

Reading/Comprehension Skills

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.

3.2 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.

3.3 Reading/Fluency. Students read grade-level text with fluency and comprehension.

3.4 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

| Tools to Know-Process | | | | Tools to Know-Comprehension | | | |
|---|--|--|---|---|--|--|---|
| 3.3(A) | 3.4(B) | 3 Fig.19(A) | 3 Fig.19(B) | 3 Fig.19(C) | 3 Fig.19(D) | 3 Fig.19(E) | 3 Fig.19(F) |
| read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension | use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs | establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension | ask literal, interpretive, and evaluative questions of text | monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions) | make inferences about text and use textual evidence to support understanding | summarize information in text, maintaining meaning and logical order | make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence |
| | | | | <p style="text-align: center;">3.2(C)</p> establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) | <p style="text-align: center;">3.2(A)</p> use ideas (e.g., illustrations, titles, topic sentence, key words, and foreshadowing clues to make and confirm predictions) | | |

Knowledge and Skills (Genres)

- 3.8 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.
- 3.6 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.
- 3.7 Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
- 3.9 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.
- 3.13 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.
- 3.14 Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

Knowledge and Skills (Embedded or Across Genres)

- 3.2 Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed.
- 3.4 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 3.5 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.
- 3.10 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.
- 3.11 Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading.
- 3.12 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.
- 3.15 Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.
- 3.16 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.

(A) is used consistently when there is a SE connected to a K&S

| Rptg Cat | STAAR | Genre | Readiness Standards | Supporting Standards | Figure 19 | | |
|---|-------|--|---|---|---|---|--|
| 1 Understanding Across Genres | 5 | Across Genres | 3.4(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 | 3.4(C) identify and use antonyms, synonyms, homographs, and homophones | Fig.19(F) taught but not assessed on grade 3 STAAR | | |
| | | | 3.4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs | | | | |
| | | | SEs Not Included in Assessed Curriculum 3.4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles) 3.4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words 3.11(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks) | | | | |
| 2 Understanding and Analysis of Literary Texts | 15 | Fiction | 3.8(A) sequence and summarize the plot's main events and explain their influence on future events | | 3.8 Fig.19(D) 3.8 Fig.19(E) | | |
| | | | 3.8(B) describe the interaction of characters including their relationships and the changes they undergo | | | | |
| | | | | SEs Not Included in Assessed Curriculum | 3.8(C) identify whether the narrator or speaker of a story is first or third person | | |
| | | Poetry | | | 3.6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse) | 3.6 Fig.19(D) 3.6 Fig.19(E) | |
| | | Drama | SEs Not Included in Assessed Curriculum | 3.7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed | | | |
| | | Literary Nonfiction | | | 3.9 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. | 3.9 Fig.19(D) 3.9 Fig.19(E) | |
| | | | SEs Not Included in Assessed Curriculum | 3.9(A) explain the difference in point of view between a biography and autobiography | | | |
| | | | | Across Literary Text | | | |
| | | Across Literary Text | | | 3.2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text | 3.5 Fig.19(D) 3.10 Fig.19(D) 3.16 Fig.19(D) | |
| | | | | | 3.5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories 3.10(A) identify language that creates a graphic visual experience and appeals to the senses 3.16 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. | | |
| | | SEs Not Included in Assessed Curriculum | 3.5(B) compare and contrast the settings in myths and traditional folktales 3.16(A) understand how communication changes when moving from one genre of media to another 3.16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound) 3.16(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article) | | | | |

