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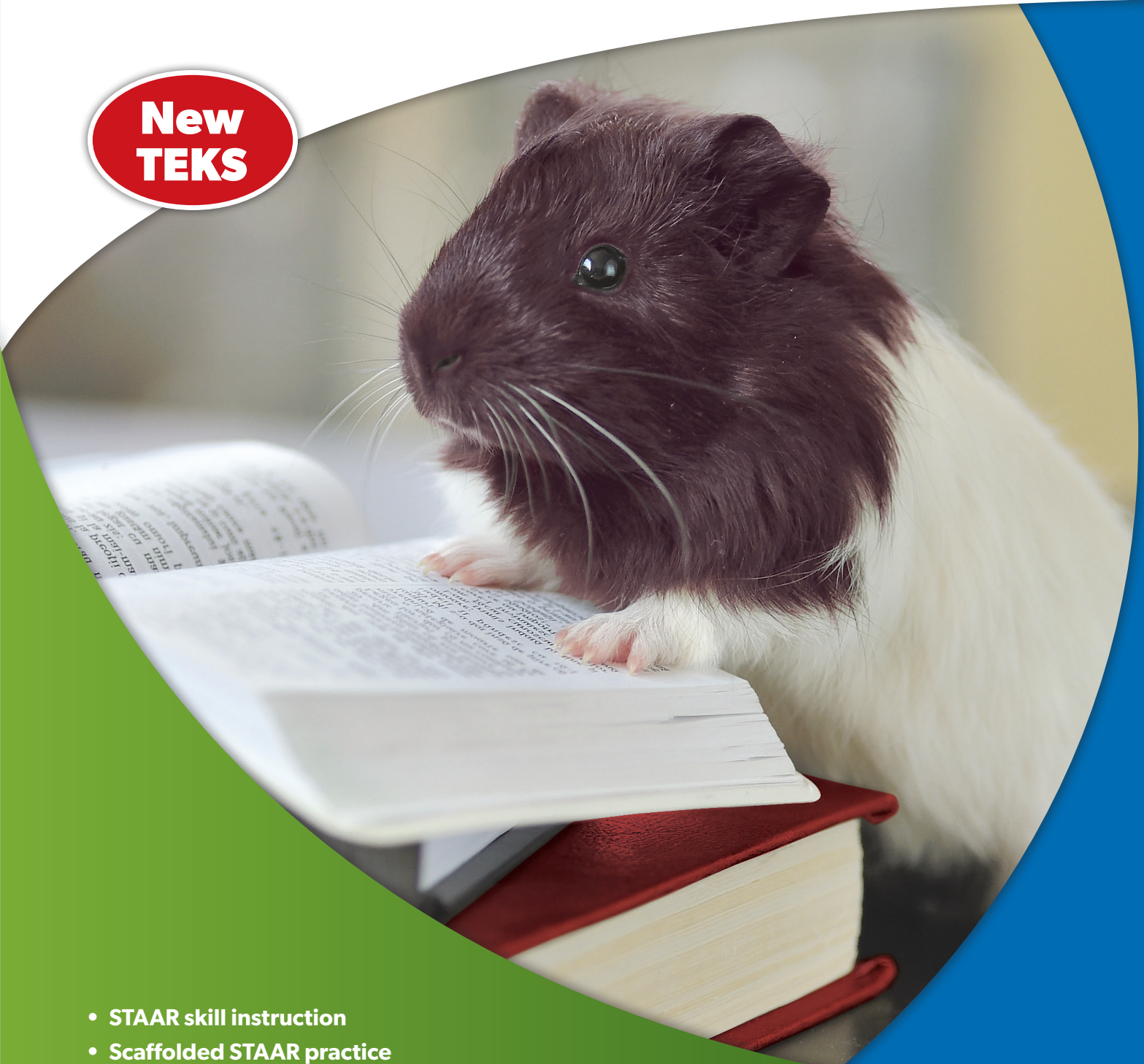
**SAMPLER**  
*Use with Your  
Students!*

**GRADE  
3**

# READING ZINGERS

Answering the Most Common STAAR® Test Items

**New  
TEKS**



- STAAR skill instruction
- Scaffolded STAAR practice
- STAAR test tips and strategies

# To the Teacher

*Grade 3 Reading Zingers* helps prepare all students for the STAAR test by focusing on how to **read**, **analyze**, and **answer** STAAR test items by:

1. looking for academic vocabulary or key terms in the items to help focus their thinking
2. organizing information to help practice the tested skill
3. applying test-taking strategies that show how to decode test items and avoid traps
4. practicing the most common tested skills with four levels of scaffolded practice (A, B, C, and Mixed Review)

This workbook can be used in many ways, including:

- **Transition Activities** that can be used with partners or small groups.
- **Spaced Review**, such as one day a week, to review content in the format of the test.
- **Intense Review/Preparation** in the weeks before the STAAR test.

