

# **A Closer Look at STAAR Reading**

**Chester Jordan Elementary**

**Third Grade**

**2015-2016**

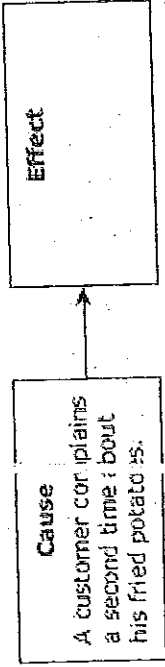
**Reading/Comprehension Skills**

**Figure 19 Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

Tools to Know		Ways to Show			
3 Fig.19(A)	3 Fig.19(B)	3 Fig.19(C)	3 Fig.19(D)	3 Fig.19(E)	3 Fig.19(F)
establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension	ask literal, interpretive, and evaluative questions of text	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions)	make inferences about text and use textual evidence to support understanding	summarize information in text, maintaining meaning and logical order	make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
<p><b>3.8 Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p><b>3.6 Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p><b>3.9 Reading/Comprehension of Literary Text/Literary Nonfiction.</b> 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.</p> <p><b>3.13 Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>					
<p><b>3.4 Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing.</p> <p><b>3.2 Reading/Beginning Reading/Strategies.</b> Students comprehend a variety of texts drawing on useful strategies as needed.</p> <p><b>3.5 Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultures, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p><b>3.10 Reading/Comprehension of Literary Text/Sensory Language.</b> 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.</p> <p><b>3.16 Reading/Media Literacy.</b> 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.</p> <p><b>3.15 Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents.</p>					
Prog. Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1	6	Across Genres	<p>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</p> <p>3.4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs</p>	3.4(C) identify and use antonyms, synonyms, homographs, and homophones	<p><b>Figure 19</b></p> <p><i>Fig.19(F) taught but not assessed on grade 3 STAAR</i></p>

Grade	STAAR Cat	Grade	Readiness Standards	Supporting Standards	Figure 19
3	40	3	3.5(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		3.8 Fig.19(D) 3.9 Fig.19(E)
3	18	3		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 Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.	3.6 Fig.19(D) 3.6 Fig.19(E) 3.9 Fig.19(D) 3.9 Fig.19(E)
3	16	3	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	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 3.10(A) identify language that creates a graphic visual experience and appeals to the senses 3.16 Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	3.13 Fig.19(D) 3.13 Fig.19(E) 3.12 Fig.19(D)*
3	40	3	24-28 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Expository)	12-16 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards)	3.15 Fig.19(D) 3.16 Fig.19(D)

\*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)



3, 13c

Which sentence best completes the diagram?

- A. Crum sends the thick potatoes back to the customer.
- B. Crum tries to please the customer.
- C. Crum fries very thin potato slices until they are crisp.
- D. Crum apologizes to the customer.

32 Which section provides information about the rules of the contest?

3, 13c

- F The Great Paper Airplane Fly-Off
- G Arturo's Desert Eagle
- H The Museum Display
- J Ken Blackburn's Simple Paper Airplane

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

2014 - Q22 Passage #3

- 22 Which text feature in this article helps the reader understand how water flows from underground to people?
  - F The photograph next to paragraph 3
  - G The title of the article
  - H The arrows in the diagram after paragraph 6
  - J The photograph next to the title

3.13 Fig. 19(E) summarize information in text, maintaining meaning and logical order

2015 - Q34 Passage #5

34 What is the best summary of the section titled "Arturo's Desert Eagle"?

- F A team built a giant paper airplane. It could fly higher and farther than a small paper airplane. A helicopter was used to release the giant paper airplane into the air.
- G Arturo Valdenegro won the paper airplane contest after several rounds of competition. He worked with experts at the museum to build a giant paper airplane. It was called *Arturo's Desert Eagle*.
- H After the contest a team built a giant paper airplane. It was based on the design of the winning paper airplane. A helicopter released the paper airplane into the air. After a short flight the paper airplane crashed into the desert.
- J A boy named Arturo Valdenegro won a paper airplane contest. Winning the contest meant that his airplane design would be used to build a giant paper airplane. The giant paper airplane was called *Arturo's Desert Eagle*.

- 37 The pointer breed of dog most likely got its name because of its ability to —
- A get along with other animals
  - B avoid dangerous situations
  - C locate wildlife
  - D be gentle with wildlife

3.13b

- 8 Which sentence best explains why Joubert was able to provide the care Jessica needed?
- F He had nursed many orphaned animals back to health.
  - G He knew the baby hippo was very young and weak.
  - H He carried the 26-pound animal into his house and named her Jessica.
  - J He mixed egg yolks and cream and fed it to Jessica from a bottle.

