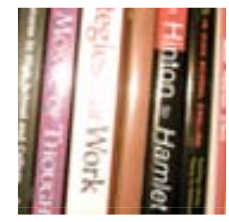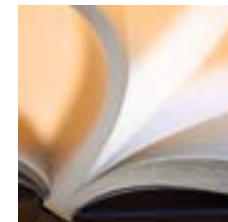# English Language Arts
Grade 3

STAAR Field Guide

STAAR

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student's educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:
- Did students learn what they were supposed to learn in the current year's grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:
- Did students learn what they were supposed to learn in the current year's grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what's the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students "unlearn" previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by
- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:

STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.

STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels
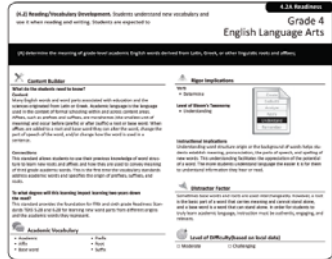
STAAR Readiness and Supporting Standards Analysis Sheets– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.

STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
   - STAAR Blueprint
   - Assessed Curriculum Documents
   - STAAR Test Design
   - STAAR Reference Materials

2. Review the STAAR Snapshot for your course/grade level and content area
   - Note the readiness standards
   - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
   - Review the supporting standards and note any that may have played a larger role on TAKS

3. Review the STAAR Readiness Standards: A Vertical Look
   - Discuss how the readiness standards connect between grade levels
   - Explore the specific differences between the aligned readiness standards at each grade level

4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
   - Use the samples on pages 6 and 7 to explore the analysis sheets
   - Add additional information based on the discussion on the team

5. Create STAAR-Curriculum Planning Packets for each unit or grading period
   - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
   - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
   - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
   - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
   - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).

6. Plan for instruction
   - Collect the curriculum documents used for planning
   - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
   - Determine where the team needs additional learning
   - Evaluate instructional materials
   - Review the plan for appropriate levels of rigor

How to read
STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

5.3A Readiness

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

Grade 5 Math

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

Content Builder
What do the students need to know?
Content
- Addition
  - Whole numbers
  - Decimals
- Subtraction
  - Whole numbers
  - Decimals

Connections
In previous grades students added and subtracted decimals to the hundredths place using concrete objects and pictorial models. This supports the learning in grade 5 as students are using addition and subtraction to solve problems involving decimals.

To what degree will this learning impact learning two years down the road?
This learning will impact future learning as students will continue to be asked to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.

Academic Vocabulary
- Add
- Subtract
- Decimal

Rigor Implications
Verb
- Add
- Subtract
- Solve

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to solve a variety of problems using addition and subtraction involving both whole numbers and decimals.

Distractor Factor
Teachers should look for students who may be struggling with the addition when the whole is broken up into a decimal, or when the decimals add up to more than a whole.

Level of Difficulty

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Content Builder- The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Distractor Factor - Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

Academic Vocabulary-Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Level of Difficulty- Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

How to read
STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and
Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

Supporting the Readiness Standards - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Academic Vocabulary- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

5.1B Supporting

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

Grade 5 Math

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.

How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.

May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

Rigor Implications

Verb
- Write
- Compare
- Order

Level of Bloom's Taxonomy
- Analyzing

| Create |
| Evaluate |
| **Analyze** |
| Apply |
| Understand |
| Remember |

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

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Curriculum – STAAR Planning Worksheet

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Course/Grade Level _____

Content Area _____

Grading Period/Unit _____

Readiness Standards	

Supporting Standards	

Action Steps	Guiding Questions & Notes
Read each analysis page.	What stands out? How many of the standards are a "Challenging" level of difficulty? How many of the standards are a high level of rigor (above apply on Bloom's Taxonomy)?
Content Builder (Readiness Standards only)	What other connections could you add to this section? Write them on your analysis pages! This content important for students' future learning. How will you assess retention?
Supporting the Readiness Standards (Supporting Standards only)	How can you use this information as you plan lessons? Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again "Which Readiness Standards does it support? How does it support the Readiness Standard(s)?"

Curriculum – STAAR Planning Worksheet

Action Steps	Guiding Questions & Notes
Vocabulary	What strategies will you use to ensure mastery of the vocabulary for each standard in this unit? What is your plan if students do not master the vocabulary?
Use the *Distractor Factor*	How can you address the information in the Distractor Factor section? From your teaching experience, is there anything you would add to this? Write it on your analysis pages!
Reflection	How have you taught this content in the past? How will you teach it differently this year? How will you utilize the readiness and supporting standards for formative and summative assessment?

