

## GRADE 7 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
<b>Word Analysis, Fluency, and Systematic Vocabulary Instruction Reading 1.0</b> 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.		11 15%						
<b>RW 1.1 Vocabulary &amp; Concept Development:</b> Identify idioms, analogies, metaphors, and similes in prose and poetry.	22, 39, 56	3						
<b>RW 1.2 Vocabulary &amp; Concept Development:</b> Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	2, 27, 38, 67, 68, 69	3						
<b>RW 1.3 Vocabulary &amp; Concept Development:</b> Clarify word meanings through the use of definition, example, restatement, or contrast.	1, 8, 9, 12, 34, 50, 60, 66	5						
<b>Reading Comprehension 2.0</b> 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 seven, students make substantial progress toward this goal.		18 24%						
<b>RC 2.1 Structural Features of Informational Materials:</b> Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	17, 25, 28, 43, 65	3						
<b>RC 2.2 Structural Features of Informational Materials:</b> Locate information by using a variety of consumer, workplace, and public documents.	14, 29, 30, 61, 62	4						
<b>RC 2.3 Structural Features of Informational Materials:</b> Analyze text that uses the cause-and-effect organizational pattern.	10, 15, 16, 42, 51	2						
<b>RC 2.4 Comprehension &amp; Analysis of Grade-Level-Appropriate Text:</b> Identify and trace the development of an author's argument, point of view, or perspective in text.	18, 23, 26, 40, 49, 52, 59	3						

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<b>RC 2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Understand and explain the use of a simple mechanical device by following technical directions	31, 32, 33, 63	3						
<b>RC 2.6 Expository Critique:</b> Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	11, 13, 24, 41, 53, 64	3						
<b>Literary Response/Analysis 3.0</b> 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.		<b>13 17%</b>						
<b>RL 3.1 Structural Features of Literature:</b> Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	48, 54, 55	1						
<b>RL 3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	3, 45, 47	2						
<b>RL 3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	7, 20, 35, 36, 57	3						
<b>RL 3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	4, 6, 21, 44, 58	2						
<b>RL 3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.	5, 19	3						
<b>RL 3.6 Literary Criticism:</b> Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	37, 46	2						
<b>Written/Oral Conventions</b> 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.		<b>16 21%</b>						

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<b>Written/Oral Conventions 1.0</b> Students write and speak with a command of standard English conventions appropriate to the grade level.								
<b>WC 1.1 Sentence Structure:</b> Place modifiers properly and use the active voice.	78, 113	1						
<b>WC 1.2 Grammar:</b> Identify and use infinitives and participles and make clear references between pronouns and antecedents.	98	1						
<b>WC 1.3 Grammar:</b> Identify all parts of speech and types and structure of sentences.	80, 83, 96, 100, 101, 114	4						
<b>WC 1.4 Grammar:</b> Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).	79, 88, 92, 108	4						
<b>WC 1.5 Punctuation:</b> Identify hyphens, dashes, brackets, and semicolons and use them correctly.	76, 112	1						
<b>WC 1.6 Capitalization:</b> Use correct capitalization.	111	2						
<b>WC 1.7 Spelling:</b> Spell derivatives correctly by applying the spellings of bases and affixes.	71, 75, 89, 97, 104, 107	3						
<b>Writing Strategies 1.0</b> 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.		<b>17 23%</b>						
<b>WS 1.1 Organization &amp; Focus:</b> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	73, 86, 87, 95, 105	3						
<b>WS 1.2 Organization &amp; Focus:</b> Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	81, 90, 94	2						
<b>WS 1.3 Organization &amp; Focus:</b> Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	74, 103, 109	3						

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<b>WS 1.4 Research &amp; Technology:</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	93, 106	3		
<b>WS 1.5 Research &amp; Technology:</b> Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	82, 85, 110	2		
<b>WS 1.6 Research &amp; Technology:</b> Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	-	N/A		
<b>WS 1.7 Evaluation and Revision:</b> Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	70, 72, 77, 84, 91, 99, 102	4		
<b>TOTALS</b>		<b>75 100%</b>		