

## GRADE 3 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	Student Checklist					★ Mastery
<b>Reading 1.0</b> Word Analysis, Fluency and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.		20 31%						
<b>RW 1.1 Decoding &amp; Word Recognition:</b> Know and use complex word families when reading [e.g., <i>-ight</i> ] to decode unfamiliar words..	31, 42, 56, 59	2						
<b>RW 1.2 Decoding &amp; Word Recognition:</b> Decode regular multisyllabic words.	22, 32, 55, 57	2						
<b>RW 1.3 Decoding &amp; Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	-	NA*						
<b>RW 1.4 Vocabulary &amp; Concept Development:</b> Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	16, 37, 43, 44, 47, 54	4						
<b>RW 1.5 Vocabulary &amp; Concept Development:</b> Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations [e.g., <i>dog/ mammal/ animal/ living things</i> ].	48, 50, 62	2						
<b>RW 1.6 Vocabulary &amp; Concept Development:</b> Use sentence and word context to find the meaning of unknown words.	1, 10, 15, 39, 52, 53, 58	4						
<b>RW 1.7 Vocabulary &amp; Concept Development:</b> Use a dictionary to learn the meaning and other features of unknown words.	24, 36, 60	2						
<b>RW 1.8 Vocabulary &amp; Concept Development:</b> Use knowledge of prefixes [e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i> ] and suffixes [e.g., <i>-er, -est, -ful</i> ] to determine the meaning of words.	17, 23, 49, 51, 61	4						
<b>Reading Comprehension 2.0</b> Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). 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 to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online		15 23%						

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information). In grade three, students make substantial progress toward this goal.								
<b>RC 2.1 Structural Features of Informational Materials:</b> Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	29, 30, 45, 46	2						
<b>RC 2.2 Comprehension &amp; Analysis of Grade-Level-Appropriate Text</b> Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	6, 19, 27	2						
<b>RC 2.3 Comprehension &amp; Analysis of Grade-Level-Appropriate Text</b> Demonstrate comprehension by identifying answers in the text.	26, 33, 40	2						
<b>RC 2.4 Comprehension &amp; Analysis of Grade-Level-Appropriate Text</b> Recall major points in the text and make and modify predictions about forthcoming information.	8, 20, 25	2						
<b>RC 2.5 Comprehension &amp; Analysis of Grade-Level-Appropriate Text</b> Distinguish the main idea and supporting details in expository text.	-	2						
<b>RC 2.6 Comprehension &amp; Analysis of Grade-Level-Appropriate Text</b> Extract appropriate and significant information from the text, including problems and solutions.	12, 13, 38	2						
<b>RC 2.7 Comprehension &amp; Analysis of Grade-Level-Appropriate Text:</b> Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	7, 9, 28	2						
<b>Literary Response/Analysis 3.0</b> Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). 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>8 12%</b>						
<b>RL 3.1 Structural Features of Literature:</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	5	1						

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<b>RL 3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	2, 3, 18, 35	2						
<b>RL 3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	11, 41	2						
<b>RL 3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> Determine the underlying theme or author's message in fiction and nonfiction text.	4, 14, 21	1						
<b>RL 3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	-	1						
<b>RL 3.6 Narrative Analysis of Grade-Level-Appropriate Text:</b> Identify the speaker or narrator in a selection.	34	1						
<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>13 20%</b>						
<b>Written/Oral Conventions 1.0</b> Students write and speak with a command of standard English conventions appropriate to this grade level.								
<b>WC 1.1 Sentence Structure:</b> Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	68, 89	1						
<b>WC 1.2 Grammar:</b> Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	63, 77, 91	1						
<b>WC 1.3 Grammar:</b> Identify and use past, present, and future verb tenses properly in writing and speaking.	72	1						
<b>WC 1.4 Grammar:</b> Identify and use subjects and verbs correctly in speaking and writing simple sentences.	78, 82, 87	2						
<b>WC 1.5 Punctuation:</b> Punctuate dates, city and state, and titles of books correctly.	69, 70, 95	2						

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<b>WC 1.6 Punctuation:</b> Use commas in dates, locations, and addresses and for items in a series.	90, 94	1						
<b>WC 1.7 Capitalization:</b> Capitalize geographical names, holidays, historical periods, and special events correctly.	71, 75, 86, 96	2						
<b>WC 1.8 Spelling:</b> Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., [qu], consonant doubling, changing the ending of a word from [-y] to [-ies] when fo	66, 83, 93	2						
<b>WC 1.9 Spelling:</b> Arrange words in alphabetic order.	79, 88	1						
<b>Writing Strategies 1.0</b> Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).		<b>9 14%</b>						
<b>WS 1.1 Organization &amp; Focus:</b> Create a single paragraph:	67, 76							
a. Develop a topic sentence.		1						
b. Include simple supporting facts and details.		2						
<b>WS 1.2 Penmanship:</b> Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	-	NA*						
<b>WS 1.3 Research &amp; Technology:</b> Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	65, 74, 80, 85, 92	3						
<b>WS 1.4 Evaluation &amp; Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	64, 73, 81, 84	3						
<b>TOTALS</b>		<b>65 100%</b>						