

**TCAP Achievement, Grade 3, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators**

Language	
SPI#	State Performance Indicator
0301.1.1	Identify the correct use of nouns (i.e., as subjects, singular and plural) within context.
0301.1.2	Identify the correct use of verbs (i.e. present, past, and future tense) within context.
0301.1.3	Identify the correct use of adjectives (i.e., comparative and superlative) within context.
0301.1.4	Identify correctly used capital letters in names, dates, and addresses.
0301.1.5	Select the simple subject and predicate of a sentence.
0301.1.6	Select the compound sentence that correctly combines two simple sentences.
0301.1.7	Recognize correct capitalization and end punctuation within context.
0301.1.8	Choose the correct formation of contractions and plurals within context.
0301.1.9	Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.
0301.1.10	Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.
0301.1.11	Rearrange and identify words in alphabetical order (e.g., lists, phone directory).
0301.1.12	Choose correctly (or incorrectly) spelled words in context.
0301.1.13	Recognize grade level compound words, contractions, and common abbreviations within context.
0301.1.14	Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).
0301.1.15	Recognize root words and their various inflections (e.g., walks, walking, walked).
Vocabulary	
SPI#	State Performance Indicator
0301.1.16	Determine word meanings using prefixes and suffixes and/or context clues.
0301.1.17	Select appropriate synonyms and antonyms within context.
0301.1.18	Distinguish individual sounds, including consonant blends, within words.
0301.1.19	Recognize grade appropriate vocabulary, including multiple-meaning words, within context.
0301.1.20	Determine word meaning through context clues.
Writing and Research	
SPI#	State Performance Indicator
0301.3.1	Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).
0301.3.2	Identify the audience for which a text is written.
0301.3.3	Choose a topic sentence for a paragraph.
0301.3.4	Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.
0301.3.5	Identify unnecessary information in a paragraph.
0301.3.6	Rearrange sentences to form a sequential, coherent paragraph.
0301.3.7	Choose the most specific word to complete a simple sentence.
0301.3.8	Select an appropriate title that reflects the topic of a written selection.
0301.3.9	Complete a simple graphic organizer to group ideas for writing.
0301.4.1	Identify the most reliable sources of information to support a research topic.
0301.4.2	Complete a simple graphic (e.g., chart, web) organizing information from text or technological sources.
0301.4.3	Select appropriate sources from which to gather information on a given topic.
0301.4.4	From a given list, identify information that is (or is not) available in a certain reference source (e.g., what information does one find in a thesaurus).
Communication and Media	
SPI#	State Performance Indicator
0301.2.1	Identify the main idea of a speech.
0301.2.2	Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.
0301.2.3	Given a written summary of a speech, choose from a list of ideas the one not mentioned in the speech.
0301.7.1	Determine the main idea in a visual image.
0301.7.2	Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.
0301.7.3	Recognize the sort of information available through a specific medium (e.g., the accent and emotion through audiotapes; visual images through videos).
0301.7.4	Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, a model, short video clip, recording).

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Logic	
SPI#	State Performance Indicator
0301.5.1	Draw appropriate inferences and conclusions from text.
0301.5.2	Distinguish between fact and opinion within text.
0301.5.3	Identify stated cause-effect relationships in text.
0301.5.4	Determine sequence of events in text.
Informational Text	
SPI#	State Performance Indicator
0301.6.1	Select questions used to focus and clarify thinking before, during, and after reading text.
0301.6.2	Identify the stated main idea in a reading selection.
0301.6.3	Indicate which illustration or graphic best supports a particular text.
0301.6.4	Locate information using available text features (e.g., charts, maps, graphics).
0301.6.5	Recognize the parts of a book (e.g., glossary, table of contents).
0301.6.6	From a list of statements, locate the factual statements from the fictional ones.
0301.6.7	Arrange a set of instructions in a sequential, step-by-step order.
Literature	
SPI#	State Performance Indicator
0301.8.1	Identify and/or select rhyming words.
0301.8.2	Identify setting, characters, and plot in a reading selection.
0301.8.3	Identify forms of text as poems, plays, or stories.
0301.8.4	Recognize basic plot features of fairy tales, folk tales, fables, and myths.
0301.8.5	Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).
0301.8.6	Determine the problem in a story and recognize its solution.