| Rptg Cat | STAAR | Genre | Readiness Standards | Supporting Standards | Figure 19 | |
|--|-------|---|--|---|---|--|
| 3 Understanding and Analysis of Informational Texts | 14 | Expository | 3.12* 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. | | 3.12 Fig.19(D)* 3.13 Fig.19(D) 3.13 Fig.19(E) | |
| | | | 3.13(A) identify the details or facts that support the main idea | | | |
| | | 3.13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence | | | | |
| | | 3.13(C) identify explicit cause and effect relationships among ideas in texts | | | | |
| | | 3.13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text | | | | |
| | | <i>SEs Not Included in Assessed Curriculum</i> | 3.12(A)* identify the topic and locate the author's stated purposes in writing the text | | | |
| | | Persuasive | <i>SEs Not Included in Assessed Curriculum</i> | 3.14(A) identify what the author is trying to persuade the reader to think or do | | |
| | | Across Informational Text | | | | |
| | | Across Informational Text | | 3.15(B) locate and use specific information in graphic features of text 3.16 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 | 3.15 Fig19(D) 3.16 Fig19(D) | |
| | | | <i>SEs Not Included in Assessed Curriculum</i> | 3.15(A) follow and explain a set of written multi-step directions 3.16(A) understand how communication changes when moving from one genre of media to another 3.16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound) 3.16(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article) | | |
| STAAR | 34 | 20-24 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction Expository) | | 10-14 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards) | | |

*3.12 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
[3.12(A) is ineligible for assessment – so when 3.12 is assessed it will be linked to Fig.19(D) for expository texts]

| Writing Process | | | | |
|--|--|---|---|--|
| 3.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. | | | | |
| 3.17(A) | 3.17(B)* | 3.17(C)* | 3.17(D)* | 3.17(E) |
| plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals) | develop drafts by categorizing ideas and organizing them into paragraphs | revise drafts for coherence, organization, use of simple and compound sentences, and audience | edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric | publish written work for a specific audience |

| Knowledge and Skills Statements |
|---|
| 3.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. |
| 3.19 Writing. Students write about their own experiences. |
| 3.20 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. |
| 3.21 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. |
| 3.22 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. |
| 3.23 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. |
| 3.24 Oral and Written Conventions/Spelling. Students spell correctly. |

| Rptg Cat | STAAR | Readiness Standards | Supporting Standards |
|------------------|-------|---|---|
| 1 Composition | | 3.17(B)* develop drafts by categorizing ideas and organizing them into paragraphs | 3.17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals) |
| | | 3.17(C)* revise drafts for coherence, organization, use of simple and compound sentences, and audience | 3.17(E) publish written work for a specific audience |
| | | 3.17(D)* edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric | 3.18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting |
| | | 3.20(A)* create brief compositions that: (i)* establish a central idea in a topic sentence (ii)* include supporting sentences with simple facts details and explanations (iii)* contain a concluding statement | 3.18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse) 3.19(A) write about important personal experiences 3.20(B) write letters whose language is tailored to audience and purpose (e.g., thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing) |
| | | | 3.20(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding 3.21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details |

| Rptg Cat | STAAR | Readiness Standards | Supporting Standards |
|---------------|-------|--|--|
| 2 Revision | | 3.17(C)* revise drafts for coherence, organization, use of simple and compound sentences, and audience | |
| 3 Editing | | <p>3.17(D)* edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>3.22(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]:</p> <p>3.22(B)* use the complete subject and the complete predicate in a sentence</p> <p>3.23(B)* use capitalization</p> <p>3.23(C)* recognize and use punctuation marks</p> <p>3.24(B)* spell words with more advanced orthographic patterns and rules</p> | <p>3.22(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]</p> <p>(i)* verbs (past, present, future)</p> <p>(ii)* nouns (singular/plural, common/proper)</p> <p>(iii)* adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)</p> <p>(iv)* adverbs (e.g., time: before, next; manner: carefully, beautifully)</p> <p>(v)* prepositions and prepositional phrases</p> <p>(vi)* possessive pronouns (e.g., his, hers, theirs)</p> <p>(vii)* coordinating conjunctions (e.g., and, or, but)</p> <p>(viii)* time-order transition words and transitions that indicate a conclusion</p> <p>3.22(C)* use complete simple and compound sentences with correct subject-verb agreement</p> <p>3.23(A) write legibly in cursive script with spacing between words in a sentence</p> <p>3.23(B)* use capitalization for</p> <p>(i) geographical names and places</p> <p>(ii)* historical periods</p> <p>(iii) official titles of people</p> <p>3.23(C)* recognize and use punctuation marks including:</p> <p>(i) apostrophes in contractions and possessives</p> <p>(ii)* commas in a series and dates</p> <p>3.23(D) use correct mechanics including paragraph indentations</p> <p>3.24(A) use knowledge of letters sounds, word parts, word segmentation, and syllabication to spell</p> <p>3.24(B)* spell words with more advanced orthographic patterns and rules</p> <p>(i) consonant doubling when adding and ending</p> <p>(ii) dropping final "e" when endings are added (e.g., -ing, -ed)</p> <p>(iii) changing y to i before adding an ending</p> <p>(iv)* double consonants in middle of words</p> <p>(v) complex consonants (e.g., scr-, -dge, -tch)</p> <p>(vi) abstract vowels (e.g., ou as in could, touch, through, bought)</p> <p>3.24(C) spell high frequency and compound words from a commonly used list</p> <p>3.24(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable)</p> <p>3.24(E)* spell simple syllable homophones (e.g., bear/bare; week/weak; road/rode)</p> <p>3.24(F) spell complex contractions (e.g., should've, won't)</p> <p>3.24(G)* use print and electronic resources to find and check correct spelling</p> |
| # Items | | | |

