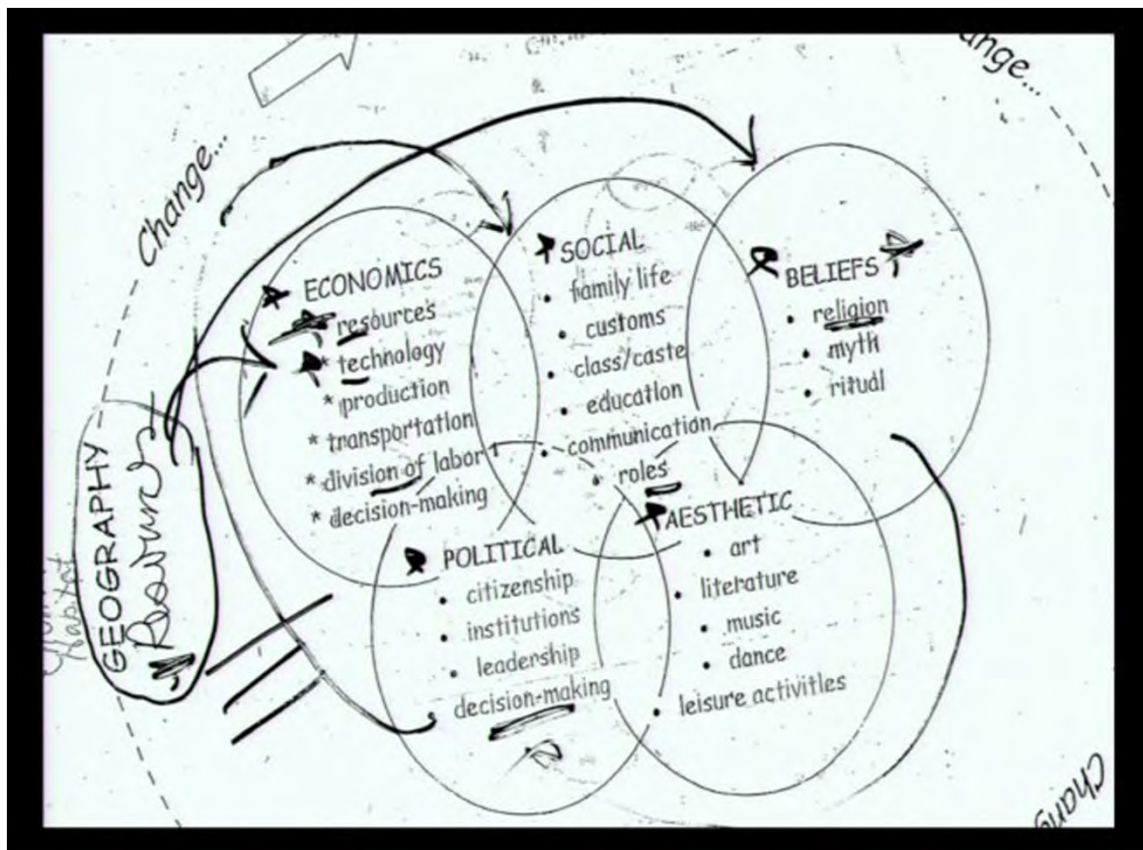
But here is the deal about social science, it happens to be one of my favorite subjects. I might be alone in that thought in this room.



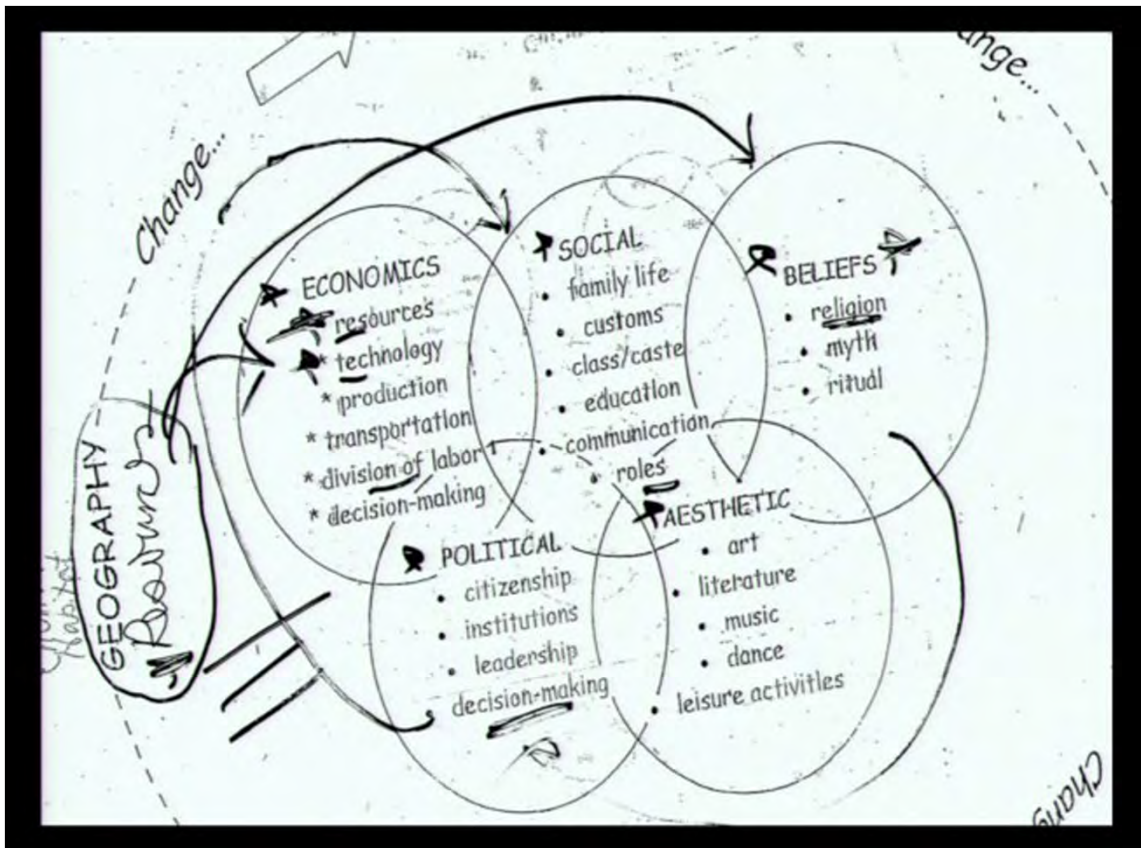
But with social science, the beauty about how it's organized is that it focuses first around physical features and resources of a given geographical area. So, I'm going to help you think about kind of shifting your paradigm about how you look at studying social studies. So in elementary school, with the way that they organize social studies, they first organize it, all the books and all the standards around physical features of the given area. So the California history, the first part of the standards is all about the physical features of California. US history, physical features of the United States, ancient civilizations, physical features of ancient world. So they all start with the physical features and geography. And then the next focus are the resources available in those physical areas. So where is the water, where are the rivers, where are the lakes, where are the mountains, where are the resources? When I look at those rivers and lakes, where's the food? Where would food be grown? How is shelter obtained, and what do we do for protection. So if you think really globally, really big about social studies and you think in terms of, okay, I'm going to orient myself to the physical features of California, okay? The next thing I'm going to focus in on is the rivers because in history, most civilizations located around what? Water sources, and then started irrigation organizations to bring water to their what? Crops, right. So water, where can I hunt for food? Where can I gather food? Where can I cultivate food? Okay. The next need that we all have is shelter, alright? And the next need is, how do we safeguard our own? We need something for protection.