**Mixed Practice** is intended to add another rung to the scaffolding ladder by having students practice with a longer selection and with two skills in tandem.



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*Sampler*

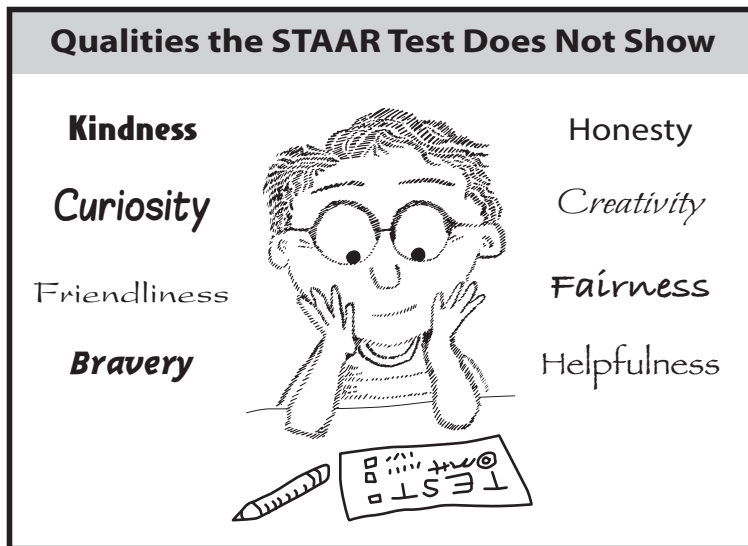
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Dear Student,

You are amazing in so many ways. There is no test that shows all the qualities that make you YOU.



You will take the STAAR Grade 3 Reading test later this year. This workbook will help you. It has questions like the ones on the STAAR Reading test, and it shows you how to answer them!

### **What's a Zinger?**

A Zinger is one of the most commonly tested skills on the STAAR test. It is a skill you will definitely see tested when you take the test! And here's a secret. That skill will be easier for you to handle. Why? Because you will learn more about the skill and the types of STAAR questions for that skill. So they won't surprise you when you see them on the STAAR Reading test.

### **Practice Smart**

Here's another secret. You can do well on the STAAR Reading test if you practice. But it's important to practice smart. Practice with questions like the ones on the test. You'll have a chance to practice smart by using this workbook.

Getting ready for the STAAR Reading test can be fun! Read each Zinger carefully, and practice, practice, practice. Keep trying and you will succeed!

Your STAAR success coaches,  
*The Sirius Education Team*

# Using This Book for STAAR Success

## Skill Instruction with Scaffolded Practice

Each lesson teaches **how to read, analyze, and answer** the STAAR questions for one of the most commonly tested TEKS. **Scaffolded practice A, B, and C** increases in complexity by modifying the number of answer choices.

**ZINGER 1** **Word Parts and Vocabulary** (3.3B, 3.3C)

**STAAR skill instruction**

When a word's meaning is unclear, you can look at the word parts to help you understand its meaning. A **prefix** or a **suffix** might help you. A **root** is a group of letters placed before the root of a word. A **suffix** is a group of letters placed at the end of a word. These words help you understand a word's meaning. You can also use the **context clues** and phrases that come before or after the word as clues. These words and phrases are called **context clues**.

The STAAR test will ask you to choose the definition, or meaning, of a word or to choose the meaning of a word part.

**1** Read the selection. Think about the underlined words.

**A Snack for That**

1 Each week Sylvia's dad thinks about activities she will do. Will she go to dance class, art class, or soccer practice? Then he plans her snacks for the week. He knows that Sylvia is very picky and dislikes most snacks from the store. So he makes fun snacks he knows she will love! Sylvia's dad makes homemade trail mix. He also makes a snack with carrots and creamy ranch dip. He packs the snacks and puts them in the fridge. Then Sylvia can grab one as she walks out the door.

