

SIRIUS

SAMPLER

3

Reading Language Arts

Essential TEKS with STAAR® Practice

**2023
STAAR
Redesign**

- 3-step approach for efficient remediation
- 25%+ new question types including constructed responses
- Writing: 16 Skills Lessons for Editing, Revising, and compositions
- Reading: 25+ passages including argumentative and cross-curricular

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Sampler

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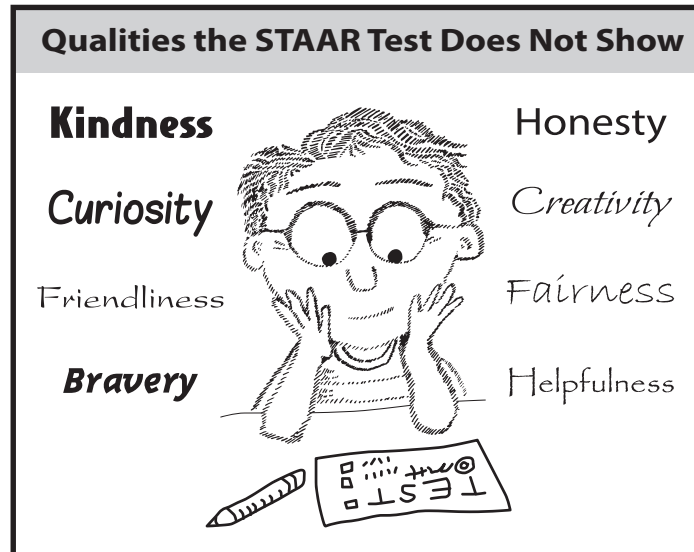
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Dear Students,

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 Language Arts test later this year. Don't worry, this workbook was designed to help you learn what you need to know by:

- reviewing the reading and writing skills you need to know, and
- providing practice passages and questions that are similar to those you will see when you take the actual STAAR test.

Practicing Smart

The key to doing well on the STAAR test is practice. But its important to practice smart by learning the most important TEKS and how they are tested in STAAR. That's how this workbook can help you!

When practicing, don't be afraid of making a mistake. Your mistakes give important feedback, telling you what you need to learn. Why is one answer the best answer? What did you do wrong to get an incorrect answer? By doing this, you will avoid making the same mistake on the actual STAAR test!

Remember that you build your test-taking "muscles" one question at a time. When you give each question your full attention, you are building your test-taking muscles of focus.

Getting ready for the STAAR test can be a fun challenge! Keep trying and you will succeed!

Your partners in STAAR success,

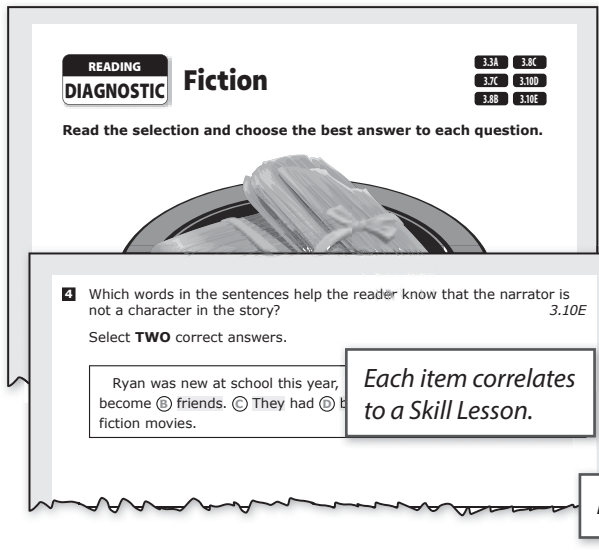
The Sirius Education Team

Using This Book for STAAR Success—3 Steps

This workbook gives **instruction** and **practice** for the most important Reading and Writing skills. Use the 3-Steps to find out what you already know. Review and practice the rest.

STEP 1 Identify Your Needs — Diagnostics Tests

Use the Diagnostic Tests to see what you know and what you need to review. Keep track of your results in the Student Progress Monitoring Chart.



READING DIAGNOSTIC Fiction

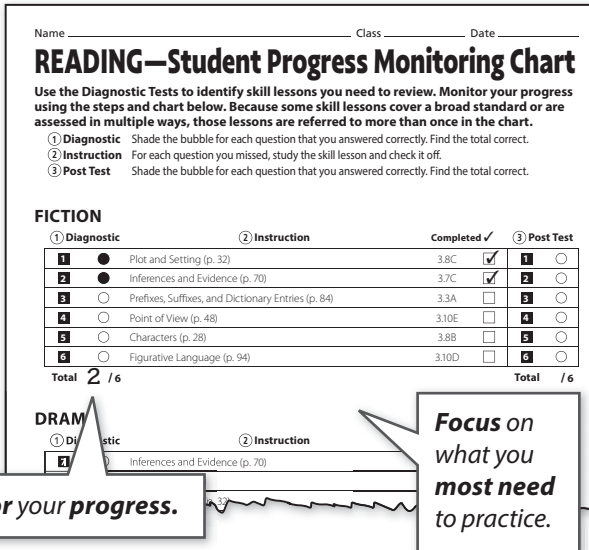
Read the selection and choose the best answer to each question.

4 Which words in the sentences help the reader know that the narrator is not a character in the story? 3.10E

Select **TWO** correct answers.

Ryan was new at school this year, become friends. They had fiction movies.

Each item correlates to a Skill Lesson.



Name _____ Class _____ Date _____

READING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

① **Diagnostic** Shade the bubble for each question that you answered correctly. Find the total correct.
 ② **Instruction** For each question you missed, study the skill lesson and check it off.
 ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

FICTION

① Diagnostic	② Instruction	Completed ✓	③ Post Test
1 <input type="radio"/> Plot and Setting (p. 32)		3.8C	1 <input type="radio"/>
2 <input checked="" type="radio"/> Inferences and Evidence (p. 70)		3.7C	2 <input checked="" type="radio"/>
3 <input type="radio"/> Prefixes, Suffixes, and Dictionary Entries (p. 84)		3.3A	3 <input type="radio"/>
4 <input type="radio"/> Point of View (p. 48)		3.10E	4 <input type="radio"/>
5 <input type="radio"/> Characters (p. 28)		3.8B	5 <input type="radio"/>
6 <input type="radio"/> Figurative Language (p. 94)		3.10D	6 <input type="radio"/>
Total 2 / 6			Total / 6

DRAM

① Diagnostic Inferences and Evidence (p. 70)

② Instruction

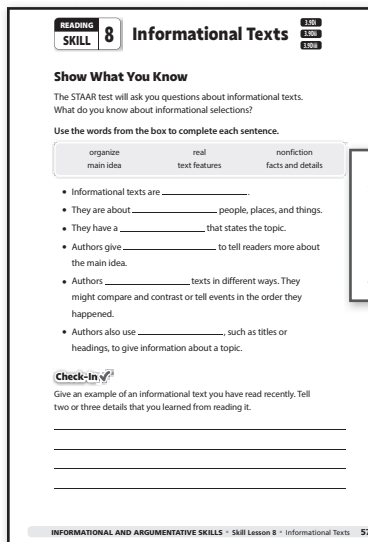
Focus on what you most need to practice.

Monitor your progress.

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STEP 2 Focus Preparation — Learning and Practice

Use your Diagnostic Test results to focus on your unique needs.



READING SKILL 8 Informational Texts

Show What You Know

The STAAR test will ask you questions about informational texts. What do you know about informational selections?

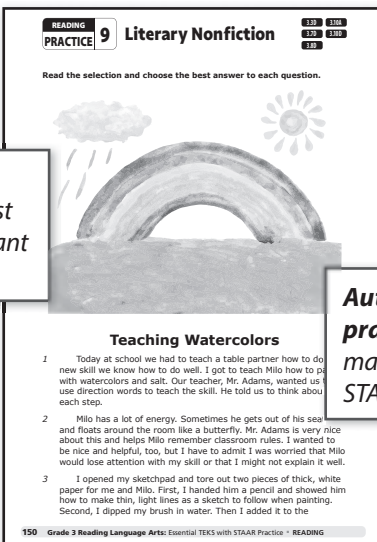
Use the words from the box to complete each sentence.

organize main idea real text features nonfiction facts and details

- Informational texts are _____.
- They are about _____ people, places, and things.
- They have a _____ that states the topic.
- Authors give _____ to tell readers more about the main idea.
- Authors _____ texts in different ways. They might compare and contrast or tell events in the order they happened.
- Authors also use _____, such as titles or headings, to give information about a topic.

Check-in?

Give an example of an informational text you have read recently. Tell two or three details that you learned from reading it.



READING PRACTICE 9 Literary Nonfiction

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

Teaching Watercolors

1 Today at school we had to teach a table partner how to do new skill we know how to do well. I got to teach Milo how to paint with watercolors and salt. Our teacher, Mr. Adams, wanted us use direction words to teach the skill. He told us to think about each step.

2 Milo has a lot of energy. Sometimes he gets out of his seat and floats around the room like a butterfly. Mr. Adams is very nice about this and helps Milo remember classroom rules. I wanted to be nice and helpful, too, but I have to admit I was worried that Milo would lose attention with my skill or that I might not explain it well.

3 I opened my sketchpad and tore out two pieces of thick, white paper for me and Milo. First, I handed him a pencil and showed him how to make thin, light lines as a sketch to follow when painting. Second, I dipped my brush in water. Then I added it to the

3 Read the question carefully. Then enter your answer in the box provided. 3.8D

How do the narrator's feelings about Milo change during the story? Support your answer with evidence from the selection.

