



Standardized Assessment Tasks for  
STAAR Alternate

# Grade 3 Reading

## **Definitions/Examples for STAAR Reporting Category 1 (3.4) Essence Statement A**

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.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p><b>(3.4) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. The student is expected to</p> <ul style="list-style-type: none"> <li>(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</li> <li>(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; Readiness Standard</li> <li>(C) identify and use antonyms, synonyms, homographs, and homophones. Supporting Standard</li> </ul>	<p><b>Essence Statement A:</b> Identifies new vocabulary words using a variety of strategies.</p>

**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.

## 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 respond to the new activity on the 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 respond to the new activity on the schedule.
2. The student will explore the representation of the noun.
3. The student will participate in the activity.

## Definitions/Examples for STAAR Reporting Category 2 (3.8) Essence Statement B

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 6 and 7

A **story** is a fictional literary text. The literary elements an author uses to create a story include the characters, the setting, and the plot.

**Characters** are the people or animals in stories. The **main character** has the most importance in the story and does the most to support the plot. Most of the action should follow the main character. Examples of grade-appropriate fictional stories with a main character and multiple other characters include:

- *Frindle* by Andrew Clements
- *Babe the Gallant Pig* by Dick King-Smith
- *Judy Moody* by Megan McDonald
- *Loser* by Jerry Spinelli

A biography is a true story about a person's life. The people in biographies are NOT fictional and therefore, NOT characters in a story. A biography is NOT appropriate for these tasks. Examples of biographies include:

- *Leonardo di Vinci* by Diane Stanley
- *Reaching for the Moon* by Buzz Aldrin
- *Where Was Patrick Henry on the 29th of May?* by Jean Fritz

Level 1: page 7

The **dramatic action** of the story is what a character does to resolve the problem he or she has suddenly been faced with.

<b>STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>
<p><b>(3.8) 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. The student is expected to</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events; Readiness Standard</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo. Readiness Standard</p>	<p><b>Essence Statement B:</b> Identifies plot and character interaction in literary texts.</p>

**Level 3**

**Prerequisite skill:** describe characters in a story and the reasons for their actions and feelings

The student will be presented and read a grade-appropriate story with multiple characters, and a clearly defined main character. The student will generate a list of all the characters in the story. The student will determine the main character from the list. The student will determine an action that occurred between the main character and each of the other characters.

Predetermined Criteria

1. The student will generate a list of all the characters in the story.
2. The student will determine the main character from the list.
3. The student will determine an action that occurred between the main character and each of the other characters.

## Level 2

**Prerequisite skill:** retell a main event from a story read aloud

The student will be presented and read a grade-appropriate story with three characters. The student will identify the characters. The student will match each character to a description of the character. The student will identify an action that occurred between two of the characters.

Predetermined Criteria

1. The student will identify the characters.
2. The student will match each character to a description of the character.
3. The student will identify an action that occurred between two of the characters.

## Level 1

**Prerequisite skill:** retell or re-enact a story after it is read aloud

As a grade-appropriate story with a dramatic action is read, the student will explore a representation for the main character. After the story is read, the student will participate in pairing the representation of the character to the teacher as the teacher demonstrates the dramatic action of the main character. The student will respond to the dramatic action.

Predetermined Criteria

1. The student will explore a representation for the main character.
2. The student will participate in pairing the representation of the character to the teacher.
3. The student will respond to the dramatic action.

## Definitions/Examples for STAAR Reporting Category 2 (3.16) Essence Statement C

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 10 and 11

**Literary texts** include fiction, poetry, drama, memoir, biography, and autobiography.

**Media presentation** refers to the variety of modes available as a means for communicating to an audience. Media is not limited to the use of technology or mass media such as PowerPoints, newspapers or magazines, but also includes posters, paintings, works of art, and film.

Levels 3: page 10

**Media presentation** for the Level 3 task refers to the way the book cover is designed and might include textures, color, special fonts, or shapes for sensory appeal to attract the reader's attention.

Within the required wide array, the teacher will need several groups of books whose covers share the same type of media presentation in order for the student to have enough books to classify by similarities. Therefore, several books from the examples below or other types will need to be compiled for the collection. Examples of covers with different media presentations include:

- one-color bindings with the title printed on the front - these would be what most books look like when a book jacket is removed. They are quite plain looking with simple print used for the title
- multi-color illustrations, real photographs, or cartoon characters
- textured titles or textured illustrations such as a book with the title printed in raised lettering. Examples include:
  - a book with sheep as the characters might have the title printed in letters textured with sheep's wool,
  - a book with an animal or monster as the character might have moveable eyes on the cover
- 3-dimensional shaped books – Examples include:
  - a book with a mouse as a character might be cut in the shape of a wedge or block of cheese with craters or holes in the cover
  - a book about aliens might be cut to the shape of an alien or UFO



Levels 3 and 2: pages 10 and 11

**Features** are the prominent or noticeable characteristics used for **media presentations**.

Some features that impact meaning include:

- Color
- Shape
- Illustrations
- Size
- Texture

The student-generated **list** of features should contain several examples.

Levels 2 and 1: page 11

The **media presentation** for the Level 2 and Level 1 tasks could be an audio recording, film, or computer-based presentation of the same text as the selected book.

<b>STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts:            The student will demonstrate an ability to understand and analyze literary texts.</b>	
<b>TEKS Knowledge &amp; Skills Statement /            STAAR-Tested Student Expectation</b>	<b>Essence of TEKS Knowledge &amp; Skills            Statement / STAAR-Tested Student            Expectation</b>
<b>(3.16) 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. Supporting Standard	<b>Essence Statement C:</b> Recognizes that literary media conveys meaning.

### **Level 3**

**Prerequisite skill:** identify techniques used in media (e.g., sound, movement)

The student will be presented a wide array of literary books that have covers with varying presentations, some with sensory appeal. The student will classify the books by media presentation. The student will determine which group is the most appealing to him or her. The student will generate a list of features that impact meaning and make the selected group appealing.

Predetermined Criteria

1. The student will classify the books by media presentation.
2. The student will determine which group is the most appealing to him or her.
3. The student will generate a list of features that impact meaning and make the selected group appealing.

## **Level 2**

**Prerequisite skill:** identify different forms of media (e.g., advertisements, newspapers, radio programs)

The student will be presented a grade-appropriate literary book and a media presentation of the same book. The student will identify each form of the presented media. The student will be read a section of the book and presented the corresponding part of the media presentation. The student will identify one way the forms of media are different. The student will identify one appealing feature that impacts meaning for one of the forms of media.

Predetermined Criteria

1. The student will identify each form of the presented media.
2. The student will identify one way the forms of media are different.
3. The student will identify one appealing feature that impacts meaning for one of the forms of media.

## **Level 1**

**Prerequisite skill:** engage in pre-reading and reading-related activities

The student will participate in previewing a grade-appropriate literary book and a media presentation of the same book. The student will experience a section of the book and the corresponding part of the media presentation. The student will participate in pairing the book with the media presentation.

Predetermined Criteria

1. The student will participate in previewing a grade-appropriate literary book and a media presentation.
2. The student will experience a section of the book and the corresponding part of the media presentation.
3. The student will participate in pairing the book with the media presentation.

## Definitions/Examples for STAAR Reporting Category 3 (3.19) Essence Statement D

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 13 and 14

**Informational text** includes expository, persuasive, and procedural text. An **expository text** that 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.

Literary texts are fictional stories 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

Level 2: page 14

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

- Bears
- Volcanoes
- Beach
- Cotton
- Presidents

STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p><b>(3.19) 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>(D) make inferences about text and use textual evidence to support understanding; Readiness Standard</p> <p>(E) summarize information in text, maintaining meaning and logical order. Readiness Standard</p>	<p><b>Essence Statement D:</b> Uses a variety of strategies to demonstrate comprehension of informational texts.</p>

**Level 3**

**Prerequisite skill:** ask relevant questions, seek clarification, and locate facts and details about stories and other texts

A wide array of grade-appropriate texts, several of which are informational texts, will be presented to the student. The student will select an informational text. After previewing the text, the student will generate relevant questions about information he or she wants to learn from the text. Selected portions of the text will be read. The student will locate information in the text that answers one of the questions.

Predetermined Criteria

1. The student will select an informational text.
2. The student will generate relevant questions about information he or she wants to learn about from the text.
3. The student will locate information in the text that answers one of the questions.

Transition

## Level 2

**Prerequisite skill:** ask and respond to questions about texts read aloud

A grade-appropriate informational text will be presented to the student. The student will identify the topic of the text. The student will choose a relevant question about the text. A section of the text that relates to the question will be read. The student will identify a fact from the text that answers the question.

Predetermined Criteria

1. The student will identify the topic of the text.
2. The student will choose a relevant question about the text.
3. The student will identify a fact from the text that answers the question.

## Level 1

**Prerequisite skill:** use information learned from books by describing, relating, categorizing, or comparing and contrasting

A grade-appropriate informational text will be presented. The student will participate in previewing the text. One piece of information and a representation for the information from the text will be presented. The student will explore the representation. The student will acknowledge the representation as the information from the text is read.

Predetermined Criteria

1. The student will participate in previewing the text.
2. The student will explore the representation.
3. The student will acknowledge the representation as the information from the text is read.