**2** Complete the organizer by circling the meaning of the word.

Word	Clue	Meaning
<u>dislikes</u>	Sylvia is very picky and <u>dislikes</u> most snacks from the store.	<u>Dislike</u> means: "likes it a lot" or "does not like it"
<u>dip</u>	He makes a snack with carrots and creamy ranch <u>dip</u> .	<u>Dip</u> means: "a short swim" or "a mixture to eat"

**6** Grade 3 Reading Zingers Answering the Most Common STAAR Test Items

**Graphic organizers**

**Practice A**

Read the selection.

**Just for a Second**

1 The pine trees stretched to the sky and shaded the trail. Javier liked hopping from rock to rock when the trail crossed the creek. Mom hoped they would see a golden eagle. When the trail came out of the trees and into a lush meadow, Javier looked up. "Mom! Look! A bear!" he whispered. The bear shook its shaggy black coat and stood on its hind legs as it looked at them. In a second, it disappeared into the bushes on the other side of the meadow. Mom and Javier wanted to see it again, but it was gone.

Complete the organizer by circling the meaning of the word.

Word	Clue	Meaning
<u>slug</u>	Which meaning best matches the way the word <u>slug</u> is used in paragraph 1? <p>F Meaning 1 G Meaning 2 H Meaning 3 J Meaning 4</p>	<p><b>slug</b> (sləg) noun</p> <p>1. a kind of animal 2. a slow, lazy person 3. a fake coin 4. a lead bullet</p>

**STAAR Tip**  
Look for the adjectives that describe a word to choose the correct answer.

**STAAR Think!** Carmine chose answer H for question 6 above. Explain to Carmine why his answer is correct or incorrect.

**10** Grade 3 Reading Zingers Answering the Most Common STAAR Test Items

**Short selection with focused practice**

**On-level practice**

## Mixed Practice

Practice two Zinger skills using **longer selections** and **mixed question types**.

**ZINGERS 1-2** **Mixed Practice** (Part 1)

**Checklist**

**STAAR TIPS!** Read the questions first. Take notes in the selection. Look up words you don't know.

Read the selection and choose the best answer to each question.

**Charlotte Cooper**

1 Many people agree that being the best at something is worth celebrating. People earn medals, trophies, or titles when they win. Charlotte Cooper, nicknamed Chattie, was recognized for her victories in tennis many times throughout her life.

2 Chattie grew up in Ealing, England, a village near London. She learned to play tennis at the local club, wearing what all women wore to play tennis in those days. She wore a long skirt, a button-down shirt, and a tie. She said her first championship at age 14 was "the first really important match of my life."

Tennis players at the time had beautiful strokes, or swings. Their forehands, or swings with a palm that faced forward, were strong. Most women served the ball by throwing underhand, but not Chattie. Chattie was better known for her overhead serve and the purposeful shots she took. She would prepare for matches by thinking about her plan of action beforehand. As a result, many people liked watching Chattie play.

4 Ten years after her first championship, Chattie won her first of many Wimbledon Women's Singles titles. At that time, Wimbledon was the most important tournament in the world. Winning at Wimbledon meant the player was the best in the world. The year after that victory, Chattie lost her hearing. But even though hearing how the racket strikes a ball is a valuable tool for a tennis player, losing her hearing did not hold Chattie back.

5 Charlotte Cooper won Wimbledon again the next year. She kept going. She got to the finals in each of the next six years. She won four of them! And that wasn't all. She also became the first woman in the world to earn a gold medal at the Olympics.

6 Cooper took a seven-year break before earning another first. She won Wimbledon again, becoming the oldest woman Wimbledon champion in history!

**Longer selections**

**16** Grade 3 Reading Zingers Answering the Most Common STAAR Test Items

1 In paragraph 3, what does prepare mean? (3.3B)

A To get ready next  
B To get partially ready  
C To get ready without  
D To get ready beforehand

2 Read the dictionary entry for the word racket.

**racket** (ˈrækət) noun

1. a type of bat used to play tennis or badminton  
2. a loud, unpleasant noise 3. an illegal scheme  
4. a person's job or way of life

Which meaning best matches the way racket is used in paragraph 4?

F Meaning 1  
G Meaning 2  
H Meaning 3  
J Meaning 4

**STAAR Tip**  
If you are unsure of an answer, go back to the sentence in the selection and try each answer choice in place of the word. Which one makes sense?

3 In paragraph 4, what does tournament mean? (3.3B)

A A sporting event between knights  
B A series of games or contests  
C A kind of performance or routine  
D A type of celebration or party

4 What is one theme in the selection? (3.8A)

F It is best to lead by example.  
G There is always a way, if you keep trying.  
H Nothing happens if you don't dream it first.  
J Hard work and not giving up lead to success.

