

# 2014 TEXAS STAAR TEST – GRADE 3 - READING

Total Possible Score: 40  
Needed Correct to Pass: 21  
Advanced Performance: 35

Time Limit: 4 Hours

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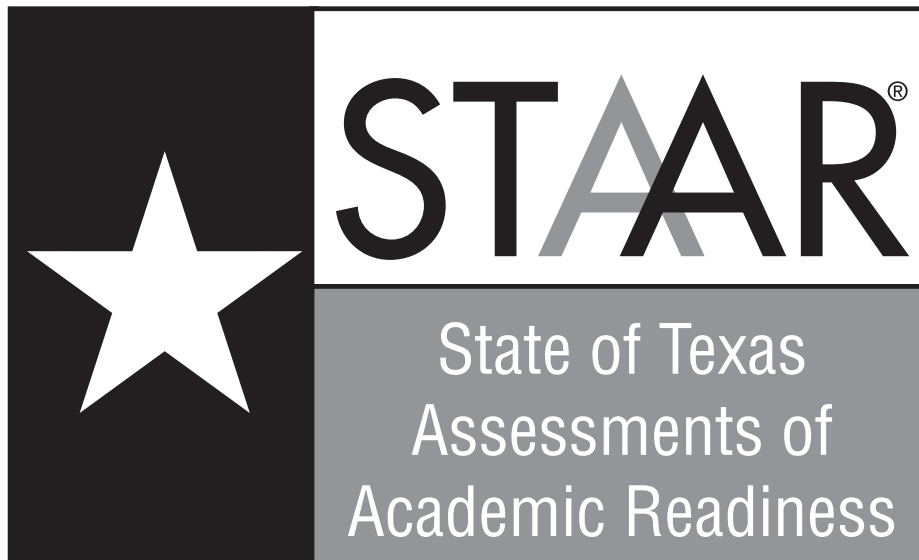
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**GRADE 3**  
**Reading**

**Administered April 2014**

**RELEASED**



# READING

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

## **Leading the Pack**

- 1 Owing a dog can be a lot of fun. But taking care of a dog is a lot of work. Dogs need their owners to walk them, feed them, and play with them. According to Cesar Millan, a dog owner also has to be a strong leader so that the dog knows that the owner is the boss. Millan should know. After all, he's known as the Dog Whisperer.
- 2 As a young boy growing up in Mexico, Millan spent a lot of time at his grandfather's ranch. He loved watching the pack, or group, of wild dogs that roamed there. In fact, Millan spent so much time watching the dogs that he was given the nickname "El Perrero." This means "dog boy" in Spanish. Millan also watched dogs in television shows and movies. His favorite show was about a dog named Lassie. As a teenager Millan dreamed of going to Hollywood to train animals for the movies.
- 3 Millan came to the United States in 1990. He was 21 years old, alone in a new country, and had no place to live. A month after arriving in California, Millan found a job as a dog groomer. He calmed the dogs as he cleaned and brushed them. Many of the dog owners noticed this. Some even asked Millan if he could train their dogs in addition to grooming them.
- 4 Soon Millan moved to another city and got a job washing cars. This wasn't Millan's dream job, so he decided to start his own business. Millan noticed that many people had trouble getting their dogs to behave. He knew he could help. He saved his money and bought a van. The van became an office on wheels, where he began his dog-training business.
- 5 Millan was a hard worker. Sometimes he kept difficult dogs with him full-time for weeks in order to train them. Millan's success

with the dogs got the attention and admiration of dog owners. Soon he had many dogs to train, and his business grew.

- 6 In 1998 Millan opened the Dog Psychology Center, where he was able to help a greater number of dogs. The goal of Millan's center was to help dogs with behavior problems. Some of the dogs were brought there by their owners, but many of the dogs were strays.



People have gotten used to seeing Millan on skates leading a pack of dogs.

© John Chapple/Getty Images

- 7 News of Millan's skills quickly spread. In 2002 he was mentioned in an article in *People* magazine. The article was about a famous movie director and his two dogs. The director told the magazine that his dogs used to bite. After Millan trained them, they were well-behaved.
- 8 Through his dog training, Millan met many other famous people. These relationships led to a new job for Millan. The job wasn't training dogs to be television stars like Lassie. Instead, it was Millan who became the star! His reality show, *Dog Whisperer with Cesar Millan*, first appeared on television in 2004. Each episode features Millan working with a different dog and its owner. Millan uses exercise, discipline, and love in order to teach the dogs to behave. While training the dogs, Millan also trains the owners. Learning to be calm and strong helps owners show their dogs that

they are the pack leader. Dogs usually respect the leader of their pack.