3.13b

- 22 Which sentence from the selection best supports the idea that there have been many changes made to potato chips?

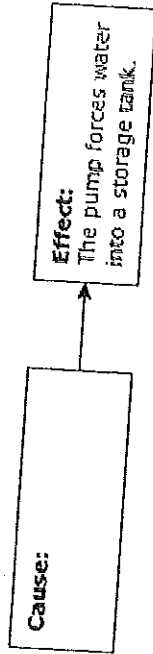
3.13b

- F It was not long before people wanted potato chips without having to go to a restaurant to get them.
- G Over the years many more people began making and selling potato chips.
- H Bigger and better kinds of packages were designed, and different flavors of chips started appearing.
- J What an unusual history the potato chip has, from its accidental beginning in New York State to being perhaps the most popular snack food in the world.

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

2014 – Q16 Passage #3

16 Look at the diagram below.



Which of the following completes the diagram?

- F Water is underground.
- G Children push the merry-go-round.
- H Pipes drain extra water back underground.
- J People get water for drinking.

3 Why did the train company decide to operate the station without workers?

- A The train company was unable to find a person who wanted the job of stationmaster.
- B The people who came to the train station were there only to see the stationmaster cat.
- C The train station was located in an area where people did not want to work.
- D The train company was not earning enough money to pay people.

3.13b

4 Tama has been given two cat assistants because she —

- F is too busy to work
- G is too famous to work
- H needs more time to rest
- J needs more time to eat

3.13b

3.8 Fig 19d

36 Which sentence from the story best explains why Kwam agrees to share his wrapping cloths with his classmates?

3.8 Fig. 19(E) summarize information in text, maintaining meaning and logical order

2015 - Q28 Passage #4

28 What is the best summary of this story?

- F Chelsea talks to her father about how she feels about their last name. Chelsea's father tells her about the long history of their family name and gives her some advice.
- G Chelsea is interested in changing her last name, but her father helps her understand why that is not a good idea. Chelsea goes to school and sits with twin brothers at lunch.
- H Chelsea wants to change her last name before going to a new school. After talking to her father, she follows his advice and is able to make friends at her new school.
- J Chelsea is nervous about going to a new school because she thinks it will be difficult to make new friends. When she goes to her new school, she meets a nice girl and feels much better.

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

2015 - Q8 Passage #1

- 8 In what way does Tama's presence at the train station help the nearby town?
  - F People in the town want to work at the train station.
  - G People in the town enjoy taking pictures with the visitors.
  - H People who come to see Tama often spend money in the town.
  - J People who come to see Tama want to move to the town.

36 One reason the Pima Air and Space Museum has a paper airplane contest is to -

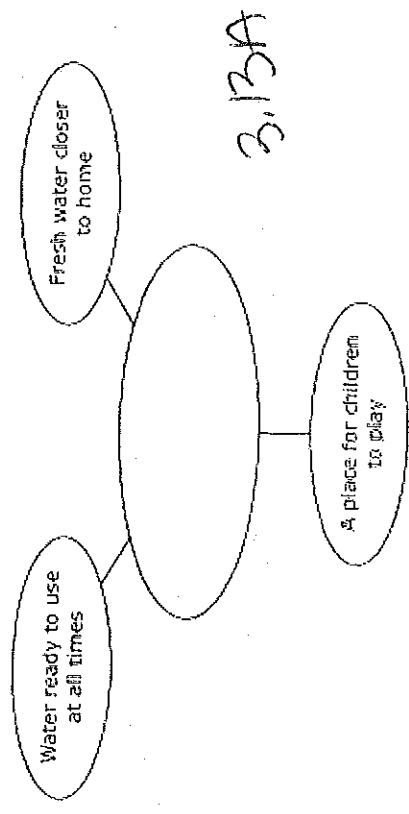
38 What happened to Arturo's Desert Eagle at the end of its flight?

- F It broke into pieces.
- G It got stuck in the sand.
- H It was carried away by a helicopter.
- J It was rebuilt to inspire other children.

3,13A

40 Arturo won the paper airplane contest because his plane -

19 Read the diagram.



Which of the following correctly completes the diagram?

- 23 The main reason for building PlayPumps in southern Africa is to -
  - A give children a new playground
  - B bring more money to a community
  - C give businesses a place to put messages
  - D bring clean water to more people

3,13A

1 Read this sentence from paragraph 4.

Instead of paying Tama with money, the company pays her with cat food.