**STAAR Tip**  
If you are unsure of the theme, read each choice. Think about a lesson that a character learned.

**TEKS designation**

**Authentic STAAR test questions**

**Test tips**

**Mixed Practice: Part 1** Zingers 1-2 **17**

The STAAR Reading test is a test you will take every year. It is meant to measure how well you can understand and think about the things you read. You will read a few text selections during the test. These selections can come from a book or story, a poem, or an article about a topic.

Each selection has some of the same features. Test **directions** will tell you what to do. The **title** of the selection tells you the name of what you are reading. Each **paragraph** has a number beside it. The numbers help you find the information in a selection.

After you read each selection, you will answer a **test question**. Each question has four **answer choices**. You will fill in the letter of the answer choice you pick on your **answer document**. Some questions are written like sentences that you have to complete with an answer choice. Some questions have a **quote** from the selection that you must read. You must read each question carefully.

- 1** Read the selection. Label the title, the paragraph, and the paragraph numbers.

**Texas's Rainy Days** ← 1. \_\_\_\_\_

1 Did you know that June is usually the month with the most rain in Texas? It's true! April and May also have many rainy days. The rain comes as the cold winter leaves and the hot summer begins. By July, the number of rainy days slows down. The summer and fall are often hot and dry.

2. \_\_\_\_\_

3. \_\_\_\_\_

- 2** Read the question and answer choices. Label the question number, the question, and the answer choices.

1 According to the selection, the month with the most rain is —

**A** April      1. \_\_\_\_\_

**B** May

**C** June      2. \_\_\_\_\_

**D** July      3. \_\_\_\_\_

**Practice A**

Read the selection. Find the title and the paragraph numbers as you read.

# Camels Are Built for the Desert



- 1 Camels have special body parts to help them live in the desert. They have thick eyelashes to protect their eyes. Hot, dry winds blow coarse and stinging sand during the day. The eyelashes block the sand and keep the camel’s eye safe.
- 2 A camel’s hump has fat that the camel’s body uses when there is little food or water around. The hump will grow smaller and smaller as the fat is used up.
- 3 A camel has large, padded feet. They help the camel walk on hot sand without sinking or burning its skin.

Read the question. Then read the answer choices. Look for any choices you can cross out. This will help you answer the question more easily.

- 1 Read this sentence from the selection.

*Hot, dry winds blow coarse and stinging sand during the day.*

How do you recognize the quote from the selection?

\_\_\_\_\_

\_\_\_\_\_

This sentence appeals mostly to the reader’s sense of —

- A** taste
- B** sight
- C** sound
- D** touch

We can cross out answer choice **A** because there are no words in the quoted sentence about taste.

We can cross out answer choice **C** because the quoted sentence is not about how the wind or sand sounds.

## Practice B

Read the poem. Find the title and line numbers as you read.

# Ladybug

Look at the ladybug,  
among the springtime plants.  
Sitting in the sunshine,  
watching flowers dance.

- 5 A very pretty beetle,  
But it must be said:  
Is it a red bug with black dots?  
Or a black bug painted red?



Every 5th line is numbered in poems on the STAAR test, so lines 5, 10, 15, 20, and so on are numbered. Find line 5 in the poem. After you find it, number the other lines in the poem.

Read the question. Then read the answer choices. Use the line number in the poem to help you.

- 2 Which line in the poem rhymes with line 6?

- F Line 4
- G Line 5
- H Line 7
- J Line 8

Does line 6, which ends with "said," rhyme with line 5, which ends with "beetle"?



**Practice C**

Read the selection. Find the title and the paragraph numbers as you read.

## Zebras and Their Stripes



- 1 Why do zebras have stripes? Some people say the stripes help zebras hide from predators, such as lions. But scientists believe there could be another reason. They think the stripes may save zebras from smaller threats.
  
- 2 In Africa, biting flies can spread sicknesses. However, these flies seem to avoid zebras. Why? It appears that flies do not like to land on striped surfaces! They do not slow down to land there like they do for other surfaces. Instead, they bounce off! The zebra's stripes make its skin a poor place to land. So the stripes protect zebras from dangers both big and small.

Read the question. Then read the answer choices. Then find the underlined word in the selection and read the sentence again.