So if you think in that way when you wrap your mind around social studies, then this will really help you.

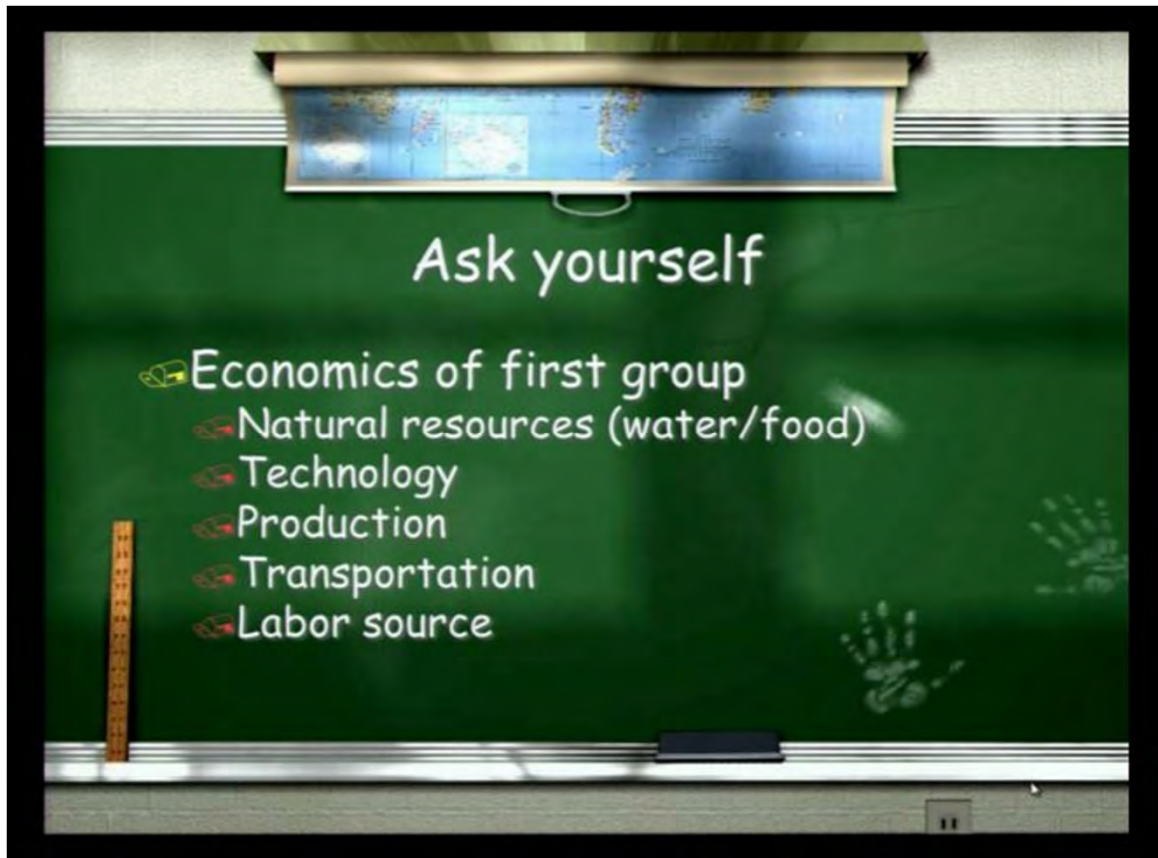


The next thing is the idea of world culture's model. So back to California when we think about the physical features, then we think, "Well, who are the first people that as far as California history, we studied there?" We study the Native American people, right? So you'll want to know where the Maidu settled in our area. Where did the Wintu settle? Around which bodies of water, food, resources, shelter? And I see your eyes getting big there but it really it isn't because if you wrap your mind, if you think about that, all you have to do is put in the place holder. So in California, the first people, then who were the next people, alright? So you have this first group of people who have their own resources available to them and then come the next layer in Maslow's needs getting met, right? Once we have our basic needs met, well then we start worrying about these other things. So where are resources, what do we use for technology that isn't computers. This is like did they have the wheel? Did they use dogs? Did they use horses? What did they use for tools? What did they use for building? What did they produce? What did they use for transportation? What was the division of labor? What did the men do? What did the women do? What was the political? Was it matriarchal? Was it patriarchal? What did they have for art literature? This isn't so important for your test though, and what was their social family? Just big picture, so what were those first people like, and then comes the interface because they fight over what? All of these things, resources, okay?

