

# Grade 3 Reading Language Arts



| STAAR Strand 2 – Comprehension Skills  |   |
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| <b>Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations</b>   |   |
| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>(E) make connections to personal experiences, ideas in other texts, and society;</li> <li>(F) make inferences and use evidence to support understanding;</li> <li>(G) evaluate details read to determine key ideas</li> <li>(H) synthesize information to create new understanding; and</li> <li>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</li> </ul> |   |
| Prerequisite Skills/Links to TEKS Vertical Alignment   |   |
|  | <p>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:</p> <ul style="list-style-type: none"> <li>• make connections to personal experiences, ideas in other texts, and society (2)</li> <li>• make inferences and use evidence to support understanding (2)</li> <li>• evaluate details read to determine key ideas (2)</li> <li>• synthesize information to create new understanding (2)</li> <li>• make connections to personal experiences, ideas in other texts, and society with adult assistance (1)</li> <li>• make inferences and use evidence to support understanding with adult assistance (1)</li> <li>• evaluate details to determine what is most important with adult assistance (1)</li> <li>• synthesize information to create new understanding with adult assistance (1)</li> <li>• o cmg" kphgtpegu" c p f" w u g" g x k f g p e g" v q" u w r r q t v" w p f g t u v c p f k p i" y k v j" c f w n v" c u u k u v c p e g" * M +</li> <li>• g x c n w c v g" f g v c k n u" v q" f g v g t o k p g" y j c v" k u" o q u v" k o r q t v c p v" y k v j" c f w n v" c u u k u v c p e g" * M +</li> <li>• u { p v j g u k   g" k p h q t o c v k q p" v q" e t g c v g" p g y" w p f g t u v c p f k p i" y k v j" c f w n v" c u u k u v c p e g" * M +</li> <li>• o c m g" e q p p g e v k q p u" v q" r g t u q p c n" g z r g t k g p e g u. " k f g c u" k p" q v j g t" v g z v u. " c p f" u q e k g v { " y k v j" c f w n v" c u u k u v c p e g" * M +</li> </ul> |

| STAAR Strand 3 – Response Skills  |   |
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| <b>Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations</b>  |   |
| <p><b>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></p> <p>(C) use text evidence to support an appropriate response; and</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order.</p> |   |
| Prerequisite Skills/Links to TEKS Vertical Alignment  |   |
|   | <p>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:</p> <ul style="list-style-type: none"> <li>• use text evidence to support an appropriate response (2)</li> <li>• retell and paraphrase texts in ways that maintain meaning and logical order (2)</li> <li>• use text evidence to support an appropriate response (1)</li> <li>• retell texts in ways that maintain meaning (1)</li> <li>• wug"vgzv"gxkfgpeg"vq"uwr rqtv"cp"cr rtqr tkcvg"tgu rqpug"*M+</li> <li>• tgvgnn"vgzvu"kp"yc{u"vjcv"o ckpvckp" o gcpkpi "*M+</li> </ul> |

STAAR Strand 4 – Literary Elements and Genres

Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

**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;
- (B) explain the relationships among the major and minor characters;
- \*E+" cpcn{ |g" rñqv" gng o gpvu." kpenwfkpi "v jg" ugs wgppeg" qh" gxgpvu." v jg" eqp l kev." cpf" v jg" tguqnwvkqp=" cpf
- \*F+" gz rnckp" v jg" kp l wgppeg" qh" v jg" ugwvki " qp" v jg" rñqv0

**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:**

- (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, setting, and acts;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence; and
  - (iii) organizational patterns such as cause and effect and problem and solution.

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character’s (characters’) internal and external traits (2)
- fguetkdg" cpf" w p fgtuvcpf" rñqv" gng o gpvu." kpenwfkpi "v jg" o ckp" gxgpvu." v jg" eqp l kev." cpf" v jg" tguqnwvkqp." hqt" vgzvu" tgc f" cnqwf" cpf" independently (2)
- describe the importance of the setting (2)
- discuss topics and determine theme using text evidence with adult assistance (1)
- describe the main character(s) and the reason(s) for their actions (1)
- describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)
- describe the setting (1)
- fkueuu" vqrkeu" cpf" fgvgto kpg" v jg" dcuke" v jg" o g" wukpi "vgzv" gxkfgpeg" ykvj" cfwnv" cuukvcpeg" \*M+



