



Grade 3 Reading Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 3 Reading Assessment

Genres Assessed:

Literary

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Ineligible)
- Media Literacy (Embedded)

Informational

- Expository (Readiness)
- Persuasive (Ineligible)
- Procedural (Embedded)
- Media Literacy (Embedded)

Reporting Category 1: Understanding Across Genres

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

- (4) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (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
 - (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
Readiness Standard
 - (C) identify and use antonyms, synonyms, homographs, and homophones.
Supporting Standard

Reporting Category 2: Understanding and Analysis of Literary Texts

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

- (2) **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to
- (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. **Supporting Standard**
- (5) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) paraphrase the themes and supporting details of fables, legends, myths, or stories. **Supporting Standard**
- (6) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are 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). **Supporting Standard**
- (8) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) sequence and summarize the plot's main events and explain their influence on future events; **Readiness Standard**
- (B) describe the interaction of characters including their relationships and the changes they undergo. **Readiness Standard**
- (9) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. **Supporting Standard**

(10) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) identify language that creates a graphic visual experience and appeals to the senses. **Supporting Standard**

(16) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. **Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry)

(E) summarize information in text, maintaining meaning and logical order. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry)

Reporting Category 3: Understanding and Analysis of Informational Texts

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

- (12) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

The student expectation for 12(A) is ineligible for assessment. Therefore, when Culture and History (12) is assessed, it will be linked to Figure 19(D): *make inferences about text and use textual evidence to support understanding*. This student expectation will be attached only to expository texts, since persuasive reading is ineligible at grade 3. For this reason, Culture and History (12) will always represent a Readiness standard.

- (13) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

- (A) identify the details or facts that support the main idea;
Readiness Standard
- (B) draw conclusions from the facts presented in text and support those assertions with textual evidence; ***Readiness Standard***
- (C) identify explicit cause and effect relationships among ideas in texts;
Readiness Standard
- (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

- (15) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

- (B) locate and use specific information in graphic features of text.
Supporting Standard

- (16) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. ***Supporting Standard***

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding; **Readiness Standard**

(E) summarize information in text, maintaining meaning and logical order.
Readiness Standard