- 9 In 2007, Millan moved the Dog Psychology Center to the mountains. The new location is so big that Millan was able to expand the size of the center. The center now has room for Millan to swim and hike with the dogs. More than 50 dogs can stay at the center at one time. Millan also travels to other cities to teach dog owners about dogs and about being a pack leader. Dog owners who can't go to see Millan in person can learn about his training methods in his magazine, DVDs, and books. Although he isn't training animals for movies the way he dreamed of doing as a child, it's easy to see that Millan enjoys what he does. His ability to train dogs and their owners proves that he is the leader of the pack.

1 Millan earned the nickname “El Perrero” because he —

- A liked to clean and brush the family dogs
  - B enjoyed watching wild dogs on the ranch
  - C hoped to move in order to train dogs
  - D wanted to train dogs for famous people
- 

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 What is one theme presented in the selection?

- A Watching others is the easiest way to learn.
- B Focusing on a goal can lead to success.
- C Finding a personal interest is difficult.
- D Making friends can take a long time.



- 4 The photograph included in the selection shows readers that Millan —
- F keeps a lot of dogs as his own pets
  - G sometimes trains more dogs than he can handle
  - H has fun when he takes care of dogs
  - J thinks it is best to walk dogs in the street

- 
- 5 In paragraph 2, roamed means —
- A learned
  - B worked
  - C wandered
  - D hid

- 6** Millan believes it is important for dog owners to —
- F** show their dogs that they are in charge
  - G** watch how other people control their dogs
  - H** teach their dogs unusual tricks
  - J** speak quietly to their dogs

- 
- 7** With which statement would the author most likely agree?
- A** Millan has a special talent for dealing with all kinds of dogs.
  - B** Millan understands that some dogs are too difficult to train.
  - C** Millan is disappointed that he was not able to train dogs for the movies.
  - D** Millan wants to give all people the chance to own a dog of their own.

Read the selection and choose the best answer to each question.  
Then fill in the answer on your answer document.

## *from* **Can Do, Jenny Archer**

*by Ellen Conford*

- 1 "I have some exciting news, class," said Mrs. Pike.
- 2 It was almost lunchtime, and Jenny Archer was starving. She drew a piece of apple pie in her notebook. Sometimes Mrs. Pike's exciting news wasn't very exciting.
- 3 Once, Mrs. Pike had said it would be exciting to watch a filmstrip called *Tommy Tooth and the Whole Truth About Teeth*. But it wasn't.
- 4 She had said it would be exciting to study how wheat is turned into bread. But it wasn't.
- 5 Jenny drew a scoop of ice cream on the apple pie.
- 6 "We're going to have a contest," said Mrs. Pike.
- 7 Jenny put down her pencil. She pushed her glasses back on her nose.
- 8 "The whole school will take part," Mrs. Pike went on. "We're going to collect empty tin cans to sell to a scrap-metal dealer. We'll use the money to buy a video camcorder<sup>1</sup> and a TV monitor for the school."
- 9 "What kind of contest is that?" asked Clifford Stern. "Just collecting cans?"
- 10 "The class that collects the most cans," said Mrs. Pike, "will use the camera first. We will make our own class movie. You could all be stars!"

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<sup>1</sup>A video camcorder is a small device that is both a camera and a video recorder that records picture and sound.

- 11 Me, a movie star! Jenny thought. Now, that was exciting. She pictured herself accepting an Academy Award. She would say, "It all started when I was in a little school . . ."
- 12 "The person in the class who brings in the most cans will direct the first movie," Mrs. Pike finished.
- 13 Wow! Directing a movie might be even better than starring in one. The director could make up the whole story. She would choose the actors and tell everybody what to do. Jenny loved to make up stories. And she was good at telling people what to do.
- 14 She was sure she'd be a great director.
- 15 The whole class was buzzing now. Jenny forgot she was starving. She looked over at her friend Beth. Beth's eyes were bright. She thought this was a great idea, too.
- 16 "You can be the star of my movie," Jenny whispered to her.
- 17 "What do you mean, *your* movie?" Beth asked.
- 18 "When I win the contest," Jenny said.
- 19 "What if *I* win the contest?" Beth said.
- 20 "But I have to win," answered Jenny. "I've always wanted to make a movie."
- 21 "Since when?"
- 22 "Well, I just realized it now," Jenny admitted. "But don't you think I'd make a good director?"
- 23 "I think *I* might make a good director," Beth said. "Why should you be the director?"
- 24 Beth was one of Jenny's two best friends. Jenny didn't want to fight with her. But she really wanted to win this contest. She just had to direct the class movie.
- 25 Yet, someday, when she was a famous moviemaker, she would still want Beth to be her friend.
- 26 "Let's not fight," Jenny said. "We'd both be good directors."