STAAR Standards Snapshot
Grade 3 Reading

Genres Assessed

Literary	Informational
• Fiction (Readiness)	• Expository (Readiness)
• Literary Nonfiction (Supporting)	• Persuasive (Ineligible)
• Poetry (Supporting)	• Procedural (Embedded)
• Drama (Ineligible)	• Media Literacy (Embedded)
• Media Literacy (Embedded)	

Reporting Category	# of Items	Readiness Standards	Supporting Standards
1 **Understanding and Analysis Across Genres**	6	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.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	3.4.C identify and use antonyms, synonyms, homographs, and homophones
2 **Understanding and Analysis of Literary Texts**	18	3.8.A sequence and summarize the plot's main events and explain their influence on future events 3.8.B describe the interaction of characters including their relationships and the changes they undergo Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction) Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)	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.A paraphrase the themes and supporting details of fables, legends, myths, or stories 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) 3.9 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 3.10.A identify language that creates a graphic visual experience and appeals to the senses 3.16 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 Fig.19.D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry) Fig.19.E summarize information in text, maintaining meaning and logical order (Literary Nonfiction, Poetry) 3.15.B locate and use specific information in graphic features of text 3.16 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 **Understanding and Analysis of Informational Texts**	16	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 Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order	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]
Total Items	40	24-28 test questions from Readiness Standards	12-16 test questions from Supporting Standards

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Reporting Category	Kindergarten Readiness Standards^	Grade 1 Readiness Standards^	Grade 2 Readiness Standards^	Grade 3 Readiness Standards
1 Understanding/Analysis Across Genres	K.4.B ask and respond to questions about texts read aloud*	1.4.B ask relevant questions, seek clarification, and locate facts and details about stories and other texts*	2.5.B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words*	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.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs
2 Understanding/Analysis of Literary Texts	K.6.A identify elements of a story including setting, character, and key events; K.8.A retell a main event from a story read aloud* K.8.B describe characters in a story and the reasons for their actions* Fig 19D make inferences based on the cover, title, illustrations, and plot* R Fig 19E retell or act out important events in stories*	1.7.A connect the meaning of a well known story or fable to personal experiences* 1.9.A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events* 1.9.C describe characters in a story and the reasons for their actions and feelings* Fig. 19E retell or act out important events in stories in logical order*	2.9.B describe main characters in works of fiction, including their traits, motivations, and feelings* 2.10 distinguish between fiction and nonfiction* Fig. 19E retell important events in stories in logical order*	3.8.A sequence and summarize the plot's main events and explain their influence on future events 3.8.B describe the interaction of characters including their relationships and the changes they undergo Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction) Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

^ NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. The K-2 Readiness Standards on this Alignment Document DO NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised October 2011

Reporting Category	Kindergarten Readiness Standards^	Grade 1 Readiness Standards^	Grade 2 Readiness Standards^	Grade 3 Readiness Standards
3 **Understanding/Analysis of Informational Texts**	K.10.A identify the topic and details in expository text heard or read, referring to the words and/or illustrations* K.10.B retell important facts in a text, heard or read* K.10.D use titles and illustrations to make predictions about text*	1.14.A restate the main ideas heard or read 1.14.B identify important facts or details in text, heard or read* 1.14.C retell the order of events in a text by referring to the words and/or illustrations* 1.14.D use text features (e.g.. table of contents, illustrations) to locate specific information in text*	2.14.B locate the facts that are clearly stated in a text* 2.14.C describe the order of events or ideas in a text*	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 Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order

Genres Assessed			
Literary	Fiction Literary Nonfiction Poetry Drama Media Literacy		• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Ineligible) • Media Literacy (Embedded)
Informational	Expository Procedural Media Literacy		• Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

^ NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. The K-2 Readiness Standards on this Alignment Document DO NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised October 2011

Reporting Category	Grade 3 Readiness Standards	Grade 4 Readiness Standards	Grade 5 Readiness Standards	Grade 6 Readiness Standards
1 Understanding/Analysis 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.B** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	**4.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **4.2.B** use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words **4.2.E** use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words **Fig.19.F** make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence	**5.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **5.2.B** use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words **5.2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **Fig.19.F** make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence	**6.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **6.2.B** use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words **6.2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **Fig.19.F** make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
2 Understanding/Analysis of Literary Texts	**3.8.A** sequence and summarize the plot's main events and explain their influence on future events **3.8.B** describe the interaction of characters including their relationships and the changes they undergo **Fig.19.D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize information in text, maintaining meaning and logical order (Fiction)	**4.6.A** sequence and summarize the plot's main events and explain their influence on future events **4.6.B** describe the interaction of characters including their relationships and the changes they undergo **Fig.19D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize information in text, maintaining meaning and logical order (Fiction)	**5.6.A** describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events **5.6.B** explain the roles and functions of characters in various plots, including their relationships and conflicts **5.8.A** evaluate the impact of sensory details, imagery, and figurative language in literary text **Fig.19.D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	**6.6.A** summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction **6.8.A** explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains **Fig.19.D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)

Reporting Category	Grade 3 Readiness Standards	Grade 4 Readiness Standards	Grade 5 Readiness Standards	Grade 6 Readiness Standards
3 — Understanding/Analysis of Informational Texts	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 Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order	4.11.A summarize the main idea and supporting details in text in ways that maintain meaning 4.11.C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison 4.11.D use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order	5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order 5.11.C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas 5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information 5.11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres Fig.19.D make inferences about text and use textual evidence to support understanding (Expository) Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)	6.10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions 6.10.C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint 6.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres Fig.19.D make inferences about text and use textual evidence to support understanding (Expository) Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)

Genres Assessed		Grade 3	Grade 4	Grade 5	Grade 6
	Literary	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Ineligible) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy(Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy(Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy(Embedded)
	Informational	• Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)

(3.4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

Grade 3
English Language Arts

(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;

Content Builder

What do the students need to know?

