

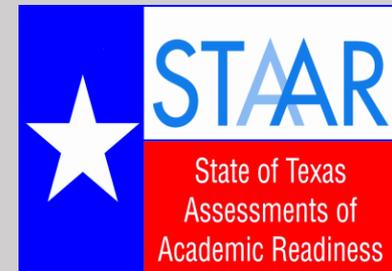
# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)

Assessment, Instruction, and Student Success on STAAR  
Reading Grades 3–8

**Dr. Susan Robertson**

**Manager of Reading Assessments Grades 3–8**

**Texas Education Agency**



STAAR Statewide Summary Reports are available on the STAAR Resources page.

2014-2015 Report: Percent of all students who achieved Level II: Satisfactory —

Grade 3 reading: 77%

Grade 4 reading: 74%

Grade 5 reading: 78%

Grade 6 reading: 76%

Grade 7 reading: 75%

Grade 8 reading: 78%

# 19 TAC §101.3041: Performance Standards

Given the STAAR® performance results for 2012 through 2015, the commissioner of education adopts the replacement of the current phase-in schedule with a standard progression approach from the 2015-2016 school year through the 2021-2022 school year, increasing performance standards annually. Intended to minimize any abrupt single-year increase in the required Level II performance standard, the standard progression approach still allows annual, consistent, incremental improvements toward the final recommended Level II performance standard in the 2021-2022 school year.

# 19 TAC §101.3041(b)(1)

## Grades 3–8 STAAR Assessments Performance Standards

Grade/ Course	2015-2016	2016-2017	2017-2018	2018-2019
3 Reading	1345	1365	1386	1406
4 Reading	1434	1454	1473	1492
5 Reading	1470	1489	1508	1526
6 Reading	1517	1536	1554	1573
7 Reading	1567	1585	1603	1621
8 Reading	1587	1606	1625	1643

Grade/Course	Phase-in 1 Standard (2015)	Standard Progression (2016)	Phase-in 2 (no longer in use)
Grade 3	1331	1345	1372
Grade 4	1422	1434	1460
Grade 5	1458	1470	1495
Grade 6	1504	1517	1542
Grade 7	1556	1567	1591
Grade 8	1575	1587	1612

## STAAR Reading Performance Standards Phase-in vs. Standard Progression

For success on STAAR reading *across all genres*, students must be able to –

apply the academic vocabulary associated with literary and informational reading

make connections within and across texts

identify text evidence to support ideas

identify the “tools” an author uses to craft a piece and how these affect meaning (in both literary and informational texts)

# Academic Vocabulary –

Students must have a command of and be able to *apply* the academic vocabulary associated with literary and informational reading.

Success on STAAR Reading

# Making Connections –

Students must be able to make connections – at differing levels of depth and complexity – both *within* and *across* texts (including connections between a text and its embedded media and/or procedural piece/s).

Success on STAAR Reading

# Text Evidence –

Students must be able to identify and use text evidence to support ideas both within and across texts.

Success on STAAR Reading

# Author's Craft –

Students must be able to identify the “tools” an author uses to craft a piece and understand how they affect meaning. Students must go beyond knowing the definition of literary and informational terminology to understanding how this terminology translates into “tools” the author uses to create meaning.

Success on STAAR Reading

Success on STAAR reading also requires that equal time be given to reading instruction in the informational genres.

It is imperative that author's craft be taught as part of the informational genres. Our current TEKS require students to go beyond the "what" and analyze the "how" and the "why."

ELAR TEKS knowledge and skills statements:

Students understand, make inferences and draw conclusions about ...

...and provide evidence from the text to support their understanding

# Reporting Category 1

The student will demonstrate an ability to understand a variety of written texts across reading genres.  
(Grade 3)

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres. (Grades 4-8)

- Vocabulary items
- “Crossover” items (paired selections)

Which words from paragraph 3 help the reader understand the meaning of excelled?