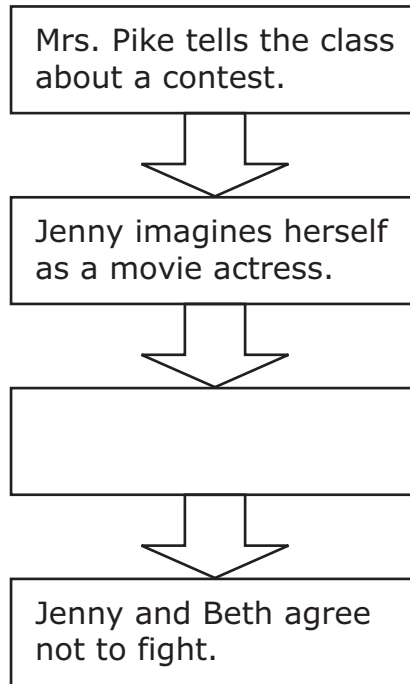
27 "You're right." Beth grinned. "We won't fight. Let's just say, may the best can collector win."

28 Jenny shook Beth's hand. "May the best can collector win," she repeated.

29 *As long as it's me,* she told herself.

From CAN DO, JENNY ARCHER by Ellen Conford. Text copyright © 1991 by Conford Enterprises Ltd. By permission of Little, Brown and Company.

8 Look at this chart.



Which detail from the story belongs in the empty box?

- F** Jenny remembers watching a filmstrip.
- G** Jenny makes a drawing in her notebook.
- H** Jenny tells Beth she wants to make a movie.
- J** Jenny and Beth shake hands with each other.

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

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10 Read this dictionary entry.

**admit** \əd-'mit\ *verb*  
1. to accept as a member of a group  
2. to allow to go into a place  
3. to allow to use as proof in a courtroom  
4. to agree that something is true

Which meaning most closely matches the word admitted as it is used in paragraph 22?

- F Meaning 1
- G Meaning 2
- H Meaning 3
- J Meaning 4

**11** Read these sentences from paragraphs 28 and 29.

*Jenny shook Beth's hand. "May the best can collector win," she repeated.*

*As long as it's me, she told herself.*

These sentences show that Jenny —

- A** believes that Beth will make a good movie director
- B** will do what is needed in order to win
- C** likes to encourage her friends to participate in school activities
- D** knows that Beth will not keep her promise to remain friends

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**12** Read the following list.

### **Why Jenny Wants to Be a Director**

1. She can create a good story.
2. \_\_\_\_\_
3. She can tell everybody what to do.

Which detail from the story belongs in the blank?

- F** She can make new friends in class.
- G** She can draw pictures to use in the movie.
- H** She can earn an award for her movie.
- J** She can choose who she wants to be the actors.



**13** What is the best summary of this story?

- A** Jenny’s teacher tells the class that she has exciting news. Jenny starts to draw a picture in her notebook. Her teacher then tells the class about a can-collecting contest. Jenny and Beth like the idea.
- B** Jenny’s class will collect cans for a contest at their school. The student who collects the most cans will win the contest. Jenny and her friend Beth are both determined to win.
- C** Jenny wants to be the director of the class movie. She says she has always wanted to direct a movie and thinks she will be good at it. She asks her friend Beth if she would like to be in the movie.
- D** Jenny is happy when her teacher tells the class about a contest. The whole school will collect empty tin cans to sell to a scrap-metal dealer. The class that collects the most cans will win the contest.

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**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 drawing 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.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

# A New Way to Play

January 2007



© iStockphoto.com/Ryan Scott

- 1 Children grasp metal bars as the merry-go-round spins. One child jumps off and gives his friends a push. This is not an ordinary merry-go-round, however. It's a PlayPump, and it's unlike the merry-go-round you may see at a park. These PlayPumps offer hope to people in southern Africa.
- 2 Getting clean water in some areas of Africa is difficult. PlayPumps make it easier to get water needed for cooking, bathing, and drinking. This new water system can bring fresh, healthful water to many people living in southern Africa. A man named Trevor Field wanted to do something to help people in the parts of Africa where clean water can be hard to find. So he teamed up with an inventor, and together they created PlayPump.
- 3 The way a PlayPump works is simple. Children push the merry-go-round, and the energy the merry-go-round makes helps draw water up from deep underground. The water then travels to a large tower, where it is stored in a tank. Finally the water is routed to a tap that controls the flow of the water. People in the community are able to use the tap to get the fresh water they need.
- 4 Making sure the pumps work correctly can be expensive. However, Field found a creative way to help maintain them.