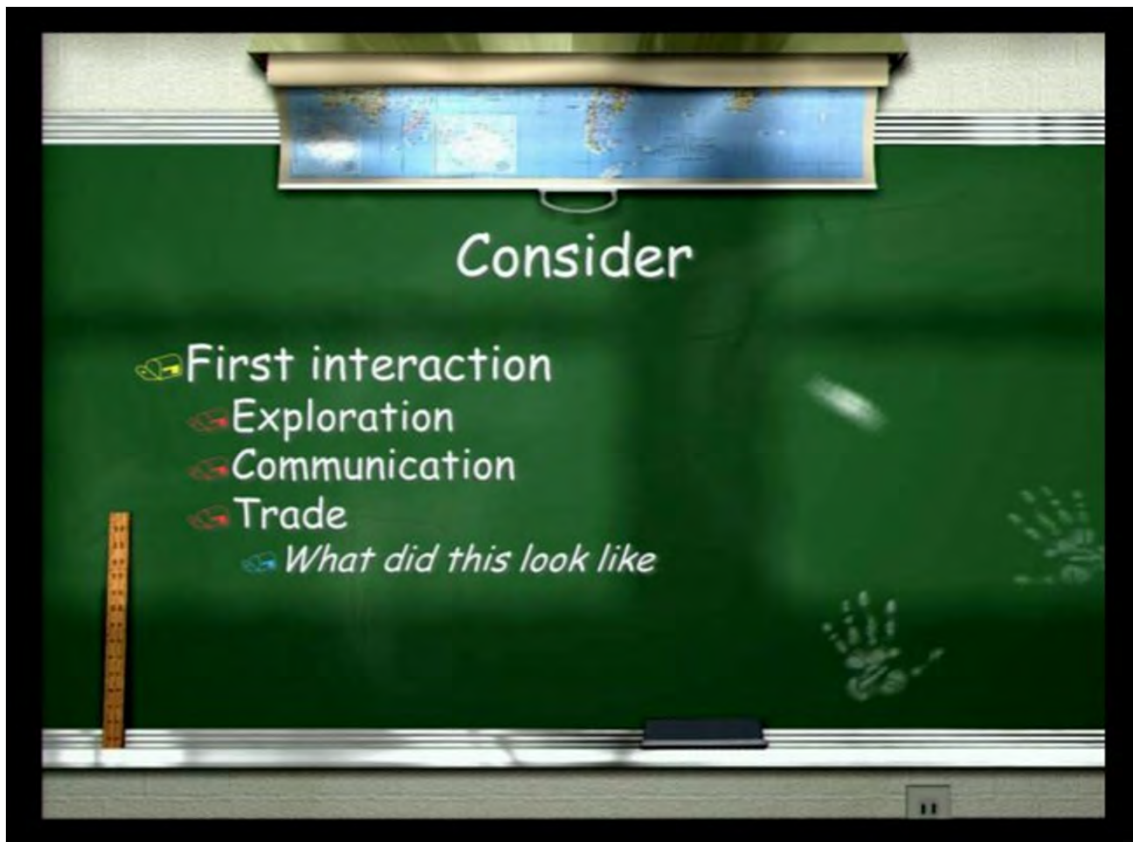


All the complexities that you focus on as you review your social science chapters are focused on physical features, who were the first people there, and then where were the interface and what do they fight over? They fought mainly over resources. You got the water? I want the water. You've got the gold and the rivers? I want the golden rivers. Once I have taken over your resources, well then I'm doing subsume your group of people into my power people. And so what is that going to look like. Do they get enslaved, or is there intermarriages? Do the two cultures blend? What does that look like? And then in California, you have the Native American people and then you have, Spanish people. What did they fight over? Resources, right? Resources first, they wanted the land and then what did they fight over? What did they want to do with those Native American people? Convert them to Catholicism? So they fought over resources and religion.

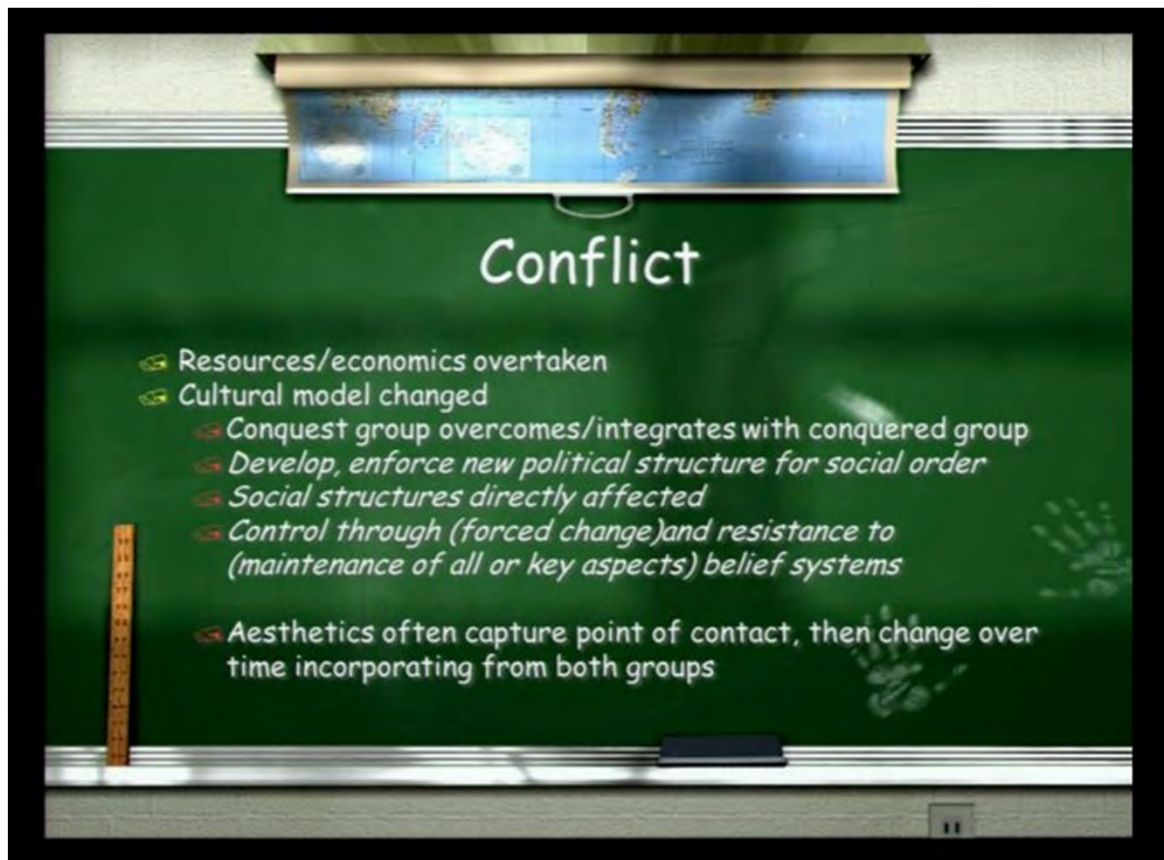
Who's going to have the power? Well, now the Spaniards have the power, and then along comes what? Manifest destiny 49ers, gold fever, so people from all over the world poured into California and displaced whom? The Native American people and the Spaniards, and on it goes, all the way through history. So that's why, this focused, because no matter what you study, if it's California or if it's United States or if it's ancient civilizations, this is the name of the game.



