



TEKS Curriculum Framework for STAAR Alternate 2

Grade 3 Reading Language Arts

STAAR Strand 1 – Oral Language Skills	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>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:</p> <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p>(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</p> <p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p>	<p>Essence Statement</p> <p>Uses a variety of strategies to demonstrate understanding of new vocabulary words.</p>
STAAR Strand 1 Prerequisite Skills/Links to TEKS Vertical Alignment	
<p>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:</p> <ul style="list-style-type: none"> • 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) 	

STAAR Strand 2 – Comprehension Skills	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<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"> (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 	<p>Essence Statement</p> <p>Uses a variety of strategies to demonstrate comprehension of informational and literary text.</p>
STAAR Strand 2 Prerequisite Skills/Links to TEKS Vertical Alignment	
<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"> • make connections to personal experiences, ideas in other texts, and society (2) • make inferences and use evidence to support understanding (2) • evaluate details read to determine key ideas (2) • synthesize information to create new understanding (2) • make connections to personal experiences, ideas in other texts, and society with adult assistance (1) • make inferences and use evidence to support understanding with adult assistance (1) • evaluate details to determine what is most important with adult assistance (1) • synthesize information to create new understanding with adult assistance (1) • make inferences and use evidence to support understanding with adult assistance (K) • evaluate details to determine what is most important with adult assistance (K) • synthesize information to create new understanding with adult assistance (K) • make connections to personal experiences, ideas in other texts, and society with adult assistance (K) 	

STAAR Strand 3 – Response Skills	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<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> <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>	<p>Essence Statement</p> <p>Responds to a variety of text in meaningful ways.</p>
STAAR Strand 3 Prerequisite Skills/Links to TEKS Vertical Alignment	
	<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"> • use text evidence to support an appropriate response (2) • retell and paraphrase texts in ways that maintain meaning and logical order (2) • use text evidence to support an appropriate response (1) • retell texts in ways that maintain meaning (1) • use text evidence to support an appropriate response (K) • retell texts in ways that maintain meaning (K)

STAAR Strand 4 – Literary Elements & genres	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>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:</p> <ul style="list-style-type: none"> (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. 	<p>Essence Statement</p> <p>Uses a variety of strategies to demonstrate an understanding of literary text.</p>
<p>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:</p> <ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (i) the central idea with supporting evidence; and (iii) organizational patterns such as cause and effect and problem and solution. 	<p>Essence Statement</p> <p>Demonstrates an understanding of the structure and elements of multiple literary genres including fiction, poetry, and drama.</p>
STAAR Strand 4 Prerequisite Skills/Links to TEKS Vertical Alignment	
	<p>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:</p>

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STAAR Strand 4**Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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)
- 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)

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STAAR Strand 4	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• recognize characteristics and structures of informational text, including:<ul style="list-style-type: none">(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	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>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:</p> <ul style="list-style-type: none"> (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. 	<p>Essence Statement</p> <p>Demonstrates an understanding of the author’s use of language and organizational patterns in a variety of texts.</p>
STAAR Strand 5 Prerequisite Skills/Links to TEKS Vertical Alignment	
	<p>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:</p> <ul style="list-style-type: none"> • 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 & genres	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>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:</p> <p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; and</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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. 	<p>Essence Statement</p> <p>Revises and edits text to clarify and improve meaning.</p>
STAAR Strand 6 Prerequisite Skills/Links to TEKS Vertical Alignment	
<p>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:</p> <ul style="list-style-type: none"> • revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2) 	

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STAAR Strand 6**Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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)
- 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)