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Sample Booklet

Grade 3
Reading



Lori Mammen
Editorial Director

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Selected pages from
STAAR MASTER™
Student Practice Book
Reading, Grade 3

for the State of Texas Assessments
of Academic Readiness

Teacher Guide



Lori Mammen
Editorial Director

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What’s Inside the Student Practice Book?

The *STAAR MASTER™ Student Practice Book* provides practice and review material for the Grade 3 Reading portion of the State of Texas Assessments of Academic Readiness (STAAR™).

- The reading passages reflect the kinds of passages students might encounter on the actual STAAR. These include the following types of selections: fictional literary texts (stories and poems), nonfiction literary texts (biographies and autobiographies), informational texts (procedural and expository passages), and media literacy texts (newspapers, advertisements, blogs, and Web pages).
- The reading passages cover a broad range of topics and ideas of interest to third-grade students.
- Several readability formulas were used to ensure that the texts are appropriate for third grade.
- The questions that follow a passage focus on the 2009–2010 STAAR-eligible ELA-R Texas Essential Knowledge and Skills (Texas Education Agency, 2010c) reading standards.
- Each question is labeled for easy identification of the TEKS-based standard and expectation addressed in the question.
- Several questions throughout the book address the same standard/expectation, providing repeated practice for students in a variety of contexts.

The following types of selections appear in the *STAAR MASTER Student Practice Book*.

Fictional literary texts include stories and poems. These selections present an obvious progression of ideas. For example, a story would have a clear beginning, middle, and end.

Nonfiction literary texts include biographies and autobiographies. These selections relate true events from individuals’ lives and present a specific point of view.

Informational texts include procedural and expository passages. Procedural selections give multi-step or detailed directions, and expository selections give information about topics in science, social studies, art, or other curricular areas.

Media literacy texts include text from various forms of media, such as newspapers, advertisements, blogs, and Web pages. These selections present information through words, images, and graphics and relate

information for specific audiences and purposes. All elements of a text work together to communicate a message.

Practice-Item Skills Tags

Each practice item is labeled with a “skills tag” (see Figure 1, below) for easy identification of the TEKS-based standard and expectation addressed in the question. The tag also notes the complexity level of the item. (For more information about complexity levels, refer to Box 1, “Descriptions of *STAAR MASTER™* Complexity Levels,” page 5).

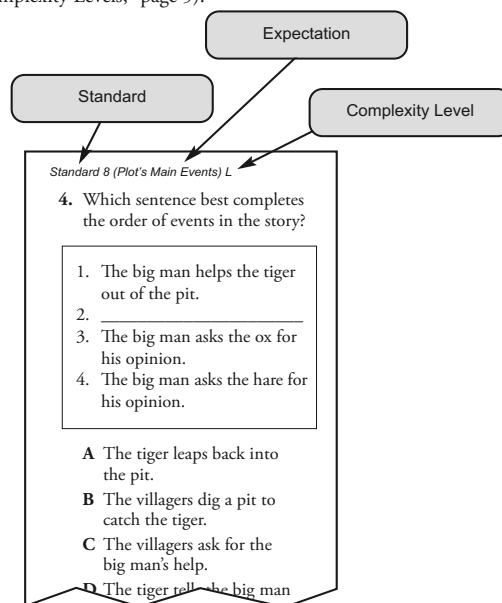


Figure 1: Practice-Item Skills Tag

This Teacher Guide includes—

- an overview of the Student Practice Book and key characteristics of the STAAR
- descriptions of *STAAR MASTER* complexity levels
- strategies for test preparation and reading instruction
- a master list of STAAR-eligible standards and expectations addressed in the ELA-R TEKS
- a correlation chart
- a complete answer key (with corresponding complexity levels for the items in each passage)

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Readiness vs. Supporting Standards

The eligible, or tested, TEKS are divided into “readiness standards” and “supporting standards,” with greater emphasis on the former. Readiness standards address broader, deeper ideas and are deemed more critical for students to know. Supporting standards address more narrowly defined ideas and will still be assessed, although not emphasized. The *STAAR MASTER™ Student Practice Book* mirrors this balance of readiness and supporting standards to provide meaningful, authentic student practice for the STAAR™.

Figure 19

The standards listed under TEKS “Figure 19” are important metacognitive reading skills that students will continue to apply (in greater depth and using increasingly complex texts) as they advance in grade level (Texas Education Agency, 2010b). Figure 19 standards are meant to be used with all text types and during both assigned and independent reading (see Figure 2, below).

