

Kansas State Reading and Assessment Guide
(based on the KS State Reading Standards
approved by the Kansas State Board of Education on July 2003)

Grade 3rd

Developed by the Kansas State Department of Education
and
Reading Specialists from the Private Sector
in Kansas

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Standard/Benchmark/Indicator

R.3.1.3.2

▲ determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.

Explanation of Indicator

When a student encounters an unknown word, he should be able to use the clues from the surrounding words to figure out the meaning of the unknown word.

Instructional Example

Cover one word in a sentence with colored tape. The student uses the rest of the sentence, picture, or paragraph to determine what the word could be and/or mean.

Test Specification Notes (official)

- MC
- PB and NPB
- Passage types: N, E
- Tested words should be at least 1, and preferably 2 or more, grade levels above the student's grade level.
- There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.

(recommended)

Do not test words defined in a glossary.

A grade-level word with a meaning above grade level can be tested.

State Assessment Sample Item

In Step 10, the word raw probably means

In the third paragraph, the word ravine means

In the first paragraph, the phrase "wolf down" probably means

Read the sentence below from the passage.

[space]

All the students in the class pooled their money together to buy one big gift.

[space]

In the sentence, the word pooled probably means

Context Clues				
R.3.1.3.2				

Standard/Benchmark/Indicator

R.3.1.3.5

▲ determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).

Explanation of Indicator

The student knows how adding beginnings or endings to words change the meaning of the word.

Instructional Example

Write words with a root and a prefix or suffix (e.g. teacher, kindness, friendly) onto a piece of colored paper, then, ask the student to identify either the root or the prefix or suffix.

Test Specification Notes (official)

MC

PB and NPB

Passage types: N, E

Roots: grade-appropriate root words

Prefixes: mis-, pre-, pro-, re-, un-

Suffixes: -ed, -er, -est, -ing, -ly, -y

Tested word can be at or above the student's grade level.

(recommended)

Only test prefixes and suffixes.

Only test prefixes and suffixes listed above.

State Assessment Sample Item

Knowing the meaning of the suffix *-er* helps the reader understand that the word "plainer" means

- A. plain again.
- B. more plain.
- C. plain before.
- D. the most plain.

CA: B

	Word Structure			
	R.3.1.3.5			

Standard/Benchmark/Indicator

R.3.1.4.2

▲ understands the purpose of text features (e.g., ▲ title, ▲ graphs and charts, ▲ table of contents, ▲ pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.

Explanation of Indicator

The student understands how the information located in titles, graphs and charts, table of contents, and pictures/illustrations can help him/her understand the meaning of the text.

Instructional Example

Have the student look at table of contents to find where in the book he/she might find an answer to a question.

Item Specification Notes (Official)

- MC
- Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents to locate information in text)
- Passage types: N, E
- Use the language of the indicator in stem and answer choices.

(recommended)

Only test examples marked with ▲.

State Assessment Sample Item

The purpose of the picture is to show the reader

CA: the way a cat jumps.

The title, “Dogs in Training” tells the reader

CA: the topic of the passage.

The purpose of the title is to...

According to the chart, how many students are in Mr. Smith’s class?

		Text Features		
		R.3.1.4.2		

Standard/Benchmark/Indicator

R.3.1.4.5

▲uses information from the text to make inferences and draw conclusions.

Explanation of Indicator

The student is able to make a prediction or draw a conclusion about the text.

Instructional Example

Model using two-column note form with expository text (e.g., science textbook) by labeling the first column "Facts-Something We Can Observe" and the second column "Inferences-Interpretations". Encourage the student to visualize information provided by the text and to base his/her interpretations and inferences on those visualizations.

Item Specification Notes (official)

- MC
- PB
- Passage types: N, E

(Recommended)

Various other State Assessment Sample Items are possible depending on content.

State Assessment Sample Item

Based on the passage, Jill hid behind the barn PROBABLY because

When are whiskers probably MOST useful to cats?

			Make Inferences/Draw Conclusions	
			R.3.1.4.5	

Standard/Benchmark/Indicator

R.3.1.4.6

▲ identifies text structure (e.g., ▲ sequence, ▲ problem-solution, comparison-contrast, description, cause-effect).

Explanation of Indicator

The student is able to tell how an author organizes material or information in the text (e.g., is the information in a sequence or is it a problem with a solution).

Instructional Example

Use a story board graphic organizer to help student sequence story events in chronological order.

Test Specification Notes (official)

- MC
- PB
- Passage types: E
- Questions may focus on the text structure of a paragraph or section of a passage not the whole passage
- Can use “non-▲” text structures provided in the e.g., list as distracters, but **not** as the correct answer.
- Do not use problem-solution and cause-effect as ACs in the same item.

(recommended)

Only test examples marked with ▲.

Although description is an acceptable distracter, the word “describe” is EDL 5 and therefore should not be used.

Do not hyphenate (e.g., cause-effect).