This sentence helps the reader know that the train company —

- A treats Tama well
- B has too much food
- C does not think Tama looks healthy
- D wants to find a new home for Tama

3.13B

3.13B

5 The reader can tell that Tama is allowed to stay at the station because she —

39 How is the paper airplane in "Ken Blackburn's Simple Paper Airplane" different from the paper airplane Arturo made in the contest?

- A It has staples.
- B It uses paper clips.
- C It is folded many times.
- D It uses one piece of paper.

3.13B

33 After reading paragraph 6, the reader can conclude that Allan was —

- A entertained by the way Rex and the Joey played together.
- B unhappy with the name she selected for the Joey
- C concerned about having to speak to a newspaper reporter
- D thankful that Rex was able to find a Joey in her neighborhood

3.13B

36 What is paragraph 8 mostly about?

- F The reaction of wildlife experts to the Joey
- G What happened to the Joey after his rescue
- H How the Joey acts with other kangaroos
- J The dog that found the Joey

3.13C

1 Which detail from the selection suggests that Jessica is smart?

- A She has become comfortable with the family dogs.
- B She figured out how to unlock a door.
- C She spends time with other hippos.
- D She stayed afloat on the river.

3.13A

9 According to the selection the problem with having Jessica in the house was that she —

- A ate food that was not good for her
- B wanted to be left alone
- C bothered the family dog
- D broke things

3.13C

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

2015 — Q2 Passage #1

2 Throughout the selection, the author describes Tama as being —

- F adventurous
- G brave
- H friendly
- J clever

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

2015 – Q15 Passage #2

15 In paragraph 10, the reader can use the suffix “-less” to know that the word effortless means –

- A the result of trying hard
- B without having to try hard
- C a person who tries hard
- D the process of trying hard

24 In paragraph 3, what does the word dissatisfied mean? 3.4(A)

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

2015 – Q6 Passage #1

6 In paragraph 7, the word promoted means –

- F finished with a task
- G discussed by others
- H required to work more hours
- J given a better job

11 Which words from paragraph 3 help the reader understand the meaning of excelled?

- A in school
- B like most kids
- C performed well
- D at math and science

3.4B

21 In line 17, what does the word stride mean?

- A Sleep
- B Fall
- C Build
- D Walk

3.4B

25 Read the dictionary entry.

**judge** /ˈjʌdʒ/ verb

- 1. to listen to and decide a court case
- 2. to choose the winner of a contest
- 3. to form an opinion about someone
- 4. to make a careful guess

3.4B

Which meaning of judge is used in paragraph 9?

2 Which words from paragraph 9 help the reader understand the meaning of expand?

- F to the mountains
- G new location
- H swim and hike
- J is so big

3.4B



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

2014 - Q14 Passage #:

14 Jenny decides that she shouldn't argue with Beth because she —

- F does not want to make Mrs. Pike angry
- G wants to share the role of director
- H does not want to lose Beth as a friend
- J thinks that they can both make a movie

15 Why does Jenny start writing in her notebook when Mrs. Pike says that she has news for the class?

- A Jenny thinks the discussion will not be interesting.
- B Jenny is too busy thinking about the contest to listen.
- C Jenny is too upset with her best friend Beth to listen.
- D Jenny does not like being told what to do.

10 Which sentence best describes Judy and Stink's relationship?

- F They tease each other.
- G They are jealous of each other.
- H They tell each other everything.
- J They like to spend time together.

13 Which sentence best shows that Judy is upset with her brother?

- A "Just go to school without me."
- B "Well, you'll have to call me at school 'cause you don't get to stay home."
- C Judy stuck out her chin (red) no-mummies tongue at Stink.
- D She was down in the dumps.

3.8 Fig. 19(D) make inferences about text and use textual evidence to support understanding

2014 - Q11 Passage #2

11 Read these sentences from paragraphs 28 and 29.

Jenny shook Beth's hand. "Way the-best can collector was," she repeated.  
As long as it's me, she told herself.

These sentences show that Jenny —

31 In the last paragraph, the reader learns that Chelsea —

- A is not sure whether the twins really like her
- B does not want Claire to find out how she feels about her name
- C is not the only person who experiences her problem
- D does not want to play with the twins after school

16 Why does Judy call her brother a mummy at the end of the story?

- F She wants Stink to be afraid of her.
- G Stink tells Mom that Judy took the cat's temperature.
- H She is angry that Stink ruined her plans.
- J Stink wants to stay home with Judy.

