

GRADE 6 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 %						★ Mastery
Word Analysis, Fluency, and Systematic Vocabulary Development Reading 1.0 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.		13 17%						
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: Identify and interpret figurative language and words with multiple meanings.	5, 39, 43, 57, 58, 59, 62	5						
RW 1.3 Vocabulary & Concept Development: Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	32, 49, 53, 54, 56, 64	2						
RW 1.4 Vocabulary & Concept Development: Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	12, 45, 47	3						
RW 1.5 Vocabulary & Concept Development: Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).	25, 48, 55, 60, 61	3						
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 six, students continue to make progress toward this goal.		17 23%						
RC 2.1 Structural Features of Informational Materials: Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	31, 52	2						
RC 2.2 Structural Features of Informational Materials: Analyze text that uses the compare-and-contrast organizational pattern.	35	1						

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RC 2.3 Comprehension & Analysis of Grade-Level-Appropriate Connect and clarify main ideas by identifying their relationships to other sources and related topics.	7, 8, 9, 17, 19, 26, 42, 50	4							
RC 2.4 Comprehension & Analysis of Grade-Level-Appropriate Text: Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	11, 44	1							
RC 2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	22, 23, 36, 37	2							
RC 2.6 Expository Critique: Determine the adequacy and appropriateness of the evidence for an author's conclusions.	6, 33	2							
RC 2.7 Expository Critique: Make reasonable assertions about a text through accurate, supporting citations.	20, 21, 34, 51	2							
RC 2.8 Expository Critique: Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	10, 24, 27, 38, 40, 41, 46	3							
Literary Response/Analysis 3.0 Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other 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 the forms of fiction and describe the major characteristics of each form.	30	1							
RL 3.2 Narrative Analysis of Grade-Level-Appropriate Text: Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	-	2							
RL 3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze the influence of setting on the problem and its resolution.	-	1							
RL 3.4 Narrative Analysis of Grade-Level-Appropriate Text: Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	4, 13, 14, 15	3							
RL 3.5 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).	1	1							

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RL 3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify and analyze features of themes conveyed through characters, actions, and images.	3	1							
RL 3.7 Narrative Analysis of Grade-Level-Appropriate Text: Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	2, 16, 29	2							
RL 3.8 Literary Criticism: Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	18, 28	1							
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.		16 21%							
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: Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	77, 89, 98, 112, 113	4							
WC 1.2 Grammar: Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	83, 99, 114	3							
WC 1.3 Punctuation: Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	68, 74, 97, 111	3							
WC 1.4 Capitalization: Use correct capitalization.	70, 73, 84, 88, 104	2							
WC 1.5 Spelling: Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i>).	67, 69, 72, 93, 96, 102, 106	4							
Writing Strategies 1.0 Students write clear, coherent, and focused essays. The writing exhibits 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.		17 23%							
WS 1.1 Organization & Focus: Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	63, 66, 80, 81, 105	2							

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WS 1.2 Organization & Focus: Create multiple-paragraph expository compositions:	65, 71, 76, 79, 82, 85, 90, 100, 107, 108								
1) Engage the interest of the reader and state a clear purpose.		N/A*							
2) Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.		3							
3) Conclude with a detailed summary linked to the purpose of the composition		2							
WS 1.3 Organization & Focus: Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	95	1							
WS 1.4 Research & Technology: Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	64, 75, 101, 110	2							
WS 1.5 Research & Technology: Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	-	NA*							
WS 1.6 Evaluation and Revision: Revise writing to improve the organization and consistency of ideas within and between paragraphs.	78, 86, 87, 91, 92, 94, 103, 109	7							
TOTALS		75 100%							