- A** *in school*
- B** *like most kids*
- C** *performed well*
- D** *at math and science*

As a child Adams performed well in school. He especially excelled at math and science. Above all, like most kids, Adams liked to play and have fun.

(Grade 3)

STAAR Reading – Reporting Category 1

Which phrase from paragraph 6 helps the reader understand the meaning of the word grueling in paragraph 7?

- A** *Other noteworthy businesses involved*
- B** *prospectors were not allowed*
- C** *burdened with more than 1,000 pounds of provisions*
- D** *transporting goods along the trails*

(Grade 7)

STAAR Reading – Reporting Category 1

Other noteworthy businesses involved leading expeditions and transporting goods along the trails to the goldfields. Ships carrying prospectors docked in Skagway, Alaska. From there the prospectors crossed 600 miles of wilderness en route to the Yukon. Because prospectors were not allowed over the Canadian border without a year's worth of supplies, most were burdened with more than 1,000 pounds of provisions.

The trails to the Yukon were famously grueling. The Tlingit, people native to the area, offered their services as guides. They charged per mile and by weight when they helped carry supplies.

Which words from paragraph 6 help the reader understand the meaning of prescribed?

**F** *calm, quiet efficiency*

**G** *intentionally set*

**H** *very real and very dangerous*

**J** *stand out as veterans*

(Grade 8)

STAAR Reading – Reporting Category 1

The Apache 8 crew became a coed team in 2005, so now the Apache women fight fires alongside male firefighters. Zeig followed the crew all year as they worked to thin forests and start prescribed fires, which are intentionally set to consume dry fuel and reduce the risk of accidental fires. She also observed the women as they fought very real and very dangerous wildfires. Zeig watched in awe as the female firefighters fought alongside the men on the front lines of several forest fires—4,000 yellow-clad figures working hard to save homes and lives. Zeig recorded in her documentary that the women's calm, quiet efficiency made them stand out as veterans.

Use “The Sandcastle” and “Building a Better Sandcastle” to answer questions 34–37. Then fill in the answers on your answer document.

With which statement would the poet and the author of the selection most likely agree?

- A** It is important to ask for help when building a sandcastle.
- B** The details of a sandcastle should be carved by hand.
- C** Children like building sandcastles more than adults do.
- D** A well-made sandcastle takes time to build.

(Grade 4)

## STAAR Reading – Reporting Category 1

# The Sandcastle

We're going to the beach, to the playground near the sea.  
To the sandbox near the fountain, beneath the big palm tree.  
The perfect site for best-friend fun, the spot for you and me.  
Here, we'll build a mighty castle on the playground near the sea.

Let's fill a bucket with water and pour it on the land.  
To make the sand muddy and damp, to work with it by hand.  
Now pile the sand up in the center—as much as your fingers can.  
To start a mighty castle on the playground made of sand.

Then make the sand like towers; form walls that stretch up high.  
Add more water now and then; don't let that sand get dry!  
Our work is good but not quite done; care to give another try?  
This mighty sandy castle has yet to reach the sky!

Yes, the sun has gotten lower; our shadows have grown gray.  
And the sand is getting dry again—much too dry for play.  
So let's skip on home to dinner, looking back once more to say,  
“We built a mighty castle on the playground on this day.”

# Building a Better Sandcastle

But building a sandcastle that looks as good as a castle in a drawing is not easy.

Some people think that all that is needed to build a sandy masterpiece is a plastic bucket and a shovel. But building an expert sandcastle really requires patience and attention to detail, as well as the proper tools. Some sandcastle builders are actually professional sand sculptors. They have mastered their art through practicing and learning from other sand sculptors.

A strong sandcastle needs sand that is just the right wetness.

Just make sure to have enough sand to complete the project.

It's important to get the main part of the castle just right.

After the sandcastle is shaped, it is time to carve the details. Expert sculptors use all kinds of tools to carve.

As experts carve, the sand may start to dry out.