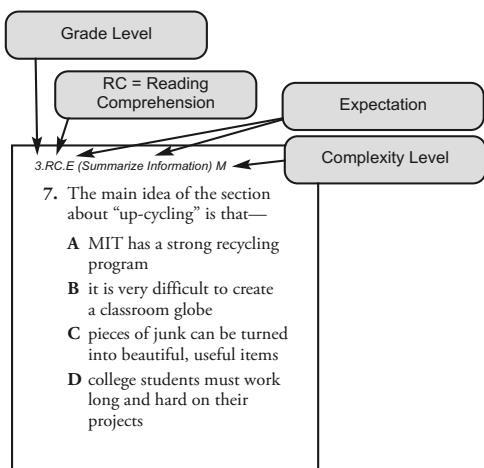


Figure 2: Practice Item for Reading Comprehension Skills (Figure 19)

Increased Rigor

The STAAR is described as “significantly more rigorous” (Texas Education Agency, 2010a) than the Texas Assessment of Knowledge and Skills (TAKS). But what does *rigor* mean in assessment? For the STAAR, it means the cognitive complexity of items will increase to assess skills at a greater depth. The *STAAR MASTER Student Practice Book* provides items written at varying levels of complexity to accommodate this increase in rigor. (Refer to the “Depth of Knowledge” section on this page and Box 1 on page 5 for more information about the levels of complexity in practice items.)

In addition, the *STAAR MASTER Student Practice Book* includes more rigorous reading passages. Various genres are represented throughout the book, and each reading passage is enhanced by its authentic layout. The passages address fresh, relevant topics, while also including classic literature selections (e.g., fictional adaptations and poems).

Alignment

According to the mandate of No Child Left Behind (2001), states are required to develop assessments that tightly align to their content standards. To ensure that this requirement is met, states and districts often conduct alignment studies. In such a study, an assessment is compared to the state’s content standards. If an assessment is rigorous, the study will not yield large disparities between the cognitive demands of the expectations and that of the assessment.

Depth of Knowledge

Norman Webb’s (2002) “depth of knowledge” model is currently one of the most influential alignment models in the field of education. “Depth of knowledge” describes the degree of complexity of knowledge a curricular item requires. Webb identifies four levels of depth of knowledge: recall (Level 1), skill or concept (Level 2), strategic thinking (Level 3), and extended thinking (Level 4). Distinct cognitive demands occur during each activity, or thinking process, level.

The items in the *STAAR MASTER Student Practice Book* were aligned to the TEKS using a modified version of the “depth-of-knowledge” model (see Box 1, “Descriptions of *STAAR MASTER™* Complexity Levels,” page 5). During the alignment process, the complexity level of each item (designated “Low,” “Moderate,” or “High”) was determined. The level can be found in the skills tag of each practice item and in the Answer Key.

Descriptions of STAAR MASTER™ Complexity Levels

The following descriptions provide an overview of the three complexity levels used to align the STAAR MASTER™ Student Practice Book items to the eligible ELA-R TEKS. Each explanation details the kinds of activities that occur within each level. However, they do not represent all of the possible thought processes for each level.

Low Complexity (L)

Low-complexity items align with the TEKS at Level 1 of the Webb (2002) model. Items of low complexity may involve recalling—but not analyzing—story events and other basic elements of a text structure. An item may ask students to recognize or reproduce—but not interpret—figurative language. Items of this complexity may require identifying the meaning of a word through language structure or word relationships. At this cognitive level, students may need to locate details in a chart, graph, or diagram. A low-complexity item may ask students to recall, identify, arrange, locate, or define information and concepts.

Standard 4 (Prefixes/Suffixes) L

4. Read the sentence from the passage.
To personalize your gift, write a message on the puzzle.
What do the letters ize in the word personalize mean?
- A Fear of
 - B One who
 - C Relating to
 - D To make

Low Complexity

Moderate Complexity (M)

Moderate-complexity items align with the TEKS at Level 2 of the Webb model. Items of moderate complexity involve both comprehension and the subsequent processing of text. Students are asked to make inferences and identify cause-and-effect relationships. However, students are not required to go beyond the text. Major concepts, such as main idea, are considered in a literal, rather than abstract, manner. Students are asked to compare word meanings, which they determine through context clues. At this cognitive level, students will need to identify similarities and differences. Items may involve determining information in a text feature, such as a chart, graph, or diagram. Items of this complexity may ask students to predict, organize, classify, compare, interpret, distinguish, relate, or summarize. Some items also require students to apply low-complexity skills and concepts.

