



# **Grade 3 Reading Language Arts Assessment**

## **Eligible Texas Essential Knowledge and Skills**

# STAAR Grade 3

## English Language Arts and Reading

### Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

### Reporting Category 1: Reading

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

- (3) **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**
- (6) **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, 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**

## Extended Constructed Response

**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**