Find Evidence

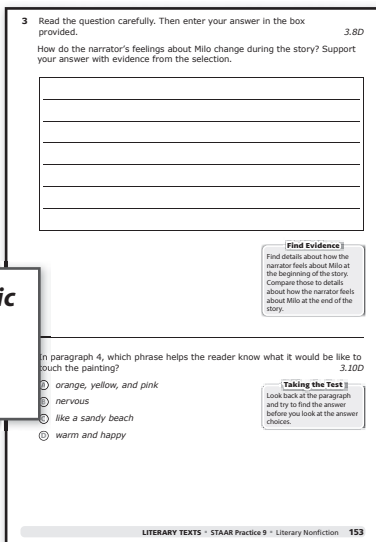
Find details about how the narrator feels about Milo at the beginning of the story. Compare those to details about how the narrator feels about Milo at the end of the story.

Taking the Test

Look back at the paragraph and try to find the answer before you look at the answer choices.

In paragraph 4, which phrase helps the reader know what it would be like to touch the painting?

1 orange, yellow, and pink
 2 nervous
 3 like a sandy beach
 4 warm and happy



READING POST TEST Fiction

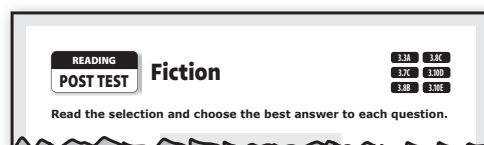
Read the selection and choose the best answer to each question.

Authentic practice matches STAAR.

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STEP 3 Check Your Progress — Post Tests

Use the Post Test to check your progress and to see what you still need to review. The Post Test questions use the same TEKS as the Diagnostic Tests.



READING POST TEST Fiction

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

Using This Book for STAAR Success

TEKS instruction in both Reading and Writing closely match the STAAR Redesign.

TEKS Skill Lessons — Engaging Interactive Learning

Take an active role in your learning with your write-in student workbook. Learn how to **read, analyze, and answer** STAAR test questions, including new question types.

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READING SKILL 8 Informational Texts

Show What You Know

The STAAR test will ask you questions about informational texts. What do you know about informational selections?

Use the words from the box to complete each sentence.

organize main idea	real text features	nonfiction facts and details
--------------------	--------------------	------------------------------

- Informational texts are _____.
- They are about _____ people, places, and things.
- They have a _____ that states the topic.
- Authors give _____ to tell readers more about the main idea.
- Authors _____ might compare and contrast happened.
- Authors also use _____ headings, to give information.

Check-in!

Give an example of an informational text you have read recently. Tell two or three details that you learned from reading it.

Build Skills

On the STAAR test, you will be asked to identify parts of an informational text.

Write *Y* next to each word or phrase in the text. Write *N* next to each that is not.

- Chart _____
- Photograph _____
- Boldfaced words _____
- Plot _____
- Compare and contrast _____
- Main idea _____
- Stanza _____
- Stage directions _____

Guided Practice

Use "Susan B. Anthony, A Voice for Change" on page 17 to answer the questions.

First, read the STAAR question.

Which pattern does the author use to organize the text?

Next, underline the sentence that best explains how the author uses this pattern.

- I should look at the information the author includes in the first paragraph.
- I should look at the information the author includes in the last paragraph.

Independent Practice

Now analyze and answer a new question about "Susan B. Anthony, A Voice for Change."

Read the STAAR question.

Which sentence best states the main idea of the selection?

Independent Practice

Underline the sentence that helps you best answer the question.

- I should think about the most important information in the selection.
- I should think about the organizational pattern in the selection.

Answer the STAAR question.

2 Which sentence best states the main idea of the selection?

- Susan B. Anthony decided to speak out against slavery after meeting anti-slavery leaders such as William Lloyd Garrison and Frederick Douglass.
- In the mid-1800s, slavery was still practiced in the United States, and women did not have the right to vote.
- The 19th Amendment of the U.S. Constitution, passed in 1920, finally gave women in the United States the right to vote.
- Susan B. Anthony was an important figure in the fight for equal rights for enslaved people and women.

Check-out!

Write 1 or 2 sentences explaining how you can tell that a selection is an informational text.

Show What You Know activates prior knowledge.

Build Skills is a quick check for understanding.

Guided Practice

Check-Out reflects on thinking.

Reading STAAR Practice by Genre


STAAR practice provides reading selections and test questions that **closely match STAAR**.

READING PRACTICE 16 Argumentative

19 passages increase in complexity.

3.3B 3.6A
3.3D 3.9E 3.10A
3.6E 3.9E

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



Pet Pupils

Dear Principal Asara,

- My teacher asked our class to answer a poll about bringing pets to school. The poll asked, "Should pets be allowed in school?" Out of the 25 kids in our class, 23 answered yes. I know that just one class answering a poll isn't enough to convince the school to allow pets. So I did some research. It turns out that having animals in school helps kids in many different ways.
- For example, teachers are always looking for new ways to help students learn. A class pet gives teachers different ways to teach new ideas or lessons. Students could learn math lessons about weight or fractions while feeding a pet. In science, students could

1 What is the author's claim? 3.9E1

A Cats are the best pets.

B More parents should get pets for their kids.

C Kids need more help with math and science.

D Pets should be allowed in schools and classrooms.

Think Carefully!
Think about what the author wants the principal to do.

Authentic STAAR questions

STAA tips

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which word is a synonym for poll as it is used in paragraph 1? 3.3D

A Letter

B Column

C Story

D Question

Taking the Test
It is important to understand all the words in a question. Use the dictionary to look up words you might not know, such as *synonym*.

Part B

Which word in the sentence could be used as a context clue to help the reader understand the meaning of the word poll? 3.3B

The poll A asked, B "Should *pets* C be D allowed in school?"

Over 100 STAAR format questions

Using This Book for STAAR Success—Writing

Writing instruction is provided by 11 skill lessons and 8 passages—including 4 pairs of editing paragraphs—that closely match the STAAR Redesign in content, format, and rigor.

TEKS skill lessons provide student-friendly instruction in how to **read, analyze, and answer** STAAR test items. Each skill models **strategies** with scaffolded instruction, including Guided and Independent Practice that challenge students to think and write.

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Revising Skill Lessons

Revising focuses on content and structural issues such as the controlling idea, details, and organization.

WRITING SKILL 1 Coherence and Clarity

Show What You Know

Clarity

The STAAR Writing test will ask you questions about the clarity of sentences. What do you know about clarity in sentences?

Use the words from the box to complete each sentence.

clear easy to understand meanings
right words important

- The word *clarity* is related to the word _____.
- Clear writing is _____.
- To write clearly, writers pay close attention to words and their _____.
- Writers want to choose the _____.
- Using the right word in a sentence is _____ for _____.

Build Skills

Clarity: Word Choice

The STAAR test will ask you to choose a better word for a sentence. Read the sentence that needs a better word. Think about its meaning. The best answer choice will fit the sentence and make it clearer.

Select the word that completes the sentence.

- The library _____ its newest books on a shelf by the front door.

Guided Practice

Use "Birds Are Amazing!" on page 251 to answer the questions.

First, read the STAAR question.

Which sentence should replace sentence 4 to **BEST** state the central idea of this paper?

Next, use the words from the box to complete the sentence. Not every phrase will be used.

introduction replace a sentence add a new sentence conclusion

I should _____ to improve the _____.

Then choose the sentence that best states the central idea of the selection.

Remember!
Choose a sentence that uses clear wording to tell readers exactly what the essay will be about.

- People who learn about birds like them.
- Their special body parts and behavior make birds unlike any other animal.

Check-Out ✓

Is it easier for you to write a sentence in an introduction or in a conclusion? Explain your answer in 2 or 3 sentences.

3 Revising Skill Lessons

Show your thinking.

Explain your thoughts.

Focused practice to build skill mastery.

Editing Skill Lessons

Editing focuses on the tested grammar, usage, and punctuation rules and conventions.

WRITING SKILL 4 Spelling

Show What You Know

The Editing section of the STAAR Writing test will ask you to use correct spelling.

Use the words from the box to complete each sentence. Not all words will be used, and some words may be used twice.

words phrases homophones letters six

To use correct spelling, follow the rules of spelling, keeping in mind:

- the _____ syllable types
- new _____ made by adding prefixes and suffixes
- commonly confused words, such as _____, which sound the same but have different meanings
- compound _____, contractions, and abbreviations

In this lesson, you will learn how the STAAR test asks questions about spelling. You will practice answering STAAR questions about spelling.

Build Skills

Open and Closed Syllables

A **syllable** is a word part that can be said as a single sound. It usually has at least one vowel (a, e, i, o, u) in it. Breaking a long word into its syllables can help you spell it.

An **open syllable** ends with a vowel sound that is spelled with a single vowel. Open syllables usually have a long vowel sound, as in the word *be*.

A **closed syllable** ends with a vowel followed by one or more consonants. Closed syllables usually have a short vowel sound, as in the word *bed*.

Vowel-Consonant-E (VCE)

Another way to spell words with one or more syllables is with the **Vowel-Consonant-e (VCE)** rule.

VCE syllables have long vowel sounds spelled with a single vowel (V) followed by a single consonant (C) and a silent e (e). Examples include *rake, mice, and pale*.

Underline the correct sentence in each pair.

- We could not escape doing chores on Saturday.
- We could not escap doing chores on Saturday.

