

GRADE 5 ELA

Backwards Mapping for Success with the CST

Teach the standard → deconstruct the CST test item → help students show what they know on the CST!

ELA Content Standard	Released Test Question (Feb. 2009 version)	# of Items on CST and %	Student Checklist					★ Mastery
Reading 1.0 Word Analysis, Fluency and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.		14 19%						
RW 1.1 Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	-	NA*						
RW 1.2 Vocabulary & Concept Development: Use word origins to determine the meaning of unknown words.	7, 62	2						
RW 1.3 Vocabulary & Concept Development: Understand and explain frequently used synonyms, antonyms, and homographs.	16, 27, 52, 59	5						
RW 1.4 Vocabulary & Concept Development: Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).	11, 26, 57, 58, 60, 61	3						
RW 1.5 Vocabulary & Concept Development: Understand and explain the figurative and metaphorical use of words in context.	1, 24, 33, 39	4						
Reading Comprehension 2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.		16 21%						
RC 2.1 Structural Features of Informational Materials: Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	9, 17, 41, 42	2						
RC 2.2 Structural Features of Informational Materials: Analyze text that is organized in sequential or chronological order.	18, 19, 29, 37, 38, 45, 47, 54	4						

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RC 2.3 Comprehension & Analysis of Grade-Level-Appropriate Text: Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	20, 21, 28, 32, 34	3						
RC 2.4 Comprehension & Analysis of Grade-Level-Appropriate Text: Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	31, 36, 43, 46, 55	5						
RC 2.5 Expository Critique: Distinguish facts, supported inferences, and opinions in text.	8, 10, 30, 44,	2						
Literary Response/Analysis 3.0 Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.		12 16%						
RL 3.1 Structural Features of Literature: Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	-	1						
RL 3.2 Narrative Analysis of Grade-Level-Appropriate Text: Identify the main problem or conflict of the plot and explain how it is resolved.	2, 4, 13, 14, 49	2						
RL 3.3 Narrative Analysis of Grade-Level-Appropriate Text: Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	5, 12, 50, 53	2						
RL 3.4 Narrative Analysis of Grade-Level-Appropriate Text: Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	25, 40, 56	2						
RL 3.5 Narrative Analysis of Grade-Level-Appropriate Text: Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	6, 15, 51	2						
RL 3.6 Literary Criticism: Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	23, 35	1						

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RL 3.7 Literary Criticism: Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	3, 22, 48	2		
Written/Oral Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.		17 23%		
Written/Oral Conventions 1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.				
WC 1.1 Sentence Structure: Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	66, 86, 101	4		
WC 1.2 Grammar: Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns.	68, 87, 88, 112, 114	3		
WC 1.3 Punctuation: Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	64, 107, 109, 113	3		
WC 1.4 Capitalization: Use correct capitalization.	63, 65, 75, 77, 105	3		
WC 1.5 Spelling: Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	67, 76, 83, 90, 96, 97, 106	4		
Writing Strategies 1.0 Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.		16 21%		
WS 1.1 Organization & Focus: Create multiple-paragraph narrative compositions:	72, 73, 74, 84, 85, 92, 93, 94	-		
1) Establish and develop a situation or plot.		1		
2) Describe the setting.		1		

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3) Present an ending		1						
WS 1.2 Organization & Focus: Create multiple-paragraph expository compositions:	70, 79, 80, 81, 89, 91, 98, 99, 100, 102, 108							
1) Establish a topic, important ideas, or events in sequence or chronological order.		2						
2) Provide details and transitional expressions that link one paragraph to another in a clear line of thought.		2						
3) Offer a concluding paragraph that summarizes important ideas and details.		2						
WS 1.3 Research & Technology: Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	82, 95, 110	1						
WS 1.4 Research & Technology: Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).	-	NA*						
WS 1.5 Research & Technology: Use a thesaurus to identify alternative word choices and meanings.	71	1						
WS 1.6 Evaluation and Revision: Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	69, 78, 103, 104, 111	5						
TOTALS		75 100%						