Then when they finish carving, they might add ornaments to their creation.

(excerpts from selection)

Use “The Dishonest Merchant” and “Guilty” to answer questions 25–28. Then fill in the answers on your answer document.

How are the merchant in “The Dishonest Merchant” and the speaker in “Guilty” similar?

- A** Both of them are disappointed in themselves for what they did.
- B** Both of them are confused about why they have been punished.
- C** Both of them try to blame others in order to get what they want.
- D** Both of them are forced to keep their promises.

(Grade 5)

## STAAR Reading – Reporting Category 1

During one journey, the merchant lost a bag containing one thousand Romanian coins called *lei*. Each time the merchant came to a crossroads, he told everyone that he would give one hundred lei to anyone who found the money.

Not long afterward, a peasant found the bag. He was an honest man, and he hastened to find the merchant.

“I found this bag behind the fish market at the crossroads near my home,” the peasant said to the merchant.

The merchant trusted no one, so he went aside to count the money. To his surprise, all one thousand coins were still in the bag. He was happy to have his money back, but he was also saddened by the thought of giving some of it away. He wondered how he could get out of his promise and still appear to be fair.

At last he went back to the peasant. “I thank you for returning my money,” he said. “I notice that you have already taken your reward, for there were only nine hundred coins in the bag.”

(excerpts from *The Dishonest Merchant*)

## STAAR Reading – Reporting Category 1

# Guilty

It's not fair.

My little sister glows—

She has a reputation that reaches out to others,  
Shakes their hand,

And lets them know she can do no wrong.

I told them,

Mom and Dad both,

That she took it from the pan

When they noticed the void,

Like a pothole in the middle of the street—

One cookie gone from the cookie sheet.

My father shook his head at me.

My mother gave her a hug.

STAAR Reading – Reporting Category 1

How is the point of view in the poem different from that of the story?

- A** Only the poem focuses on the thoughts of just one character.
- B** Only the poem describes the motivation of a main character.
- C** Only the poem shows the actions of just one character.
- D** Only the poem explains how each character becomes involved in the situation.

(Grade 5)

STAAR Reading – Reporting Category 1

Use “Golden Opportunities” and “A Gold Miner’s Tale” to answer questions 30–34. Then fill in the answers on your answer document.

An idea explored in both the selection and the poem is that gold mining —

- A** attracted miners for only a short time
- B** did not appeal to many people in the United States
- C** was important to the U.S. economy
- D** did not lead to riches for most miners

(Grade 7)

STAAR Reading – Reporting Category 1

Read these lines from the poem.

Before I joined the great stampede,  
I thought: What will stampeders need?  
Now I'm a Dawson millionaire!  
I sell them ALL long underwear.

Which sentence from the selection best matches an idea presented in these lines?

- A** *During 1898 some \$10 million in gold was found in the Yukon.*
- B** *Thousands of businesspeople came to Seattle ready to offer goods and services to the prospectors.*
- C** *This marked the beginning of the Klondike gold rush.*
- D** *The Seattle Chamber of Commerce moved quickly to take advantage of this upswing in the economy.*

## STAAR Reading – Reporting Category 1

Use “Can Writers Predict the Future?” and “Post Early for Space” to answer questions 19–23. Then fill in the answers on your answer document.

One difference between the selection and the poem is that only the selection presents the idea that —

- A** people once doubted that a moon landing was possible
- B** space travel is a challenge that can be accomplished
- C** people may one day travel to other planets
- D** the world looks very different from outer space

(Grade 8)

STAAR Reading – Reporting Category 1

Which idea about humankind is expressed in both the selection and the poem?

- F** Humans have a desire to explore new frontiers.
- G** Humans' ability to accurately imagine the future is remarkable.
- H** Humans have developed new technologies sooner than predicted.
- J** Humans' ability to incorporate technology into daily tasks has made life easier.