- The duckling becam a beautiful swan.
- The duckling became a beautiful swan.

- The price of the shoes does not includ tax.
- The price of the shoes does not includ tax.

- We could not locat the source of the awful smell in the kitchen.
- We could not locate the source of the awful smell in the kitchen.

Vowel Teams

A **vowel team** is a spelling pattern that uses two or more letters to make one vowel sound.

Write each word from the box in the correct column of the table. An example in each column has been done for you.

pillow monkey fruit light play
they tea goat blue dye

Long a	Long e	Long i	Long o	Long u
train	sleep	tie	toe	new

7 Editing Skill Lessons

Varied activity types give students the most helpful form of practice.

Focused practice of specific rules or conventions

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Using This Book for STAAR Success

Revising and Editing STAAR Practice

4 Revising selections and 4 pairs of Editing paragraphs offer **authentic STAAR practice** using grade-appropriate selections and test questions that closely match the STAAR redesign in all details.

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WRITING PRACTICE 3

Revising

3.11B
3.11C
3.11E

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

Ivy wrote the following essay about making video games usable for people with disabilities. Read Ivy's essay and look for any revisions that she should make. Then answer the questions that follow.



Making Video Games for Everyone

(1) Video games are more popular than ever. (2) One-fourth of the world's population plays video games. (3) That's two billion people! (4) Instead, not everyone can play video games. (5) Some people have trouble seeing or hearing the game. (6) Others are unable to move their hands well or quickly. (7) More people could play games.

(8) Players use their hands to control most video games. (9) To control games, game makers have found ways for people using other parts of their bodies. (10) For example, one controller allows gamers to play by using their mouths. (11) Players can use their tongues to move a joystick and sip or puff air to control the game. (12) Another controller allows people to control the game by shifting their weight in a special seat.

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REVISING • STAAR Practice 3 • Revising Informational 289

Revising and Editing selections match the STAAR redesign.

Matches the STAAR redesign closely, including new question types.

WRITING PRACTICE 1

Prompt

3.11B
3.11C

Read the short story "Snake in the Stairwell" on page 113. Based on the information in the story, write a response to the following:

Explain how the characters use teamwork to solve their problem. Write a well-organized informational essay that uses specific evidence from the story to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

418 Grade 3 Reading Language Arts: Essential TEKS with STAAR Practice • WRITING
EXTENDED CONSTRUCTED RESPONSES • Prompt 1 • Snake in the Stairwell 417

Prompts match STAAR content.

Pre- and post-writing activities

Extended Constructed Response Skills & Practice

Skill lessons provide **step-by-step instruction** on the key parts of answering the writing prompts. Practice prompts provide **authentic and scaffolded practice** of the writing skills.

WRITING ECR SKILL 13

Body Paragraphs

3.11B
3.11C

After you draft your **central idea** and **plan your response**, you will start writing **body paragraphs**.

- A body paragraph has a **topic sentence**, **evidence**, and an **explanation**.
- Body paragraphs support the writer's central idea.

A good body paragraph has many parts, like a hamburger. You need to write and organize each part to make a great "burger" paragraph.

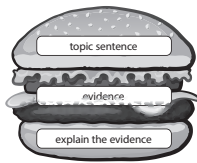
The **topic sentence** tells what the paragraph is about.

Evidence comes from the selection you read.

You must then **explain** the evidence.

Just as some hamburgers are plain while others have many toppings, some paragraphs need only a few sentences while others need more. For the STAAR test, your body paragraphs should have between 4 and 6 sentences.

Draw a line from each box to its correct place on the "burger" paragraph.



Juan and Ella are in the stairwell together, looking for the snake. In paragraph 5, Ella tells Juan the snake is going to escape.

By being together, Juan and Ella can work together and talk about their problem. This is how they start to solve it.

The first way the characters use teamwork is by working together.

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EXTENDED CONSTRUCTED RESPONSE • Skill Lesson 13 • Body Paragraphs 393

5 Skills cover what scorers evaluate.

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READING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

- ① **Diagnostic** Shade the bubble for each question that you answered correctly. Find the total correct.
- ② **Instruction** For each question you missed, study the skill lesson and check it off.
- ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

FICTION

① Diagnostic	② Instruction	Completed ✓	③ Post Test
1 ○ Theme (p. 44)		4.8A <input type="checkbox"/>	1 ○
2 ○ Plot and Setting (p. 40)		4.8B <input type="checkbox"/>	2 ○
3 ○ Characters (p. 36)		4.8C <input type="checkbox"/>	3 ○
4 ○ Plot and Setting (p. 40)		4.8D <input type="checkbox"/>	4 ○
5 ○ Point of View (p. 57)		4.10E <input type="checkbox"/>	5 ○
6 ○ Inferences and Evidence (p. 81)		4.6F <input type="checkbox"/>	6 ○
7 ○ Prefixes and Suffixes (p. 93)		4.3C <input type="checkbox"/>	7 ○
Total / 7			Total / 7

DRAMA

① Diagnostic	② Instruction	Completed ✓	③ Post Test
8 ○ Drama (p. 53)		4.9C <input type="checkbox"/>	8 ○
9 ○ Characters (p. 36)		4.8B <input type="checkbox"/>	9 ○
10 ○ Prefixes and Suffixes (p. 93)		4.3A <input type="checkbox"/>	10 ○
11 ○ Summaries (p. 89)		4.7D <input type="checkbox"/>	11 ○
12 ○ Drama (p.53)		4.9C <input type="checkbox"/>	12 ○
13 ○ Plot and Setting (p. 40)		4.8C <input type="checkbox"/>	13 ○
Total / 6			Total / 6

POETRY

① Diagnostic	② Instruction	Completed ✓	③ Post Test
14 ○ Theme (p. 44)		4.8A <input type="checkbox"/>	14 ○
15 ○ Poetry (p. 48)		4.9B <input type="checkbox"/>	15 ○
16 ○ Imagery and Figurative Language (p. 101)		4.10D <input type="checkbox"/>	16 ○
17 ○ Voice and Anecdote (p. 105)		4.10F <input type="checkbox"/>	17 ○
18 ○ Context Clues (p. 97)		4.3D <input type="checkbox"/>	18 ○
19 ○ Inferences and Evidence (p. 81)		4.7C <input type="checkbox"/>	19 ○
Total / 6			Total / 6

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ARGUMENTATIVE

① Diagnostic	② Instruction	Completed ✓	③ Post Test
20 ○ Informational Texts (p. 67)	4.9Di	<input type="checkbox"/>	20 ○
21 ○ Informational Texts (p. 67)	4.9Dii	<input type="checkbox"/>	21 ○
22 ○ Informational Texts (p. 67)	4.9Diii	<input type="checkbox"/>	22 ○
23 ○ Author's Purpose (p. 76)	4.10B	<input type="checkbox"/>	23 ○
24 ○ Author's Purpose (p. 76)	4.10A	<input type="checkbox"/>	24 ○
25 ○ Text and Graphic Features (p. 62)	4.10C	<input type="checkbox"/>	25 ○
26 ○ Inferences and Evidence (p. 81)	4.6F	<input type="checkbox"/>	26 ○
Total / 7			Total / 7

PAIRED

① Diagnostic	② Instruction	Completed ✓	③ Post Test
27 ○ Paired Texts (p. 111)	4.6E	<input type="checkbox"/>	27 ○
28 ○ Paired Texts (p. 111)	4.6E	<input type="checkbox"/>	28 ○
29 ○ Paired Texts (p. 111)	4.6E	<input type="checkbox"/>	29 ○
30 ○ Paired Texts (p. 111)	4.6E	<input type="checkbox"/>	30 ○
Total / 4			Total / 4

INFORMATIONAL

① Diagnostic	② Instruction	Completed ✓	③ Post Test
31 ○ Argumentative Texts (p. 71)	4.9Eii	<input type="checkbox"/>	31 ○
32 ○ Argumentative Texts (p. 71)	4.9Eiii	<input type="checkbox"/>	32 ○
33 ○ Argumentative Texts (p. 71)	4.9Eiii	<input type="checkbox"/>	33 ○
34 ○ Voice and Anecdote (p. 105)	4.10G	<input type="checkbox"/>	34 ○
35 ○ Connected Ideas (p. 85)	4.6H	<input type="checkbox"/>	35 ○
36 ○ Summaries (p. 89)	4.7D	<input type="checkbox"/>	36 ○
37 ○ Context Clues (p. 97)	4.3B	<input type="checkbox"/>	37 ○
Total / 7			Total / 7

Show What You Know

The STAAR test will ask you questions about poetry. What do you know about poetry?

Use the words from the box to complete each sentence.

stanzas rhyme rhyme scheme lines

- Poems are written in _____ instead of sentences.
- Groups of lines are called _____. Like sentences in a paragraph, the lines in a stanza share an idea.
- Some poems have words that _____. Rhyming words have final sounds that are the same or similar, such as the final sounds in *cat* and *bat*.
- The pattern of rhyming words at the end of the lines in a poem is called the _____. Sometimes every line in a poem will rhyme. Sometimes there is no pattern at all.

Check-In ✓

Think about poems you have read in school or on your own. What are some things you like about poetry? What kind of poems do you like to read?

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Build Skills

On the STAAR test, you will be asked to identify words that rhyme in a poem.

Underline TWO words that rhyme in each pair of lines in the poem.

- 1a. Roses are red, violets are blue.
- 1b. I spilled spaghetti all over my shoe.
- 2a. The rain that fell
- 2b. Hit the train riding along.
- 3a. Cake is my favorite dessert, but
- 3b. A shake is a favorite, too.

Guided Practice

Use “Where the Animals Live” on page 14 to answer the questions.

First, read the STAAR question.

Which statement best describes the rhyme in the last stanza (lines 13 through 16)?

Next, underline the sentence that best explains how to answer the question.

- a. I should read the stanza and look for words that rhyme.
- b. I should read the stanza and look for words that repeat.

Now, underline the correct sentence.

- a. The word stay rhymes with the word play, the word up rhymes with the word pup.
- b. The word stay rhymes with the word pup, the word up rhymes with the word play.

Remember

The rhyme scheme is the pattern of rhyming words at the end of each line.

Finally, answer the STAAR question.

- 1 Which statement best describes the rhyme scheme in the last stanza (lines 13 through 16)?
- (A) All of the lines rhyme.
 - (B) None of the lines rhyme.
 - (C) The first two lines rhyme, and the last two lines rhyme.
 - (D) The first and third lines rhyme, and the second and fourth lines rhyme.

Check Your Thinking ✓

In 1 or 2 sentences, explain how you can find the lines that rhyme in a poem.

Independent Practice

Now analyze and answer a new question about “Where the Animals Live.”

Read the STAAR question.

Read line 5 from the poem.

“There’s a pond where warm red flowers bud up from brown mud,”

This line appeals to the reader’s sense of —

Underline the sentence that helps you best answer the question.

- a. I should look for words that relate to the five senses.
- b. I should look for the definitions of the words in the line.

Answer the STAAR question.

2 Read line 5 from the poem.

*"There's a pond where warm red flowers bud
up from brown mud,"*

This line appeals to the reader's sense of —

- (A) sound
- (B) sight
- (C) taste
- (D) smell

Test-Taking Strategies

Think about the adjectives that help you see what the poet is describing.

Check-Out ✓

In 1 or 2 sentences, explain how poems are different from other types of writing.

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



The Pigeons at the Zoo

- The pigeons at the zoo
arrive with attitude.
“Yoo hoo,” they coo
to the assembly of exotic beasts,
5 “Look at all of you,
cooped up in cages
while we are free
to launch, to land,
to perch where we please!”
- 10 They scavenge the snack bar
floor for popcorn and crumbs.
They peck at old pizza cheese
caked atop a trash can.
They fly off, their feathered bellies
15 still unfilled.
- Nearby,
some very relaxed elephants
in a very nice swimming pool
behind a very tall fence
20 wonder, “What good
is freedom, if you
have to eat garbage?”

1 The rhyming words in line 3 create a mood that is —

3.9B

- (A) silly
- (B) angry
- (C) confusing
- (D) sad

Remember

A poem's mood is the feeling that the poem creates for readers. Reread lines 2 through 4. Think about how these lines and their words make you feel.

2 The main reason the pigeons "arrive with attitude" is that —

3.6F

- (A) they are hungry
- (B) they are able to come and go as they please
- (C) they can eat as much as they want
- (D) they don't have to listen to the elephants

Understanding the Question

An attitude is a state of mind or a point of view. Think about how the pigeons regard the other animals at the zoo and why they feel this way.

3 What does the word scavenge mean in line 10?

3.8B

- (A) Lose
- (B) Eat
- (C) Search
- (D) Catch

Remember

If a word is unfamiliar, use context clues to help you figure out its meaning. Reread lines 10 and 11 and think about where the birds are and what they are doing.

- 4 Read the question carefully. Then enter your answer in the box provided.

3.9B

How can the reader tell this is a free-verse poem? Support your answer with evidence from the selection.

Remember

A free-verse poem does not use rhyme or rhythm in the same way as other kinds of poems.

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- 5 Read lines 14 and 15 from the poem.

3.6F

They fly off, their feathered bellies
still unfilled.

The poet includes these lines to emphasize that the pigeons —

- (A) like eating at the snack bar
- (B) are free but still hungry
- (C) don't like the elephants
- (D) are happy to leave the zoo

Think Carefully

Look for text evidence to help you understand this sentence more deeply. Refer back to the first stanza and think about what the birds say. Think about what the author wants you to know about the pigeons.

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6 The elephants are content because they —

3.6F

- (A) like where they live
- (B) are free
- (C) can ignore the pigeons
- (D) enjoy visitors at the zoo

**Understanding
the Question**

The word *content* can mean “satisfied.” Find details in the third stanza to help you understand why the elephants feel this way.

7 The author wrote this poem most likely to —

3.10A

- (A) explain the difference between pigeons and elephants
- (B) tell the reader about life at the zoo
- (C) teach the reader about animals’ diets
- (D) share a message about judging others

Think Carefully

Poets write poems to share their thoughts in a new or interesting way. Decide what the poet wants the reader to think about and remember after reading this poem.

Writing

The Writing part of the STAAR Grade 3 test is half of your STAAR test score. It includes two Revising selections, two Editing selections, and one Extended Constructed Response (ECR) or composition.

The Revising and Editing selections are designed to be like a student’s essay, and the questions are meant to test your ability to revise and edit this student writing.

Revising and Editing questions will never appear together in the same selection.

Revising selections will always come before Editing on the STAAR test. Revising questions focus on content and structural issues such as the thesis statement, supporting ideas, and organization.

The **Editing** section will always come after Revising on the STAAR test. Editing questions will focus on grammatical, mechanical, or usage topics such as correct sentence structure, word choice, and punctuation.

Extended Constructed Response is the composition you write about one or two reading passages. Reading passages are tested before Revising and Editing.

REVISING

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EDITING

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WRITING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

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- ② **Instruction** For each question you missed, study the skill lesson and check it off.
- ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

REVISING 1

① Diagnostic		② Instruction		Completed ✓	③ Post Test	
1	<input type="radio"/>	Introductions and Conclusions (p. 267)	3.11Bi	<input type="checkbox"/>	1	<input type="radio"/>
2	<input type="radio"/>	Coherence and Clarity (p. 259)	3.11C	<input type="checkbox"/>	2	<input type="radio"/>
3	<input type="radio"/>	Adding, Removing, and Organizing Details (p. 273)	3.11Bi, 3.11Bii	<input type="checkbox"/>	3	<input type="radio"/>
4	<input type="radio"/>	Coherence and Clarity (p. 259)	3.11C	<input type="checkbox"/>	4	<input type="radio"/>
5	<input type="radio"/>	Adding, Removing, and Organizing Details (p. 273)	3.11Bi, 3.11Bii	<input type="checkbox"/>	5	<input type="radio"/>
6	<input type="radio"/>	Coherence and Clarity (p. 259)	3.11C	<input type="checkbox"/>	6	<input type="radio"/>
Total / 6					Total / 6	

REVISING 2

① Diagnostic		② Instruction		Completed ✓	③ Post Test	
7	<input type="radio"/>	Introductions and Conclusions (p. 267)	3.11Bi	<input type="checkbox"/>	7	<input type="radio"/>
8	<input type="radio"/>	Introductions and Conclusions (p. 267)	3.11Bi	<input type="checkbox"/>	8	<input type="radio"/>
9	<input type="radio"/>	Adding, Removing, and Organizing Details (p. 273)	3.11Bi, 3.11Bii	<input type="checkbox"/>	9	<input type="radio"/>
10	<input type="radio"/>	Coherence and Clarity (p. 259)	3.11C	<input type="checkbox"/>	10	<input type="radio"/>
11	<input type="radio"/>	Coherence and Clarity (p. 259)	3.11C	<input type="checkbox"/>	11	<input type="radio"/>
12	<input type="radio"/>	Introductions and Conclusions (p. 267)	3.11Bi	<input type="checkbox"/>	12	<input type="radio"/>
Total / 6					Total / 6	

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EDITING 1

① Diagnostic	② Instruction	Completed ✓	③ Post Test
1 <input type="radio"/> Spelling (p. 314)		3.2Bvii <input type="checkbox"/>	1 <input type="radio"/>
2 <input type="radio"/> Punctuation (p. 344)		3.11Dx <input type="checkbox"/>	2 <input type="radio"/>
3 <input type="radio"/> Nouns, Pronouns, and Adjectives (p. 330)		3.11Diii <input type="checkbox"/>	3 <input type="radio"/>
4 <input type="radio"/> Capitalization (p. 325)		3.11Dix <input type="checkbox"/>	4 <input type="radio"/>
5 <input type="radio"/> Prepositions (p. 350)		3.11Dviii <input type="checkbox"/>	5 <input type="radio"/>
6 <input type="radio"/> Verbs and Adverbs (p. 338)		3.11Dv <input type="checkbox"/>	6 <input type="radio"/>
Total / 6			Total / 6

EDITING 2

① Diagnostic	② Instruction	Completed ✓	③ Post Test
7 <input type="radio"/> Sentences (p. 356)		3.11Di <input type="checkbox"/>	7 <input type="radio"/>
8 <input type="radio"/> Nouns, Pronouns, and Adjectives (p. 330)		3.11Dvii <input type="checkbox"/>	8 <input type="radio"/>
9 <input type="radio"/> Prepositions (p. 350)		3.11Dvi <input type="checkbox"/>	9 <input type="radio"/>
10 <input type="radio"/> Spelling (p.314)		3.11Dxi <input type="checkbox"/>	10 <input type="radio"/>
11 <input type="radio"/> Nouns, Pronouns, and Adjectives (p. 330)		3.11Div <input type="checkbox"/>	11 <input type="radio"/>
12 <input type="radio"/> Verbs and Adverbs (p. 338)		3.11Dii <input type="checkbox"/>	12 <input type="radio"/>
Total / 6			Total / 6

Show What You Know

Clarity

The STAAR Writing test will ask you questions about the clarity of sentences. What do you know about clarity in sentences?

Use the words from the box to complete each sentence.

clear	easy to understand	meanings
right words		important

- The word *clarity* is related to the word _____.
- Clear writing is _____.
- To write clearly, writers pay close attention to words and their _____.
- Writers want to choose the _____.
- Using the right word in a sentence is _____ for clear writing.

To revise for clarity, review the words in your sentences, such as nouns, verbs, and adjectives and replace any word that is not clear with a word that better fits the sentence.

Clear and Connected Writing

The STAAR Writing test will ask you to revise sentences to make them clear and connected to the other sentences in the selection. What do you know about making your writing coherent?

Use the words from the box to complete each sentence.

simple and clear

put together

take out

connected

- a. The ideas in a piece of writing should be _____ to each other and should make sense.
- b. Writers change, or revise, their sentences to be _____.
- c. Writers sometimes combine, or _____, short sentences. The new sentence should make sense and follow a clear order.
- d. Writers may remove, or _____, unnecessary parts of sentences.

In this lesson, you will learn about revising words in sentences for clarity and about revising sentences for coherence. You will practice answering STAAR questions about writing with clarity and coherence.

Check-In ✓

Think about something you have read that was hard to figure out. In 2 or 3 sentences, tell why the writing was difficult to understand.

Build Skills

Clarity: Word Choice

The STAAR test will ask you to choose a better word for a sentence.

Read the sentence that needs a better word. Think about its meaning. The best answer choice will fit the sentence and make it clearer.

Select the word that completes the sentence.

1. The library _____ its newest books on a shelf by the front door.
 - a. turns
 - b. uses
 - c. keeps
2. The art teacher said we could _____ our drawings.
 - a. color
 - b. form
 - c. visit
3. Our trip to the park turned into an _____ adventure.
 - a. all right
 - b. exciting
 - c. okay
4. We are not allowed to _____ our bicycles on the sidewalk.
 - a. ride
 - b. hold
 - c. try

Test-Taking Strategies

Try using each answer choice in the sentence. Then choose the word that fits best and makes most sense.

Coherence: Combining Sentences

The STAAR test will ask you to combine, or put together, sentences.

Think about the connection between the ideas in the sentences. Choose the answer that has ideas from both sentences. Be sure the sentence makes sense.

Read each pair of sentences. Then underline the BEST way to combine the sentences.

Watch Out

When you combine two sentences, don't repeat words from the sentences that mean the same thing.

1. A shark has many teeth. A shark has many rows of them.
 - a. A shark has many teeth and it has many rows of them.
 - b. A shark has many rows of teeth.
2. Sharks lose and grow teeth during their lives. Sharks can grow as many as 35,000 teeth in their lifetimes.
 - a. Sharks' teeth can in a lifetime grow 35,000 teeth.
 - b. Sharks lose teeth and grow as many as 35,000 teeth in their lifetimes.
3. A shark's teeth are not connected to its jaw. A shark loses about one tooth a week.
 - a. A shark's teeth are not connected to its jaw, so it loses about one tooth a week.
 - b. A shark loses about one tooth a week, so a shark's teeth are not connected to its jaw.

Coherence: Revising Sentences

The STAAR test will ask you to revise sentences that are incorrect. Part of a sentence may be in the wrong place. A sentence may have repeated words or phrases.

Read the sentence. Think about the idea it is telling about.

Then read the answer choices. Look for a clear sentence. The correct answer has words and phrases in the right order. It does not repeat parts that make the sentence too wordy.

Read each pair of sentences. Then underline the BEST revision.

Test-Taking Strategies

Read each answer choice slowly. Look for the sentence that makes the meaning clearer.

1. Corky from his backyard kennel was lost and ran away for seven years.
 - a. Corky was lost for seven years and ran away from his backyard kennel.
 - b. Corky ran away from his backyard kennel and was lost for seven years.
2. Someone saw much later two little dogs that had run away.
 - a. Much later, someone saw two little dogs that had run away.
 - b. Much later, two little dogs had run away that someone saw.
3. Corky's family came to get Corky and picked him up and brought his friend home, too.
 - a. Corky's family picked up Corky and came to get and brought his friend home, too.
 - b. Corky's family picked up Corky and brought his friend home, too.

Guided Practice

Use "Birds Are Amazing!" on page 251 to answer the questions.

First, read the STAAR question.

Jeff wants to use a better word than **good** in sentence 23. Which word should replace **good** in this sentence?

Next, use the words from the box to complete the sentence. Not every phrase will be used.

clarity

combine sentences

choose a different word

I need to _____ to improve the sentence's _____.

Then read the sentence carefully.

(23) Then the babies are good.

Now, choose a word that can replace good and make the meaning of the sentence clearer.

- a. forgotten
- b. safe

Finally, answer the STAAR question.

1 Jeff wants to use a better word than **good** in sentence 23. Which word should replace **good** in this sentence?

- (A) forgotten
- (B) excited
- (C) safe
- (D) okay

Test-Taking Strategies

Read the sentence to yourself. Use each answer choice to replace the word **good**. Choose the word that gives a clearer meaning to the sentence.

Independent Practice

Read the paragraph and answer a new question.

(1) There is a story about a famous Texas lizard that might not be true. (2) In this story, a horned toad was put inside a strong box in Eastland, Texas, a long time ago. (3) The strong box was put in a safe place. (4) It was a safe place inside a new building. (5) After thirty years, the building was torn down. (6) Workers found the strong box there and discovered the horned toad inside the strong box. (7) They named it Old Rip. (8) The horned toad became a famous mystery.

Read the STAAR question.

What is the **BEST** way to combine sentences 3 and 4?

Select the sentence that explains how to best answer the question.

- a. I need to look for a way to **combine the sentences**.
- b. I need to look for a way to **replace a word**.

Then answer the STAAR question.

2 What is the **BEST** way to combine sentences 3 and 4?

- (A) The strong box was inside a new building put in a safe place.
- (B) The strong box was put in a safe place inside a new building.
- (C) Inside a new strong box a building was put safely.
- (D) A safe place for the strong box was put inside a new safe building.

Remember

Combine sentences to present the same ideas without repeating words.

Read another STAAR question.

What is the **BEST** way to revise sentence 6?

Select the sentence that explains how to best answer the question.

- a. I need to **replace a word** to make the sentence clearer.
- b. I need to **revise a sentence** to make the sentence clearer.

Answer the STAAR question.

- 3** What is the **BEST** way to revise sentence 6?
- (A) Workers there discovered the horned toad inside the strong box.
 - (B) Workers found and discovered the horned toad inside the strong box there.
 - (C) Inside the strong box there was the horned toad that the workers discovered inside.
 - (D) Workers there inside the horned toad discovered the strong box.

Watch Out

Read each answer choice slowly. Look at the order of the words in a sentence. Choose a sentence that does not repeat words or place them in the wrong order.

Check-Out ✓

In 2 or 3 sentences, tell why revising is important for words and sentences.

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

Dirk wrote the following story about a night at a drive-in theater. Read Dirk's story and look for any revisions that he should make. Then answer the questions that follow.



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A Night at the Drive-In

(1) "What's so fun about watching a movie from the inside of a car?"
(2) That sounds kind of crazy to me," said Booker.

(3) His uncle Malik replied with a laugh. (4) "Don't be scared of trying something new. (5) You might enjoy it!"

(6) Booker sighed. (7) His uncle was always upbeat, and Booker knew he couldn't win an argument with him. (8) They were going.

(9) He watched as his uncle carried pillows and lightweight blankets to his pickup truck. (10) He moaned. (11) "We don't even get to sit in the cab? (12) We have to sit outside and get eaten by mosquitoes?" Booker asked.

(13) His uncle chuckled as Booker climbed into the cab beside him. (14) "Drive-in movies used to be a big deal," said Uncle Malik. (15) He started the truck and pulled out of the driveway.

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(16) "A lot of things used to be a big deal, until people discovered something better," Booker replied.

(17) "One of my favorite childhood memories is going to the drive-in with my grandparents. (18) It was a real event. (19) They told me stories about what it was like when they took all of their kids with them. (20) It was a special time for them. (21) It was fun and sweet, and that's how it's always felt to me, too," Uncle Malik explained.

(22) Booker helped after arriving at the drive-in his uncle set up everything in the bed of the truck. (23) It was a warm summer night. (24) Booker was happy when Uncle Malik suggested they stock up on snacks before the movie started. (25) Booker chose several things to eat while his uncle ordered two large fountain sodas. (26) Uncle Malik told Booker soft drinks always tasted better when they came from a soda fountain instead of a can. (27) They walked back to the truck, and Booker went comfortably under a blanket in the truck's bed. (28) He liked the soft crushed ice in his drink. (29) It was fun to chew. (30) He wasn't ready to admit it yet. (31) He agreed that his soft drink tasted better than usual.

(32) Therefore, a cool evening breeze began to blow softly. (33) Booker saw that Uncle Malik was staring up at the stars. (34) Booker looked up, too; it was a beautiful night.

(35) "Thanks for bringing me, Uncle Malik," Booker said. (36) "I'm starting to understand why this is special."

- 1 Which sentence should follow sentence 8 to **BEST** tell what the story is about? 3.11Bi

- (A) There used to be more drive-in movie theaters in Booker’s hometown, but only one was still open for business.
- (B) Going to the movies was one of Booker’s favorite things to do, and he especially loved buttery theater popcorn.
- (C) If Uncle Malik had set his mind on going to the drive-in movie theater, then that’s what they were going to do.
- (D) Recently, Booker’s uncle had taken him to a minor league baseball game and even bought him a hat.

Watch Out

Avoid answers that add an extraneous, or unnecessary, detail.

-
- 2 Dirk would like to add the following sentence to the fourth paragraph (sentences 9–12). 3.11Bii

He also noticed an air mattress and a can of bug spray.

Where is the **BEST** place to insert this sentence?

- (A) After sentence 9
- (B) After sentence 10
- (C) After sentence 11
- (D) After sentence 12

Think Carefully

The word *also* in the new sentence is a clue to where the sentence would fit best.

-
- 3 What is the **BEST** way to revise sentence 22? 3.11C

- (A) Booker helped his uncle set up everything in the bed after arriving at the drive-in of the truck.
- (B) After arriving at the drive-in, Booker helped his uncle set up everything in the bed of the truck.
- (C) Booker helped his uncle set up after arriving at everything at the drive-in in the bed of the truck.
- (D) Booker, after arriving in the bed of the truck, helped his uncle at the drive-in set up everything.

Taking the Test

An answer may be incorrect even if it does not have grammar errors. Read each sentence carefully and pick the one that makes the most sense.

- 4 Dirk wants to use a better word than **went** in sentence 27. Which word should replace **went** in this sentence? 3.11C

- (A) settled
- (B) happened
- (C) decided
- (D) ran

Think Carefully

Choose a verb that conveys the idea of becoming comfortable under a blanket before watching a movie.

- 5 What is the **BEST** way to combine sentences 30 and 31? 3.11C

- (A) He wasn't ready to admit it yet, he agreed that his soft drink tasted better than usual.
- (B) He wasn't ready to admit it yet, therefore he agreed that his soft drink tasted better than usual.
- (C) He wasn't ready to admit it yet, so he agreed that his soft drink tasted better than usual.
- (D) He wasn't ready to admit it yet, but he agreed that his soft drink tasted better than usual.

Watch Out

Think about how the ideas in sentences 30 and 31 relate. A coordinating conjunction should show the correct relationship between these ideas.

- 6 Select the response that shows the **BEST** transition to add to the beginning of sentence 32 to replace **Therefore**. 3.11C

_____, a cool evening breeze began to blow softly.

- (A) Instead
- (B) Soon
- (C) In other words
- (D) Certainly

Think Carefully

Sentence 31 is about Booker enjoying his drink. Sentence 32 is about a breeze beginning to blow. Think about how these ideas are related and choose the transition that connects them.

Show What You Know

The Editing section of the STAAR Writing test will ask you to use punctuation correctly.

Use the words from the box to complete each sentence. Not all words will be used.

compound periods	apostrophes commas	simple possession
---------------------	-----------------------	----------------------

To use punctuation correctly, follow these rules:

- use _____ to make contractions
- use apostrophes to show _____
- use commas to create _____ sentences
- use _____ when a sentence lists three or more things

In this lesson, you will learn how the STAAR test asks questions about punctuation. You will practice answering STAAR questions about punctuation.

Build Skills

Apostrophes in Contractions

A **contraction** is a shortened form of two words. An **apostrophe (')** takes the place of the missing letters.

EXAMPLE: *did not* > *didn't*

Write the contractions for the words on the left. An example has been done for you.

Words	Contractions
I am	I'm
it is	
they are	
we have	
can not	
do not	

Apostrophes to Show Possession

Another use of the apostrophe is to show possession or ownership.

Use 's with singular nouns. (*the bird's song*)

Use s' with most plural nouns. (*the birds' songs*)

Use 's with plural nouns that do not end in s. (*the people's rights*)

Possessive pronouns and adjectives, such as *his, hers, ours, theirs,* and *its*, do not use apostrophes.

Write the possessive form for each noun on the left.

Nouns	Possessive Nouns
book	
cows	
Anna	
Thomas	
men	

Remember

If a singular proper noun ends with the letter s, add an apostrophe and an s to make it possessive (as in *Luis's pen*).

Which **TWO** sentences use apostrophes correctly to show possession?

1. The chicken's scratched at the dirt.
2. The lamp's light filled the dark room.
3. The students' desks were all in rows.
4. The childrens' clothing section is at the back of the store.

Commas in Compound Sentences

A **compound sentence** has two independent clauses. An independent clause has a subject and verb. It can stand by itself as a complete sentence.

The two clauses are usually joined by a comma and a coordinating conjunction.

EXAMPLES: *Jessie draws.* (independent clause)

Carl paints. (independent clause)

Jessie draws, and Carl paints. (compound sentence)

Read each pair of sentences. Underline the sentence in each pair that uses commas correctly.

- 1a. We left early but, we were still late.
- b. We left early, but we were still late.
- 2a. Do you like apples, or do you prefer bananas?
- b. Do you like apples or, do you prefer bananas?
- 3a. Paul listens to music and he plays guitar.
- b. Paul listens to music, and he plays guitar.

Remember

Remember the seven coordinating conjunctions with the memory device **FANBOYS**: For, And, Nor, But, Or, Yet, So.

Commas in a Series

Use commas to separate items in a series, or list. If a list has more than two items, then a comma should follow each item.

EXAMPLES: *We camped, hiked, and swam last weekend.*

The seasons are spring, summer, fall, and winter.

Do not use commas if there are only two items.

EXAMPLES: *We hiked and swam last weekend.*

My favorite seasons are fall and winter.

Underline the sentence in each pair that is punctuated correctly.

- 1a. The recipe called for chicken butter, lime and garlic.
- b. The recipe called for chicken, butter, lime, and garlic.
- 2a. I share a table with John, Julie, George, and Casey.
- b. I share a table with John, Julie, George and Casey.
- 3a. The kids ran skipped, and jumped during recess.
- b. The kids ran, skipped, and jumped during recess.
- 4a. I bought peanut butter and jelly.
- b. I bought peanut butter, and jelly.

Guided Practice

Use this selection to practice answering a STAAR question.

Kane wrote the following paragraph about seeing a skunk. Read Kane's paragraph and look for any corrections he should make. Then answer the questions that follow.

(1) Yesterday I went for a hike with my mom, and we stopped for some water. (2) We were siting by a stream when I saw some movement in the trees. (3) I whispered to my mom and she told me that if we were very quiet, we might see what was making the trees move. (4) We sat really still for a few minutes. (5) Suddenly, a skunk moved from the trees toward the stream. (6) I had seen dogs cats, and mice before, but I'd never seen a skunk! (7) I almost screamed, but I didn't want to scare it and get sprayed. (8) We watched the skunk take a drink from the stream and then disappear back into the trees. (9) It was so cool being so close to a Wild Animal. (10) I was very thankful that we weren't any closer though, or we might smell like a skunk now, too!

First, read the STAAR question.

What change should be made in sentence 6?

- (A) Change **dogs** to **dog's**
- (B) Insert a comma after **dogs**
- (C) Change **mice** to **mouses**
- (D) Change **but** to **and**

Next, select the sentence that explains how to best answer the question.

- a. I need to check punctuation, nouns, and conjunctions.
- b. I need to check punctuation, verbs, adjectives, and adverbs.

Now, read the sentence. Underline the punctuation in the sentence.

I had seen dogs cats, and mice before, but I'd never seen a skunk!

Then choose the punctuation rule that is broken in this sentence.

- a. Use apostrophes in possessives.
- b. Use apostrophes in contractions.
- c. Use commas to create compound sentences.
- d. Use commas to separate items in a series.

Finally, answer the STAAR question.

1 What change should be made in sentence 6?

- (A) Change **dogs** to **dog's**
- (B) Insert a comma after **dogs**
- (C) Change **mice** to **mouses**
- (D) Change **but** to **and**

Independent Practice

Now it's time to answer another STAAR question.

Read the paragraph.

(1) Summer is my favorite season. (2) I love summer Saturdays when we visit my grandparents at Lake Stamford. (3) We load our towels, swimsuits, and sunscreen into our parents car, and then we head to the lake! (4) Often, we meet up with our cousins there. (5) We splash around all day, then gather to watch the sunset before heading home.

Read and answer the STAAR question.

- 2** What change should be made in sentence 3?
- (A) Delete the comma after **towels**
 - (B) Change **swimsuits** to **swimsuit's**
 - (C) Change **parents** to **parents'**
 - (D) Delete the comma after **car**

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

These paragraphs are from Mario’s essay about insects. Read the paragraphs and look for any corrections Mario should make. Then answer the questions that follow.

Do Insects Sneeze?

(1) Have you ever seen an insect with the hiccups? (2) Have you ever herd an insect sneeze or cough? (3) If you answered yes, you have a great imagination. (4) Insect’s don’t sneeze, cough, or hiccup.

(5) People sneeze when their noses are irritated by something. (6) Insects don’t have noses, so they cannot sneeze. (7) Insects don’t breathe through their mouths, so they don’t cough. (8) Insects breathe through tiny holes at their bodies. (9) Hiccups are caused by a thin muscle that helps people breathe. (10) Insects don’t have this muscle.

1 What change should be made in sentence 2?

3.11Dxi

- (A) Change **herd** to **heard**
- (B) Change **insect** to **Insect**
- (C) Insert a comma after **sneeze**
- (D) Change **cough** to **coff**

Taking the Test

You can check the meanings of homonyms in your dictionary.