| Genres Represented in Revision and Editing Sections | |
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| <p>Literary</p> <ul style="list-style-type: none"> • Fiction • Poetry • Literary Nonfiction | <p>Informational</p> <ul style="list-style-type: none"> • Expository • Procedural • Persuasive |

| Listening and Speaking | |
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| Knowledge and Skills Statements | |
| <p>3.29 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.</p> | |
| <p>SEs Not Included in Assessed Curriculum</p> | <p>3.29(A) <i>listen attentively to speakers, ask relevant questions, and make pertinent comments</i> 3.29(B) <i>follow, restate, and give oral instructions that involve a series of related sequences of action</i></p> |
| <p>3.30 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> | |
| <p>3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p> | |

| Beginning Reading Skills | |
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| Knowledge and Skills Statements | |
| <p>3.1 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.</p> | |
| <p>SEs Not Included in Assessed Curriculum</p> | <p>3.1(A) <i>decode multisyllabic words in context and independent of context by applying common spelling patterns including:</i> (i) <i>dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable)</i> (ii) <i>doubling final consonants when adding an ending (e.g., hop to hopping)</i> (iii) <i>changing the final "y" to "i" (e.g., baby to babies)</i> (iv) <i>using knowledge of common prefixes and suffixes (e.g., dis-, -ly)</i> (v) <i>using knowledge of derivational affixes (e.g., -de, -ful, -able)</i> 3.1(B) <i>use common syllabication patterns to decode words including:</i> (i) <i>closed syllable (CVC) (e.g., mag-net, splen-did)</i> (ii) <i>open syllable (CV) (e.g., ve-to)</i> (iii) <i>final stable syllable (e.g., puz-zle, con-trac-tion)</i> (iv) <i>r-controlled vowels (e.g., fer-ment, car-pool)</i> (v) <i>vowel digraphs and diphthongs (e.g., ei-ther)</i> 3.1(C) <i>decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought)</i> 3.1(D) <i>identify and read contractions (e.g., I'd, won't)</i> 3.1(E) <i>monitor accuracy in decoding</i></p> |

| Research | |
|---|--|
| Knowledge and Skills Statements | |
| 3.25 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. | |
| <i>SEs Not Included in Assessed Curriculum</i> | 3.25(A) <i>generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic</i> 3.25(B) <i>generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question</i> |
| 3.26 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. | |
| <i>SEs Not Included in Assessed Curriculum</i> | 3.26(A) <i>follow the research plan to collect information from multiple sources of information, both oral and written, including:</i> (i) <i>student-initiated surveys, on-site inspections, and interviews</i> (ii) <i>data from experts, reference texts, and online searches</i> (iii) <i>visual sources of information (e.g., maps, timelines, graphs) where appropriate</i> 3.26(B) <i>use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics)</i> 3.26(C) <i>take simple notes and sort evidence into provided categories or an organizer</i> 3.26(D) <i>identify the author, title, publisher, and publication year of sources</i> 3.26(E) <i>differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources</i> |
| 3.27 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic). | |
| 3.28 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used. | |