Prerequisite Skills/Links to TEKS Vertical Alignment

- kfgpvkh{"cpf"fguetkdg"vjg"ockp"ejctcevgt\*u+}\*M+
- describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult cuukuvcepeg"\*M+
- fguetkdg"vjg"ugvvpki"\*M+

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-urgekLe"ejctcevgtkuvkeu."uvtwevwtgu."cpf"rwtrqugu"ykvj"kp"cpf"cetquu"kpctgcu"pin{"eqo"rngz"vtc"fkvkqpcn."eqpvgo"rqctct{."encuukecn."cpf"fkxgtug" texts. The student is expected to:

- explain visual patterns and structures in a variety of poems (2)
- discuss elements of drama such as characters, dialogue, and setting (2)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance (2)
  - (ii) features and graphics to locate and gain information
  - (iii) organizational patterns such as chronological order and cause and effect stated explicitly (2)
- discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1)
- discuss elements of drama such as characters and setting (1)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance (1)
  - (ii) features and simple graphics to locate or gain information (1)
  - (iii) organizational patterns such as chronological order and description with adult assistance (1)
- fkuewu"tj{og"cpf"tj{vj"okp"pwtugt{"tj{og"u"cpf"cxctkgv{"qh"rqgo"u"\*M+
- fkuewu"ockp"ejctcevgtu"kp"ftc"oc"\*M+
- recognize characteristics and structures of informational text, including:
  - \*k+" vjg"egpvtcn"kfgc"cpf"uwr"rqtkpi"gxkfgpeg"ykvj"cfwnv"cuukuvcepeg"\*M+
  - \*kk+" vkvng"cpf"uk"o"rng"i"tcr"jkeu"vq"i"ckp"kphqt"ocvkqp"\*M+
  - \*kkk+" vjg"uvgru"kp"c"ugswgpeg"ykvj"cfwnv"cuukuvcepeg"\*M+

STAAR Strand 5 – Author’s Purpose and Craft

Grade 3 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

**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;

\*E+ "cpcn { |g"vjg"cwvjqtøu" wug"qh" rtkpv"cpf" i tcrjke"hgcvwtgu"vq"cejkgxg"urgekLe"rwtrqugu="

\*F+ "fguetkdg"j qy"vjg"cwvjqtøu" wug"qh" koci gt { "nkvgtcn"cpf"Li wtcvkxg"ncpiwcig"uwej"cu"uk o kng."cpf"uqwpf"fgxkegu"uwej"cu"qpq o cvqrqgkc"cejkgxg"urgekLe"rwtrqugu="cpf

\*G+ "kfgpvkh { "vjg" wug"qh"nkvgct { "fgxkegu."kpenwfkpi"Łtuv/"qt"vjktf/rgtuqp"rqkpv"qh"xkgy0

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- discuss the author’s purpose for writing text (2)
- discuss the author’s purpose for writing text (1)
- nkuvgp"vq"cpf"gzrgtkgpeg"Łtuv/cpf"vjktf/rgtuqp"vgzvu"\*3+
- fkuewuu"ykvj"cfwnv"cuukuvcepeg"vjg"cwvjqtøu" wug"qh" rtkpv"cpf" i tcrjke"hgcvwtgu"vq"cejkgxg"urgekLe"rwtrqugu"\*3+
- discuss how the author uses words that help the reader visualize (1)
- nkuvgp"vq"cpf"gzrgtkgpeg"Łtuv/cpf"vjktf/rgtuqp"vgzvu"\*M+
- fkuewuu"ykvj"cfwnv"cuukuvcepeg"vjg"cwvjqtøu"rwtrqug" hqt"y tkvpi"vgzv"\*M+
- fkuewuu"ykvj"cfwnv"cuukuvcepeg"j qy"vjg" wug"qh"vgzv"uvtwewtg"eqpvtkdwvgu"vq"vjg"cwvjqtøu"rwtrqug"\*M+
- fkuewuu"ykvj"cfwnv"cuukuvcepeg"vjg"cwvjqtøu" wug"qh" rtkpv"cpf" i tcrjke"hgcvwtgu"vq"cejkgxg"urgekLe"rwtrqugu"\*M+
- fkuewuu"ykvj"cfwnv"cuukuvcepeg"j qy"vjg"cwvjqt" wugu"y qtfu"vjcv"jgnr"vjg"tgcfgt"xkuwcnk |g"\*M+





