



2022 Grade 3 Reading Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 3 Reading

Genres Assessed in Reading:

Literary

- Fiction
- Literary Nonfiction
- Poetry
- Drama

Informational

- Expository/Informational
- Argumentative
- Persuasive

Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

- (3) **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; **Supporting Standard**
 - (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **Readiness Standard**
 - (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 **Supporting Standard**
 - (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. **Supporting Standard**

Reporting Category: 2

Understanding and Analysis of Literary Texts

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

- (6) **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:
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**
 - (F) make inferences and use evidence to support understanding; **Readiness Standard**
 - (G) evaluate details read to determine key ideas; **Readiness Standard**
 - (H) synthesize information to create new understanding; **Readiness Standard**
- (7) **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:
- (C) use text evidence to support an appropriate response; **Readiness Standard**
 - (D) retell and paraphrase texts in ways that maintain meaning and logical order; **Supporting Standard**
- (8) **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; **Supporting Standard**
 - (B) explain the relationships among the major and minor characters; **Readiness Standard**

- (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and
Readiness Standard
- (D) explain the influence of the setting on the plot. **Supporting Standard**
- (9) **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:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **Supporting Standard**
- (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; **Supporting Standard**
- (C) discuss elements of drama such as characters, dialogue, setting, and acts; **Supporting Standard**
- (10) **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;
Readiness Standard
- (B) explain how the use of text structure contributes to the author's purpose; **Supporting Standard**
- (C) explain the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**
- (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; **Supporting Standard**
- (E) identify the use of literary devices, including first- or third-person point of view; **Supporting Standard**

- (F) discuss how the author's use of language contributes to voice; and **Supporting Standard**
- (G) identify and explain the use of hyperbole. **Supporting Standard**

Reporting Category: 3 Understanding and Analysis of Informational Texts

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

- (6) **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:
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures, **Supporting Standard**
 - (F) make inferences and use evidence to support understanding; **Readiness Standard**
 - (G) evaluate details read to determine key ideas; **Readiness Standard**
 - (H) synthesize information to create new understanding; **Readiness Standard**
- (7) **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:
- (C) use text evidence to support an appropriate response; **Readiness Standard**
 - (D) retell and paraphrase texts in ways that maintain meaning and logical order; **Supporting Standard**
- (9) **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:
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence; **Readiness Standard**

- (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
Supporting Standard
- (iii) organizational patterns such as cause and effect and problem and solution; **Supporting Standard**
- (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim; **Readiness Standard**
 - (ii) distinguishing facts from opinion; and
Readiness Standard
 - (iii) identifying the intended audience or reader;
Supporting Standard
- (10) **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;
Readiness Standard
 - (B) explain how the use of text structure contributes to the author's purpose; **Supporting Standard**
 - (C) explain the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**
 - (F) discuss how the author's use of language contributes to voice; and **Supporting Standard**
 - (G) identify and explain the use of hyperbole. **Supporting Standard**