Standardized Assessment Tasks for
STAAR Alternate

Grade 3 Reading
The following definitions clarify terms used in the grade 3 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3, 2, and 1: pages 3 and 4

An **unfamiliar word** is a word a student may or may not have been exposed to, but has not received instruction and does not have an understanding for the meaning of the word.

A **familiar word**, or **sight word**, is a word the student knows and whose meaning is immediately understood.

Level 3: page 3

**Parts of speech** refers to the eight classifications for words in the English language: the verb, the noun, the pronoun, the adjective, the adverb, the preposition, the conjunction, and the interjection.
STAAR Reporting Category 1 – Understanding Across Genres: The student will demonstrate an ability to understand a variety of written texts across reading genres.

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<th>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
<th>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
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</thead>
<tbody>
<tr>
<td>(3.4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to</td>
<td></td>
</tr>
<tr>
<td>(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots; Readiness Standard</td>
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<tr>
<td>(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; Readiness Standard</td>
<td></td>
</tr>
<tr>
<td>(C) identify and use antonyms, synonyms, homographs, and homophones. Supporting Standard</td>
<td></td>
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<tr>
<td>Essence Statement A: Identifies new vocabulary words using a variety of strategies.</td>
<td></td>
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</tbody>
</table>

**Level 3**

**Prerequisite skill:** identify words that name actions (verbs) and words that name persons, places, or things (nouns)

The student will be presented a wide array of words representing all parts of speech from the student’s sight-word vocabulary. The student will classify the words into groups by parts of speech. The student will be presented an unfamiliar noun or verb along with its definition. The student will determine in which group the unfamiliar word belongs. The student will generate a sentence using the unfamiliar word.

Predetermined Criteria
1. The student will classify the words into groups by parts of speech.
2. The student will determine in which group the unfamiliar word belongs.
3. The student will generate a sentence using the unfamiliar word.

Reading Grade 3; Reporting Category 1 (3.4); Essence Statement: A
**Level 2**

**Prerequisite skill:** identify and use words that name actions, directions, positions, sequences, and locations

The student will be presented and read a sentence using a familiar verb from the student’s sight-word vocabulary. The student will identify the familiar verb. An unfamiliar verb that can meaningfully and grammatically replace the familiar verb will be presented, read, and defined for the student. The student will assist in acting out the unfamiliar verb. The student will identify a new sentence using the unfamiliar verb.

Predetermined Criteria
1. The student will identify the familiar verb.
2. The student will assist in acting out the unfamiliar verb.
3. The student will identify a new sentence using the unfamiliar verb.

**Level 1**

**Prerequisite skill:** demonstrate understanding of terms used in the instructional language of the classroom

The student will be presented his or her daily schedule. The schedule will include an unfamiliar written noun for a new activity and a corresponding representation. The student will acknowledge his or her schedule. The student will explore the representation of the noun as the written word is shown and read by the teacher. The student will participate in the activity.

Predetermined Criteria
1. The student will acknowledge his or her schedule.
2. The student will explore the representation of the noun.
3. The student will participate in the activity.
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**Poetry** is a form of literature in which the author, poet, uses the sound and meaning of words to create ideas and feelings. Poems are usually presented in verse composed of short lines that include rhythm, rhyme, or both.

Most poems are written to be read aloud, and how they sound is as important as what they mean. Sound patterns consist of two elements: rhythm and rhyme.

**Level 2: page 8**

**Rhythm** is the pattern of stressed and unstressed syllables of the words in the poem. Nursery rhymes often have very predictable rhythms. For example, "Mary had a little lamb" and "Twinkle, twinkle, little star."

Examples of poetry with rhythm:

- From *The Song of Hiawatha* by Henry Wadsworth Longfellow:

  By the shore of Gitchie Gumee,
  By the shining Big-Sea-Water,
  At the doorway of his wigwam,
  In the pleasant Summer morning,
  Hiawatha stood and waited.

- From *The Cow* by Robert Louis Stevenson:

  The friendly cow, all red and white,
  I love with all my heart:
  She gives me cream with all her might,
  To eat with apple tart.

- From *Alphabet* by Edward Lear:

  A
  A was once an apple pie,
  Pidy
  Widy
  Tidy
  Pidy
  Nice insidy
  Apple Pie!
Rhyme is the repetition of similar sounds in two or more words.

The rhyming pattern is the arrangement of rhymes in a poem.

Examples of rhyming patterns include:

- The rhyming pattern is at the end of every line in “From a Railway Carriage” by Robert Louis Stevenson.

  Faster than fairies, faster than witches,  
  Bridges and houses, hedges and ditches

- The rhyming pattern is at the end of every other line in “The Village Blacksmith” by Henry Wadsworth Longfellow.

  Under a spreading chestnut-tree  
  The village smithy stands;  
  The smith, a mighty man is he,  
  With large and sinewy hands;  
  And the muscles of this brawny arms  
  Are strong as iron bands.

- Rhyming words DO NOT have to follow the same spelling pattern. Notice that the rhyming words at the end of every other line of the anonymous poem “My Mother” do not follow the same spelling pattern.

  I have the finest mother  
  That any boy could have;  
  She cleanses all my scratches,  
  And binds them up with salve.

Cited texts are provided only as examples and do not imply TEA endorsement.
<table>
<thead>
<tr>
<th>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectation</th>
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<tbody>
<tr>
<td><strong>(3.6) Reading/Comprehension of Literary Text/Poetry.</strong> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. The student is expected to (A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</td>
<td><strong>Essence Statement B:</strong> Identifies the structure and elements of poetry.</td>
</tr>
</tbody>
</table>

**Level 3**

**Prerequisite skill:** respond to and use rhythm, rhyme, and alliteration in poetry

A rhyming poem will be presented and all but the last two lines will be read. The student will locate the rhyming words in the poem. The student will generate a word not in the poem that rhymes with one of the identified words. The last two lines of the poem will be read omitting the last rhyming word. The student will determine a meaningful word to complete the rhyme.

Predetermined Criteria
1. The student will locate the rhyming words in the poem.
2. The student will generate a word not in the poem that rhymes with one of the identified words.
3. The student will determine a meaningful word to complete the rhyme.
**Level 2**

**Prerequisite skill:** respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds

A short grade-appropriate rhyming poem will be presented and read to the student. The student will assist in imitating the rhythm as the poem is read. The student will be presented a word from the poem that has a corresponding rhyming word in the poem. The student will identify a word from the poem that rhymes with the presented word. The student will identify a word not in the poem that rhymes with the pair.

Predetermined Criteria
1. The student will assist in imitating the rhythm as the poem is read.
2. The student will identify a word from the poem that rhymes with the presented word.
3. The student will identify a word not in the poem that rhymes with the pair.

**Level 1**

**Prerequisite skill:** produce a word that rhymes with a given word

A short poem with a regular rhyming pattern will be presented. The student will experience the rhyming pattern in the poem as it is read and the rhyme is paired with a sensory experience. The poem will be reread, and as the teacher pauses, the student will anticipate the rhyming pattern. The student will participate in completing the rhyming pattern.

Predetermined Criteria
1. The student will experience the rhyming pattern in the poem.
2. The student will anticipate the rhyming pattern.
3. The student will participate in completing the rhyming pattern.

Reading Grade 3; Reporting Category 2 (3.6); Essence Statement: B
Definitions/Examples for STAAR Reporting Category 3 (3.13)

Essence Statement C

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Levels 3, 2, and 1: pages 13 and 14

At all three levels of this task, students are asked to preview the text—a comprehension strategy that supports students reading informational text by guiding the reader to set a purpose for reading. Before beginning to read, the student looks through the text, either independently or with teacher-directed-questions, to become familiar with the following:

- Title, cover, or book jacket
- Table of contents
- Chapters, headings, and subheadings
- Illustrations and photographs
- Maps, charts, graphs

Informational text includes expository, persuasive, and procedural text. An expository text that factually clarifies or explains something is the appropriate type of informational text for these tasks because the students are asked to locate, identify or acknowledge specific information in the texts. Examples of grade-appropriate expository texts include:

- **Ice Cream Cones for Sale** by Elaine Greenstein—facts about who invented ice cream and the first ice cream cones
- **Great White Shark** by Sandra Markle—facts about sharks including how they feast on other ocean life
- **City Foxes** by Susan J. Tweit—facts about foxes including what, when, where, why, and how

Fictional stories are literary text that may be about real people or animals, but the text is not written for the purpose of presenting factual information.

Fictional stories are NOT appropriate for these tasks. Examples of fictional stories include:

- **Stellaluna by Janell Cannon**—a fictional story about a bat
- **Stone Fox by John Reynolds Gardiner**—a fictional story about a fox
- **Rabbit Hill by Robert Lawson**—a fictional story about a family of rabbits

Levels 3 and 2: page 13

The topic is the subject or the big idea that describes what the text is about. Examples of topics include:

- Pets
- Transportation
- Hobbies
- Insects

Cited texts are provided only as examples and do not imply TEA endorsement.
A **KWL chart** is an organizational tool that helps readers activate their background knowledge, create questions about the topic, and develop a purpose for reading the text.

The following are examples of K.W.L. charts:

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
<td>What I want to know</td>
<td>What I've learned</td>
</tr>
</tbody>
</table>

For the first and second column, the student will generate a list of at least 3 facts he/she knows about the topic and at least 3 questions about what he/she would like to know about the topic. The first two columns are to be completed before the student reads the text. Therefore, the questions for the second column, “What I Want to Know,” may not be answered in the text, but should be questions about the topic.

**Level 2: page 13**

To assist in previewing a text, the student might:

- Visually scan the pages in a book on the topic
- Physically turn the pages in a book on the topic
- Look at supplemental pictures of the topic while the teacher briefly introduces the topic
- Briefly look at the pages and pictures of a text in a PowerPoint presentation
- Listen to an audiotape of sounds on the topic
- Comment on the pictures or text
Level 1: page 14

For this Level 1 task, the student will be presented an expository text and an object representing the main idea. The main idea answers the question “What is the text mostly about?” For this task, the main idea names the object that is the topic.

The student explores the object while previewing the text. To preview the text, the student might:

- Assist in manipulating the object while the teacher talks about the text/topic
- Assist in turning the pages in a book on the topic
- Look at a picture of the main idea while holding the object representing the main idea
- Listen to an audiotape of sounds of the main idea in a text, if appropriate

After previewing the text, the teacher will present a written question about the text paired with a representation. The question should be one with an answer that is evident in the text and constructed in such a way that the student can “experience the answer” through sensory input or by participating in an activity that will engage the student.

Examples:

- For a text on oranges, the object representing the main idea is a real orange that the student will explore while previewing the text. A written question such as, “What can you make with oranges?” will be presented with another orange marked with a question mark written or carved on the peel. As the text is read, the teacher will record the answer, “Orange juice is made from oranges.” The student will assist in exchanging the written question and the marked orange with the written answer and an empty glass representing a detail of the main idea. As the text is reread, orange juice will be poured into the glass for the student to drink and experience the answer.

- For a text on the growth of a pine tree, the main idea will be an object that smells of pine, such as a real pine cone, car deodorizer shaped like a tree and smelling of pine, or a piece of tree bark sprayed with a pine scent that the student will explore while previewing the text. After previewing the text, the written question, “What do the leaves of a pine tree look like?” will be paired with a leaf from a more typical tree marked with a written question mark. As the text is read and the answer located, the teacher will record the answer, “Pine trees have needles” and pair this answer with needles from a pine tree to represent a detail of the main idea. The student will assist in exchanging the leaf with the question mark on it with the pine needles and recorded answer. As the text is reread, the needles will be rubbed on the student’s arm or dropped on the floor for the student to experience the answer.

- For a text on the game of basketball, the main idea representation will be an audio tape recording of a basketball being dribbled and shot for the student to “explore” while previewing the text. After previewing the text, the teacher will present the written question, “What happens when a player makes a basket?” The question mark in the sentence should be removable and tactically emphasized. As the text is read, the teacher will record, “The team gets 2 points and the crowd cheers”. The student will assist in exchanging the question and question mark for the written answer and a team pennant representing a detail. The student will experience the answer by listening to an audio tape recording of a crowd’s response to a basket while waving the pennant.
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<tr>
<td><strong>(3.13) Reading/Comprehension of Informational Text/Expository Text.</strong> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to</td>
<td><strong>Essence Statement C:</strong> Identifies the main idea and supporting details in informational texts.</td>
</tr>
<tr>
<td>(A) identify the details or facts that support the main idea; Readiness Standard</td>
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<tr>
<td>(B) draw conclusions from the facts presented in text and support those assertions with textual evidence; Readiness Standard</td>
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<tr>
<td>(C) identify explicit cause and effect relationships among ideas in text; Readiness Standard</td>
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<tr>
<td>(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. Readiness Standard</td>
<td></td>
</tr>
</tbody>
</table>
Level 3

Prerequisite skill: ask literal questions of text

The student will be presented an expository text and a KWL chart with three labeled columns: What I Already Know, What I Want to Know, What I Learned. Prior to reading the text, the student will preview the text to get an idea about the topic. The student will generate a list of facts he or she already knows about the topic to be recorded in the first column of the chart. The student will generate a list of questions he or she wants to know about the topic. The questions will be recorded in the second column. The text will be read. The student will generate a list of details from the text. The details will be recorded in the last column of the chart. Using the information on the chart, the student will determine if the text provided the information he or she wanted to learn.

Predetermined Criteria
1. The student will generate a list of questions he or she wants to know about the topic.
2. The student will generate a list of details from the text.
3. The student will determine if the text provided the information he or she wanted to learn.

Level 2

Prerequisite skill: ask and respond to questions about text

The student will be presented an expository text. The student will assist in previewing the text. The student will identify the topic. The student will identify appropriate questions that he or she wants answered that could possibly be provided in the text. The student will answer the student-identified questions using details from the text.

Predetermined Criteria
1. The student will identify the topic.
2. The student will identify appropriate questions that he or she wants answered that could possibly be provided in the text.
3. The student will answer the student-identified questions using details from the text.
Level 1

Prerequisite skill: ask and answer appropriate questions about the book

The student will be presented an expository text and an object representing the main idea of the text. The student will explore the object while previewing the text. The student will be presented a written question about the text paired with a representation. The text will be read. The teacher will record the answer at the time the answer is read. The student will participate in exchanging the written question with the recorded answer. The student will experience the answer as the text is read again.

Predetermined Criteria
1. The student will explore the object while previewing the text.
2. The student will participate in exchanging the written question with the recorded answer.
3. The student will experience the answer as the text is read again.

Reading Grade 3; Reporting Category 3 (3.13); Essence Statement: C
Definitions/Examples for STAAR Reporting Category 3 (3.15)

Essence Statement D

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Levels 3 and 2: pages 17 and 18

The following are examples of recipes with graphics representing ingredients and measuring utensils needed to complete the recipe:

**Dogs in a Blanket**

1. Wash hands.
2. Get bread stick dough. Open and separate dough.
3. Roll each piece 15 inches long.
4. Put a stick in each hot dog.
5. Wrap dough around each hot dog.
6. Put on a cookie sheet and bake at 350° for 18-20 minutes.

**Butterfly Snack**

**Ingredients:**
- Peanut butter
- Bread
- Celery
- Raisins

**Materials:**
- Plate
- Knife

**Steps:**
1. Spread peanut butter on 1 piece of bread and on a stalk of celery.
2. Cut bread diagonally and place on a plate with celery.
3. Add raisins.
4. Eat and enjoy!

For this task, both level 3 and level 2 students need to be presented one-page documents including one-page recipes with and without graphics.

Examples of one-page documents include:
- One-page essays
- Short stories such as fables
- A diary or journal entry
- Personal or business letters
Level 1: page 18

This task requires the teacher to present a two-step recipe with the actual ingredients serving as the graphics in each step. Actual ingredients must be used rather than photographs as shown below. The recipe will be recorded on poster board and placed on a table with the actual ingredients inserted in the steps for a horizontal presentation. If the student requires a vertical presentation, smaller amounts of the original ingredients can be placed in baggies and attached to the poster board.

Examples of two-step recipes follow:

**Moroccan Orange Flower**

**Ingredients:**
- 1 seedless orange, peeled and sectioned
- ground cinnamon
- powdered sugar
- 1/4 cup yogurt

**Step 1:** Arrange orange slices on a plate in a circle to resemble the petals of a flower and add yogurt to the center of the circle.

**Step 2:** Sprinkle cinnamon on the yogurt and sprinkle on the orange slices.

**Green Beans with Slivered Almonds**

**Ingredients:**
- 1 small can of green beans
- 1 small package of slivered almonds

1. Pour green beans into a microwave safe dish and stir in the slivered almonds.
2. Heat in microwave until warm.

**Banana Smoothie**

1. Put banana, honey, milk, and ice into a blender.
2. Blend until smooth and pour to serve.

The student is only required to participate in removing the actual ingredients when called for in the recipe and to participate in only one of the two steps.
STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.

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<tr>
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<tr>
<td>(3.15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. The student is expected to (B) locate and use specific information in graphic features of text. Supporting Standard</td>
<td>Essence Statement D: Uses information from graphic features in procedural texts.</td>
</tr>
</tbody>
</table>

**Level 3**

**Prerequisite skill:** follow, restate, and give oral instructions that involve a short related sequence of actions

The student will be presented a wide array of one-page documents including recipes with and without graphics. The student will locate the recipes. The student will compare the recipes including the use of graphics. One of the recipes containing graphics will be selected. Using the graphics, the student will execute the first step of the recipe.

Predetermined Criteria
1. The student will locate the recipes.
2. The student will compare the recipes including the use of graphics.
3. The student will execute the first step of the recipe.

Transition

Reading Grade 3; Reporting Category 3 (3.15); Essence Statement: D
Level 2

Prerequisite skill: follow oral directions that involve a short related sequence of actions

The student will be presented one-page documents including a recipe with a title, picture of the completed product, list of ingredients and numbered steps supported by graphics. The student will identify the recipe. The student will identify one ingredient and one step. The student will assist in following one of the steps using the graphics.

Predetermined Criteria
1. The student will identify the recipe.
2. The student will identify one ingredient and one step.
3. The student will assist in following one of the steps using the graphics.

Level 1

Prerequisite skill: show understanding by following two-step oral directions and usually follow three-step directions

The student will be presented a two-step recipe where the actual ingredients will serve as the graphics that are paired with each step. The student will explore the ingredients while they are attached to the recipe. The student will participate in removing the ingredients attached to the recipe as they are needed. The student will participate in following one of the steps to make the product.

Predetermined Criteria
1. The student will explore the ingredients while they are attached to the recipe.
2. The student will participate in removing the ingredients attached to the recipe as they are needed.
3. The student will participate in following one of the steps to make the product.