(Grade 8)

STAAR Reading – Reporting Category 1

## Reporting Category 2

The student will demonstrate an ability to understand and analyze literary texts.

- Poetry
  - Fiction
  - Literary Nonfiction
  - Drama
- 
- Theme and Genre
  - Sensory Language
  - Media Literacy (embedded)

## Good Question, Chowderhead (Grade 3 fiction)

Which sentence best shows Chelsea's problem in the story?

- F** *My dad always asks lots of questions.*
- G** *I didn't want to hurt his feelings, but I didn't want to go through another school year as a Chowderhead, either.*
- H** *Two days later I headed to my new school for the first day of class.*
- J** *But there were two kids, twin brothers, who didn't seem to talk to anyone but each other.*

## STAAR Reading – Reporting Category 2

Paragraphs 18 through 25 are important because they help the reader understand —

**F** how Chelsea thinks of ideas to talk about when meeting people

**G** why the twins don't make fun of Chelsea after they learn her name

**H** what activities the twins and Chelsea both find interesting

**J** when Chelsea plans to spend time with her new friends

STAAR Reading – Reporting Category 2

Read this sentence from paragraph 10.

*Her face lit up, and she explained that she made them herself.*

The author includes this description of Claire to show that she is —

- A** embarrassed that Chelsea notices her bracelets
- B** unsure why Chelsea asks about her bracelets
- C** worried that Chelsea might make better bracelets
- D** pleased that Chelsea is interested in her bracelets

STAAR Reading – Reporting Category 2

Which sentence best expresses the theme of the story?

**F** *I asked my dad if I could change my name.*

**G** *"I get teased all the time."*

**H** *"But you shouldn't change who you are."*

**J** *In no time at all we were laughing and talking.*

STAAR Reading – Reporting Category 2

## Guilty

(Grade 5 poem)

It's not fair.  
My little sister glows—  
She has a reputation that reaches out to others,  
Shakes their hand,  
And lets them know she can do no wrong.

I told them,  
Mom and Dad both,  
That she took it from the pan  
When they noticed the void,  
Like a pothole in the middle of the street—  
One cookie gone from the cookie sheet.  
My father shook his head at me.  
My mother gave her a hug.

They sent her off to play  
To enjoy the day.  
My free time was taken away,  
Sent to my room to stay.

I felt frustrated with their frowns.  
"Why was she *always* blameless?"  
I thought while Mom wiped my hands  
With a wet paper towel,  
Browning with each stroke  
From chocolate on my fingertips.

I stomped to my room,  
My feet crashing like thunder.  
It's not fair.

# STAAR Reading – Reporting Category 2

Based on the poem, what can the reader conclude about the speaker's past behavior?

- F** The speaker usually acts in a way that pleases the parents.
- G** The speaker has tried a similar approach to get out of trouble before.
- H** The speaker defends the little sister even when she is wrong.
- J** The speaker has difficulty remembering the family rules.

## STAAR Reading – Reporting Category 2

Why does the poem begin and end with the same line?

- A** To emphasize the speaker's feelings about the situation
- B** To foreshadow a problem the speaker has
- C** To show the frustration of the speaker's family members
- D** To highlight a change in the way the speaker feels about the little sister

STAAR Reading – Reporting Category 2

# Lights Out

(Grade 5 drama)

Which of these is an important idea explored in this play?

- F** Taking a trip can be a rewarding experience.
- G** Children often find comfort in things that are familiar.
- H** It is sometimes difficult to live far away from grandparents.
- J** Family members often disagree with each other.

STAAR Reading – Reporting Category 2

Read paragraph 10.

**DEXTER:** [*Picks up a stuffed polar bear and strokes its head.*]  
Mr. Snowball doesn't like it when you call me a goof.