- 3 In paragraph 1, the word predators names animals that —

- A** have striped fur
- B** hunt other animals
- C** do not eat other animals
- D** lived in the ancient past

If a word is underlined in the selection, you will be asked a vocabulary question about it. Before you answer the question, write what you think *predators* means in the margin next to paragraph 1. If you need help defining the word, use a dictionary.

Go back to the word predators in the selection. If you replace the word with answer **D**, does the sentence still make sense?

When a word’s meaning is unclear, you can look at the word parts for clues to its meaning. A **prefix** or a **suffix** might help you. A **prefix** is a group of letters placed before the root of a word. A **suffix** is a group of letters placed at the end of a word. These word parts help you understand a word’s meaning. You can also use the words and phrases that come before or after the word as clues. These words and phrases are called **context clues**.

The STAAR test will ask you to choose the definition, or meaning, of a word or to choose the meaning of a word part.

**1** Read the selection. Think about the underlined words.

## A Snack for That

1 Each week Sylvia’s dad thinks about activities she will do. Will she go to dance class, art class, or soccer practice? Then he plans her snacks for the week. He knows that Sylvia is very picky and dislikes most snacks from the store. So he makes fun snacks he knows she will love! Sylvia’s dad makes homemade trail mix. He also makes a snack with carrots and creamy ranch dip. He packs the snacks and puts them in the fridge. Then Sylvia can grab one as she walks out the door.

**2** Complete the organizer by circling the meaning of the word.

Word	Clue	Meaning
<i>dislikes</i>	<i>Sylvia is very picky and <u>dislikes</u> most snacks from the store.</i>	<i><u>Dislike</u> means: “likes it a lot” or “does not like it”</i>
<i>dip</i>	<i>He makes a snack with carrots and creamy ranch <u>dip</u>.</i>	<i><u>Dip</u> means: “a short swim” or “a mixture to eat”</i>

**Practice A**

Read the selection.

## Just for a Second

1 The pine trees stretched to the sky and shaded the trail. Javier liked hopping from rock to rock when the trail crossed the creek. Mom hoped they would see a golden eagle. When the trail came out of the trees and into a lush meadow, Javier looked up. "Mom! Look! A bear!" he whispered. The bear shook its shaggy black coat and stood on its hind legs as it looked at them. In a second, it disappeared into the bushes on the other side of the meadow. Mom and Javier wanted to see it again, but it was gone.

Complete the organizer by circling the meaning of the word.

Word	Clue	Meaning
<i>disappeared</i>	<i>it was gone</i>	<i>Dis- is a prefix that means "not," so if something <u>disappears</u>, does it <u>come into sight</u> or <u>go out of sight</u>?</i>

Choose the best answer to each question. Use the organizer to help you.

- 1 Which phrase in the paragraph helps you know the meaning of bear?
- A *shaggy black coat*
  - B *looked at them*
- 
- 2 In the paragraph, the word disappeared means —
- F went out of sight
  - G came into sight

**Practice B**

Read the selection.

## A Day at the Museum

- 1 Julia and her sister Tabitha loved the River Walk. There was so much to see. This morning, they went to the children’s museum first. They explored the Sound Maze exhibit. Julia thought the organ was cool. She darted around plucking strings, and Tabitha pressed keys on a dashboard to make beautiful sounds. Then they went to the Innovation Station. Julia used special blocks to make a path for flowing water. She screwed the blocks together. Then she used a piece of rubber to seal the blocks so water wouldn’t drip.
- 2 As they left the museum, the sisters watched a mother comforting a crying child. The mother stood and pushed some hair out of her face. Julia watched the woman’s earring fall on the sidewalk. She reached down and picked it up. “Excuse me,” she said.
- 3 “Thank you, thank you!” the woman gushed. “Your kindness has made my day. This little hoop was my mother’s, and I think of her when I wear these earrings.”
- 

Complete the organizer by filling in the clue and meaning.

Word	Clue	Meaning
<i>keys</i>	_____	<u>Keys</u> means _____
	_____	_____
	_____	_____

---

Choose the best answer to each question. Use the organizer to help you.

- 3 What is the meaning of the word keys as it is used in paragraph 1?
- A something that unlocks doors
  - B buttons that control a machine or computer
  - C pieces of information that explain something

- 4 In paragraph 3, the reader can use the suffix *-ness* to know that the word kindness means that Julia was —
- F acting nice to others
  - G showing a mix of being nice and mean
  - H needing help from others

**STAAR Think!** Danya chose answer H for question 4 above. Explain to Danya why her answer is correct or incorrect.

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### Practice C

Read the selection.

## A Hop, Skip, and a Bounce

- 1 Lucas and Boden wandered down to the creek. Boden kicked over rocks with his toe, looking for wormlike slugs. Lucas sat on the boulder and practiced his rock-skipping technique.
- 2 The first rock bounced—one, two, three—before it slid beneath the surface.
- 3 “Cool,” said Boden. “Skipping rocks is impossible for me. I just can’t get a rock to bounce like that.”
- 4 “Let me show you how,” said Lucas. “First, you need to find a good stone. Look for flat ones that you can hold comfortably. Next, think about throwing it. You don’t want to chuck it or lob it out there. It needs to be going straight across. I like to crouch a little to get a good angle.”
- 5 Boden threw his rock, which bounced across the lake three times. “Wow!” he exclaimed.

Complete the organizer by filling in the type of clue and the meaning.

Word	Clue	Meaning
<i>impossible</i>	_____	<i>impossible means</i>
	_____	_____
	_____	_____

Choose the best answer to each question. Use the organizer to help you.

5 In paragraph 3, what does impossible mean?

- A Not possible
- B Highly possible
- C Possible before
- D Possible after

**STAAR Tip**  
Look for the meaning of the prefix *-im* to choose the correct answer.

6 Read this dictionary entry for the word *slug*.

**slug** \sləg\ *noun*  
**1.** a kind of animal **2.** a slow, lazy person **3.** a fake coin **4.** a lead bullet

Which meaning best matches the way the word slugs is used in paragraph 1?

- F Meaning 1
- G Meaning 2
- H Meaning 3
- J Meaning 4

**STAAR Tip**  
Look for the adjectives that describe a word to choose the correct answer.

**STAAR Think!** Carmine chose answer H for question 6 above. **Explain to Carmine why his answer is correct or incorrect.**

\_\_\_\_\_

\_\_\_\_\_

The **topic** of a selection is its subject. For example, the topic of “The Three Little Pigs” is the pigs’ staying safe from the wolf. The **theme** is the message from the author about the topic. It can be a lesson learned by a character or an idea the author wants to share. In “The Three Little Pigs,” the pig that worked the hardest and chose the sturdiest materials saved the other pigs. The theme is that hard work and making good choices is valuable.

The theme is not usually stated directly in a selection. To find the theme, read and think about the details. Think about what a character learns or what the author wants to tell the reader. On the STAAR test, you will be asked questions about the theme of a selection you are reading.

**1 Read the selection. Think about the theme.**

**Starting a Collection**

- 1 “I probably have around a thousand,” Mario said as he ripped open a new pack of baseball cards. Dylan looked at his small pile of cards. Then he looked at Mario’s and Justin’s piles. Both were huge.
- 2 “I’ll never have that many,” Dylan said sadly.
- 3 “Sure you will,” Mario and Justin said together. Then they started looking through their cards. When they found duplicates of a card, they handed the extra card to Dylan. Dylan’s smile grew wide as his pile of cards grew. Dylan ripped open his new pack of snack crackers and offered some to Mario and Justin.

**2 Complete the organizer by circling the theme.**

Story Details	Theme
<p><i>Dylan is happy when Justin and Mario share their cards.</i></p> <p><i>Dylan offers Justin and Mario some of his snack.</i></p>	<p><i>Friends help friends by sharing.</i></p> <p><i>OR</i></p> <p><i>It’s fun to have the biggest collection.</i></p>

**Practice A**

Read the selection.

## Ted and Jed

- 1 "I have seen the biggest bubble gum bubble in the world!" said Jed. "Joey's bubble was so enormous I couldn't see his nose."
- 2 "What a show off!" said his brother Ted. "I bet it wasn't that big. I could easily make a bigger one; just wait!"
- 3 So Ted dug through his desk for some gum, found a couple of pieces, and started chewing. He began to blow and blow.
- 4 Ted's face got red. The bubble kept growing. Ted was sure he could blow a bigger bubble. But just at that moment, his bubble burst, covering his face with a sticky mess.
- 

Complete the organizer by reading the details from the story and choosing a theme.

Story Details	Theme
<i>"I could easily make a bigger one; just wait!"</i>	<i>Bigger is always better.</i> <i>OR</i> <i>Comparing yourself to others can backfire.</i>

---

Choose the best answer to each question. Use the organizer to help you.