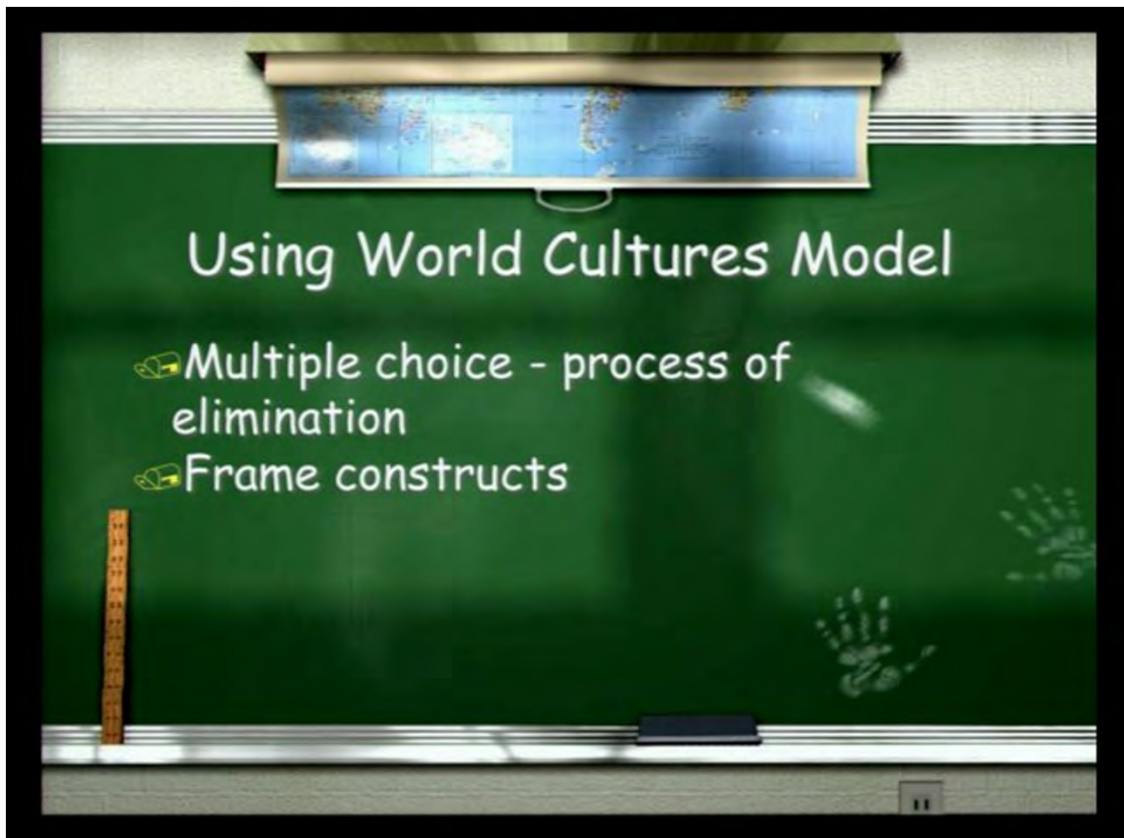
What is their first economics of the first group? What did it look like? Resources, technology, what did they produce because maybe that's why they're conquered because of what they produced, transportation, the horse. Stealing horses, getting the horses, who has the best horses? Labor source, slave labor. By the conquered of the conquered, the conquerors of the conquered. And then someone else comes in and it starts all over again.



So exploration, communication trade, first interaction. This is another really important point. It's not like, here comes the explorers and all of a sudden we have a war. Usually, there is a whole exploration trend and then communication setup and then trading and setup. And then the one that has the power gets greedy and wants what the others have and then war insists. So I hope that you can see, just think about that for a second and talk about that with someone in your group that if I threw anything out there, couldn't you wrap your mind around this premise? What did the area look like? Who are the first people? What was the interaction when the next people came? And frame it around this to answer questions. Well, let's try a little bit more then.

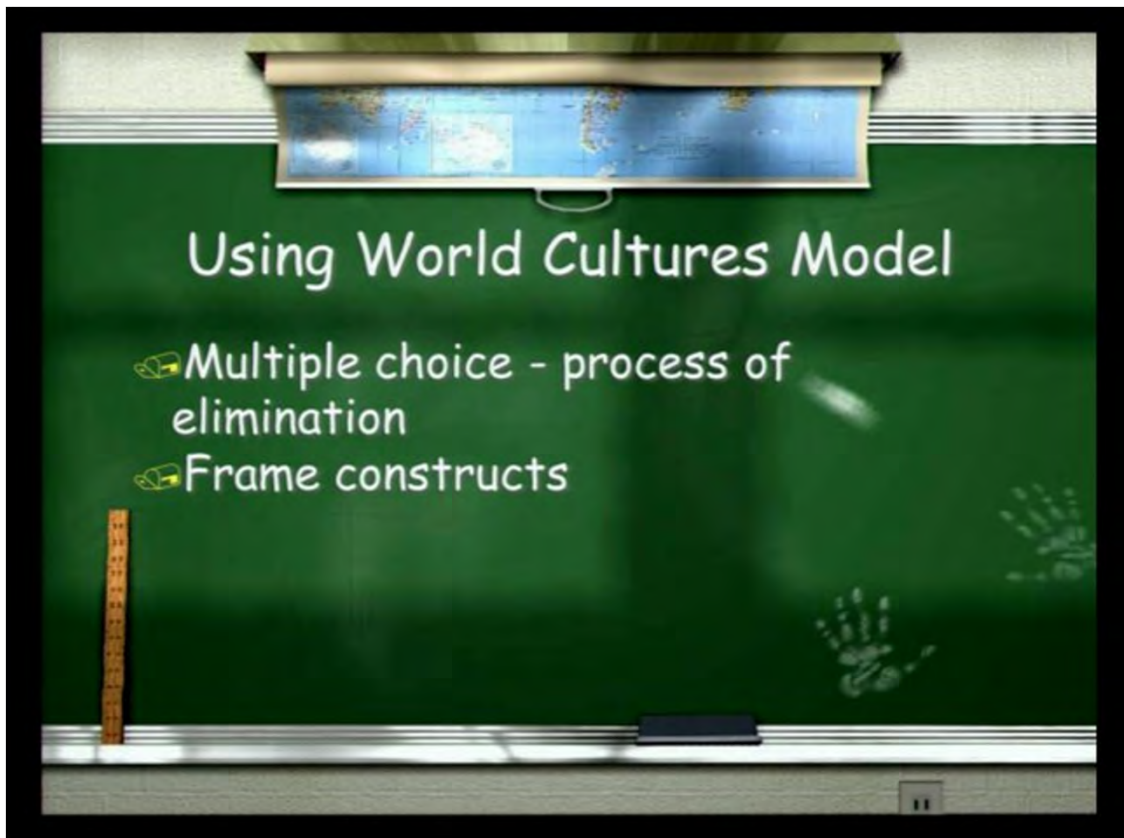


So here is another way to look at it. The resources and the conflict piece are overtaken. Conquest groups overcomes, integrates with conquered group. Develop and enforce new political structure. And then via statics, what's the point of content, change overtime incorporated from both groups.

