

GRADE 8 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 Questions (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.		9 12%						
RW 1.1 Vocabulary & Concept Development: Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	40, 45	2						
RW 1.2 Vocabulary & Concept Development: Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings	1, 25, 60	2						
RW 1.3 Vocabulary & Concept Development: Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	6, 13, 31, 41, 55, 61	5						
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, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).		18 24%						
RC 2.1 Structural Features of Informational Materials: Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	15, 28, 35	2						
RC 2.2 Structural Features of Informational Materials: Analyze text that uses proposition and support patterns.	7, 8, 12, 32, 34, 39	3						
RC 2.3: Comprehension & Analysis of Grade-Level-Appropriate Text: Find similarities and differences between texts in the treatment, scope, or organization of ideas.	14, 16, 58, 59	2						
RC 2.4 Comprehension & Analysis of Grade-Level-Appropriate Text: Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	30	2						

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RC 2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Understand and explain the use of a complex mechanical device by following technical directions.	26, 27, 29, 36, 37, 38	3							
RC 2.6 Comprehension & Analysis of Grade-Level-Appropriate Text: Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	9, 10, 56, 57	3							
RC 2.7 Expository Critique: Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	11, 33, 54	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.		15 20%							
RL 3.1 Structural Features of Literature: Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	5, 20, 53	2							
RL 3.2 Narrative Analysis of Grade-Level-Appropriate Text: Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	4, 18, 19, 49, 52	3							
RL 3.3 Narrative Analysis of Grade-Level-Appropriate Text: Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	23, 24, 47, 48, 51	2							
RL 3.4 Narrative Analysis of Grade-Level-Appropriate Text: Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	50	2							
RL 3.5 Narrative Analysis of Grade-Level-Appropriate Text: Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	46	1							
RL 3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	3, 17, 21, 42, 44	3							

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RL 3.7 Literary Criticism: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach).	2, 22, 43	2							
Written/Oral Language 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 Language 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 correct and varied sentence types and sentence openings to present a lively and effective personal style.	62, 85, 90, 95	2							
WC 1.2 Sentence Structure: Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	65, 73, 105, 113	2							
WC 1.3 Sentence Structure: Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	71, 88, 91, 100, 112	3							
WC 1.4 Grammar: Edit written manuscripts to ensure that correct grammar is used.	67, 70, 89, 101, 102, 114	3							
WC 1.5 Punctuation & Capitalization: Use correct punctuation and capitalization.	66, 94, 104, 111	3							
WC 1.6 Spelling: Use correct spelling conventions.	72, 74, 78, 103, 106	3							
Writing Strategies 1.0 Students write clear, coherent, and focused essays. The writing exhibits students' awareness of 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: Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	64, 69, 79, 84, 96, 107, 110	4							

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WS 1.2 Organization & Focus: Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	63, 75, 76, 82, 97, 109	4							
WS 1.3 Organization & Focus: Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	81, 83, 99	3							
WS 1.4 Research & Technology Plan and conduct multiple-step information searches by using computer networks and modems.		N/A							
WS 1.5 Research & Technology Achieve an effective balance between researched information and original ideas.		N/A							
WS 1.6 Evaluation and Revision: Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	68, 77, 80, 86, 87, 92, 93, 98, 108	6							
TOTALS		75 100%							