Content

Prefixes and suffixes are morphemes (the smallest unit of meaning) and occur before (prefix) or after (suffix) a root or base word. When prefixes and suffixes are added to a root and base word they can alter, change or specify the meaning of the word, change the part of speech of the word, and/or change how the word is used in a sentence.

Connections

In second grade, students used prefixes and suffixes along with base words to determine the meaning of words. In this standard, students continue to use their knowledge of prefixes, suffixes, and base words; however this is the first time they are expected to understand how prefixes and suffixes change the meaning of roots. This is the only standard in grades K-12 that focuses on understanding the meaning of common prefixes and suffixes, and specifically examines how they change meaning. In future grades, students continue to use this knowledge to learn new prefixes, suffixes, and roots to support their understanding of academic and technical vocabulary.

To what degree will this learning impact learning two years down the road?

This standard provides a foundation for using word parts to understand the meaning of academic words derived from Greek and Latin roots and affixes required in fourth and fifth grade Readiness standards TEKS 4.2A and TEKS 5.2A

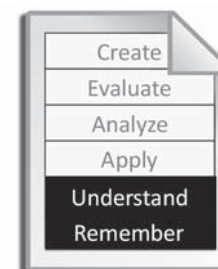## Academic Vocabulary

- Prefix
- Suffix
- Root
- Base word

Rigor Implications

Verb
- Identify
- Know

Level of Bloom's Taxonomy
- Remembering
- Understanding

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications

Along with learning the meaning of common prefixes and suffixes, a general understanding of the structure of language is important. In order to think strategically while employing word awareness skills, students need to understand that words in the English language are organized into parts and the understanding of the parts allows the deep understanding of the whole word. Studying and manipulating the structure of words help students establish meaning, pronunciation, and parts of speech of new words.

Distractor Factor

Prefixes and suffixes are types of affixes. This term will be introduced in fourth grade. Sometimes base words and roots are used interchangeably. However, a root is the basic part of a word that carries meaning and cannot stand alone, and a base word is a word that can stand alone.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(3.4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

Grade 3
English Language Arts

(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;

Content Builder

What do the students need to know?
Content
Words meanings do not stand alone and are not one-dimensional, but are drawn from experience with words and text. Meanings are defined by the relationships between surrounding words and phrases. Some meanings and pronunciations (homographs) are revealed only through the context in which they appear. In order to correctly understand the meaning of a word, one must be able to determine a word's meaning in a variety of contexts and must be able to outline the possible meanings and sometimes pronunciations when the word stands alone.

Connections
In first and second grade, students determined the meaning of unfamiliar and multiple meaning words by using context and understood that words are not one-dimensional. This standard increases in complexity by focusing on the ability to use context to determine the meaning of not only unfamiliar and multiple meaning words but homophones as well.

To what degree will this learning impact learning two years down the road?
This standard provides a foundation for using context to determine the meaning of multiple meaning and unfamiliar words in fourth and fifth grade Readiness Standards TEKS 4.2B and TEKS 5.2B where students become more strategic as they look for specific types of clues presented in the context.
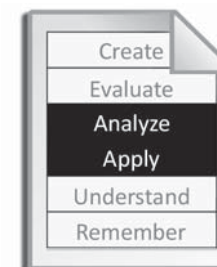
Academic Vocabulary

- Context
- Multiple meaning
- Homograph

Rigor Implications

Verb
- Use
- Determine
- Distinguish

Level of Bloom's Taxonomy
- Applying
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Transcending the meaning of individual words must occur in order to clearly understand a text. In order to determine relationships in context, students must be able to support conclusions drawn from the text. Understanding relationships between words and phrases to determine meaning is an important strategy in the comprehension of text and is one of the most effective ways to increase vocabulary. An extensive vocabulary supports oral and written communication.

Distractor Factor

Clues in context rarely provide a clear and concise definition.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

Grade 3
English Language Arts

(A) sequence and summarize the plot's main events and explain their influence on future events;

Content Builder

What do the students need to know?
Content
Summarizing is the process of organizing and categorizing important information during and after reading. The plot in a story is the description and structure of actions or events that give the story meaning. The actions and events relate to each other in a specific sequence to tell what happens to whom and why. In order to deeply understand and relate to a story, one must be able to summarize, draw conclusions, and make and confirm predictions during and after reading. See Readiness Standard 3.Fig19E for more information about summarizing.

Connections
In second grade, students examined and described plot events and settings. This is the first time students are required to examine plot events to sequence, summarize, and explain their influence on future events. Readiness Standards TEKS 3.Fig19D and 3.Fig19E support interpretation, inference, and summary needed for this standard.

To what degree will this learning impact learning two years down the road?
This Readiness Standard and fourth grade Readiness Standard TEKS 4.6A prepare students for fifth grade Readiness Standard TEKS 5.6A where students examine how actions and events in text give rise to foreshadowing future events.

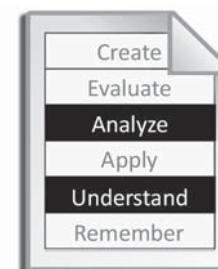## Academic Vocabulary

- Sequence
- Summarize
- Event
- Influence

Rigor Implications

Verb
- Sequence
- Summarize
- Explain

Level of Bloom's Taxonomy
- Analyzing
- Understanding

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Understanding literary elements (actions and events) in stories and how they connect enhances a reader's ability to make meaning of text. In order to monitor comprehension and ensure a deep understanding, it is important for students to make and confirm predictions about future events while reading. Good readers continue to think about what will happen next even after the story is finished. Sequencing and summarizing provide meaningful structures for the analysis of how one event influences another.

Distractor Factor

The distinction between retelling and summarizing is essential in creating an effective summary. Retelling is the recount of every detail and summary is the identification of the most critical information to create concise statements and understandings.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

Grade 3
English Language Arts

(B) describe the interaction of characters including their relationships and the changes they undergo.

Content Builder

What do the students need to know?
Content
Characterization is the process by which an author reveals the personality of a character (person, animal, or innate object) by divulging what the character says, does, thinks, and feels. Interesting, believable characters encounter relationships with other characters and undergo some type of change due to an event(s). Changes can occur in the character's relationship with others, relationship with self, or be physical, emotional (feeling) or intellectual (thoughts). Stories have at least one main character and usually have several supporting characters. A main character is recognized because his or her traits are fully developed and motives are clearly known.

Connections
In second grade, students described traits, motivations, and feelings of characters in text heard or read. In third grade, the exploration of characterization increases in complexity. This is the first time students are required to examine relationships and the changes characters undergo.

To what degree will this learning impact learning two years down the road?
This standard and fourth grade Readiness Standard TEKS 4.6B serves as a foundation for fifth grade Readiness Standard TEKS 5.6B where students are required to explore the function and roles characters play in the plot, including conflicts in relationships (man vs. man) and conflicts with self (man vs. self)

Academic Vocabulary
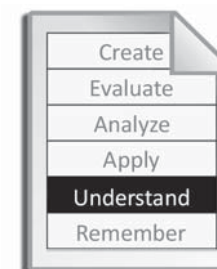
- Character
- Relationship
- Interaction

Rigor Implications

Verb
- Describe

Level of Bloom's Taxonomy
- Understanding

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Exposure to a variety of characters, relationships, and types of changes characters undergo is necessary in order to develop a deep understanding of how authors reveal characters. To enhance connections and meaning from texts, students need to be exposed to strong characters, characters like themselves, and characters from diverse backgrounds. Understanding literary elements (characters, action/events) in stories and how they connect enhances a reader's ability to make meaning of text.

Distractor Factor

To fully understand relationships and changes experienced by characters, students will need to connect prior knowledge with information from the text to infer and fill in the gaps.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

Grade 3
English Language Arts

(A) identify the details or facts that support the main idea

🛠 Content Builder

What do the students need to know?
Content
Details and facts support the main idea and clarify events and actions by telling how, when, what, where, why, how much, and/or how many.

Connections
In second grade, students identified and distinguished the main idea form the topic. In third grade, students build on the general understanding of main idea to identify and connect supporting facts and details. This is the first time students are required to identify the ideas that support the main idea(s).

To what degree will this learning impact learning two years down the road?
This standard provides the foundation for fourth and fifth grade Readiness Standards 4.11A and 5.11A as students use their understanding of main idea and supporting facts and details to summarize text. This standard provides the basic foundation for maintaining meaning from information gathered.
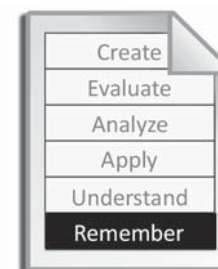
💬 Academic Vocabulary

- Main idea
- Facts
- Details

🔺 Rigor Implications

Verb
- Identify

Level of Bloom's Taxonomy
- Remembering

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
The ability to ask and answer relevant questions and summarize while reading increases the understanding of connections between literary elements (main idea, supporting facts/details) and allows for information to become more than just facts. The use of graphic organizers to record information supports organization and memory.

✈ Distractor Factor

When identifying supporting facts and details, students must focus on the textual evidence. The use of textual features such as headings, diagrams, and pictures help in the identification and confirmation of information.

🎯 Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

Grade 3
English Language Arts

(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;

Content Builder

What do the students need to know?
Content
A conclusion is generally based on more than one piece of information (facts) that are synthesized and connected to form thoughts or ideas. Drawing conclusions is a strategy that permits readers to merge background knowledge and information provided in the text. Assertions are supported by providing evidence of the connections between the available facts and what is already known.

Connections
This standard works together with Readiness Standard 3.13A to identify and draw conclusions from facts presented in text. This is the first time students are required to draw conclusions from the details presented.

