

GRADE 4 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			
Word Analysis, Fluency, and Systematic Vocabulary Development Reading 1.0 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.		18 24%									
RW 1.1 Word Recognition: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression	-	NA*									
RW 1.2 Vocabulary & Concept Development: Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	2, 19, 29, 49, 57, 61, 62, 63	8									
RW 1.3 Vocabulary & Concept Development: Use knowledge of root words to determine the meaning of unknown words within a passage.	6,48	3									
RW 1.4 Vocabulary & Concept Development: Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words [e.g., <i>international</i>].	41, 56, 58	1									
RW 1.5 Vocabulary & Concept Development: Use a thesaurus to determine related words and concepts.	40, 55, 59, 60	1									
RW 1.6 Vocabulary & Concept Development: Distinguish and interpret words with multiple meanings.	5, 11, 21, 33, 43, 51	5									
Reading Comprehension 2.0 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, 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 information).		15 20%									
RC 2.1 Structural Features of Informational Materials: Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	8, 27, 36	1									
RC 2.2 Comprehension & Analysis of Grade-Level-Appropriate Text: Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	-	NA*									

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RC 2.3 Comprehension & Analysis of Grade-Level-Appropriate Text: Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	9, 26, 28, 35	2							
RC 2.4 Comprehension & Analysis of Grade-Level-Appropriate Text: Evaluate new information and hypotheses by testing them against known information and ideas.	13, 23, 38, 44	3							
RC 2.5 Comprehension & Analysis of Grade-Level-Appropriate Text: Compare and contrast information on the same topic after reading several passages or articles.	7, 10, 17, 18, 42, 45, 46	3							
RC 2.6 Comprehension & Analysis of Grade-Level-Appropriate Text: Distinguish between cause and effect and between fact and opinion in expository text.	24, 47	3							
RC 2.7 Comprehension & Analysis of Grade-Level-Appropriate Text: Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	15, 16, 25, 34, 37, 39	3							
Literary Response/Analysis 3.0 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 the 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.		9 12%							
RL 3.1 Structural Features of Literature: Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	1, 54	1							
RL 3.2 Narrative Analysis of Grade-Level-Appropriate Text: Identify the main events of the plot, their causes, and the influence of each event on future actions.	4, 20, 52	2							
RL 3.3 Narrative Analysis of Grade-Level-Appropriate Text: Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	3, 32, 50	1							
RL 3.4 Narrative Analysis of Grade-Level-Appropriate Text: Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	14, 22, 53	2							
RL 3.5 Narrative Analysis of Grade-Level-Appropriate Text: Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	12, 30, 31	3							
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.		18 24%							

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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 and compound sentences in writing and speaking.	83, 95, 97, 106	3							
WC 1.2 Sentence Structure: Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	74, 86, 89, 112	2							
WC 1.3 Grammar: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	79, 91, 94, 104, 109	4							
WC 1.4 Punctuation: Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	66, 80, 90	2							
WC 1.5 Punctuation: Use underlining, quotation marks, or italics to identify titles of documents.	84, 111	1							
WC 1.6 Capitalization: Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	77	2							
WC 1.7 Spelling: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	64, 82, 96, 98, 105	4							
Writing Strategies 1.0 Students write clear, 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).		15 20%							
WS 1.1 Organization & Focus: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	85, 102	2							
WS 1.2 Organization & Focus: Create multiple-paragraph compositions:	67, 73, 78, 101, 113	-							
a. Provide an introductory paragraph.		0							
b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.		1							
c. Include supporting paragraphs with simple facts, details, and explanations.		1							
d. Conclude with a paragraph that summarizes the points.		1							

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e. Use correct indentation.		N/A"						
WS 1.3 Organization: Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).	108	2						
WS 1.4 Penmanship: Write fluidly and legibly in cursive or joined italic.	-	NA*						
WS 1.5 Research & Technology: Quote or paraphrase information sources, citing them appropriately.	70, 100	1						
WS 1.6 Research & Technology: Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	76, 107	1						
WS 1.7 Research & Technology: Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	71, 88	1						
WS 1.8 Research & Technology: Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	72, 75, 92, 110, 114	2						
WS 1.9 Research & Technology: Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	-	NA*						
WS 1.10 Evaluation and Revision: Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	65, 68, 69, 81, 87, 93, 99, 103	3						
TOTALS		75 100%						