



Grade 3 Reading Language Arts Assessment

Eligible Texas Essential Knowledge and Skills

Key Updates to the Texas Assessed Curriculum Documents

The following revisions to the STAAR Assessed Curriculum were made to support the annual assessment of all readiness standards through the Student Success Tool (SST). Texas educator committees reviewed and provided feedback on the proposed revisions.

All standards affected by these revisions will continue to be assessed. However, standards designated as supporting standards will not be assessed annually. These revisions are scheduled to take effect with the implementation of the SST in Fall 2027.

Reporting Strand	Student Expectation	Change
1. Reading	3.B	Changed from Readiness to Supporting
	6.E	Changed from Readiness to Supporting
	8.B	Changed from Readiness to Supporting
	10.A	Changed from Readiness to Supporting
2. Writing	2.B.i	Changed from Readiness to Supporting
	2.B.ii	Changed from Readiness to Supporting
	2.B.iii	Changed from Readiness to Supporting
	2.B.vii	Changed from Readiness to Supporting
	11.D.xi	Changed from Readiness to Supporting
	7.B	Removed the Readiness label
	12.B	Removed the Readiness label
	12.C	Removed the Readiness label

SST Grade 3

English Language Arts and Reading

Genres Assessed in Reading:

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

Reporting Strand 1: Reading

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

- (3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning, syllabication, and pronunciation; **Supporting Standard**
 - (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **Supporting Standard**
 - (C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and **Supporting Standard**
 - (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. **Supporting Standard**
- (6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**

- (E) make connections to personal experiences, ideas in other texts, and society; **Supporting Standard**
 - (F) make inferences and use evidence to support understanding; **Readiness Standard**
 - (G) evaluate details read to determine key ideas; **Readiness Standard**
 - (H) synthesize information to create new understanding; **Readiness Standard**
- (7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (C) use text evidence to support an appropriate response; **Readiness Standard**
 - (D) retell and paraphrase texts in ways that maintain meaning and logical order; **Supporting Standard**
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) infer the theme of a work, distinguishing theme from topic; **Supporting Standard**
 - (B) explain the relationships among the major and minor characters; **Supporting Standard**
 - (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and **Readiness Standard**
 - (D) explain the influence of the setting on the plot. **Supporting Standard**
- (9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **Supporting Standard**
 - (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; **Supporting Standard**
 - (C) discuss elements of drama such as characters, dialogue, setting, and acts; **Supporting Standard**
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence; **Readiness Standard**
 - (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and **Supporting Standard**
 - (iii) organizational patterns such as cause and effect and problem and solution; **Supporting Standard**
 - (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim; **Readiness Standard**
 - (ii) distinguishing facts from opinion; and **Readiness Standard**
 - (iii) identifying the intended audience or reader; **Supporting Standard**
- (10) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) explain the author's purpose and message within a text; **Supporting Standard**
 - (B) explain how the use of text structure contributes to the author's purpose; **Supporting Standard**
 - (C) explain the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**

- (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; **Supporting Standard**
- (E) identify the use of literary devices, including first- or third-person point of view; **Supporting Standard**
- (F) discuss how the author's use of language contributes to voice; and **Supporting Standard**
- (G) identify and explain the use of hyperbole. **Supporting Standard**

Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Expository/Informational
- Argumentative
- Persuasive

Reporting Strand 2: Writing Revising and Editing

The student will revise and edit a variety of texts from various genres.

- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (B) demonstrate and apply spelling knowledge by:
- (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **Supporting Standard**
 - (ii) spelling homophones; **Supporting Standard**
 - (iii) spelling compound words, contractions, and abbreviations; **Supporting Standard**
 - (iv) spelling multisyllabic words with multiple sound-spelling patterns; **Supporting Standard**
 - (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **Supporting Standard**
 - (vi) spelling words using knowledge of prefixes; and **Supporting Standard**
 - (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **Supporting Standard**

- (11) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction and a conclusion; and **Readiness Standard**
 - (ii) developing an engaging idea with relevant details; **Readiness Standard**
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **Readiness Standard**
 - (D) edit drafts using standard English conventions, including: **Supporting Standard**
 - (i) complete simple and compound sentences with subject-verb agreement; **Readiness Standard**
 - (ii) past, present, and future verb tense; **Readiness Standard**
 - (iii) singular, plural, common, and proper nouns; **Supporting Standard**
 - (iv) adjectives, including their comparative and superlative forms; **Supporting Standard**
 - (v) adverbs that convey time and adverbs that convey manner; **Supporting Standard**
 - (vi) prepositions and prepositional phrases; **Supporting Standard**
 - (vii) pronouns, including subjective, objective, and possessive cases; **Supporting Standard**
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; **Supporting Standard**
 - (ix) capitalization of official titles of people, holidays, and geographical names and places; **Supporting Standard**

- (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and **Supporting Standard**
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **Supporting Standard**

Extended Constructed Response Standards

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

- (7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - (B) write a response to a literary or informational text that demonstrates an understanding of a text;
- (12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft;