

STAAR Reporting Category 3— Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.

<p>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</p>	<p>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</p>
<p>(3.13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is 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 text; 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</p>	<p>Identifies the main idea and supporting details in informational texts.</p>
<p>3.13 Prerequisite Skills/Links to TEKS Vertical Alignment</p>	
<ul style="list-style-type: none"> • use text features (e.g., table of contents, index, headings) to locate specific information in text • describe the order of events or ideas in a text • locate the facts that are clearly stated in a text • identify the main idea in a text and distinguish it from the topic • use text features (e.g., title, tables of contents, illustrations) to locate specific information in text • retell the order of events in a text by referring to the words and/or illustrations • identify important facts or details in text, heard or read • restate the main idea, heard or read • use titles and illustrations to make predictions about text • discuss the ways authors group information in text • retell important facts in a text, heard or read • identify the topic and details in expository text heard or read, referring to the words and/or illustrations <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) 	

Continued

Grade 3 Reading		Cluster 3
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
Knowledge and Skills Statement 3.13	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.	
Essence Statement	Identifies the main idea and supporting details in informational texts.	
Item 9 Prerequisite Skill	use information learned from books by describing, relating, categorizing, or comparing and contrasting (P-K)	
Item 10 Prerequisite Skill	show understanding by following two-step oral directions and usually follow three-step directions (P-K)	
Item 11 Prerequisite Skill	retell important facts in a text, heard or read (K)	
Item 12 Prerequisite Skill	restate the main idea, heard or read (1)	

Grade 3 Reading		Cluster 4
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
Knowledge and Skills Statement 3.6	Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	
Essence Statement	Identifies the structure and elements of poetry.	
Item 13 Prerequisite Skill	produce a word that rhymes with a given word (P-K)	
Item 14 Prerequisite Skill	produce a word that rhymes with a given word (P-K)	
Item 15 Prerequisite Skill	respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds (K)	
Item 16 Prerequisite Skill	respond to and use rhythm, rhyme, and alliteration in poetry (1)	

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to Stimulus 9. *Communicate* the title and the text.
- Direct the student to the horse-drawn wagon. *Communicate*: **These are the horses that pulled a wagon to a fire.**
- Direct the student to the firehouse. *Communicate*: **This is an old firehouse.**
- *Communicate*: **Find the firehouse.**

Stimulus 9

The History of the Firehouse

The first firehouses were buildings for the horses that pulled wagons to a fire.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the firehouse,	➔	mark A for question 9 and move to question 10.
If the student does not find the firehouse,	➔	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the firehouse,	➔	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the firehouse,	➔	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. *Communicate* the title and the text.
- Direct the student to each answer choice in Stimulus 10b.
- *Communicate*: **Find the horse-drawn fire wagon.**

Stimulus 10a

The History of the Firehouse



The first firehouses were buildings for the horses that pulled wagons to the fire. The wagons carried firefighters and a large tank filled with water.

Stimulus 10b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the fire wagon in Stimulus 10b,	➡ mark A for question 10 and move to question 11.
If the student does not find the fire wagon in Stimulus 10b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the horse-drawn fire wagon in Stimulus 10b and <i>communicate</i> “This is the horse-drawn fire wagon”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the fire wagon in Stimulus 10b,	➡ mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the fire wagon in Stimulus 10b,	➡ mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b. *Communicate:* Here is more of the article “The History of the Firehouse.”
- Direct the student to Stimulus 11a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* Find where the firefighters slept in the firehouse.

Stimulus 11a

Firefighters and horses lived together in the first firehouses so that they could be ready for a fire. Horses lived on the first floor of the firehouse. Firefighters lived and slept on the second floor. Firefighters ate in the kitchen and slept in the bedrooms. Fireplaces kept the firefighters warm on cold nights.

Stimulus 11b

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Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds "on the second floor,"	→	mark A for question 11 and move to question 12.
If the student does not find "on the second floor,"	→	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify what happened on each floor in the firehouse. OR • Highlight each answer choice where it is found in Stimulus 11a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "on the second floor,"	→	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "on the second floor,"	→	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate:* Here is more of the article “The History of the Firehouse.”
- Direct the student to Stimulus 12a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* Find why the firefighters wanted the horses to stay on the first floor.

Stimulus 12a

Firefighters and horses lived together in the first firehouses. The firefighters slept and ate on the second floor. They tossed hay down to the first floor for the horses at feeding time. The horses learned that the second floor was the warmer place to be and learned to climb the stairs. The problem was that the horses could not go down the stairs. When there was a fire, the firefighters didn't have time to get a horse that was stuck on the second floor down the stairs to the fire wagon.

To solve the problem, many firehouses put in circular staircases that the horses couldn't climb up. But these stairs slowed the firefighters when they needed to rush to a fire.

One firefighter had the idea to cut a hole in the second floor and put a wooden pole from the second floor to the horses on the first. Firefighters could grab the pole and slide down to the first floor. Now firefighters were getting to the fires faster than ever!



Stimulus 12b

Firefighters lived on the second floor,
and the horses lived on the first floor.

Firefighters tossed hay down to the
horses at feeding time.

* Firefighters needed to get the horses
ready quickly when there was a fire.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence "Firefighters needed to get the horses ready quickly when there was a fire,"	➡	mark A for question 12 and move to question 13.
If the student does not find the sentence "Firefighters needed to get the horses ready quickly when there was a fire,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence "Firefighters needed to get the horses ready quickly when there was a fire,"	➡	mark B for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find the sentence "Firefighters needed to get the horses ready quickly when there was a fire,"	➡	mark C for question 12 and move to question 13.