Texas Assessment of Knowledge and Skills - Modified
Answer Key

Grade: 03
Subject: Reading
Administration: March 2009

Item Number	Correct Answer*	Objective Measured	Student Expectations
01	A	02	3.11 (H)
02	B	01	3.5 (E)
03	A	04	3.9 (F)
04	C	01	3.7 (B)
05	A	04	3.9 (F)
06	A	01	3.5 (E)
07	B	03	3.9 (C)
08	C	01	3.5 (E)
09	C	01	3.7 (B)
10	B	04	3.9 (F)
11	A	01	3.5 (E)
12	A	01	3.9 (C)
13	B	02	3.11 (H)
14	C	01	3.9 (H)
15	C	03	3.11 (A)
16	A	02	3.11 (J)
17	A	01	3.7 (B)
18	C	04	3.9 (F)
19	A	03	3.9 (I)
20	A	01	3.8 (D)
21	A	01	3.7 (B)
22	C	01	3.8 (D)
23	B	03	3.9 (C)
24	B	02	3.11 (H)
25	C	02	3.11 (H)
26	B	04	3.9 (F)
27	B	01	3.9 (H)
28	A	04	3.9 (F)
29	C	03	3.9 (I)
30	C	02	3.11 (I)

***Answer choices are not designated in the Grade 03 test booklet as "A," "B," "C," or "D." Instead, students respond to test items by marking the answer ovals in the test booklet.**

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Grade 3 Reading

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 3 Reading at http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

(3.5) **Reading/word identification.** The student uses a variety of word identification strategies. The student is expected to

(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3); and

(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).

(3.7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to

(B) read from a variety of genres [for pleasure and] to acquire information [from both print and electronic sources] (2-3).

(3.8) **Reading/vocabulary development.** The student develops an extensive vocabulary. The student is expected to

(C) use [resources and references such as beginners' dictionaries, glossaries, available technology, and] context to build word meanings and to confirm pronunciations of words (2-3); and

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words] (3).

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

(C) retell [or act out the order of] important events in stories (K-3); and

(H) produce summaries of text selections (2-3).

Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to

(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3).

Grade 3 Reading (continued)

Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

(C) retell [or act out] the order of important events in stories (K-3); and

(I) represent text information in different ways, including story maps, graphs, and charts (2-3).

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to

(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3); and

(C) recognize the distinguishing features of familiar genres, including stories, [poems,] and informational texts (1-3).

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3); and

(J) distinguish fact from opinion in various texts, including news stories and advertisements (3).

(3.10) **Reading/literary response.** The student responds to various texts. The student is expected to

(C) support interpretations or conclusions with examples drawn from text (2-3).