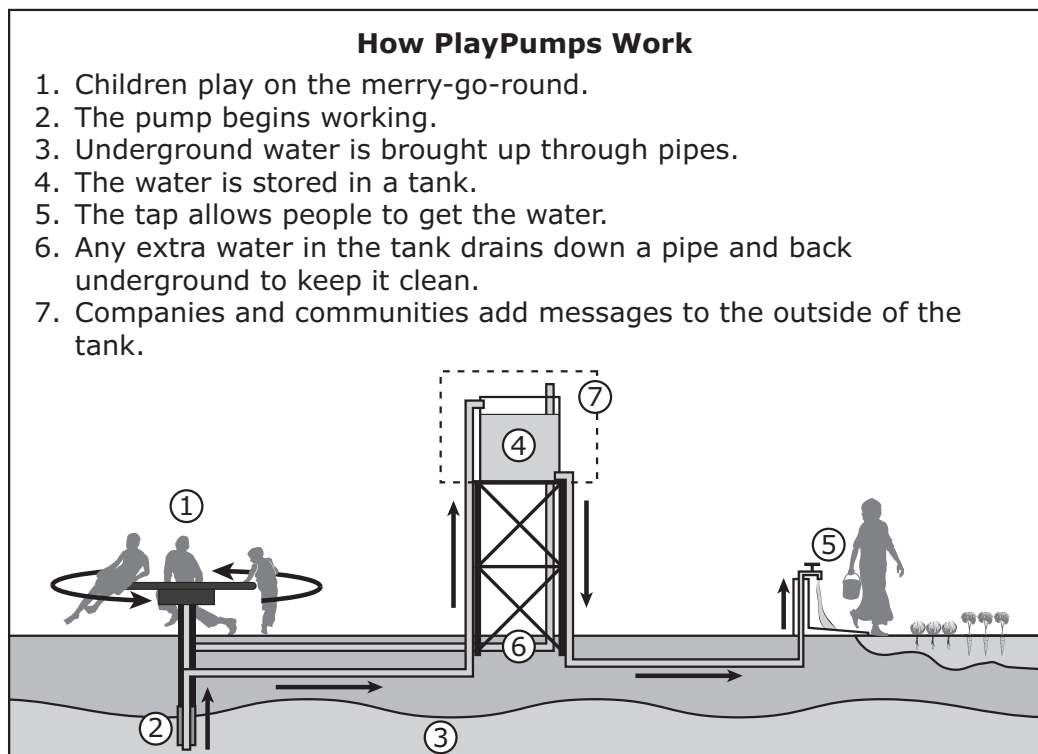


Children play on a PlayPump that helps bring water to the holding tank.

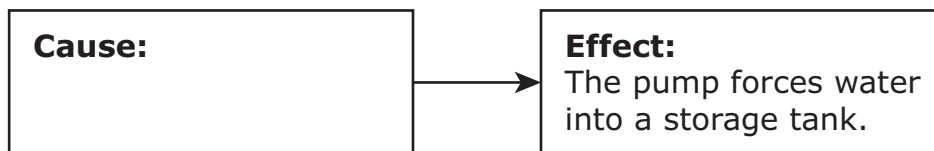
Roundabout Water Solutions

Since the storage tank is tall and rectangular, he thought that all four of its sides could be used to advertise to the community or make public announcements. Two sides of the tank may show tips for good health, such as how to wash your hands. The other two sides show advertisements from businesses. These businesses pay to have their messages on the tank. The money they pay is used to help keep the pumps working properly.

- 5 PlayPumps can be used in areas where there is already a water source nearby. The pumps are usually located near schools or community centers. This allows families to collect water whenever they choose. Having clean water close by helps families stay healthy. PlayPumps also give children a chance to play.
- 6 People in southern Africa are excited about the PlayPumps. Not only do the pumps make clean water readily available, but the water is also easy to access. Several other companies have also decided to build and install these pumps in some countries in southern Africa. With PlayPumps, clean water just may be one spin closer.



