



# **Grade 3 Reading Assessment**

**2019-2020 and 2020-2021**

**Eligible Texas Essential  
Knowledge and Skills**

# STAAR Grade 3 Reading Assessment

## 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.

2017 Student Expectation	2009 Student Expectation
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(C)</b> identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.</p>	<p><b>(4) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(A)</b> 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.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to identify the meaning of words based on their affixes. Although the examples provided in these SEs are different, the underlying skill is the same.</p>	
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(B)</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.</p>	<p><b>(4) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(B)</b> use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both require students to determine the meaning of unfamiliar or multi-meaning words using context.</p>	
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(D)</b> identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text;</p>	<p><b>(4) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(C)</b> identify and use antonyms, synonyms, homographs, and homophones.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both require students to identify synonyms, antonyms, homographs, and homophones in a text. Idioms will not be eligible for assessment during the transition years.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## Reporting Category 2: Understanding and Analysis of Literary Texts

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

2017 Student Expectation	2009 Student Expectation
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information.</p>	<p><b>(2) Reading/Beginning Reading/Strategies.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p><b>(B)</b> ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to generate relevant questions about texts they've read. Explicit or minor details will not be eligible for assessment during the transition years.</p>	
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> 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> <p><b>(A)</b> infer the theme of a work, distinguishing theme from topic.</p> <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(A)</b> explain the author's purpose and message within a text.</p>	<p><b>(5) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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:</p> <p><b>(A)</b> paraphrase the themes and supporting details of fables, legends, myths, or stories.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards focus on the theme or message of a literary text.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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> <p><b>(B)</b> explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.</p> <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(D)</b> describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.</p>	<p><b>(6) Reading/Comprehension of Literary Text/Poetry.</b> 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:</p> <p><b>(A)</b> describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> 2017 SE 9.B and 2009 SE 6.A both require students to understand the characteristics of different types of poems, such as their structural elements.</p> <p>2017 SE 10.D and 2009 SE 6.A align due to the focus on imagery.</p>	
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> 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> <p><b>(C)</b> analyze plot elements, including the sequence of events, the conflict, and the resolution.</p>	<p><b>(8) Reading/Comprehension of Literary Text/Fiction.</b> 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:</p> <p><b>(A)</b> sequence and summarize the plot's main events and explain their influence on future events.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both focus on the sequence of events and plot elements in a literary work.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> 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> <p><b>(B)</b> explain the relationships among the major and minor characters.</p>	<p><b>(8) Reading/Comprehension of Literary Text/Fiction.</b> 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:</p> <p><b>(B)</b> describe the interaction of characters including their relationships and the changes they undergo.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> In this grade level, the above standards align due to their focus on character relationships in literary texts. The changes characters undergo will not be eligible for assessment during the transition years.</p>	
<p><b>None</b></p>	<p><b>(9) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> 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.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(D)</b> describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.</p>	<p><b>(10) Reading/Comprehension of Literary Text/Sensory Language.</b> 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:</p> <p><b>(A)</b> identify language that creates a graphic visual experience and appeals to the senses.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on the purposeful use of literal and figurative language and its intended effect on the reader.</p>	

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2017 Student Expectation	2009 Student Expectation
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(C)</b> explain the author's use of print and graphic features to achieve specific purposes.</p>	<p><b>(16) Reading/Media Literacy.</b> 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.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on the use of graphic features in a literary text.</p>	
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence to support an appropriate response.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> 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:</p> <p><b>(D)</b> make inferences about text and use textual evidence to support understanding.</p> <p><b>Readiness Standard</b> (Fiction)  <b>Supporting Standard</b> (Literary Nonfiction, Poetry)</p>
<p><b>Notes:</b> The above standards align because they require students to make inferences about literary texts and/or use text evidence to support understanding.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
None	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> 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:</p> <p><b>(E)</b> summarize information in text, maintaining meaning and logical order.  <b>Readiness Standard</b> (Fiction)  <b>Supporting Standard</b> (Literary Nonfiction, Poetry)</p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## Reporting Category 3: Understanding and Analysis of Informational Texts

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

2017 Student Expectation	2009 Student Expectation
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(A)</b> explain the author's purpose and message within a text.</p>	<p><b>(12) Reading/Comprehension of Informational Text/Culture and History.</b> 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.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards focus on the author's purpose for writing an informational text.</p>	
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p><b>(i)</b> the central idea with supporting evidence.</p>	<p><b>(13) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> identify the details or facts that support the main idea.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both require students to recognize a central idea, or main idea, and the details that support it. Items focusing on minor details unrelated to a central idea, or main idea, will not be eligible for assessment.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence to support an appropriate response.</p>	<p><b>(13) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> draw conclusions from the facts presented in text and support those assertions with textual evidence; <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because they require students to make inferences about informational texts and/or use text evidence to support understanding.</p>	
<p><b>None</b></p>	<p><b>(13) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> identify explicit cause and effect relationships among ideas in texts. <b>Readiness Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p><b>(ii)</b> features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding;</p>	<p><b>(13) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to</p> <p><b>(D)</b> use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to recognize features of an informational text. Although the examples provided are different, the underlying skill is the same.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>None</b></p>	<p><b>(15) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> locate and use specific information in graphic features of text. <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(C)</b> explain the author's use of print and graphic features to achieve specific purposes.</p>	<p><b>(16) Reading/Media Literacy.</b> 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. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on the use of graphic features in informational texts.</p>	
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence to support an appropriate response.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> 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:</p> <p><b>(D)</b> make inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because they require students to make inferences about informational texts and/or use text evidence to support understanding.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>None</b></p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> 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:</p> <p><b>(E)</b> summarize information in text, maintaining meaning and logical order.</p> <p><b><i>Readiness Standard</i></b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.