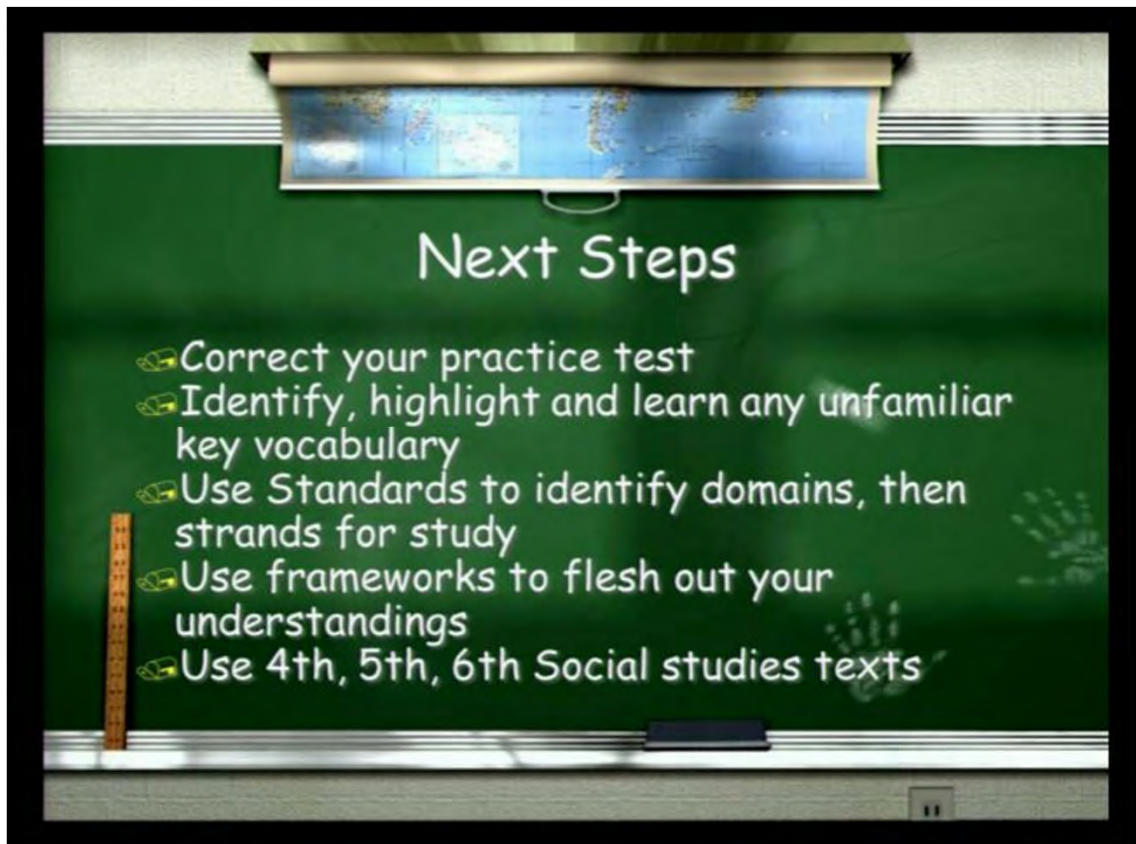


Let me show you where you'll get support for that. At your schools where you're doing your volunteer work, you will find that you can talk to your 4th and your 5th and your 6th grade teachers and ask them if you can borrow a student text. You can also check them out on the 4th floor of the curriculum library of our library, and checking out 4th, 5th, and 6th grade text. Everything you need to know that I was just talking about without frame of reference is available to you in those student texts. So, if I were taking this test, what I would be doing is exactly what I said, going to the test, circling what you don't know, going to the standards, identifying what you don't know. And then I'm telling you to come to student text because you will see that it's organized around exactly what I said. Understanding geography and culture. I'll look into the past and as you move through, earliest cultures, beginning of agriculture, and then here are the conquering forces coming through. This is ancient civilization. Every single grade level is organized this way, every single one. So in these books then, there is chapter review. Let's just look at one page 128.

