

# STATE TESTING CORRELATION CHART

COMPILED BY JUDI REIMER

## STATE ASSESSMENT SAMPLES MATCHED TO LESSONS

It's interesting and informative to see how different states test students for mastery of English/language arts conventions and usage and how their past assessments correspond to the lessons in *Grammar Keepers*. Take a look at the examples below from some released test items that can be viewed online.

**Texas—State of Texas Assessments of Academic Readiness (STAAR)  
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<http://www.tea.state.tx.us/student.assessment/staar/testquestions>

*STAAR Fourth- and Seventh-Grade 2013 Writing Tests*

Both grade levels have multiple questions on sentence revision and sentence combining. These types of questions are expertly covered by using the lessons in Part V, "Fragments" and Part VI, "Pitchforking."

### Grade 4:

2. What is the **BEST** way to revise sentence 19?

- F. My mother shrieked about approaching strange animals that warned me.
- G. My mother shrieked. As she warned me about approaching strange animals.
- H. My mother shrieked about approaching strange animals, she warned me.
- J. My mother shrieked and warned me about approaching strange animals.

### Grade 7:

12. What is the **BEST** way to combine sentences 6 and 7?

- F. The first stop for these items is probably a materials recovery facility, or MRF, where the real recycling takes place.
- G. The first stop for these items is probably a materials recovery facility, an MRF, this is where the real recycling takes place.
- H. The first stop for these items is probably a materials recovery facility, where the real recycling takes place, and MRF.
- J. The first stop for these items is probably a materials recovery facility and an MRF, where the real recycling takes place.

**Many Grammar Keepers lessons match other Grade 4 items.**

6. What change, if any, should be made in sentence 4?
- F. Delete the comma (Lesson 48, “Commas After Beginning Phrases/Clauses,” and Lesson 49, “Commas Before Beginning Phrases/Clauses”).
  - G. Change **grabed** to **grabbed** (Lesson 65, “Words Ending in Consonants”).
  - H. Change **that** to **it** (Lesson 90, “Pronouns”).
  - J. No change should be made.
9. How should sentence 28 be changed?
- A. Change **your** to **you’re**. (Lesson 9, “You’re,” and Lesson 10, “Your”)
  - B. Change **attention** to **atention**. (Part IV, “Spelling”)
  - C. Change **ingredients** to **ingredient’s**. (Lesson 41, “Apostrophes—Possessions,” Lesson 42, “Apostrophes—Plurals,” and Lesson 43, “No Apostrophes—Plurals”)
  - D. Sentence 28 should not be changed.
11. What change, if any, should be made in sentence 33?
- A. Insert a comma after **planned**. (Lesson 48, “Commas After Beginning Phrases/Clauses,” and Lesson 49, “Commas Before Beginning Phrases/Clauses”)
  - B. Delete **but**. (Lesson 92, “Conjunctions”)
  - C. Change **she knew** to **they knew**. (Lesson 33, “Subject/Verb Agreement”)
  - D. No change should be made in sentence 33.

**Grade 7 examples:**

19. What change, if any, needs to be made in sentence 7?
- A. Change **It’s** to **Its**. (Lesson 7, “It’s,” and Lesson 8, “Its”)
  - B. Change **are** to **is**. (Lesson 33, “Subject/Verb Agreement”)
  - C. Change **balance** to **balence**. (Lesson 67, “Ce/Ci/Ge/Gi”)
  - D. No change needs to be made in this sentence.

35. What change, if any, needs to be made in sentence 11?
- A. Insert a comma after **me**. (Lesson 48, “Commas After Beginning Phrases/Clauses,” and Lesson 49, “Commas Before Beginning Phrases/Clauses”)
  - B. Change **Jack’s** to **Jacks’**. (Lesson 41, “Apostrophes—Possessions,” and Lesson 42, “Apostrophes—Plurals”)
  - C. Insert quotation marks after the period. (Lesson 57, “Punctuating Dialogue—Chicken Dance”)
  - D. No change needs to be made in this sentence.

**California—California Standards Test (CST)**

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**<http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp>**

*Grade 4 examples are taken from the passages “Citrus Fruit in America,” p. 50 and “Visiting Death Valley” p. 62.*

79. What is the correct way to write the underlined word in sentence 5?  
(Lesson 87, “Verbs”)
- A. broughted
  - B. bringed
  - C. brang
  - D. Leave as is.
80. What is the correct way to write the underlined word in sentence 12?  
(Lesson 40, “Apostrophes—Contractions”)
- A. That’s
  - B. Thats’
  - C. Tha’ts
  - D. Leave as is.
99. Read these sentences. (Part VI, “Pitchforking”)
- They see animals. They see plants.  
These are very unusual.
- A. They see very unusual animals and plants.
  - B. There are very unusual animals and plants, and they see them.
  - C. There are animals, and there are plants, and they are very unusual.
  - D. They see animals and plants, they are very unusual.

100. Read this sentence. (Lesson 57, “Punctuating Dialogue—Chicken Dance”)

- A. “In spite of the harsh conditions, said the ranger, more than 970 kinds of plants grow in Death Valley.”
- B. In spite of the harsh conditions, “said the ranger, more than 970 kinds of plants grow in Death Valley.”
- C. In spite of the harsh conditions, said the ranger, “more than 970 kinds of plants grow in Death Valley.”
- D. “In spite of the harsh conditions,” said the ranger, “more than 970 kinds of plants grow in Death Valley.”

In addition to this small sample, there are more excellent resources available on many state education websites. For example, by visiting the released test materials from Connecticut’s Academic Performance Test,\* it’s easy to see how the questions and answer choices relate directly to several GK lessons, such as the use of silent *E* or subject-verb agreement.

The correlations between the *Grammar Keepers* lessons and some of the new upcoming assessments can also be made easily. Both Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC) have recently released online sample items and performance tasks for English language arts (ELA)/Literacy as a preview for their assessments being used by many states in the spring of 2014–15.\*\*

Clearly, *Grammar Keepers* is an invaluable and up-to-date teaching resource for all ELA teachers and students.

\* [http://www.csde.state.ct.us/public/csde/cedar/assessment/capt/resources/released\\_items/2013/2013%20CAPT%20Released%20Items%20\(E&R\).pdf](http://www.csde.state.ct.us/public/csde/cedar/assessment/capt/resources/released_items/2013/2013%20CAPT%20Released%20Items%20(E&R).pdf)

\*\* <http://parconline.org/samples/ELA>, <http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm>

Retrieved from the companion website for *Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All, Grades 4–12* by Gretchen Bernabei. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.