2 What change should be made in sentence 4?

3.11Dx

- (A) Change **Insect's** to **Insects**
- (B) Change **don't** to **didn't**
- (C) Delete the comma after **sneeze**
- (D) Change **or** to **and**

Remember

An apostrophe is not used to form a plural noun.

3 Select the word that should replace **at** in sentence 8.

3.11Dvi

Insects breathe through tiny holes _____?_____ their bodies.

- (A) over
- (B) on
- (C) above
- (D) into

Remember

Prepositions are used before a noun to show the relationship between the noun and another word.

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

Rosario wrote the following story about Pajama Day. Read these paragraphs from Rosario's story and look for any corrections she should make. Then answer the questions that follow.

Pajama Day

(1) Julie stepped out of the car with a big smile on her face. (2) She looked down at her feet and admired her fuzzy, pink slippers. (3) As she waved goodbye to her father, her friend Natalie ran over squealing happy.

(4) "Your pajamas are so cute!" Natalie yelled.

(5) "Not as cute as yours!" Julie replied.

(6) The girls laughed and started walking to their classroom.

(7) When they arrived, they said hi to their teacher, Mr. Day. (8) He was wearing a biggest purple robe over striped pajamas. (9) The girls giggled and went to their seats.

(10) A few minutes later, their friend John walked of class. (11) He was wearing blue jeans and a shirt with a collar. (12) His face turned red when he saw his classmates. (13) "Oh, no," he said. (14) "It's Pajama Day!"

(15) "I think I can help," said Mr. Day. (16) He handed John his robe, and everybody cheered!

4 What change should be made in sentence 3?

3.11Dv

- (A) Change **waved** to **waving**
- (B) Insert a comma after **goodbye**
- (C) Change **squealing** to **sqeeling**
- (D) Change **happy** to **happily**

Remember

Adjectives modify nouns.
Adverbs modify verbs,
adjectives, and other adverbs.

5 What change, if any, should be made in sentence 8?

3.11Div

- (A) Change **was** to **were**
- (B) Change **biggest** to **big**
- (C) Change **over** to **from**
- (D) No change is needed.

Remember

Use a superlative adjective
only when comparing three
or more things.

6 What change should be made in sentence 10?

3.11Dvi

- (A) Change **minutes** to **minute**
- (B) Change **their** to **they're**
- (C) Change **friend** to **frend**
- (D) Change **of** to **into**

Taking the Test

You can use your dictionary
to check the spellings and
meanings of words in answer
choices.

The final step in writing your essay is to look for and fix errors.

To start, you should look at your word choices, making sure you use the best words to make your meaning clear.

You should avoid:

- words with the wrong meanings
- overly used or repeated words
- unclear words and phrases

Underline the word in parentheses that best completes each sentence by using clear and interesting language.

- a. The second way Juan and Ella use teamwork is by (talking | acting | working) with their neighbor.
- b. In paragraph 11, Mr. Kim tells Ella to bring a dog cage from his (place | apartment | room). The cage can hold the snake so that it does not get free.
- c. Juan and Ella work with Mr. Kim. Working together makes the (problem | stuff | thing) easier to solve.

Revising Sentence Variety

Your essay should use a variety, or mix, of correctly punctuated sentence types, including simple and compound sentences. One way to add sentence variety is to combine simple sentences into compound sentences.

Read the sentences below. Combine each set of sentences into a single sentence. Write the new sentences.

a. The snake goes to the toy. Juan shuts the cage door.

b. Snakes must be handled with care. Teamwork helps to get the job done.

Review Your Writing

After you draft your response, review your work. Make sure that you read your response carefully and check for errors.

Read the paragraph below. Fix the sentence construction errors and rewrite the paragraph in the box provided.

Think Carefully

The sentences have a missing verb and a sentence fragment.

The first way the characters use teamwork is by working together. Juan and Ella in the stairwell together, looking for the snake. In paragraph 5, Ella tells Juan the snake is going to escape. By being together. Juan and Ella can work together and talk about their problem. This is how they start to solve it.

Read the paragraph below. Fix the punctuation errors and rewrite the paragraph in the box provided.

Think Carefully

The paragraph has a missing end punctuation mark and an incorrect punctuation mark.

The second way Juan and Ella use teamwork is by working with their neighbor. In paragraph 11, Mr. Kim tells Ella to bring a dog cage from his apartment The cage can hold the snake so that it does not get free. Juan and Ella work with Mr. Kim! Working together makes the problem easier to solve.

Read the sentences below. Fix the two capitalization errors as you rewrite the paragraph in the box provided.

Think Carefully

The paragraph has a lowercase proper noun and a capitalized common noun.

The last way Juan and Ella use teamwork is by using Ella's toy rabbit. Ella has to help juan put the snake in the cage. In paragraph 15, she throws her toy rabbit in the cage. The snake goes to the toy. Juan shuts the cage door. Juan could not have caught the snake without Ella's help. This is the final way they useTeamwork to solve a problem.

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Think Carefully

The paragraph has an inappropriate transition word and a subject-verb agreement error.

Read the sentences below. Fix the two grammar errors as you rewrite the paragraph in the box provided.

Snakes must be handled with care, or teamwork helps to get the job done. By working together, Juan and Ella saves their neighbor's snake. They thought about different ways to solve their problem. Then they followed through with their ideas to be successful.

Read the paragraph below. Fix the two spelling errors as you rewrite the paragraph in the box provided.

Think Carefully

There are spelling errors in the first and third sentences of the paragraph.

Juan and Ella are in the stairwell together, looking for the snake. In paragraph 5, Ella tells Juan the snake is going to escape. By being together, Juan and Ella can work together and talk about their problem. This is how they start to solve it.

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Lesson Summary

Review what you have learned in this lesson. Use the words from the box to complete the sentences below. Not every word is used.

agree	informative and descriptive	misspelled
unclear	simple and compound	rhyme

- a. When I revise for word choice, I should look out for _____ words.
- b. For good sentence variety, my essay should include _____ sentences.
- c. When I revise for grammar usage, I make sure that the subjects and verbs in each sentence _____.

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Read the poem “The Pigeons at the Zoo” on page 128. Based on the information in the poem, write a response to the following:

Explain how the poet compares pigeons to other animals.

Write a well-organized informational essay that uses specific evidence from the poem to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

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Organizing Your Ideas and Evidence

Use this chart to organize and develop ideas and examples for your essay.

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INTRODUCTION Thesis or Controlling Idea:	
Topic Sentence: Evidence: Analysis:	BODY
Topic Sentence: Evidence: Analysis:	BODY
Topic Sentence: Evidence: Analysis:	BODY
CONCLUSION Connect Back to Thesis or Controlling Idea:	

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Using This Teacher's Edition

This workbook supports teachers in helping students succeed on the Grade 3 Reading Language Arts STAAR test with TEKS skill instruction and authentic STAAR practice.

Skill Lessons—Interactive TEKS Instruction

1 Show What You Know

This lesson introduction reviews key concepts and academic terms and helps students activate prior knowledge and connect the skill's concepts to previous experiences.

2 Check-In

Check-in activities are short-answer writing prompts that activate prior knowledge, help students connect to the lesson, and apply the skill concepts to their life experiences. Teachers get feedback on student readiness and thinking.

3 Build Skills

Build Skills activities allow students to demonstrate the fundamental TEKS-based concepts of the skill.

4 Guided Practice

Students practice answering STAAR-format questions. Guided Practice questions come from the Diagnostic Test and feature scaffolding and support, including analysis activities for answering the questions and justifying their answer choice.

5 Check Your Thinking

Students explain the strategies and thinking they used to answer the Guided Practice questions, and identify evidence from the selection or reasoning that supports their answer.

6 Independent Practice

Students apply what they learned to answer an authentic STAAR test item with minimal scaffolding.

7 Check-Out

Students respond to a short-answer writing prompt that helps them reflect on the skill and synthesize their understanding.

The Teacher's Edition contains answers, sample responses, and full answer choice explanations for every lesson's activities and questions.

Using This Teacher's Edition—Reading

Authentic STAAR Practice

All STAAR practice selections match the STAAR redesign in content, format, and rigor. This includes new question types, cross-curricular passages, and evidence-based writing.

Sirius Reading selections include all tested genres, including argumentative. Genre labels and cross-curricular references are included for Teachers.

1 Authentic STAAR Questions

STAAR Practice questions closely match the STAAR redesign with 25% new question types, adapted for print.

All test items reflect the language and thinking tested in STAAR. Practice passages include items for multiple TEKS in an unpredictable sequence, just like the STAAR test.

2 Answer Choice Rationales

Full answer choice explanations or sample answers are provided for all STAAR practice questions.

Explanations help teachers and tutors identify student mistakes and facilitate remediation. The goal is to help the focus become understanding why one answer is best instead of getting the correct answer.

1

2

- 5 Which sentence from the selection best helps the reader visualize what the snake looks like? 3.10D
- Ⓐ The snake slid into the path of light from our flashlight. (paragraph 6)
 - Ⓑ Its eyes were bright green, while its body glittered like brown glass. (paragraph 6)
 - Ⓒ The boa jerked around, but I held on tight. (paragraph 8)
 - Ⓓ Now the boa's tail could wrap around my arm but not my body. (paragraph 8)

Understanding the Question

When you visualize, you make a picture in your mind. Find the sentence that gives several details to help you see the snake in your mind.