By having Dexter refer to Mr. Snowball's emotions, the playwright is —

- F** emphasizing that Leo does not understand Dexter's actions
- G** suggesting that Dexter is quite young
- H** showing that Mr. Snowball used to belong to Leo
- J** showing that Dexter is ignoring his brother

## STAAR Reading – Reporting Category 2

Dexter's lines throughout the play suggest that he —

**F** doesn't think Leo listens to him

**G** depends on Leo to help him feel secure

**H** does not approve of Leo's friendship with Chloe Barnett

**J** likes to annoy Leo whenever possible

## STAAR Reading – Reporting Category 2

# The Storyteller

(Grade 6 poem)

Why are the first and third lines of the poem echoed in the last stanza?

- A** To show how large the tree has grown
- B** To highlight that the age of the tree makes it special
- C** To remind the reader of the importance of the environment
- D** To explain what the speaker enjoys most about the tree's appearance

## STAAR Reading – Reporting Category 2

# The Storyteller

*by Jennifer Hu*

The tree in my backyard  
Has two hundred rings,  
Two hundred years of history,  
Hidden behind her bark.

The tree in my backyard  
Has two hundred years of history.  
What stories she must tell.

Read lines 5 through 10 from the poem.

She was here as a seedling,  
A mere child to the rest,  
Young and naïve among her dark, old elders.

But now she is a guardian,  
Tall and welcoming,  
Gathering and shielding the children in her arms.

The poet uses personification in these lines most likely to show that the tree —

- F** protects the other trees
- G** provides a warning about approaching danger
- H** has become stronger as it has matured
- J** prevents smaller plants from having room to grow

## STAAR Reading – Reporting Category 2

*from*  
**Airball: My Life in Briefs**

*by L. D. Harkrader*

(Grade 7 fiction)

- 6 You know the kid who kicks the ball out of bounds when he dribbles? The kid whose jump shots look like bounce passes? The kid who spends most of the game skidding across the floor on his face? That's me. Last summer my own grandmother beat me in a game of H-O-R-S-E.

## STAAR Reading – Reporting Category 2

The author's use of questions in paragraph 6 helps the reader understand —

- F** that Kirby worries about not being able to participate in basketball
- G** that Kirby thinks he should practice with people his own age
- H** how Kirby reacts when he does not play basketball well
- J** that Kirby has a negative attitude about his ability to play basketball

## STAAR Reading – Reporting Category 2

*from*  
**A Ribbon for Baldy**

*by Jesse Stuart*

(Grade 8 fiction)

Paragraphs 11 through 15 support the primary theme of the excerpt by emphasizing the narrator's —

- A** diligence
- B** satisfaction
- C** sincerity
- D** modesty

STAAR Reading – Reporting Category 2

The narrator describes his mule ride to school in a way that shows his —

- F** jealousy of his classmates
- G** fondness for using his imagination
- H** appreciation for where he lives
- J** gratitude for having transportation

I have to ride a mule, but not one of my classmates lives in a prettier place, I thought, as I surveyed my world. Look at Little Baldy! What a pretty island in the sea of clouds. A thin ribbon of cloud seemed to envelop cone-shaped Little Baldy from bottom to top like the new rope Pa had just bought for the windlass over our well.

## STAAR Reading – Reporting Category 2

# A Gift from a Ghost

*by Mike Cox*

(Grade 8, literary nonfiction)

The title of this selection refers both to the money found on the beach and to —

- A** the battle between the author and the crab
- B** the author’s memorable experience with his daughter
- C** the lesson the author learns about wild creatures
- D** the new appreciation the author has for his daughter’s crab-catching abilities

## STAAR Reading – Reporting Category 2

What can readers conclude about Hallie based on her father's description of their experience with the crab on the beach?

- F** She respects the crab's efforts to avoid being captured.
- G** She realizes that she needs her father's help in order to catch the crab.
- H** She is not very experienced at catching crabs.
- J** She thinks that chasing crabs is an activity that families should do together.

## STAAR Reading – Reporting Category 2

The imagery in paragraph 9 shows that the crab chase is —

- A** discouraging
- B** embarrassing
- C** difficult to observe
- D** fast-paced

As we walked along the beach on the night that I tried to get out of going with her, Hallie’s flashlight beam soon locked on a hefty crab scooting rapidly across the sand on its spindly legs. I tried to keep my flashlight trained on it as it zigged and zagged. The chase went on and on, a human–crab version of “America’s Scariest Chase Videos.” Finally, Hallie got it cornered, tossing a handful of sand on it.

## STAAR Reading – Reporting Category 2

## Reporting Category 3

The student will demonstrate an ability to understand and analyze informational texts.

- Expository
- Persuasive
  
- Procedural texts, Media Literacy (embedded)

# A Hardworking Cat



(Grade 3 expository)

## STAAR Reading – Reporting Category 3

The reader can tell that Tama is allowed to stay at the station because she —

- A** cares for other cats
- B** walks people to the train
- C** sits inside the ticket booth
- D** attracts more passengers

STAAR Reading – Reporting Category 3

Which sentence shows that people are interested in learning about Tama?

- A** *She spent most of her time at Kishi Station.*
- B** *She walks around the station in her uniform and greets passengers.*
- C** *Tama has been featured in many newspaper and magazine articles as well as on television shows and in video clips.*
- D** *From stray cat to famous stationmaster, life is sweet for Tama!*

STAAR Reading – Reporting Category 3

## One Giant Paper Airplane (Grade 3 expository)

Which sentence from the selection is best supported by the photograph next to paragraph 7?

- A** *The goal of the contest is to help children learn more about how airplanes fly and to encourage them to explore science and inventing.*
- B** *At 800 pounds this plane was too heavy to throw like a typical paper airplane.*
- C** *During its short flight the plane reached a speed of 98 miles per hour.*
- D** *The museum plans to continue offering its paper airplane contest to young scientists.*

### STAAR Reading – Reporting Category 3

# Barkitecture

(Grade 4 expository)

What do the details in paragraph 6 explain about Barkitecture events?

- A** The events are intended for small dogs.
- B** People can build houses for their dogs at the events.
- C** The events offer more than interesting doghouses.
- D** Leaders of pet organizations plan the Barkitecture events.



STAAR Reading – Reporting Category 3

# Storytelling Trees

*by Micki Huysken*

(Grade 5 expository)

The author uses questions in paragraph 4 and paragraph 11 as a way to —

- F** show that American Indian art is similar to other types of art
- G** establish a connection between the reader's experiences and totem poles
- H** encourage the reader to reflect on what is considered art
- J** help the reader understand why totem poles attract visitors

## STAAR Reading – Reporting Category 3

The author organizes paragraph 9 in a compare-and-contrast pattern to illustrate —

- A** how the images carved into totem poles have changed over time
- B** which carvers in the tribe are the most talented
- C** the way that modern machinery has made raising a totem pole easier
- D** how the totem pole has changed during the carving process

## STAAR Reading – Reporting Category 3

# A Remarkable Road Trip

(Grade 5 Expository)

What effect did Jackson's trip have on American society?

- A** Sales of Winton cars increased.
- B** Newspapers became more popular.
- C** People changed their ideas about the usefulness of cars.
- D** People traveled to many unexplored parts of the country.

Although today it is not unusual to drive across the country in just a few days, this was not always the case. The automobile was a new product in 1903, and cars were not as advanced as today's vehicles. In 1903 many people believed that cars were a luxury and a source of entertainment rather than a useful means of transportation. Horse-drawn carriages were considered more dependable. Jackson, however, wanted to prove that cars could be just as useful and reliable.

Was it worth the cost? Jackson believed so. Jackson and Crocker's success changed American driving forever. The idea that people could travel long distances in a vehicle became a reality.

## STAAR Reading – Reporting Category 3

Based on information in the selection, what can the reader infer about American society in 1903?