Standard 8 (Character Relationships/Changes) M

1. What makes Papa angry in the story?
- A The King's trip to Boston
 - B The government's law about tea
 - C The wild adventure that Charles has
 - D The price of silver at Mr. Revere's shop

Moderate Complexity

High Complexity (H)

High-complexity items align with the TEKS at Level 3 and/or Level 4 of the Webb model. Items of high complexity require students to use strategic, multi-step thinking; develop a deeper understanding of the text; and extend thinking beyond the text. Major concepts, such as theme and figurative language, are now identified and examined in an abstract manner. Students are asked to demonstrate more flexible thinking, apply prior knowledge, and support their responses. Students may need to generalize and transfer new information to new tasks. High-complexity items may require students to make inferences across an entire passage or analyze relationships between ideas or texts. At this cognitive level, students will need to analyze similarities and differences. Items may involve relating information in a text feature, such as a chart, graph, or diagram, to the text. A high-complexity item may ask students to plan, reason, explain, hypothesize, compare, differentiate, draw conclusions, cite evidence, analyze, synthesize, apply, or prove. Some items also require students to apply low- and/or moderate-complexity skills and concepts.

3.FC.E (Summarize Information) H

4. Which sentence makes a statement about all junkyard art?
- A *You can use anything that is no longer useful.*
 - B *Old rubber gloves could become the lion's mane.*
 - C *A comb with broken teeth might become the mouth for a clown.*
 - D *A clean, empty soup can may become the body of a car or a lion.*

High Complexity

*Note: Although state standards may include expectations that require extended thinking, many large-scale assessment activities are not classified as Level 4. Performance and open-ended assessment may require activities at Level 4.

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Box 1: Descriptions of STAAR MASTER™ Complexity Levels

How to Use This Book

Effective Test Preparation

What is the most effective way to prepare students for any reading competency test? Experienced educators know that the best test preparation includes three critical components—

- a strong curriculum that is aligned with the content and skills to be assessed
- effective, relevant, and varied instructional methods that allow students to learn content and skills in many different ways
- targeted practice that familiarizes students with the specific content and format of the test

Obviously, a strong curriculum and effective, relevant, and varied instructional methods provide the foundation for all appropriate test preparation. Contrary to what some might believe, merely “teaching the test” performs a great disservice to students. Students must acquire knowledge, practice skills, and have specific educational experiences that can never be included on tests limited by time and in scope. For this reason, resources like the *STAAR MASTER™ Student Practice Book* should never become the heart of the curriculum or replace strong instructional methods.

Targeted Practice

The *STAAR MASTER Student Practice Book* does, however, address the final element of effective test preparation (targeted test practice). This book familiarizes students with—

- the specific content of Texas’ competency test
- the general format of competency tests

When students become familiar with both the content and the format of a test, they know what to expect on the actual test. This, in turn, improves their chances for success.

Using STAAR MASTER™ Products

Used as part of the regular curriculum, the *STAAR MASTER Student Practice Book* allows teachers to—

- pretest skills students need for the actual test
- determine students’ areas of strength and/or weakness
- provide meaningful test-taking practice for students
- ease students’ test anxiety
- communicate test expectations and content to parents

Other Suggestions for Instruction

The *STAAR MASTER Student Practice Book* can serve as a springboard for other effective instructional activities that help with test preparation.

Group Work

Teachers and students work through selected practice exercises together, noting the kinds of questions and the range of answer choices. They discuss common errors for each kind of question and strategies for avoiding these errors.

Predicting Answers

Students predict the correct answer before reading the given answer choices. This encourages students to think through the question rather than focus on finding the right answer. Students then read the given answer choices and determine which one, if any, matches the answer they have given.

Developing Test Questions

Once students become familiar with the format of test questions, they develop “test-type” questions for other assigned reading (e.g., science, social studies).

Vocabulary Development

Teachers and students foster vocabulary development in all subject areas through the use of word walls, word webs, word games, synonym/antonym charts, analogies, word categories, “word-of-the-day” activities, etc.

Two-Sentence Recaps

Students regularly summarize what they have read in one or two sentences. For fiction, students use the basic elements (setting, characters, problem, solution) to guide their summaries. For nonfiction, students use the journalist’s questions (who, what, where, when, why) for the same purpose. The teacher may also list three to five key words from a reading selection and direct students to write a one- to two-sentence summary that includes the given words.

Generalizations

After students read a selection, the teacher states a generalization based on the reading, and students provide specific facts and details to support the generalization; or the teacher provides specifics from the selection, and students state the generalization.

