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TEKS Curriculum Framework for STAAR Alternate 2

# Grade 3 Reading Language Arts

### STAAR Strand 1 – Oral Language Skills

#### Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:**

- (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
- (C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and
- (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

#### Prerequisite Skills/Links to TEKS Vertical Alignment

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- use print or digital resources to determine meaning and pronunciation of unknown words (2)
- use context within and beyond a sentence to determine the meaning of unfamiliar words (2)
- identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; (2)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)
- use a resource such as a picture dictionary or digital resource to find words (1)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1)
- identify the meaning of words with the affixes -s, -ed, and -ing (1)
- identify and use words that name actions, directions, positions, sequences, categories, and locations (1)
- use a resource such as a picture dictionary or digital resource to find words (K)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (K)
- identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations (K)

<b>STAAR Strand 2 – Comprehension Skills</b>	
<b>Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations</b>	
<p><b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p> <ul style="list-style-type: none"> <li>(E) make connections to personal experiences, ideas in other texts, and society;</li> <li>(F) make inferences and use evidence to support understanding;</li> <li>(G) evaluate details read to determine key ideas</li> <li>(H) synthesize information to create new understanding; and</li> <li>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</li> </ul>	
<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<p>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> <li>• make connections to personal experiences, ideas in other texts, and society (2)</li> <li>• make inferences and use evidence to support understanding (2)</li> <li>• evaluate details read to determine key ideas (2)</li> <li>• synthesize information to create new understanding (2)</li> <li>• make connections to personal experiences, ideas in other texts, and society with adult assistance (1)</li> <li>• make inferences and use evidence to support understanding with adult assistance (1)</li> <li>• evaluate details to determine what is most important with adult assistance (1)</li> <li>• synthesize information to create new understanding with adult assistance (1)</li> <li>• make inferences and use evidence to support understanding with adult assistance (K)</li> <li>• evaluate details to determine what is most important with adult assistance (K)</li> <li>• synthesize information to create new understanding with adult assistance (K)</li> <li>• make connections to personal experiences, ideas in other texts, and society with adult assistance (K)</li> </ul>

<b>STAAR Strand 3 – Response Skills</b>	
<b>Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations</b>	
<p><b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b></p> <p>(C) use text evidence to support an appropriate response; and                      (D) retell and paraphrase texts in ways that maintain meaning and logical order.</p>	
<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<p>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> <li>• use text evidence to support an appropriate response (2)</li> <li>• retell and paraphrase texts in ways that maintain meaning and logical order (2)</li> <li>• use text evidence to support an appropriate response (1)</li> <li>• retell texts in ways that maintain meaning (1)</li> <li>• use text evidence to support an appropriate response (K)</li> <li>• retell texts in ways that maintain meaning (K)</li> </ul>

### STAAR Strand 4 – Literary Elements and Genres

#### Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:**

- (A) infer the theme of a work, distinguishing theme from topic;
- (B) explain the relationships among the major and minor characters;
- (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and
- (D) explain the influence of the setting on the plot.

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:**

- (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, setting, and acts;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence; and
  - (iii) organizational patterns such as cause and effect and problem and solution.

#### Prerequisite Skills/Links to TEKS Vertical Alignment

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character’s (characters’) internal and external traits (2)
- describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)
- describe the importance of the setting (2)
- discuss topics and determine theme using text evidence with adult assistance (1)
- describe the main character(s) and the reason(s) for their actions (1)
- describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)
- describe the setting (1)
- discuss topics and determine the basic theme using text evidence with adult assistance (K)

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**Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify and describe the main character(s) (K)
- describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K)
- describe the setting (K)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- explain visual patterns and structures in a variety of poems (2)
- discuss elements of drama such as characters, dialogue, and setting (2)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance (2)
  - (ii) features and graphics to locate and gain information
  - (iii) organizational patterns such as chronological order and cause and effect stated explicitly (2)
- discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1)
- discuss elements of drama such as characters and setting (1)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance (1)
  - (ii) features and simple graphics to locate or gain information (1)
  - (iii) organizational patterns such as chronological order and description with adult assistance (1)
- discuss rhyme and rhythm in nursery rhymes and a variety of poems (K)
- discuss main characters in drama (K)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance (K)
  - (ii) title and simple graphics to gain information (K)
  - (iii) the steps in a sequence with adult assistance (K)

### STAAR Strand 5 – Author’s Purpose and Craft

#### Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

**Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:**

- (A) explain the author’s purpose and message within a text;
- (C) analyze the author’s use of print and graphic features to achieve specific purposes;
- (D) describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; and
- (E) identify the use of literary devices, including first- or third-person point of view.

#### Prerequisite Skills/Links to TEKS Vertical Alignment

Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

- discuss the author’s purpose for writing text (2)
- discuss the author’s purpose for writing text (1)
- listen to and experience first-and third-person texts (1)
- discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (1)
- discuss how the author uses words that help the reader visualize (1)
- listen to and experience first-and third-person texts (K)
- discuss with adult assistance the author’s purpose for writing text (K)
- discuss with adult assistance how the use of text structure contributes to the author’s purpose (K)
- discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (K)
- discuss with adult assistance how the author uses words that help the reader visualize (K)

### STAAR Strand 6 – Composition - Writing Process and Genres

#### Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

**Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; and
- (D) edit drafts using standard English conventions, including:
  - (i) complete simple and compound sentences with subject-verb agreement;
  - (ii) past, present, and future verb tense;
  - (iii) singular, plural, common, and proper nouns;
  - (iv) adjectives, including their comparative and superlative forms;
  - (v) adverbs that convey time and adverbs that convey manner;
  - (vi) prepositions and prepositional phrases;
  - (vii) pronouns, including subjective, objective, and possessive cases;
  - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
  - (ix) capitalization of official titles of people, holidays, and geographical names and places; and
  - (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

#### Prerequisite Skills/Links to TEKS Vertical Alignment

Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)
- edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement (2)
  - (ii) past, present, and future verb tense (2)
  - (iii) singular, plural, common, and proper nouns (2)
  - (iv) adjectives, including articles (2)
  - (v) adverbs that convey time and adverbs that convey place (2)
  - (vi) prepositions and prepositional phrases (2)
  - (vii) pronouns, including subjective, objective, and possessive cases (2)
  - (viii) coordinating conjunctions to form compound subjects and predicates (2)
  - (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter (2)
  - (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates (2)

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**Prerequisite Skills/Links to TEKS Vertical Alignment**

- revise drafts by adding details in pictures or words (1)
- edit drafts using standard English conventions, including
  - (i) complete sentences with subject-verb agreement (1)
  - (ii) past and present verb tense (1)
  - (iii) singular, plural, common, and proper nouns (1)
  - (iv) adjectives, including articles (1)
  - (v) adverbs that convey time (1)
  - (vi) prepositions (1)
  - (vii) pronouns, including subjective, objective, and possessive cases (1)
  - (viii) capitalization for the beginning of sentences and the pronoun “I” (1)
  - (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)
- revise drafts by adding details in pictures or words (K)
- edit drafts with adult assistance using standard English conventions, including:
  - (i) complete sentences (K)
  - (ii) verbs (K)
  - (iii) singular and plural nouns (K)
  - (iv) adjectives, including articles (K)
  - (v) prepositions (K)
  - (vi) pronouns, including subjective, objective, and possessive cases (K)
  - (vii) capitalization of the first letter in a sentence and name (K)
  - (viii) punctuation marks at the end of declarative sentences (K)