**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.

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**17** The photograph next to paragraph 3 shows that —

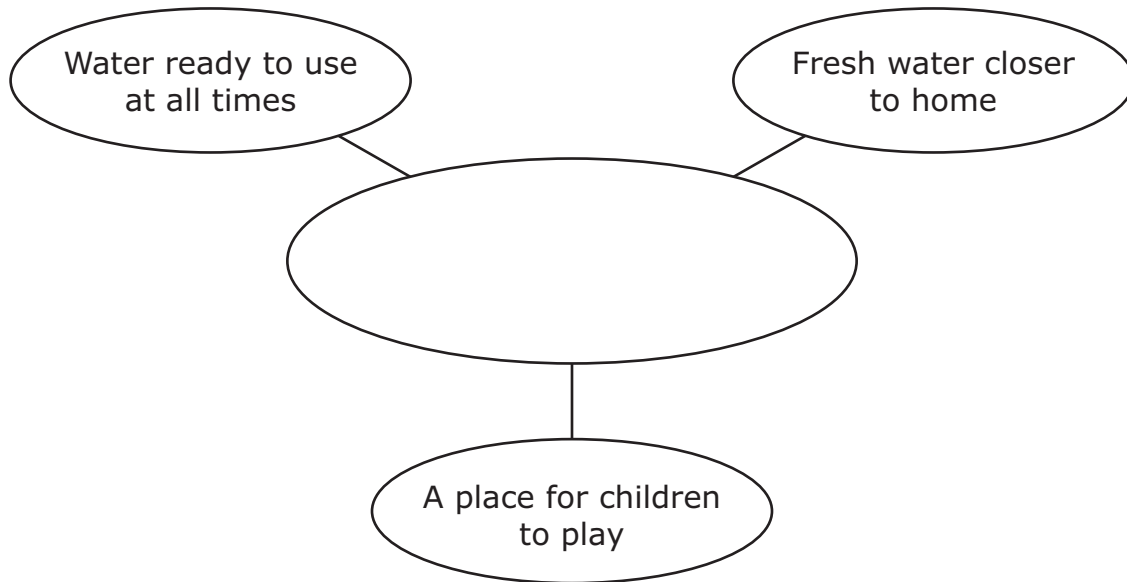
- A** PlayPumps pump a lot of water
- B** children enjoy playing on a PlayPump
- C** PlayPumps work only during the day
- D** it is difficult to move a PlayPump

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**18** Which word is a synonym for ordinary in paragraph 1?

- F** Common
- G** Fake
- H** Important
- J** Useful

19 Read the diagram.



Which of the following correctly completes the diagram?

- A How to Get Drinking Water
- B How PlayPumps Work
- C How Children Stay Active
- D How PlayPumps Help People

---

20 Which sentence from the article tells something that could be a problem with PlayPumps?

- F *It's a PlayPump, and it's unlike the merry-go-round you may see at a park.*
- G *Getting clean water in some areas of Africa is difficult.*
- H *Making sure the pumps work correctly can be expensive.*
- J *The pumps are usually located near schools or community centers.*

- 21** The author wrote this article mainly to —
- A** show readers how to build a PlayPump
  - B** tell about a different process to pump and store water
  - C** provide readers with information about the cost of a PlayPump
  - D** tell about an inventor who thought of a creative idea

- 
- 22** Which text feature in the 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

**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

---

**24** Which number on the diagram at the end of the article shows the place where people can get water to drink?

- F** Number 1
- G** Number 4
- H** Number 5
- J** Number 6



Read the selection and choose the best answer to each question.  
Then fill in the answer on your answer document.

# Styrofoam Wings

*by Karma Wilson*

Mom got a package, a great big package.  
Inside were these Styrofoam things.  
And I thought to myself, "I just might fly  
if I made some Styrofoam wings."

- 5 So I got myself some wrapping tape  
and a ball of old kite string.  
And I put those things upon my back,  
and I made myself some wings.



- 10 My parents said, "How very cute,  
but, honey, they won't fly."  
I said, "They might, they surely might.  
To know I'll have to try."

My brother said, "You nutty kid.  
You know those things won't fly."

15 I said, "I don't know that at all,  
and I won't until I try."

And my little sister looked at me  
with great big trusting eyes.

20 And she said, "Please bring me something back  
from wherever you go fly."

And then she said, "Good-bye."

I went outside and I flapped real fast,  
I watched as the larks went flying past,  
I jumped to give myself a blast,  
25 and then I started to fly at last.

I flew through the sky above the trees,  
I fluttered along with the birds and the bees,  
I felt the cool of the gentle breeze,  
and I knew I could fly wherever I pleased.

30 And all because I tried.



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- 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.

- 
- 26** The speaker in this poem is a young girl who —
- F** likes spending time exploring the outdoors
  - G** settles a disagreement with her brother
  - H** creates something to play with from ordinary things
  - J** finds a clever solution to a problem

**27** In line 29, pleased means —

- A** looked
- B** described
- C** wanted
- D** visited

---

**28** In the poem, which words help the reader imagine the speaker's experience?

- F** And I thought to myself
- G** those things upon my back
- H** with great big trusting eyes
- J** the cool of the gentle breeze

**29** Read these lines from the poem.

11 I said, "They might, they surely might.  
To know I'll have to try."

15 I said, "I don't know that at all,  
and I won't until I try."

The poet uses these lines mainly to show that the speaker —

- A** is confused about what she has made
- B** wants to test her idea for herself
- C** does not want anyone's help
- D** is excited about showing the wings to others

---

**30** This poem is an example of narrative poetry mostly because it —

- F** tells a story
- G** has a funny ending
- H** describes feelings
- J** has lines that rhyme

- 31** By the end of the poem, the reader realizes that the speaker —
- A** is able to fly as fast as the birds
  - B** does not know how to use her wings correctly
  - C** needs the wind to help her fly
  - D** uses her imagination to feel like she is flying

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

## **The Dog and the Joey**

- 1 One spring morning Leonie Allan took her dog Rex for a walk. She thought the walk down the road and back would be simple. Instead, the walk changed her from pet owner to wildlife rescuer.
- 2 Allan lives in an area of Australia where people often find wildlife grazing in their yards. While people living in the United States might find deer, raccoons, and skunks roaming their yards, people in Australia might see kangaroos.
- 3 Allan’s walk was uneventful that morning, but Rex was acting strangely afterward. As Allan worked in the yard, Rex kept looking down the road they had taken on their walk. Then he began standing very still, with his nose pointing toward what he wanted Allan to notice. Rex, a mixed breed, is part pointer. Pointers are dogs that naturally stand very still and point with their entire body in the direction of wildlife they see or smell. They are trained not to chase animals but simply to point to where they are. They are excellent tracking dogs and can find animals with their keen sense of smell.
- 4 Allan became worried when Rex began pointing. When Rex left to investigate, Allan thought he might have found something dangerous. She called the dog back. But when Rex returned, in his mouth he had a joey, a baby kangaroo about four months old. Picking up an animal was unusual behavior for Rex, since he had not been trained to do so. Allan was surprised that Rex had picked up the joey so gently. The baby didn’t appear to be afraid at all.
- 5 “He obviously sensed the baby ‘roo was still alive,” Allan said, “and somehow had gently grabbed it by the neck, gently retrieved it, and brought it to me.”
- 6 Rex and the joey, which Allan named Rex Jr., spent the afternoon playing together. “The joey was snuggling up to him, jumping up to him, and Rex was sniffing and licking him—it was quite cute,” Allan told a newspaper reporter.

- 7 Wildlife experts were amazed, too. Tehree Gordon works at the wildlife sanctuary<sup>1</sup> where the joey was later taken. She was surprised that Rex had been so careful with the joey and knew to take it to his owner. She was also amazed that the joey was not afraid of Rex and did not think he was a predator.



© NewsPix/Craig Borrow

- 8 Rex Jr. was bottle-fed and raised at the wildlife sanctuary. A year and a half later, he was released back into the wild in an area where he could be monitored by workers at the sanctuary. "His progress and release went well," Gordon commented. Now Rex Jr. is part of a group of kangaroos, called a mob, living a normal kangaroo life—thanks to Rex, a gentle dog that knew how to point.

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<sup>1</sup>A wildlife sanctuary is a place that provides a safe environment for animals.



**32** Why did Allan worry when Rex went to investigate?

- F** She did not want to stop working in her yard.
  - G** She knew he was tired after their walk.
  - H** She thought he might get lost.
  - J** She did not want him to put himself in danger.
- 

**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
- 

**34** The author included paragraph 7 most likely to —

- F** explain that the actions of Rex and the joey were unusual
- G** describe where wildlife experts provided care for the joey
- H** share an opinion about how Rex should behave around his owner
- J** give reasons why Rex and the joey got along with each other

- 35** Which words from paragraph 4 help the reader understand what retrieved means in paragraph 5?
- A** *worried, pointing*
  - B** *investigate, thought*
  - C** *found, returned*
  - D** *surprised, appear*

- 
- 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

- 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
- 

**38** What is the best summary of the selection?

- F** One day after walking with her dog Rex, Leonie Allan noticed that he was trying to show her something down the road. Then Rex went off and returned holding a joey gently in his mouth. After spending some time in a wildlife sanctuary, the joey was returned to the wild.
- G** After Leonie Allan took her dog Rex for a walk on a spring morning, he was acting strangely. He kept looking down the road and using his nose to show Allan something. She was concerned about how Rex was acting. Then he came to her with a joey in his mouth.
- H** One spring day Leonie Allan took her dog for a walk. After their walk Rex found a joey down the road. Allan and wildlife experts were thankful that Rex rescued the joey.
- J** After a walk one morning, Leonie Allan's dog Rex rescued a four-month-old joey. That afternoon Rex and the joey played together until the joey was taken to a wildlife sanctuary. There the joey received care for a year and a half.

**39** Which sentence best explains what is happening in the photograph?

- A** *Picking up an animal was unusual behavior for Rex, since he had not been trained to do so.*
- B** *"The joey was snuggling up to him, jumping up to him, and Rex was sniffing and licking him—it was quite cute," Allan told a newspaper reporter.*
- C** *A year and a half later, he was released back into the wild in an area where he could be monitored by workers at the sanctuary.*
- D** *"His progress and release went well," Gordon commented.*

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**40** Which word best describes Rex's behavior toward the joey?

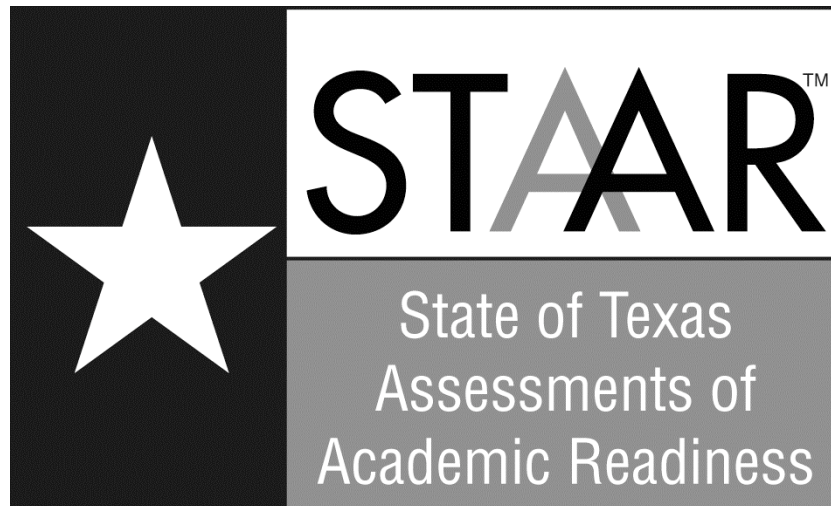
- F** Protective
- G** Confusing
- H** Expected
- J** Nervous

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS  
ON THE ANSWER DOCUMENT.