To what degree will this learning impact learning two years down the road?
This standard provides a foundation for fourth and fifth grade Supporting Standards TEKS 4.11B and 5.11B as students analyze information to determine if it is a fact or opinion, and verify identified facts using establish methods.
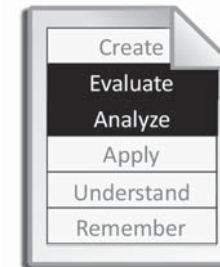
Academic Vocabulary

- Draw conclusions

Rigor Implications

Verb
- Draw conclusions
- Support

Level of Bloom's Taxonomy
- Analyzing
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Drawing conclusions is a strategy that students use before, during, and after reading to increase their understanding and connections with text. In order to draw conclusions students must be able to integrate the new information presented in text with prior knowledge. They must relate and reflect their thinking while supporting their conclusion with text evidence. The ability to ask and answer relevant questions and summarize while reading increases the understanding of connections between literary elements (main idea, supporting facts/details) and allows for information to become more than just facts.

Distractor Factor

The intent of this standard is to draw conclusions from what is presented. Text that supports the application of drawing conclusions should contain pictures or language to elicit inference.

Level of Difficulty (based on local data)

☐ Moderate ☐ Challenging

(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. Students are expected to

Grade 3
English Language Arts

(C) identify explicit cause and effect relationships among ideas in texts;

Content Builder

What do the students need to know?
Content
Organizational structure helps the author communicate and helps the reader understand information in an organized and meaningful format. Cause and effect is an organizational structure that offers an explanation or reason for something. The cause is why something happened and the effect is what happened.

Connections
In first and second grade, students examined organizational structure by describing the order in which events occurred. This standard increases in complexity as students began to identify the relationship between an organizational structure and the information presented. This is the first time students are required to examine cause and effect structure.

To what degree will this learning impact learning two years down the road?
This standard provides the foundation for fourth and fifth grade Readiness Standards TEKS 4.11C and 5.11C as students further examine the relationship between different types of organizational structures and information conveyed both explicitly and implicitly.

Academic Vocabulary

- Organizational pattern
- Structure
- Cause and effect

Rigor Implications

Verb
- Identify

Level of Bloom's Taxonomy
- Remembering

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Organizational structures provide a predictable organization of information which enhances the ability to understand the information presented. The following words may be used in cause and effect structure: because, since, therefore, this lead to, as a result, for this reason.

Distractor Factor

Focus is on the relationship between how information is organized (cause and effect) and how that organization supports interpretation of the text.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

Grade 3
English Language Arts

(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

Content Builder

What do the students need to know?
Content
Authors use text features to organize and present information. Text features help the reader understand what is being read by supporting navigation of the text, distinguishing different parts of the text, supporting printed information in the text, and/or providing additional information. Readers use text features to make and verify predictions before, during, and after reading and to locate information as needed. Text features can include titles, captions, sub titles, key words, bold print, italics, table of contents, glossary, index, heading, illustrations and photos, and graphics.

Connections
This standard works together with Readiness Standards 3.11A and 3.11B as students use text features to identify and draw conclusions from details and facts. This is the first time students are required to use text features to make and verify predictions.

To what degree will this learning impact learning two years down the road?
This standard supports fourth and fifth grade Readiness Standards 4.11D and 5.11D as students are required to use multiple text features and graphics.

Academic Vocabulary

- Text feature
- Verify
- Prediction

Rigor Implications

Verb
- Use
- Locate
- Make
- Verify

Level of Bloom's Taxonomy
- Applying
- Remembering
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Understanding the purpose of each text feature, knowing how to navigate the text using the text features, and realizing the relationship between the text features and printed text are necessary for locating information and making and verifying predictions about the information presented.

Distractor Factor

Text features must be used in conjunction with the printed text to experience the full benefit of using text features for comprehension.

Level of Difficulty (based on local data)

☐ Moderate ☐ Challenging

(3.19) 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. The student is expected to

Grade 3
English Language Arts

(D) make inferences about text and use textual evidence to support understanding;

Content Builder

What do the students need to know?
Content
Inference is a strategy that includes multiple steps and is practiced before, during, and after reading. It is the foundation of the comprehension process. Steps include connecting prior knowledge and information from text, drawing a conclusion based on the information from the connection, and making a prediction (logical guess) based on the drawn conclusion. Reading between the lines to construct meaning and comprehend beyond literal understanding is necessary when implementing these steps. A conclusion is generally based on more than one piece of information that are synthesized and connected to form thoughts or ideas.

Connections
This standard supports inference in Readiness Standards for fiction and informational texts and serves as a Supporting Standard in literary nonfiction and poetry. It provides direct support for Readiness Standards 3.8A and 3.13B where students infer to explain plot events and their influences on future events in fictional texts and draw conclusion from facts presented in expository texts. This standard is addressed in first and second grade.

To what degree will this learning impact learning two years down the road?
This standard continues to function as a Readiness Standard in fiction and information text and a Supporting Standard in literary nonfiction, poetry, and drama in fourth and fifth grade.

Academic Vocabulary

- Inference
- Textual evidence

Rigor Implications

Verb
- Make
- Use
- Support

Level of Bloom's Taxonomy
- Applying
- Analyzing
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Inference is an important strategy that students need to learn in their early school years as the foundation for the comprehension process. Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Making and confirming predictions helps readers monitor and confirm comprehension.

Distractor Factor

Making predictions does not happen only at the beginning of reading a story. It is important for students to make and confirm predictions during and after reading as well.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(3.19) 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. The student is expected to

Grade 3
English Language Arts

(E) summarize information in text, maintaining meaning and logical order.