State Assessment Sample Item

Which text structure does the author use in the passage?

- A. sequence
- B. cause and effect
- C. description
- D. comparison and contrast

Which is the MAIN text structure used in the passage?

				Text Structure
				R.3.1.4.6

Standard/Benchmark/Indicator

R.3.1.4.8

▲ compares and contrasts information (e.g., topics, characters) in a text.

Explanation of Indicator

The student should be able to tell how topics or characters are alike or different.

Instructional Example

Have the student identify characters and describe his/her actions, feelings, and physical characteristics. The student compares and contrasts the characters then writes thoughts/opinions of the characters and connections to other characters/people that they know.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E
- Aspects of characters that can be compared and contrasted include characters' physical and personality traits and their actions. Comparisons occur within a single text.

(recommended)

Test only information in the e.g. list.

State Assessment Sample Item

The father and son are ALIKE because they both

Raising kittens is DIFFERENT from raising puppies because

Compare and Contrast				
R.3.1.4.8				

Standard/Benchmark/Indicator

R.3.1.4.9

▲links causes and effects in appropriate-level narrative and expository texts.

Explanation of Indicator

The student understands how one or more things can have an effect on the outcome of another.

Instructional Example

Model for and then direct the student to highlight the cause in one color and to highlight the effect in another color on a portion of copied text.

Test Specification Notes (official)

- MC
- PB

Passage types: N, E

(recommended)

n/a

State Assessment Sample Item

What happened when Malcolm forgot to lock the door?

What caused Emily to wake up?

	Cause and Effect			
	R.3.1.4.9			

Standard/Benchmark/Indicator

R.3.1.4.10

▲ retells main ideas or events as well as supporting details in narrative and expository texts.

Explanation of Indicator

The student retells main ideas or events as well as supporting details.

Instructional Example

Have the student determine the main idea by using text in which the main idea is clear and follows a logical order and highlight significant details which support the main idea.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E
- For **narrative** (fictional) passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages.
- For **expository** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage.
- At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage.
- Supporting details are details that support the main ideas and/or events of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Example stem: “Which sentence(s) best retells the passage?” Answer choices must be complete sentences or short paragraphs containing main ideas or events as well as supporting details.

(recommended)

Distracters must be passage-based.

We no longer write items with one-sentence ACs.

State Assessment Sample Item

Which BEST retells the story?

CA: Paul met Katherine at school. Paul asked Katherine if she wanted to play a game. Paul and Katherine became friends.

		Retell/ Paraphrase		
		R.3.1.4.10		

Standard/Benchmark/Indicator

R.3.1.4.11

▲ identifies the topic, main idea(s), and supporting details in appropriate-level texts.

Explanation of Indicator

The student is able to tell what the text is about.

Instructional Example

Provide the student with the main idea of a text and have the student read the text to find supporting details that go with the main idea. This task can also be reversed by giving the student the details and encouraging him/her to create the main idea statement.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E
- For **narrative** (fictional) passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages.
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- At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage.
- Supporting details are details that support the topic and/or main idea(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.

(recommended)

The last three sample items ask about supporting detail.

State Assessment Sample Item

What is the MAIN idea of the passage?

The passage is MAINLY about

What is the MAIN topic of the passage?

Which detail from the passage BEST supports the main idea?

According to the passage, where do sparrows make their homes?

What was the FIRST thing Glen did after he won the game?

			Topic/Main Idea/Supporting Detail	
			R.3.1.4.11	

Standard/Benchmark/Indicator

R.3.2.1.1

▲ identifies and describes characters’ physical traits, basic personality traits, and actions.

Explanation of Indicator

The student identifies the characters and tells about them.

Instructional Example

Have the student draw and describe the character(s).

Test Specification Notes (official)

- MC
- PB
- Passage types: N
- Items may request to identify or to describe, **not necessarily both.**

(recommended)

Do not ask about characters’ feelings in grade 3.

Do not ask about reasons for characters’ actions in grade 3.

State Assessment Sample Item

At the beginning of the passage, Emma tries to

In the passage, Jenna learns how to

By staying at school, Gary is being

What did Joe forget to do?

Aaron shows that he is shy when he

Maggie's hair gets caught in the window because her hair is

How does Matt act towards Jimmy?

				Character
				R.3.2.1.1

Standard/Benchmark/Indicator

R.3.2.1.2

▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.

Explanation of Indicator

The student tells about the location and time of the story.

Instructional Example

Encourage the student to locate words/phrases in the story that gives him/her clues to the location and to the time period of the story and discuss why he/she has chosen those words.

Test Specification Notes (official)

- MC
- PB
- Passage types: N
- Items may request to identify or to describe, **not necessarily both**.

(recommended)

Do not ask about how much time has passed.

Do not use the word “describe” in the stem.

Test only types of setting in the e.g. list.

State Assessment Sample Item

What is the setting of the passage?

The passage takes place during which time of day?

Setting				
R.3.2.1.2				