- F** Most people did not travel far from the towns in which they lived.
- G** Many people disliked the changes brought about by new inventions.
- H** Many people opposed the idea of the government building roads.
- J** The automobile had replaced the need for most farm animals.

## STAAR Reading – Reporting Category 3

The organizational pattern of the article develops the author's viewpoint by —

- A** presenting facts about how SmartBird works and explaining why it is a useful invention
- B** comparing SmartBird with other inventions and showing how technology has advanced
- C** describing the reason Festo invented SmartBird and the effects the invention has had on the company
- D** relating the sequence of events that occurred to create SmartBird

## STAAR Reading – Reporting Category 3

# The Story of Pixar

(Grade 7 Expository)

How does the author support the claim that Pixar set the standard for animated films?

- A** By explaining how the Pixar computer could be beneficial to society
- B** By outlining the reasons Disney was interested in acquiring Pixar
- C** By mentioning the people who were involved in the development of the Pixar computer
- D** By describing the achievements that demonstrate Pixar's status in the movie industry

## STAAR Reading – Reporting Category 3

# Sneaky Supermarket Spies

(Grade 8 Expository)

Which of these is an assertion rather than a fact?

- F** *Grocery stores have found creative and clever methods to make sure that shoppers buy more of these products.*
- G** *Some stores use heat maps to track which aisles customers linger in, looking at products.*
- H** *Many grocers feature chopped or shredded vegetables in their produce departments.*
- J** *This device alerts customers to sales as they walk by or scan certain products.*

## STAAR Reading – Reporting Category 3

Which idea is supported by the information in paragraph 3?

- A** Supermarkets plan to distribute handheld self-checkout devices to customers in the future.
- B** Monitoring customers allows supermarkets to make more profitable decisions.
- C** Technology has helped reduce the time a customer spends in the supermarket.
- D** Using a supermarket discount card is the most effective way to find an item on sale.

STAAR Reading – Reporting Category 3

In review, success on STAAR reading requires students to:

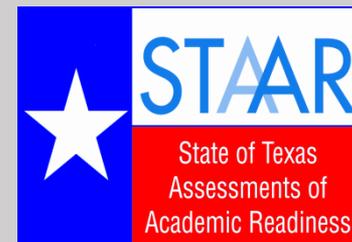
- Apply academic vocabulary
- Make connections within and across texts
- Identify text evidence to support ideas, and
- Identify the tools an author uses to craft a piece and understand how these affect meaning

## Student Success on STAAR Reading

General STAAR resources, released test questions, assessed curriculum documents, test blueprints, test design schematics, dictionary policy, STAAR statewide summary reports, STAAR statewide item analysis reports, and STAAR student expectations tested are currently available at

<http://tea.texas.gov/student.assessment/staar>

STAAR Reading Resources



Additional educator resources can be found at <http://www.englishspanishteks.net/>. These resources include a vertical alignment of the English and Spanish language arts and reading TEKS, the ELA/R TEKS glossary, and a Reading Resource Websites List.

## Reading Resources



Reading resources for educators and students can be found at [www.projectshare.org](http://www.projectshare.org)



Istation Reading is available through <http://texassuccess.org>.



For further assistance with resources, contact the TEA Curriculum Division at (512) 463-9581.

Additional Reading Resources

For updates and notifications from the Texas Education Agency, please join both the **Student Assessment** and **ELA-Reading** mailing lists at

<https://public.govdelivery.com/accounts/TXTEA/subscriber/new>

(TEA Homepage, A–Z Directory, Click on “M” for Mailing Lists)

## TEA Mailing Lists

Susan Robertson

Manager of Reading Assessments Grades 3–8

[susan.robertson@tea.texas.gov](mailto:susan.robertson@tea.texas.gov)

STAAR Reading Team Specialists:

Kim Hrabovsky

Tammy Visco

(512) 463-9536

Questions about the STAAR reading assessments can be sent to [reading.test@tea.texas.gov](mailto:reading.test@tea.texas.gov).

## TEA Contacts