Content Builder

What do the students need to know?
Content
Summarizing is the process of organizing, categorizing, and filtering out less significant details in text. Summarizing is a strategy readers use to monitor and clarify comprehension during and after reading. An effective written summary includes a brief description of the relationships between the theme or main idea, setting (in fiction), characters (in fiction), and important facts and details. Summarizing is the ability to reduce text to a simple collection of connected facts and details that support the theme or main idea of the text. A summary communicates the author's interpretation and emphasis without judgment.

Connections
In first and second grade, students retold important events in logical order. This is the first time students are required to summarize. This standard supports summarization in Readiness Standards 3.8A. This standard serves as a Readiness Standard in fiction and informational text and Supporting Standard in literary nonfiction and poetry.

To what degree will this learning impact learning two years down the road?
This standard and fourth grade Readiness Standard TEKS 4.Fig19E serves as a foundation for fifth grade Readiness Standard TEKS 5.Fig19E where students are required to summarize and paraphrase within and across texts.
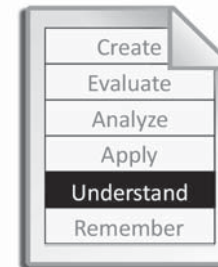
Academic Vocabulary

- Summarize
- Logical order

Rigor Implications

Verb
- Summarize

Level of Bloom's Taxonomy
- Understanding

| Create |
| Evaluate |
| Analyze |
| Apply |
| **Understand** |
| Remember |

Instructional Implications
In order to monitor and clarify comprehension and ensure a deep understanding of text, students must be able to identify and organize the essential information in text and bring the ideas together in their own words. Graphic organizers provide a tool for the organization of information.

Distractor Factor

The distinction between retelling and summarizing is essential in creating an effective summary. Retelling is the recount of every detail and summary is the identification of the most critical information to create a concise statements and understandings.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(3.4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

Grade 3
English Language Arts

(C) identify and use antonyms, synonyms, homographs, and homophones

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the Readiness Standard TEKS 3.4B which relates to the use of context to determine the meaning of unfamiliar words. Third grade is the only time in which homographs and homophones are addressed.
- This standard supports vocabulary development by exposing students to a variety of words and their relationships in order to facilitate reading comprehension and increase reading fluency.
- This standard provides a foundation for future vocabulary practice as students examine the relationships among words through the study of analogies. Synonyms and antonyms were introduced in second grade and will be explored in analogies in fourth and fifth.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 3.4B by increasing background knowledge through the study of connections and relationships among words. Understanding connections and relationships enhances the ability to utilize context to determine the meaning of unfamiliar words encountered in reading and supports comprehension.

May be adjusted according to local curriculum.

Academic Vocabulary

- Antonym
- Synonym
- Homograph
- Homophone

Rigor Implications

Verb
- Identify
- Use

Level of Bloom's Taxonomy
- Remembering
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications

In order to deeply understand the relationships among words and how words shape meaning, an in depth word study that includes identification, manipulation, classification, and sorting of words is essential. The ability to associate words allows readers to use context to gain meaning from text and increases vocabulary. An extensive vocabulary is critical for comprehension and oral and written communication.

(3.2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to

Grade 3
English Language Arts

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standards TEKS 3.8A, 3.8B, 3.9, 3.Fig19D, and 3.Fig19E which relate to comprehension monitoring and interpretation of text.
- As content increases in complexity, this standard provides a strategy to support comprehension in personal and academic texts.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standards TEKS 3.8A, 3.8B, 3.Fig19D, and 3.Fig19E by providing an important strategy used in the process of comprehension. Generating questions and finding answers in the text during and after reading helps monitor comprehension, clarify misconceptions, enhance understanding, and construct meaning. This strategy also supports inference, summary, and synthesis.

May be adjusted according to local curriculum.

Academic Vocabulary

- Relevant
- Clarification

Rigor Implications

Verb
- Ask
- Seek
- Locate

Level of Bloom's Taxonomy
- Applying
- Analyzing
- Creating

Instructional Implications
Explicit instruction and regular practice in a variety of contexts supports the practice of questioning. Literal, interpretive, and evaluative questions begin as general questions and move to text specific questions as text is encountered. Questions are generated when text becomes unclear. Facts and details from the text along with background knowledge are used to support answers to the generated questions. This process helps readers think as they read.

(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. Students are expected to

Grade 3
English Language Arts

(A) paraphrase the themes and supporting details of fables, legends, myths, or stories.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard provides the foundation for the study of theme in a variety of literary genres. This is the first time students paraphrase.
- This standard provides the foundation for the study of themes through grades 4-12 as it relates to culture, time periods, human condition, and universe and supports fifth grade Readiness Standard TEKS 5.Fig19E as students paraphrase texts read.

How does it support the Readiness Standard(s)?
In order to paraphrase (relate the meaning in different words than those stated in the text), an in depth understanding of theme is essential. The theme is recognized as events are connected and conclusions are drawn. This in depth understanding supports the understanding of plot development.

May be adjusted according to local curriculum.