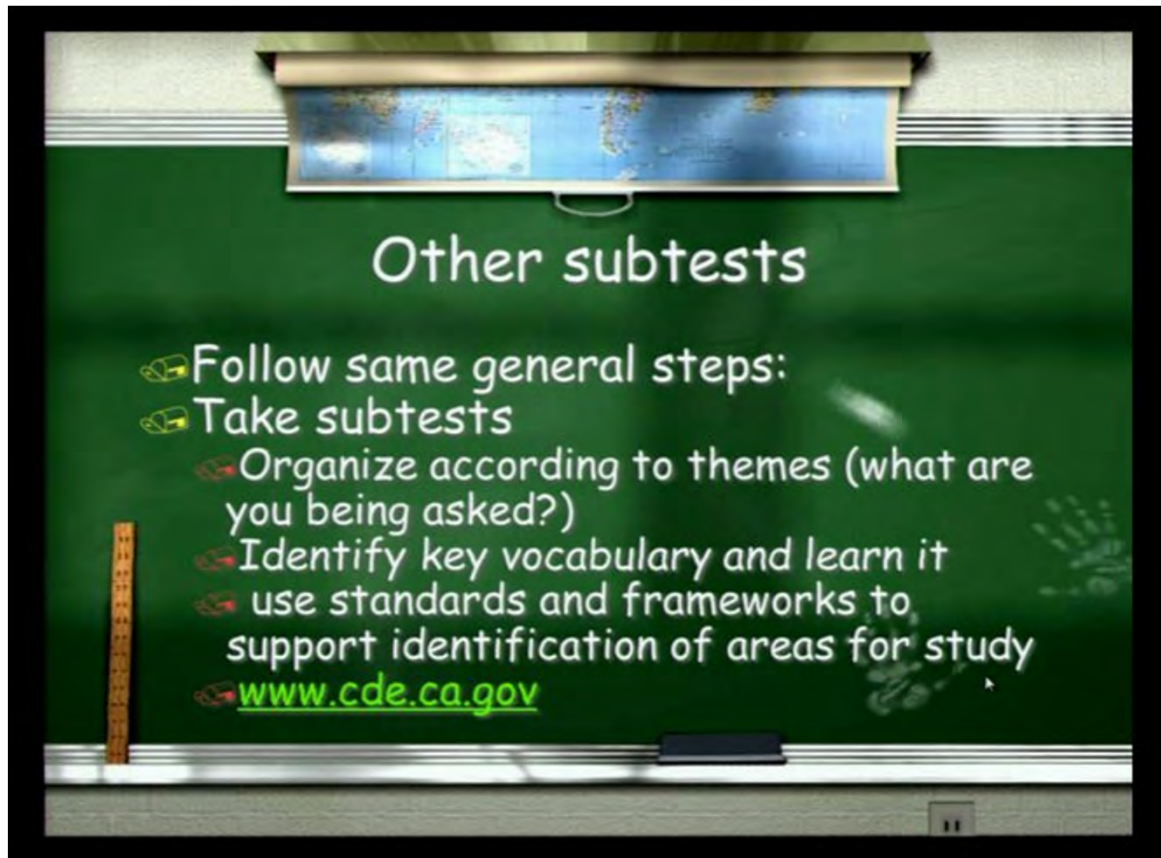
Go ahead and take the chapter review. It gives you a timeline. That's helpful. We saw stuff about timeline on that test, did we not? Right! So, take the chapter reviews. Are you going to take every chapter review in all three books? No. You're going to focus in on what you feel that you need to brush up on the most and you're going to take those.



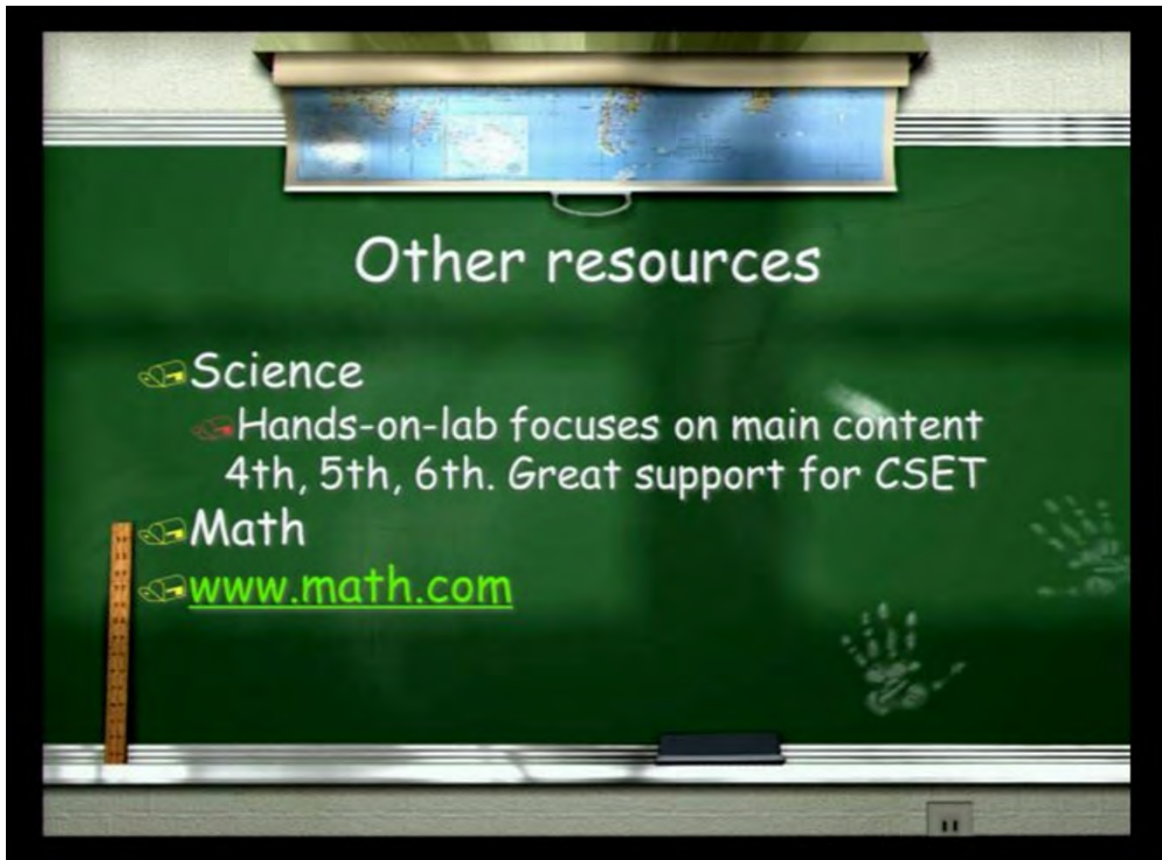
The other great thing about student text is in the back are all kinds of reference, so countries of the world, ancient world timelines, geographic terms, glossary, a good thing to do if you're short on time and can't do anything else, spend some time with the back of the book, alright, in the appendices. You'll see that there is atlases, geographic terms, timelines, all those things, glossaries in the back that will help you, okay? So, for social studies, take the test then what? Go to the standards then what? Framework, then what? Student text, where can you get the student text from?



