2023 *STAAR Released* Blueprint
Grade 3 Spanish Reading Language Arts
Spring, 2023–2024

Test Code	Year	Form
2032	23	4
Last Revision Date: 10/19/2023		

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
1. **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 demonstrate and apply spelling knowledge by spelling words with hard and soft r.	2	3.2B(ix)	S	1	2%
2. **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 use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	1	3.3B	R	2	5%
3. **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 make and correct or confirm predictions using text features, characteristics of genre, and structures.	1	3.6C	S	1	2%
4. **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 make connections to personal experiences, ideas in other texts, and society.	1	3.6E	R	4	10%
5. **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 make inferences and use evidence to support understanding.	1	3.6F	R	2	5%
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 synthesize information to create new understanding.	1	3.6H	R	1	2%
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 use text evidence to support an appropriate response.	1	3.7C	R	4	10%
8. **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 retell and paraphrase texts in ways that maintain meaning and logical order.	1	3.7D	S	1	2%
9. **Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across	1	3.8A	S	1	2%

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increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to infer the theme of a work, distinguishing theme from topic.					
10. **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 explain the influence of the setting on the plot.	1	3.8D	S	1	2%
11. **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 explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.	1	3.9B	S	1	2%
12. **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 recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.	1	3.9D(iii)	S	2	5%
13. **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 explain the author's purpose and message within a text.	1	3.10A	R	1	2%
14. **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 explain the author's use of print and graphic features to achieve specific purposes.	1	3.10C	S	1	2%
15. **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 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	1	3.10D	S	1	2%
16. **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 identify and explain the use of hyperbole.	1	3.10G	S	1	2%

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17. 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 develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.	2	3.11B(i)	R	4	10%
18. 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 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	2	3.11C	R	6	15%
19. 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 edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.	2	3.11D(iii)	S	1	2%
20. 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 edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey manner.	2	3.11D(v)	S	1	2%
21. 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 edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.	2	3.11D(vi)	S	1	2%
22. 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 edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, and reflexive pronouns.	2	3.11D(vii)	S	1	2%
23. 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 edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	2	3.11D(viii)	S	1	2%
24. 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 compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	2	3.12B	R	1	2%
Total			R	25	61%

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
			S	16	39%
			All	**41**	100%

Item Types by Point	1-point items (MC & TE Items)	38	
	2-point items (TE Items only)	2	
	10-point item (ECR Item)	1	
	Total	**52**	

Note: *R* = Readiness Standard, *S* = Supporting Standard. Strikethrough text indicates specified content not measured for this assessment. Percentages are rounded to the nearest whole number.

Reporting Categories: 1. Reading
　　　　　　　　　　2. Writing

DAN/STAAR Tech-Enhanced (TE) Items Comparison

DAN TE Item Type	Definition	STAAR TE Item Type
Multiple Choice (**MC**)	Requires students to select one correct answer from several answer choices.	Multiple Choice
Multipart (**MP**)	Requires students to answer a two-part question in which Part B provides text evidence for the answer in Part A. Part A and B can be a combination of Multiple Choice and Multiple Response items.	Multipart
Multiple Response (**MR**)	Requires students to select two or more correct answers from several answer choices.	Multiselect
Inline Choice (**IC**)	Requires students to select the correct response from one or more dropdown menus within the question.	Inline Choice
Hot Text (**HT**)	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.	Hot Text
Constructed Response (**CR**)	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Short Constructed Response
Constructed Response (**CR**)	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.	Extended Constructed Response