Academic Vocabulary

- Paraphrase
- Theme
- Topic
- Fable
- Legend
- Myth

Rigor Implications

Verb
- Paraphrase

Level of Bloom's Taxonomy
- Understanding

| Create |
| Evaluate |
| Analyze |
| Apply |
| **Understand** |
| Remember |

Instructional Implications
Differentiation of theme and topic is essential. The topic is the subject, while the theme is the comment, observation, lesson, or insight about the subject. Most themes are not explicitly stated. Therefore, inferencing is often required to identify a theme. To become proficient in paraphrasing, explicit instruction and practice is essential. A paraphrase must be void of opinion or evaluation.

(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. Students are expected to

Grade 3
English Language Arts

(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard works together with supporting Standard TEKS 3.10A as it relates to the identification of graphic visual experiences.
- This standard serves as a foundation for the study of poetry and the study of how language is used to create imagery and meaning in all literary genres. The study of poetry is important to comprehension of all texts because it stimulates skills that promote critical thinking.
- This standard supports poetry analysis in fourth grade Supporting Standard TEKS 4.5A as students explore how structure relates to form and in fifth grade Supporting Standard TEKS 5.5A as students examine how language relates to meaning. This standard continues to support the study of poetry through grade 12.

How does it support the Readiness Standard(s)?
This standard works together with Supporting Standard TEKS 3.10A, where students identify language that appeals to the senses to create imagery in literary texts. This standard requires an understanding of the function of language in poetry which supports the understanding of the use of literary language in other genres.

May be adjusted according to local curriculum.

Academic Vocabulary

- Imagery
- Characteristics
- Narrative poetry
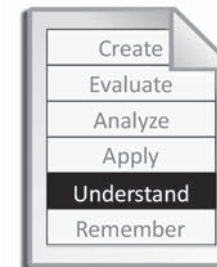- Lyrical poetry
- Humorous poetry
- Free verse

Rigor Implications

Verb
- Describe

Level of Bloom's Taxonomy
- Understanding

| Create |
| Evaluate |
| Analyze |
| Apply |
| **Understand** |
| Remember |

Instructional Implications
Extensive exposure to a variety of forms of poetry is essential in the study of imagery and its function. Recognizing the different forms of poetry and their purposes supports the understanding of how rhyme, meter, patterns, verse, and language create imagery and meaning. Poetry is a fun and non-threatening way to explore language.

(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.

Grade 3
English Language Arts

There is no sub-standard (A, B, etc) for this standard.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This Knowledge and Skills standard supports Readiness Standard 3.Fig19D, which relates to inference and drawing conclusions.
- This Knowledge and Skills standard provides the foundation for the study of literary nonfiction through grade 12.
- This Knowledge and Skills standard provides the foundation for fourth grade Supporting Standard TEKS 4.7A, where students compare and contrast a nonfiction text and its fictional version and fifth grade Supporting Standard TEKS 5.7A, where students analyze the use of literary language in autobiographies and biographies.

How does it support the Readiness Standard(s)?
This Knowledge and Skills standard supports Readiness Standard 3.Fig19D (inference) through the exploration of literary nonfiction texts. Inferences and conclusion are drawn about structural patterns (how the events are organized) and features (elements and language) of literary nonfiction.

May be adjusted according to local curriculum.

Academic Vocabulary

- Literary nonfiction
- Autobiography
- Biography
- Point of view
- Structure
- Element
- Feature

Rigor Implications

Verb
- Understand
- Make
- Draw conclusions

Level of Bloom's Taxonomy
- Understanding
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Literary nonfiction is a text/story (narrative in nature) about a subject that is presented as fact. Exploration of a variety of literary nonfiction texts and specifically autobiographies and biographies provides an avenue for the analysis of text. Analysis includes the identification of point of view and other literary elements revealed in the text, the identification of literary language that creates imagery, the understanding of how text is organized, and the understanding of how meaning is created through the elements, language, and structure.

(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. Students are expected to

Grade 3
English Language Arts

(A) identify language that creates a graphic visual experience and appeals to the senses.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard works together with Supporting Standard TEKS 3.6A as it relates to the understanding of how literary language creates imagery in poetry.
- This standard supports future learning in fourth and fifth grade as students explore different types of literary language and analyze its impact.

How does it support the Readiness Standard(s)?
This standard works together with Supporting Standard TEKS 4.6A, where students understand the function of language in poetry which supports the understanding of the use of literary language in other genres. Exploring language helps students engage with the text to stimulate thinking in order to create mental images while reading. Forming mental images while reading supports retention, helps students draw conclusions, and supports interpretation of literary stories and poems.

May be adjusted according to local curriculum.

Academic Vocabulary

- Graphic
- Visual
- Senses

Rigor Implications

Verb
- Identify

Level of Bloom's Taxonomy
- Remembering

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Visualization is a strategy readers use to bring stories to life. Exposure to vivid language that appeals to the senses along with the practice of visualization supports the development of attention to detail and therefore increases memory and comprehension.

(3.15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to

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(B) locate and use specific information in graphic features of text.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard partially supports Readiness Standard TEKS 3.13D as students use text features that could include graphics in expository text.
- This standard supports fourth and fifth grade Readiness Standards 4.11D and 5.11D as text features and graphics in expository text become more complex in content and structure. Procedural text Supporting Standards 4.13B and 5.13B in fourth and fifth grade are supported as students are required to interpret and analyze graphics.