- 6 Based on paragraphs 15 and 16, what can the reader tell about Ella? 3.6F
- Ⓐ She is worried about her brother.
 - Ⓑ She is not afraid of snakes.
 - Ⓒ She cares about her neighbors.
 - Ⓓ She acts quickly when there's trouble.

Think Carefully

Look over paragraphs 15 and 16. Think about what Ella does and why she does it. What does this part of the story tell you about Ella?

Red boxes show correct answers.

- 7 What does Juan learn in this story? 3.8A
- Ⓐ People often find courage when there's danger.
 - Ⓑ Always be prepared during a storm.
 - Ⓒ It's best to fix a problem yourself.
 - Ⓓ Some people have better ideas than others

Understanding the Question

Think about why the author wrote the story. What do you think Juan learned from what happened with the snake? How do you think you would feel if it were you in the story?

Test tips

Answer Choice Rationales

- 5 A
B
C
D

- 6 A
B
C
D

- 7 A
B
C
D

Using This Teacher's Edition—Writing

Revising and Editing STAAR Practice

Full answer choice rationales or samples responses are provided for all STAAR practice test items—both multiple choice and new question types. These explanations help teachers and tutors identify student mistakes and provide meaningful feedback.

1 What change, if any, should be made in sentence 2? 3.11Dx

Ⓐ Change **Our** to **We**

Ⓑ Change **about** to **around**

Ⓒ **Insert a comma after *people***

Ⓓ No change is needed.

Watch Out

Some nouns can be confusing. Use a dictionary to check whether a noun is singular or plural.

Red boxes show correct answers.

Answer Choice Rationales

1 A [blurred]

B [blurred]

C [blurred]

D [blurred]

2 A The spelling of the word *study* is not changed when adding -ing.

B [blurred]

C [blurred]

D [blurred]

3 A [blurred]

B [blurred]

C [blurred]

D [blurred]

Rationales for **EACH** answer choice help teachers or tutors give students actionable feedback.

2 What change should be made in sentence 6? 3.11Dv

Ⓐ Change **studying** to **studeing**

Ⓑ Change **learn** to **learns**

Ⓒ **Change *along* to *about***

Ⓓ Change **different** to **diferent**

Watch Out

Some rules about spelling are not true for all words.

3 What change should be made in sentence 10? 3.11Dviii

Ⓐ Change **Everyone** to **Every one**

Ⓑ Change **is** to **are**

Ⓒ **Change *so* to *but***

Ⓓ Change **eat** to **ate**

Taking the Test

Use the notepad to write the sentence with the changes shown in each answer choice. This can help you find the correct answer.

ECR Practice Prompts

Five informational essay prompts provide scaffolded writing practice.

WRITING 11

ECR PRACTICE 1 Prompt 123

Read the short story "Snake in the Stairwell" on page 000. Based on the information in the story, write a response to the following:

Explain how the characters use teamwork to solve their problem. Write a well-organized informational essay that uses specific evidence from the story to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

Brainstorming helps students generate ideas.

Organizing Your Ideas and Evidence

Use this chart to organize and develop ideas and examples for your essay.

INTRODUCTION
Thesis or Controlling Idea:

BODY

Topic Sentence:

Evidence:

Analysis:

BODY

Topic Sentence:

Evidence:

Analysis:

BODY

Topic Sentence:

Evidence:

Analysis:

CONCLUSION

Connect Back to Thesis or Controlling Idea:

A **graphic organizer** helps students plan their essay.

Write your essay in the box below.

Example of a high-scoring essay:

Write your essay in the box below.

Checklist

☐ clearly state your thesis

☐ use evidence from the selection

☐ use correct spelling, capitalization, punctuation, and grammar

☐ connect back to thesis or controlling idea

☐ complete thoughts

Two sample responses are provided to help teachers provide student feedback.

A **checklist** ensures students include all necessary parts for their essay.

Reading Language Arts Contents

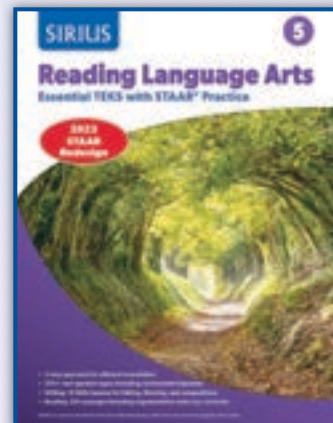
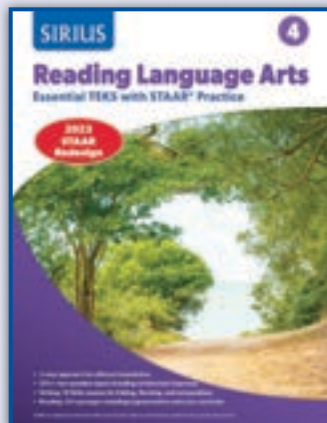
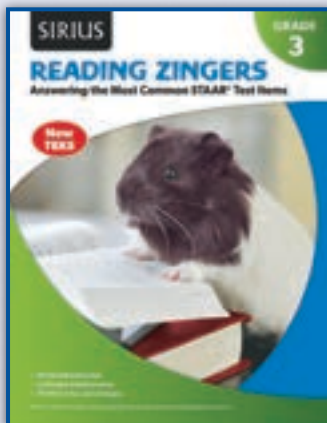
READING

- Diagnostic Tests
- Skill Lessons
 - Literary Skills
 - Informational and Argumentative Skills
 - Thinking Skills
 - Vocabulary and Language Skills
- STAAR Practice
 - Literary Texts
 - Informational and Argumentative Texts
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WRITING

- Revising
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 - Post Tests
- Editing
 - Diagnostic
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 - STAAR Practice
 - Post Tests
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Grade 3 Reading Zingers Workbook

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 clues to its meaning. A **prefix** or a **suffix** might help you. A **fix** is a group of letters placed before the root of a word. A **fix** 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
dislikes	Sylvia is very picky and <u>dislikes</u> most snacks from the store.	Dislike means: "likes it a lot" or "does not like it"
dip	He makes a snack with carrots and creamy ranch <u>dip</u> .	Dip means: "a short swim" or "a mixture to eat"

Graphic organizers

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

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
slug	slug \s'læg\ 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.

Short selection with focused practice

on level practice

Question analysis

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Mixed Practice

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

ZINGERS 1–2 Mixed Practice (Part 2)

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.

The Girl, the Boy, and the Bucket

1 A girl and her younger brother were eating crackers with peanut butter. As they got up to go outside, their mom walked by and said, "It is impolite to leave a mess. Please clean it up."

2 The girl and her little brother started cleaning up the crumbs, containers, paper towels, and peanut butter. Just then, their uncle passed through, handed them a bucket, and said, "Use a bucket."

3 So the girl began to jam the sticky, peanut-buttery paper towels and the empty cracker boxes into the bucket. As the little brother started to slide a cracker sleeve into the bucket, their cousin passed through and said, "Are you crazy? A bucket isn't for trash. A bucket is for your cleaning supplies."

4 So the girl opened the cabinet under the sink and put disinfectant spray, a cloth, and other supplies in the bucket. As the little brother started to put more things in, their aunt passed through and scoffed, saying, "Are you crazy? A bucket isn't for cleaning supplies. Fill the bucket with suds to clean up this mess."

5 So the girl dumped the stuff out of the bucket and onto the floor. She started filling the bucket with soap and water. The younger brother started to wipe the counters down, but the cloth had gotten sticky from the trash. He ended up smearing peanut butter all around instead of wiping it up. The puppies walked through, stepping on their trash and tracking the peanut butter across the floor. Their dad passed through the kitchen and said, "Are you crazy? Why would you fill the bucket so high?"

6 The girl was about to dip a sponge in the suds. She and the boy looked around the kitchen. There were sticky paw prints on the floor, smeared peanut butter on the counters, and a puppy tug-of-war game with the tasty paper towels. The puppies tipped over the bucket.

7 "That will teach you," said the mom, shaking her head and giggling.

Longer selections

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5 In paragraph 1, the word impolite means — (3.3B)

A too thoughtful
B not thoughtful
C somewhat thoughtful
D always thoughtful

6 What is the meaning of the word jam as it is used in paragraph 3? (3.3B)

F To stuff something into
G To be constantly busy
H To become stuck or unable to move
J To play with other musicians

7 What is the meaning of the word tracking in paragraph 5? (3.3B)

A Following
B Leaving
C Watching
D Licking

8 Which statement describes the main theme of the selection? (3.8A)

F It's better not to make a mess than to have to clean it up.
G You can find many uses for some everyday objects.
H Listening to advice can lead you in the wrong direction.
J Trying to please everyone leaves no one pleased.

TEKS designation

Authentic STAAR test questions

Test tips

STAAR Tip Think about the context clues that come before or after the word in order to find meaning.

STAAR Tip Think about what the boy and girl do each time a family member makes a suggestion.

Mixed Practice: Part 2 Zingers 1–2 19

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The screenshot displays the Sirius Online interface. On the left, a reading passage titled "from The Open Boat" is shown. A yellow callout box labeled "Same Tools and Features" points to the top navigation bar. Another yellow callout box labeled "Guideline" points to a highlighted section of the text. A third yellow callout box labeled "Highlights" points to a highlighted sentence in the text. On the right, a multiple-choice question is displayed. A yellow callout box labeled "Scaffolded Instruction" points to a "WATCH OUT" warning box that says "Avoid choosing an answer that expresses an opinion rather than a straightforward fact about the correspondent." Below the question, a "Sorry, that's not correct." message is visible, indicating that the selected answer is incorrect.

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