17 What can the reader conclude about Judy?

- A She is usually dressed for school before her brother.
- B She thinks it is fun to stay home from school.
- C She has difficulty understanding mystery books.
- D She has had the mumps before.

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

2015 – Q17 Passage #3

17 The speaker is tickled when —

- A the wind blows leaves against her
- B twigs get tangled in her hair
- C she walks through a field
- D she climbs a hill

25 What does the speaker's sister do when she learns about the Styrofoam wings?

- A She tells the speaker that she thinks the wings are cute.
- B She asks the speaker to bring her something from the flight.
- C She wonders if the wings will really work.
- D She asks the speaker to make her some wings too.

3.2B

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

2013 – Q12 Passage #2

12 What lesson does Judy learn?

- F It is difficult to fool your mother.
- G You can still have fun on a rainy day.
- H It is difficult to go to school on a rainy day.
- J Mothers expect their children to do well in school.

40 What is the main theme of the story?

- F People are often unwilling to try something new.
- G Don't be afraid to show people who you really are.
- H People enjoy learning about other cultures.
- J You can teach people some things more easily than other things.

3.5A

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

2015 – Q22 Passage #3

22 Which line from the poem helps the reader imagine the speaker's experience while climbing the tree?

- F through tunnels of leaves that sway
- G that's where I make my way
- H where the hills are wide
- J But the trunk of a tree

9 Read this sentence from paragraph 15.

The whole class was buzzing now.

This sentence shows that the students in the class were —

- A eager to go to lunch
- B nervous about collecting cans
- C curious about the details of the contest
- D excited about Mrs. Pike's news

3.10A

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

2015 - Q33 Passage # 1

33 Which of these is a synonym for the word scattered in paragraph 7?

- A Found
- B Buried
- C Carried
- D Spread

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

2015 - Q24 Passage #4

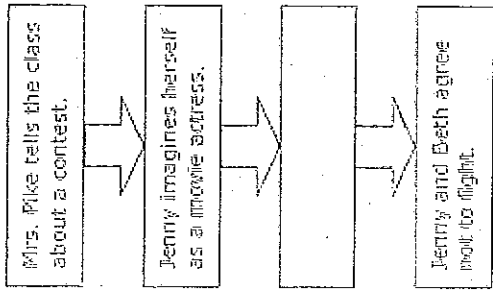
24 Which sentence best shows Chelsea's problem in the story?

- F My dad always asks lots of questions.
- G I didn't want to hurt his feelings, but I didn't want to go through another school year as Chowderhead, either.
- H Two days later I headed to my new school for the first day of class.
- J But there were two kids, twin brothers, who didn't seem to talk to anyone but each other.

26 Paragraphs 18 through 25 are important because they help the reader understand —

- F how Chelsea thinks of ideas to talk about when meeting people
- G why the twins don't make fun of Chelsea after they learn her name
- H what activities the twins and Chelsea both find interesting
- J when Chelsea plans to spend time with her new friends

8 Look at this chart.

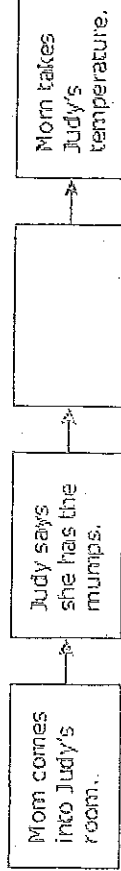


3.8A

Which detail from the story belongs in the empty box?

11 Look at the diagram below.

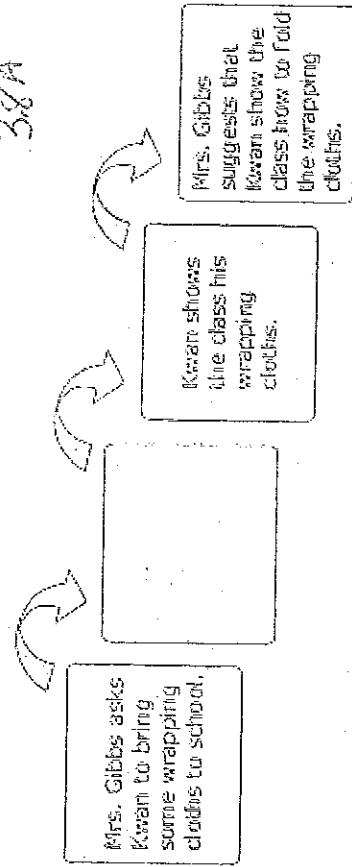
3.8A



Which event belongs in the empty box?

39 Look at the diagram below.

3.8A



Which sentence best completes the diagram?

3.8A