How does it support the Readiness Standard(s)?
This standard partially supports Readiness Standard 3.13D as students practice locating and using graphic features to gather information in procedural text and apply the knowledge to expository text.

May be adjusted according to local curriculum.

Academic Vocabulary

- Graphic features

Rigor Implications

Verb
- Locate
- Use

Level of Bloom's Taxonomy
- Remembering
- Applying

| Create |
| Evaluate |
| Analyze |
| **Apply** |
| Understand |
| Remember |

Instructional Implications
Understanding the purpose of graphics and knowing how to gather and apply the information from the graphic provides a relevant and authentic purpose for reading procedural texts.

(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.

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There is no sub-standard (A, B, etc) for this standard.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This Knowledge and Skills standard provides analysis skills that are important in all genres, including print and digital media. Students make connections between elements and meaning in media in the same way connections are made between literary elements in texts from other genres. This standard serves as a Supporting Standard for literary and informational text.

In fourth grade, this Knowledge and Skills standard continues to support media elements connections as students analyze their impact on meaning, and supports fifth grade Supporting Standard TEKS 5.14C as students use their understanding of how words, images, graphics, and sounds impact meaning to determine the point of view of media.

How does it support the Readiness Standard(s)?
Students draw conclusions in order to determine the connections between words, images, graphics, and sounds and make inferences as to their impact on meaning. Inference is the foundation for comprehension.

May be adjusted according to local curriculum.

Academic Vocabulary

• Media
• Image
• Graphic

Rigor Implications

Verb
• Use
• Analyze

Level of Bloom's Taxonomy
• Applying
• Analyzing

Instructional Implications
As students become more aware of media, exposure to a variety of media forms provides students experience needed to interpret, draw conclusions, and infer messages that inform, entertain, and sell. Media can be presented as literary (such as fictional films, video games, documentaries, etc.) or informational (such as news, web pages, product labels, etc.). It is important to understand that messages in media are created and the images, sounds, words, ideas, and music are added to convey the meaning of the message.

(3.19) 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. The student is expected to

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(D) make inferences about text and use textual evidence to support understanding;

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports inference in Readiness Standards for literary and informational texts and serves as a Supporting Standard for literary nonfiction and poetry. It supports Supporting Standard TEKS 3.9 as it relates to the structural patterns and features in literary nonfiction and Supporting Standard TEKS 3.6A as it relates to the function of literary language in poetry.
- This standard supports inference in Readiness Standards for literary and informational texts and serves as a Supporting Standard in literary nonfiction and poetry. This standard is addressed in first, second, and third grade.
- This standard continues to function as a Readiness Standard in fiction and information text and a Supporting Standard in literary nonfiction, poetry, and drama in fourth grade, and as a Readiness Standard in fiction and expository texts and Supporting Standard in literary nonfiction, poetry, drama, and persuasive texts in fifth grade.

How does it support the Readiness Standard(s)?
This standard supports all Readiness and Supporting Standards in fiction, non-literary fiction, poetry, and informational texts where students are required to infer in order to interpret texts.

May be adjusted according to local curriculum.

Academic Vocabulary

- Inference

Rigor Implications

Verb
- Make
- Use
- Support

Level of Bloom's Taxonomy
- Applying
- Analyzing
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Inference is an important strategy that students need to learn in their early school years as the foundation for the comprehension process. Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Making and confirming predictions helps readers monitor and confirm comprehension.

(3.19) 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. The student is expected to

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(E) summarize information in text, maintaining meaning and logical order. There is no sub-standard (A, B, etc) for this standard.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports summarization in Readiness Standards for literary and informational texts and serves as a Supporting Standard in literary nonfiction and poetry.
- This standard supports the practice and detail of summarization (the process of organizing, categorizing, and filtering out less significant details in text) as students encounter poetry and nonliterary texts. Summary is the ability to reduce text to a simple collection of connected facts and details that support the main idea of the text.
- This standard and fourth grade Readiness Standard TEKS 4.Fig19E serve as a foundation for fifth grade Readiness Standard TEKS 5.Fig19E, where students are required to summarize and paraphrase within and across texts.

How does it support the Readiness Standard(s)?
This standard supports all Readiness and Supporting Standards in fiction, nonliterary fiction, poetry and informational texts where students are required to summarize as a means of monitoring and clarifying comprehension and demonstrating understanding.

May be adjusted according to local curriculum.

Academic Vocabulary
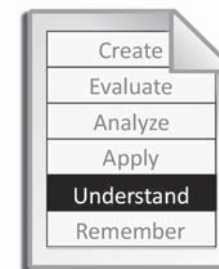
- Summarize
- Logical order

Rigor Implications

Verb
- Summarize

Level of Bloom's Taxonomy
- Understanding

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Summarization is a strategy readers use to monitor and clarify comprehension during and after reading. In order to monitor and clarify comprehension and ensure a deep understanding, students must be able to identify and organize the essential information in text and bring the ideas together in their own words. An effective written summary includes a brief description of the relationships between the theme/ main idea, setting (in fiction), characters (in fiction), and important facts/details. A summary communicates the author's interpretation and emphasis without judgment. Graphic organizers provide a tool for the organization of information.