- 1 What does Ted learn in the story?
- A Comparing yourself to others can backfire.
  - B Bigger is always better.
- 
- 2 Which sentence best supports the story's theme?
- F *Joey's bubble was so enormous I couldn't see his nose.* (paragraph 1)
  - G *But just at that moment, his bubble burst, covering his face with a sticky mess.* (paragraph 4)



**Practice B**

Read the selection.

## Henry Ford

- 1 Henry Ford had a new idea for a car. He built a prototype, a model that could be copied. He called his car the quadricycle. He needed money to create a perfect design and start making his cars, so he asked people for some help.
- 2 William Murphy gave Ford money to start a car company. Ford wanted to make the best design before he started producing the cars. After less than two years, Ford’s company closed because there hadn’t been much progress.
- 3 But Henry Ford did not give up. He thought about why he failed. He went back to Murphy and got money for a second try. The two men started a new company, but Murphy wanted to manage the process, so Ford left.
- 4 He had two strikes, but Ford was not out. He tried a third time. Using what he had learned, Ford developed a way to make low-cost cars that changed the way people move forever!

Complete the organizer by reading the details from the selection and identifying the theme.

Selection Details	Theme
<i>He had two strikes, but Ford was not out. He tried a third time.</i>	<i>Success comes by _____.</i>

Choose the best answer to each question. Use the organizer to help you.

- 3 Which statement best states the main theme of the selection?
  - A Everyone needs help to succeed.
  - B Success comes from trying again and again.
  - C Every failure is an opportunity.

**4** Which sentence best supports the theme of the selection?

**F** *Henry Ford had a new idea for a car.* (paragraph 1)

**G** *He thought about why he failed.* (paragraph 3)

**H** *He had two strikes, but Ford was not out.* (paragraph 4)

**STAAR Think!** Vida chose answer **H** for question **4** above. **Explain to Vida why her answer is correct or incorrect.**

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**Practice C**

Read the selection.

## The Hungry Heron

**1** One bright cool morning, Mr. Heron strolled along the bank of the creek. He kept his eyes on the clear water and his pointed bill ready to snap up a tasty bite for breakfast. The water was so clear that the heron could see many schools of little fish as they swam by his feet. But there was no pleasing Mr. Heron that morning.

**2** “No small fry for me,” Mr. Heron said. “Something that small is not good enough for a heron!”

**3** There were a few perch swimming nearby, but Mr. Heron just turned up his beak. “Would I waste my time on a young perch? No thanks! I’d like something even bigger. I am, after all, a heron.”

**4** The cool morning faded, and the sun rose high in the sky. Mr. Heron was hungry. The fish left the shallow water as the temperature rose, and Mr. Heron stopped seeing any fish, much less any big ones. He spotted a fat snail, snatched it, and was glad to finally have something to eat.



Complete the organizer by reading the details from the story and writing the theme.

Story Details	Theme
<p><i>“Would I waste my time on a young perch? No thanks! I’d like something even bigger. I am, after all, a heron.”</i></p>	<hr/> <hr/> <hr/>

Choose the best answer to each question. Use the organizer to help you.

**5** What does the heron learn in this story?

- A** Being patient can bring unexpected results.
- B** The best opportunities come early in the morning.
- C** If you don’t like something, keep looking for something better.
- D** Don’t be too hard to please or you may be disappointed.

**STAAR Tip**  
 Look for the details that suggest a theme, or lesson, that can apply to many different people.

**6** Which sentence from the story best supports the theme?

- F** *He kept his eyes on the clear water and his pointed bill ready to snap up a tasty bite for breakfast.* (paragraph 1)
- G** *I am, after all, a heron.* (paragraph 1)
- H** *The cool morning faded, and the sun rose high in the sky.* (paragraph 3)
- J** *He spotted a fat snail, snatched it, and was glad to finally have something to eat.* (paragraph 4)

**STAAR Think!** James chose answer **G** for question 6 above. Explain to James why his answer is correct or incorrect.

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## STAAR TIPS!



Read the questions first.



Take notes in the selection.



Look up words you don't know.

Read the selection and choose the best answer to each question.