STAAR MASTER™ Student Practice Book
Reading—Grade 3

	A Puzzling Gift	Part of the Family	The Ungrateful Tiger	A Super Example	Woolly Bear Forecasters	Black Jack	Dear Abigail	Say Cheese!	Weird, Wiggly, and Wonderful	The "Helping Basket"	Artist of Mystery	Junkyard Art	One Night	Topper's First Day of School	So Many Ways to Say Hello	Babe, Big Time	Tails pin	The Fieldmouse	
Standard 4: Vocabulary																			
Prefixes/Suffixes (R)	4	5						6	8	3		1					1		5
Context Clues (R)		3	2	4	3		5	4	2.6		2	2	5	5	4	4	4		3
Antonyms/Synonyms (S)	1		3	2,3		6	3			2.5	5		1			6	6		6
Homographs/ Homophones (S)	7											3							
Standard 5: Literary Text/Theme and Genre																			
Paraphrase Themes/ Details (S)						7				9				8			9		
Standard 6: Literary Text/Poetry																			
Forms/Imagery (S)						1,2,4,5							2,3						2,4
Standard 8: Literary Text/Fiction																			
Plot's Main Events (R)			4,5				2,6			4				3			3		
Character Relationships/ Changes (R)			7,9				1,4			7				2,6,7			5,7		
Standard 9: Literary Text/Nonfiction																			
Features of Literary Nonfiction (S)				9															8

(R) = Readiness Standard (S) = Supporting Standard

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STAAR MASTER™ Student Practice Book
Reading—Grade 3, continued

	A Puzzling Gift	Part of the Family	The Ungrateful Tiger	A Super Example	Woolly Bear Forecasters	Black Jack	Dear Abigail	Say Cheese!	Weird, Wiggly, and Wonderful	The "Helping Basket"	Artist of Mystery	Junkyard Art	One Night	Topper's First Day of School	So Many Ways to Say Hello	Babe, Big Time	Talispin	The Fieldmouse
Standard 10: Literary Text/Sensory Language						3				1			7	4		3		2
Sensory Language (S)																		
Standard 12: Informational Text/Culture and History																		
Author's Purpose (S)	3	1	8		7			1			6.8	5						
Standard 13: Informational Text/Expository																		
Facts/Details (R)	6	9		1.5	2.4,5,6			3	1.4		1	6			2.5,6	2.5		
Drawing Conclusions (R)		2.8		6.8	9.10		7		5.7		9	8			1.3	9		
Cause/Effect (R)		7			1			5	3									
Text Features (R)	9	6					8	7			4							
Standard 15: Informational Text/Procedural																		
Locate/Use Information (S)	2							2										
Standard 16: Media Literacy																		
Media Literacy (S)	8			7	8,11			9,10	9		7	9		9,10	9			
Reading Comprehension Skills (Figure 19) (R,S)																		
Inferences (3.R.C.D) (R,S)	5									8	3		4.8	1		7	8	1
Summarize Information (3.R.C.E) (R,S)		4	6					8				4.7	6		7.8	1		7

(R) = Readiness Standard (S) = Supporting Standard

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Answer Key

Note: Complexity levels appear in parentheses. L = Low, M = Moderate, H = High

A Puzzling Gift

1. B (M)
2. B (M)
3. D (H)
4. D (L)
5. A (H)
6. B (L)
7. B (M)
8. C (H)
9. C (H)

Part of the Family

1. D (H)
2. A (H)
3. A (M)
4. D (M)
5. C (L)
6. B (M)
7. A (M)
8. A (H)
9. B (L)

Say Cheese!

1. C (H)
2. A (M)
3. A (L)
4. D (M)
5. C (M)
6. C (L)
7. D (H)
8. B (M)
9. C (H)
10. D (H)

Weird, Wiggly, and Wonderful

1. C (L)
2. B (M)
3. B (M)
4. B (L)
5. A (M)
6. D (M)
7. A (H)
8. B (L)
9. B (H)

STAAR MASTER™ Student Practice Book, Teacher Guide—Reading, Grade 3

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*All Web sites listed were active at time of publication.

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A Super Example

In August 2009, Sonia Sotomayor was chosen for a very big job. She was picked to be a judge on the United States Supreme Court. The Supreme Court is the highest court in the United States. The judges decide if laws are fair. To get this job, Sonia had to be chosen by the President of the United States. Then the Senate (one of the groups that make up the United States Congress) had to vote on whether Sonia was right for the job. They agreed that she was!



Figure 1

Sonia was born in New York in 1954. Her parents had moved to New York from Puerto Rico. They wanted to raise their family in America. Life was difficult for Sonia. When she was eight years old, she found out she had Type I diabetes. This meant her body could not make enough natural insulin to keep her going. So Sonia started getting shots of insulin to keep her well.