**STAAR  
GRADE 3  
Reading  
April 2014**

| Item Number | Reporting Category | Readiness or Supporting | Content Student Expectation | Correct Answer |
|-------------|--------------------|-------------------------|-----------------------------|----------------|
| 1           | 2                  | Supporting              | 3.2(B)                      | B              |
| 2           | 1                  | Readiness               | 3.4(B)                      | J              |
| 3           | 2                  | Supporting              | 3.5 Fig. 19(D)              | B              |
| 4           | 2                  | Supporting              | 3.16 Fig. 19(D)             | H              |
| 5           | 1                  | Readiness               | 3.4(B)                      | C              |
| 6           | 2                  | Supporting              | 3.9 Fig. 19(D)              | F              |
| 7           | 2                  | Supporting              | 3.9 Fig. 19(D)              | A              |
| 8           | 2                  | Readiness               | 3.8(A)                      | H              |
| 9           | 2                  | Supporting              | 3.10(A)                     | D              |
| 10          | 1                  | Readiness               | 3.4(B)                      | J              |
| 11          | 2                  | Readiness               | 3.8 Fig. 19(D)              | B              |
| 12          | 2                  | Readiness               | 3.8(A)                      | J              |
| 13          | 2                  | Readiness               | 3.8 Fig. 19(E)              | B              |
| 14          | 2                  | Readiness               | 3.8(B)                      | H              |
| 15          | 2                  | Readiness               | 3.8(B)                      | A              |
| 16          | 3                  | Readiness               | 3.13(C)                     | G              |
| 17          | 3                  | Supporting              | 3.16 Fig. 19(D)             | B              |
| 18          | 1                  | Supporting              | 3.4(C)                      | F              |
| 19          | 3                  | Readiness               | 3.13(A)                     | D              |
| 20          | 3                  | Readiness               | 3.13(B)                     | H              |
| 21          | 3                  | Readiness               | 3.12 Fig. 19(D)             | B              |
| 22          | 3                  | Readiness               | 3.13(D)                     | H              |
| 23          | 3                  | Readiness               | 3.13(A)                     | D              |
| 24          | 3                  | Supporting              | 3.15(B)                     | H              |
| 25          | 2                  | Supporting              | 3.2(B)                      | B              |
| 26          | 2                  | Supporting              | 3.6 Fig. 19(E)              | H              |
| 27          | 1                  | Readiness               | 3.4(B)                      | C              |
| 28          | 2                  | Supporting              | 3.10(A)                     | J              |
| 29          | 2                  | Supporting              | 3.6 Fig. 19(D)              | B              |
| 30          | 2                  | Supporting              | 3.6(A)                      | F              |
| 31          | 2                  | Supporting              | 3.6 Fig. 19(D)              | D              |
| 32          | 3                  | Readiness               | 3.13(C)                     | J              |
| 33          | 3                  | Readiness               | 3.13(B)                     | A              |
| 34          | 3                  | Readiness               | 3.12 Fig. 19(D)             | F              |
| 35          | 1                  | Readiness               | 3.4(B)                      | C              |
| 36          | 3                  | Readiness               | 3.13(A)                     | G              |
| 37          | 3                  | Readiness               | 3.13(B)                     | C              |
| 38          | 3                  | Readiness               | 3.13 Fig. 19(E)             | F              |
| 39          | 3                  | Supporting              | 3.16 Fig. 19(D)             | B              |
| 40          | 3                  | Readiness               | 3.13(B)                     | F              |



# **Grade 3 Reading Assessment**

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

# STAAR Grade 3 Reading Assessment

## Genres Assessed:

### Literary

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Ineligible)
- Media Literacy (Embedded)

### Informational

- Expository (Readiness)
- Persuasive (Ineligible)
- Procedural (Embedded)
- Media Literacy (Embedded)

## Reporting Category 1: Understanding Across Genres

The student will demonstrate an ability to understand a variety of written texts across reading genres.

- (4) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (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;  
**Readiness Standard**
  - (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;  
**Readiness Standard**
  - (C) identify and use antonyms, synonyms, homographs, and homophones.  
**Supporting Standard**



## **Reporting Category 2: Understanding and Analysis of Literary Texts**

**The student will demonstrate an ability to understand and analyze literary texts.**

- (2) **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to
- (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. **Supporting Standard**
- (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
- (A) paraphrase the themes and supporting details of fables, legends, myths, or stories. **Supporting Standard**
- (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
- (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 Standard**
- (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
- (A) sequence and summarize the plot's main events and explain their influence on future events; **Readiness Standard**
- (B) describe the interaction of characters including their relationships and the changes they undergo. **Readiness Standard**
- (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. **Supporting Standard**

(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

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

(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. **Supporting Standard**

(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. The student is expected to

(D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry)

(E) summarize information in text, maintaining meaning and logical order. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry)

## **Reporting Category 3: Understanding and Analysis of Informational Texts**

**The student will demonstrate an ability to understand and analyze informational texts.**

- (12) **Reading/Comprehension of Informational Text/Culture and History.** Students 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.

**The student expectation for 12(A) is ineligible for assessment. Therefore, when Culture and History (12) is assessed, it will be linked to Figure 19(D): *make inferences about text and use textual evidence to support understanding*. This student expectation will be attached only to expository texts, since persuasive reading is ineligible at grade 3. For this reason, Culture and History (12) will always represent a Readiness standard.**

- (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

- (A) identify the details or facts that support the main idea;  
***Readiness Standard***
- (B) draw conclusions from the facts presented in text and support those assertions with textual evidence; ***Readiness Standard***
- (C) identify explicit cause and effect relationships among ideas in texts;  
***Readiness Standard***
- (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.  
***Readiness Standard***

- (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

- (B) locate and use specific information in graphic features of text.  
***Supporting Standard***

- (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. ***Supporting Standard***

(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. The student is expected to

- (D) make inferences about text and use textual evidence to support understanding; **Readiness Standard**
- (E) summarize information in text, maintaining meaning and logical order. **Readiness Standard**