## Charlotte Cooper

- 1 Many people agree that being the best at something is worth celebrating. People earn medals, trophies, or titles when they win. Charlotte Cooper, nicknamed Chattie, was recognized for her victories in tennis many times throughout her life.
- 2 Chattie grew up in Ealing, England, a village near London. She learned to play tennis at the local club, wearing what all women wore to play tennis in those days. She wore a long skirt, a button-down shirt, and a tie. She said her first championship at age 14 was “the first really important match of my life.”
- 3 Tennis players at the time had beautiful strokes, or swings. Their forehands, or swings with a palm that faced forward, were strong. Most women served the ball by throwing underhand, but not Chattie. Chattie was better known for her overhead serve and the purposeful shots she took. She would prepare for matches by thinking about her plan of action beforehand. As a result, many people liked watching Chattie play.
- 4 Ten years after her first championship, Chattie won her first of many Wimbledon Women’s Singles titles. At that time, Wimbledon was the most important tournament in the world. Winning at Wimbledon meant the player was the best in the world. The year after that victory, Chattie lost her hearing. But even though hearing how the racket strikes a ball is a valuable tool for a tennis player, losing her hearing did not hold Chattie back.
- 5 Charlotte Cooper won Wimbledon again the next year. She kept going. She got to the finals in each of the next six years. She won four of them! And that wasn’t all. She also became the first woman in the world to earn a gold medal at the Olympics.
- 6 Cooper took a seven-year break before earning another first. She won Wimbledon again, becoming the oldest woman Wimbledon champion in history!

- 1 In paragraph 3, what does prepare mean? (3.3B)
- A To get ready next
  - B To get partially ready
  - C To get ready without
  - D To get ready beforehand

- 2 Read the dictionary entry for the word racket. (3.3C)

**racket** \ˈrækət\ *noun*

- 1. a type of bat used to play tennis or badminton
- 2. a loud, unpleasant noise
- 3. an illegal scheme
- 4. a person's job or way of life

Which meaning best matches the way racket is used in paragraph 4?

- F Meaning 1
- G Meaning 2
- H Meaning 3
- J Meaning 4

**STAAR Tip**

If you are unsure of an answer, go back to the sentence in the selection and try each answer choice in place of the word. Which one makes sense?

- 3 In paragraph 4, what does tournament mean? (3.3B)
- A A sporting event between knights
  - B A series of games or contests
  - C A kind of performance or routine
  - D A type of celebration or party

- 4 What is one theme in the selection? (3.8A)
- F It is best to lead by example.
  - G There is always a way, if you keep trying.
  - H Nothing happens if you don't dream it first.
  - J Hard work and not giving up lead to success.

**STAAR Tip**

If you are unsure of the theme, read each choice. Think about a lesson that a character learned.

Complete the organizer by filling in the type of clue and the meaning.

Word	Clue	Meaning
<i>impossible</i>	the suffix -im means "opposite"	<i>impossible</i> means not possible

Choose the best answer to each question. Use the organizer to help you.

5 In paragraph 3, what does impossible mean?

**A** Not possible

**B** Highly possible

**C** Possible before

**D** Possible after

**STAAR Tip**

Look for the meaning of the prefix *-im* to choose the correct answer.

6 Read this dictionary entry for the word *slug*.

**slug** \sləg\ *noun*

1. a kind of animal 2. a slow, lazy person 3. a fake coin 4. a lead bullet

Which meaning best matches the way the word slugs is used in paragraph 1?

**F** Meaning 1

**G** Meaning 2

**H** Meaning 3

**J** Meaning 4

**STAAR Tip**

Look for the adjectives that describe a word to choose the correct answer.

**STAAR Think!** Carmine chose answer H for question 6 above. Explain to Carmine why his answer is correct or incorrect.

**His answer is incorrect. The story says that slugs are wormlike. This tells me that slugs are animals.**

## Practice C Answer Choice Rationales

5 **A** Correct. The prefix *im-* means "not."

**B** The prefix *im-* means "not"; it does not mean "highly."

**C** The prefix *im-* means "not"; it does not mean "before."

**D** The prefix *im-* means "not"; it does not mean "after."

6 **F** Correct. Boden is looking for animals in the rocks.

**G** Lucas is not looking for a person.

**H** This definition does not fit the context of the sentence.

**J** Bullets are not wormlike.

To obtain a copy of the answers  
to this Sampler, email:

**Teachers@SiriusEducationSolutions.com**

# SAMPLER

## GRADE 3 READING ZINGERS CONTENTS

- **Zinger 0** Taking the STAAR Test
- **Zinger 1** Word Parts and Vocabulary
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- Zinger 9** Main Ideas and Supporting Details
- Zinger 10** Informational Text Features
- Mixed Practice 9–10**

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