Grade 3
Reading
Language Arts Assessment

Eligible Texas Essential Knowledge and Skills
### STAAR Grade 3

#### English Language Arts and Reading

<table>
<thead>
<tr>
<th>Genres Assessed in Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fiction</td>
</tr>
<tr>
<td>• Literary Nonfiction</td>
</tr>
<tr>
<td>• Poetry</td>
</tr>
<tr>
<td>• Drama</td>
</tr>
<tr>
<td>• Informational</td>
</tr>
<tr>
<td>• Argumentative</td>
</tr>
<tr>
<td>• Persuasive</td>
</tr>
</tbody>
</table>

### Reporting Category 1: Reading

The student will understand and analyze a variety of texts from various genres.

1. **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**

2. **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 and correct or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**
(E) make connections to personal experiences, ideas in other texts, and society; **Readiness 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**

(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

(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
Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Expository/Informational
- Argumentative
- Persuasive

Reporting Category 2: Writing
Revising and Editing
The student will revise and edit a variety of texts from various genres.

(2) Developing and sustaining foundational language skills:
listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(B) demonstrate and apply spelling knowledge by:

(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **Readiness Standard**

(ii) spelling homophones; **Readiness Standard**

(iii) spelling compound words, contractions, and abbreviations; **Readiness Standard**

(iv) spelling multisyllabic words with multiple sound-spelling patterns; **Supporting Standard**

(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **Supporting Standard**

(vi) spelling words using knowledge of prefixes; and **Supporting Standard**

(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **Readiness Standard**
(11) **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:

(B) develop drafts into a focused, structured, and coherent piece of writing by:
   
   (i) organizing with purposeful structure, including an introduction and a conclusion; and  
       **Readiness Standard**
   
   (ii) developing an engaging idea with relevant details;  
       **Readiness Standard**

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **Readiness Standard**

(D) edit drafts using standard English conventions, including:  

   **Supporting Standard**
   
   (i) complete simple and compound sentences with subject-verb agreement; **Readiness Standard**
   
   (ii) past, present, and future verb tense; **Readiness Standard**
   
   (iii) singular, plural, common, and proper nouns; **Supporting Standard**
   
   (iv) adjectives, including their comparative and superlative forms; **Supporting Standard**
   
   (v) adverbs that convey time and adverbs that convey manner; **Supporting Standard**
   
   (vi) prepositions and prepositional phrases; **Supporting Standard**
   
   (vii) pronouns, including subjective, objective, and possessive cases; **Supporting Standard**
   
   (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; **Supporting Standard**
   
   (ix) capitalization of official titles of people, holidays, and geographical names and places; **Supporting Standard**
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and

Supporting Standard

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; Readiness Standard

Written Essay

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

(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:

(B) write a response to a literary or informational text that demonstrates an understanding of a text; Readiness Standard

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; Readiness Standard

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; Readiness Standard