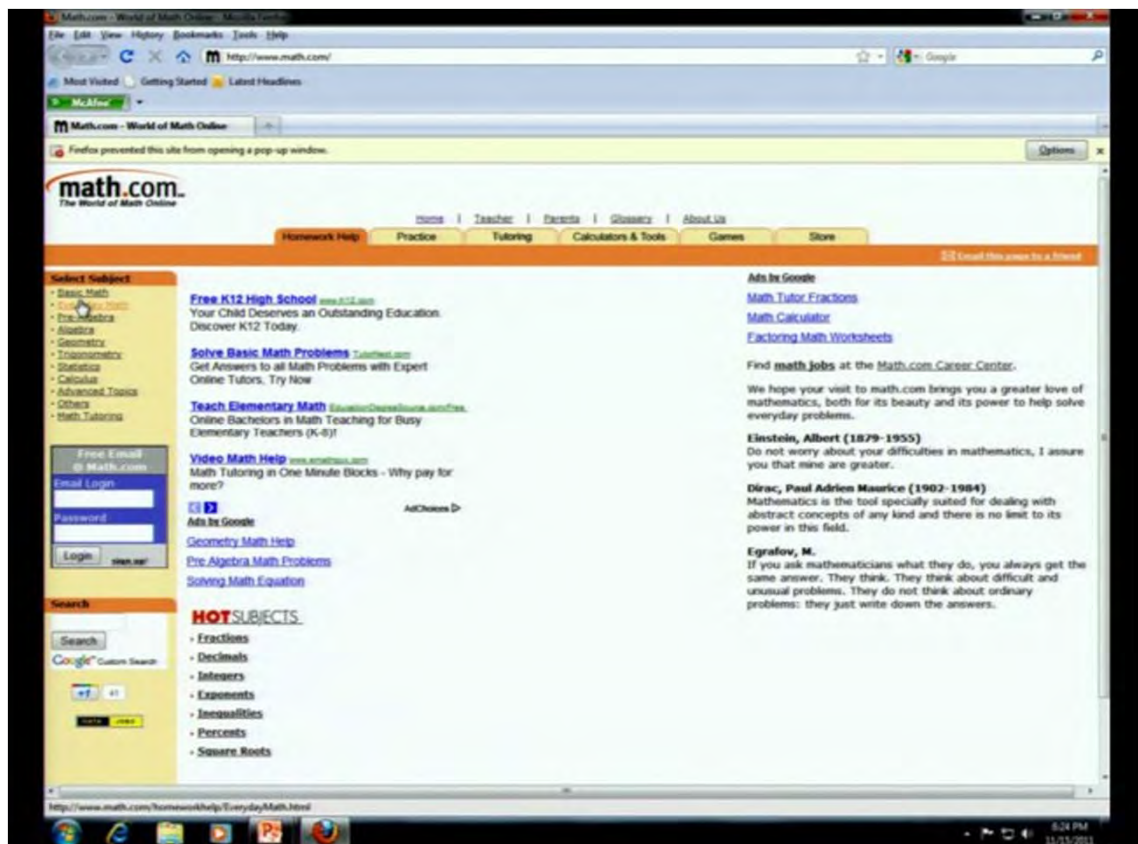
What are the next steps? We were just going over how to use framework, flesh out your understanding, 4th, 5th, 6th social studies text, and then those other subtests.



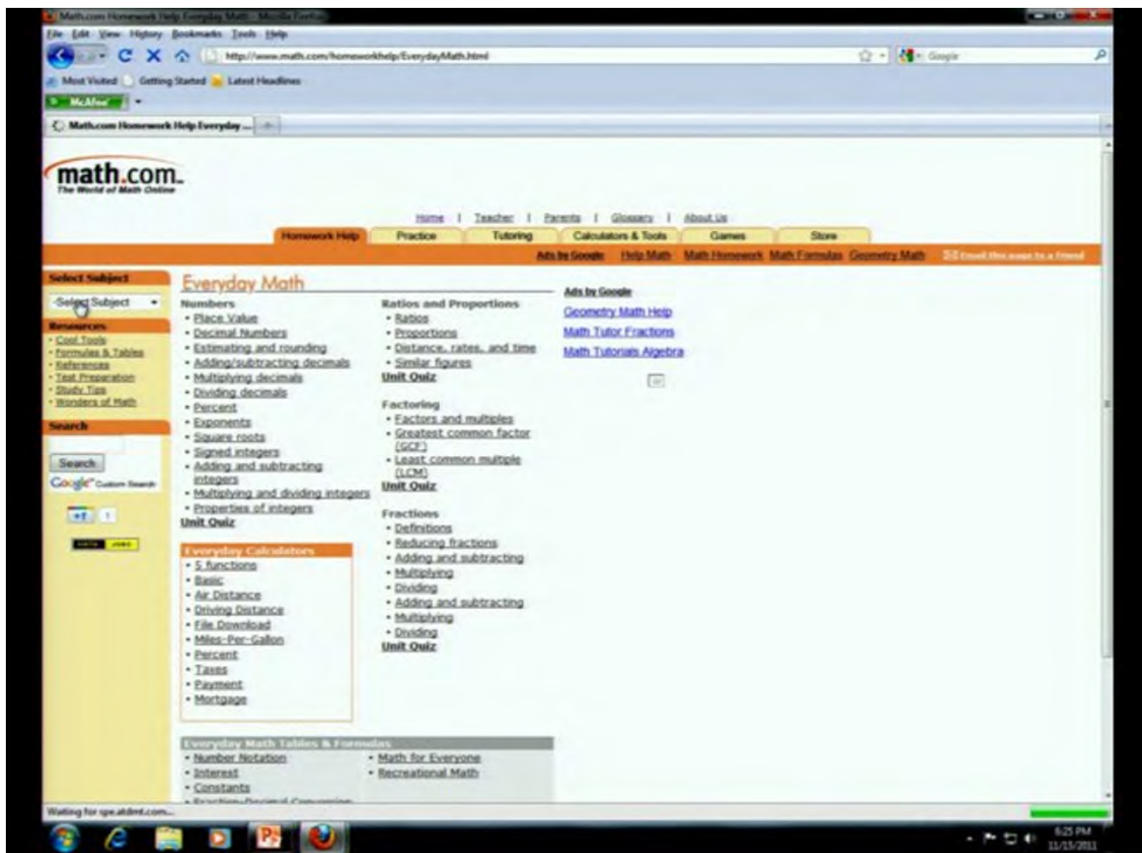
What about the other ones? So this frame of studying where you take the test, identify what you don't know and then go to the standards and then to the framework's works across all to your subdomains. Definitely the visual and performing arts and the help test, people can underestimate that. Read the visual and performing arts framework cover to cover. Just read that framework. That will really help you with the visual and performing arts. And with the health section, familiarize yourself with the health frameworks and the physical education frameworks. We'll help you with the other side of that. And then go back to your health class notes and that will help you with that. Most people find the health and visual and performing arts test, the most accessible. They like to start with that test. But it doesn't mean you don't have to go back and review the materials from that class. And then take whatever subdomain you feel most comfortable with, math and science because you want to train your brain that you can do this. This is doable and I'm just going to keep attacking this until I get it done. Take the next one that you feel more comfortable with. And so with math and science, for those, how many of you have done the hands-on lab? Your hands-on lab material is perfect for the science test so go back and review those materials. If you haven't done the hands-on lab test, there's a big fat binder in liberal studies that you can study in the liberal studies office that will familiarize yourself with those main content areas for science. So the hands-on lab material is a lot of help for the science test.