When Sonia was nine years old, her father died. Sonia's mother had to work even harder to take care of the

family. She often worked two jobs. The family still did not have much money. Sonia's mother always hoped for a better life for her children. She made them study. She even saved her money to buy Sonia a set of encyclopedias.

Around this time Sonia had learned to speak English and was reading books from the "Nancy Drew" mystery series. She wanted to be a detective and solve cases. But soon she began reading and learning about lawyers and judges. Sonia changed her hopes for the future. She saw the honor in the job, and she decided she wanted to be a judge. Sonia's mother thought education would help her children reach their dreams, and she was right. Sonia became a lawyer, and her brother became a doctor.

Sonia went to college to study law. At school, she won awards for her good work. After college, Sonia worked in New York. First she was a lawyer, and then she became a judge. She wanted to decide if people's actions were right or wrong. As a judge, Sonia was hard to fool. She saw people's true character and treated them justly. To the lawyers who came before her, Sonia was firm but fair.

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The President of the United States saw the work Sonia was doing. He thought she would make a good Supreme Court Justice. Sonia was excited. This was a big honor! She became the third woman and the first Latina woman ever to serve on the Supreme Court.

Friends say that Sonia is smart and special. She wants to be an example for children. She hopes to show them what hard work can do. She is proof that a person's background does not decide his or her future. It just depends on how much you believe in yourself and how hard you're willing to work.

Figure 2



President Barack Obama and Sonia Sotomayor

Figure 3



FROM LEFT: Supreme Court Justices Sonia Sotomayor, Ruth Bader Ginsberg, and Elena Kagan

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Health News

President’s Speech About Diabetes Raises Hopes and Awareness

In a speech about Sonia Sotomayor, President Barack Obama praised the judge for achieving her dreams. Sonia’s struggle and President Obama’s words inspired kids with diabetes and comforted their parents. Here is what the President said about Sonia:

“It’s my understanding that Judge Sotomayor’s interest in law was sparked as a young girl by reading the Nancy Drew series. And that when she was diagnosed with diabetes at the age of 8, she was informed that people with diabetes can’t grow up to be police officers or private investigators like Nancy Drew. In essence she was told she’d have to scale back her dreams. Well, Sonia, what you’ve shown in your life is that it doesn’t matter where you come from, what you look like, or what challenges life throws your way. No dream is beyond reach in the United States of America.”

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Standard 13 (Fact/Details) L

1. Sonia first thought she wanted to be a—
 - A detective
 - B doctor
 - C judge
 - D lawyer

Standard 4 (Antonyms/Synonyms) L

2. Read the sentence from the passage.

Life was difficult for Sonia. When she was eight years old, she found out she had Type I diabetes.

Which word means the opposite of difficult?

- A Amusing
- B Dangerous
- C Simple
- D Strange

Standard 4 (Antonyms/Synonyms) L

3. Read the sentence from the passage.

She saw the honor in the job, and she decided she wanted to be a judge.

Which word means about the same as honor?

- A Adventure
- B Enjoyment
- C Struggle
- D Worth

Standard 4 (Context Clues) M

4. Read the sentence from the passage.

As a judge, Sonia was hard to fool.

In this sentence, fool means—

- A like
- B teach
- C trick
- D understand

Standard 13 (Facts/Details) L

5. The author states that Sonia was the first—

- A Latina on the Supreme Court
- B woman on the Supreme Court
- C detective on the Supreme Court
- D person with diabetes on the Supreme Court

Standard 13 (Drawing Conclusions) M

6. Sonia refused to let her career or future be decided by her—

- A background
- B money
- C parents
- D teachers

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Standard 16 (Media Literacy) M

7. The author most likely uses Figure 3 to show the—
- A** correct dress for Supreme Court justices
 - B** place where Supreme Court justices work
 - C** three female justices on the Supreme Court
 - D** total number of justices on the Supreme Court

Standard 13 (Drawing Conclusions) H

8. As a Supreme Court Justice, Sonia will most likely—
- A** dislike her work
 - B** learn what lawyers do
 - C** enjoy judging difficult cases
 - D** be held back by her diabetes

Standard 9 (Features of Literary Nonfiction) H

9. The information in “Health News” adds to your understanding of Sonia Sotomayor by—
- A** telling you to think about being a lawyer or judge
 - B** explaining how illness can change people’s lives
 - C** praising Sotomayor for the work she does as a judge
 - D** showing how people get through hard times and meet their goals

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