For the math, I have a favorite site and this is www.math.com. This is wonderful.



Okay, with the Math 1, this is a site that has anything and everything to help you brush up on any math concepts that you need help with. Also, your two elementary math classes would be very good to review the material out of those classes. But as you take that practice test, let's just say that your area for focus is fractions. Why would I say that? We don't need to brush up on fractions.



So you can just come in to everyday math and here is a whole section on fractions. Alright, so let's just say adding and subtracting.

The screenshot shows the math.com website interface. At the top, there's a navigation bar with links for Home, Teacher, Parents, Glossary, and About Us. Below that, there's a search bar and a navigation menu with options like Homework Help, Practice, Tutoring, Calculators & Tools, Games, and Store. The main content area is titled "Adding and Subtracting Fractions" and includes a step-by-step guide with numbered steps (1-4) and examples of adding fractions with the same denominator ($\frac{1}{5} + \frac{3}{5}$) and different denominators ($\frac{1}{5} + \frac{1}{3}$). The page also features a sidebar with a search bar and a list of related topics like Solving Fractions, Multiplying fractions, and Dividing fractions.

So they give you a quick demonstration and then they have practice, they have tutoring, they have games whatever floats your boat, ways to brush up on that particular content area. So the math from what I remember, is a lot of basic math. If you can't remember quadrilateral formulas, don't learn them now. There might be one question that you missed on that if there is an algebraic question on those test. But I wouldn't try to turn myself into an algebra whiz kid at this point in the game if you're taking that test pretty soon. I would make sure once you review the test that the areas focused on the test that you make sure that you brush up on that. But I would spend my heavy lifting in general math in everyday math.

I don't recommend taking all three at once unless you are just a master test taker and you're flat out of time. I don't recommend that. I would really take one subdomain at a time. I also don't recommend that for the writing. I know that you have the option of doing the whole CBEST and taking the writing from the CBEST. I've looked at the CSET writing, I would do the CSET writing. There is no point at all in going the CBEST route because you'd have to pass the reading and the math, and pass the writing in CBEST. The writing in CSET is very similar to the writing in CBEST.

The screenshot shows a web browser window displaying the 'math.com' website. The page is titled 'Fractions - Adding and Subtracting Fractions'. It features a navigation menu with options like 'Home', 'Teacher', 'Parents', 'Glossary', 'About Us', 'Practice', 'Tutoring', 'Calculators & Tools', 'Games', and 'Store'. The main content area is divided into four steps: Step 1: 'Find the smallest multiple (LCM) of both numbers.', Step 2: 'Rewrite the fractions as equivalent fractions with the LCM as the denominator.', Step 3: 'When working with fractions, the LCM is called the least common denominator (LCD). Click on the examples below.', and Step 4: 'Click on the examples below.' The examples show 'adding fractions with the same denominator' as $\frac{1}{5} + \frac{3}{5}$ and 'adding fractions with different denominators' as $\frac{1}{5} + \frac{1}{3}$. The page also includes a search bar, a sidebar with 'Solving Fractions' and 'Definitions', and a footer with '© 2000-2004 Math.com. All rights reserved. Please read our Privacy Policy.'

Districts might be moving to where they'll accept CSET instead of the CBEST, but you'd have to ask the district. And if you want to teach and you're not sure, if you want to teach high school or elementary, you have to have the CBEST for high school at this point and you have to have the CSET for elementary. Do you have question?

Traditionally, up to now because districts can be such dinosaurs. They have still been insisting on having the CBEST for it to get an emergency credential but with that said, I would be checking on that to see if now if they haven't moved forward now that CSET has been the requirement for a few years now and be taking the CSET for your competencies. So I really don't know if districts have moved in that direction. They should but that doesn't mean that they have.

I have just a question about the CSET writing. Is it like expressive writing?

There is expository and narrative. If you look in cset.nesinc link I gave you. There's one that says writing skills and it's really actually pretty good. It shows you the kinds of questions that are asked and then it gives you sample essays that gives you what a 4 is, a 3, a 2 and a 1, and it gives you the criteria for the Rubric. Any of you that have to take the writing, you should make a copy of the Rubric criteria for the writing and practice against that, and take it to the writing lab here in Student Service Center and have them grade it. Alright. So do some practice constructs of the writing for the writing skills test and take to them and say, "Here is the Rubric, will you grade this form?" okay, and have them grade it, and see how you do and what you need to focus on.

The screenshot shows the math.com website with a lesson on "Adding and Subtracting Fractions". The page features a search bar on the left, a navigation menu at the top, and a main content area with a step-by-step guide. The steps are numbered 1 through 4: 1. Find the smallest multiple (LCM) of both numbers. 2. Rewrite the fractions as equivalent fractions with the LCM as the denominator. 3. Add or subtract the numerators. 4. Simplify the fraction. Examples are provided for adding fractions with the same denominator ($\frac{1}{5} + \frac{3}{5}$) and adding fractions with different denominators ($\frac{1}{5} + \frac{1}{3}$).

I would definitely do that, okay? In terms of further studying, if you want to buy one of those books and notice I haven't said anything about buying any of those books. But if you want to get one of those books for CSET, I recommend the cliff notes book, okay. I do not recommend the Barron book. I think the Barron is just really difficult to work through. What did I just say?

The cliff notes.

Yeah. The cliff notes, it's yellow cover. I think it's the most user-friendly. And with that, if you're going to use that, I think it's most helpful for the language arts to tell you the truth. I thought it was pretty good for language arts. My way of studying for social studies works pretty well. With California history, there seems to be where we really have holes is from the depression. So if you are short on time about what to study for California, I would move from 1930s on and really look at depression forward, and rent Grapes of Wrath and watch the movie Grapes of Wrath.

Do the practice sets ever change like if you were to take one and then go back to take it again. Are the question's going to be different?

I haven't seen them change, but that cliff notes book has lots of practice sets. You can do the same thing with those. And there was but they're disappearing, there were cliff notes book in level 6, but people don't return them so I don't know. Alright, alright. So thank you.