STAAR®

State of Texas Assessments of Academic Readiness

GRADE 3
Reading

Administered May 2017

RELEASED

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

from
Jake Drake, Teacher's Pet

by Andrew Clements

1   When I was in third grade, we got five new computers in our classroom. Mrs. Snavin was my third-grade teacher, and she acted like computers were scary, especially the new ones. She always needed to look at a how-to book and the computer at the same time. Even then, she got mixed up a lot. Then she had to call Mrs. Reed, the librarian, to come and show her what to do.

2   So it was a Monday morning in May, and Mrs. Snavin was sitting in front of a new computer at the back of the room. She was confused about a program we were supposed to use for a math project. My desk was near the computers, and I was watching her.

3   Mrs. Snavin looked at the screen, and then she looked at this book, and then back at the screen again. Then she shook her head and let out this big sigh. I could tell she was almost ready to call Mrs. Reed.

4   I've always liked computers, and I know how to do some stuff with them. Like turn them on and open programs, play games and type, make drawings, and build Web pages—things like that. So I got up from my desk, pointed at the screen, and said, "Mrs. Snavin, if you double-click on that little thing right there, then the program will start running. And then you click on this, and that opens up the part about number lines."

5   So Mrs. Snavin did what I told her to and the program started running. Because that's the way it works and anybody knows that. Except Mrs. Snavin.

6   When the program started playing this stupid music, Mrs. Snavin smiled this huge smile at me and said, "Jake, you're *wonderful*!" And she said it too loud. *Way* too loud.

7   She said it so loud that every kid in the classroom stopped and turned to look at us, just in time to see Mrs. Snavin pat me on the top of my head like I was a nice little poodle or something. An embarrassed poodle with a bright red face.

8   So I mumbled something like, "Oh, it was nothing." Which was a mistake.

9   Because right away she said, "But you're wrong, Jake. I get *so* mixed up when I work with these new computers. And to think that all along I've had such a *wonderful* <u>expert</u> right here in my classroom, and I didn't even know it! From now on you're going to be my *special* computer helper!"

10   I sat down fast before she could pat me on the head again. But the worst part hadn't happened yet. Because Mrs. Snavin walked to the front of the room and said, "Class, if any of you has trouble with the computers during math time this afternoon, just ask Jake what to do. He's my *special* computer helper!"

11   By this time, my face was so red that I felt my ears start to get hot. I kept my eyes on my desk but even so, I knew everyone in the room was looking at me. And I was just waiting for someone to start making fun of me, especially the kids who know tons more about computers than I do. Like Ben. Or Shelley Orcut. She's the biggest computer brain in our whole school.

12   But just then the first period bell rang and it was time to go to art class. So I was saved by the bell.

1 Which of Mrs. Snavin's actions helps the reader visualize why Jake is embarrassed?

   A *Mrs. Snavin was my third-grade teacher, and she acted like computers were scary, especially the new ones.*

   B *She was confused about a program we were supposed to use for a math project.*

   C *Then she shook her head and let out this big sigh.*

   D *She said it so loud that every kid in the classroom stopped and turned to look at us, just in time to see Mrs. Snavin pat me on the top of my head like I was a nice little poodle or something.*

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2 Paragraph 6 is important to the development of the plot because it is where —

   F Jake learns a lesson

   G Jake's problem begins

   H Jake makes a difficult decision

   J Jake's problem is solved

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3 Jake's interaction with his teacher shows that he —

   A does not like attention

   B does not like computers

   C wants to be Mrs. Snavin's favorite student

   D wants Mrs. Snavin to help him with his math project

4 What does Jake learn in this story?

    F Taking a risk is more important than making a mistake.

    G Offer help to people whenever they clearly need it.

    H People often know more than they think they do.

    J Being helpful can bring unexpected results.

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5 Read paragraph 8 from the story.

> *So I mumbled something like, "Oh, it was nothing." Which was a mistake.*

Why does Jake think he's made a mistake?

    A Mrs. Snavin continues to praise him in front of the class.

    B Mrs. Snavin is unable to get the computer program to open.

    C The class is over before he has time to work on the math project.

    D The librarian comes to help the students with their work.

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6 What does Jake mean when he says he is "saved by the bell"?

    F Jake can now leave the awkward situation behind.

    G Jake can finally go to his favorite class of the school day.

    H Jake is tired of trying to help make the computer work.

    J Jake is certain his classmates will forget what they saw.

7 What is the best summary of the story?

  A Jake enjoys working with computers, so his teacher Mrs. Snavin tells the students in the class to ask Jake when they need help using their computer.

  B Jake helps Mrs. Snavin use the computer. When Mrs. Snavin announces that Jake has helped her, he worries what the other students are thinking.

  C Mrs. Snavin is used to asking for help with the classroom computer, but she discovers that one of her students knows a lot about computers.

  D Mrs. Snavin wants her students to use the new computers in their classroom, but she is having trouble getting the computers to work.

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8 As it is used in paragraph 9, the word <u>expert</u> means a person who —

  F is highly skilled

  G is willing to help

  H enjoys working with machines

  J has learned from watching others

Lost and Found

1   Jennifer Noble loved her gray-and-white cat Scrub very much. One day Scrub got lost and did not find his way back home. Noble looked everywhere for Scrub but had no luck. She thought sadly that he was lost for good. Five years later Noble got a call from an animal shelter. They had located Scrub!

2   How did the animal shelter know that Scrub belonged to Noble? How did the workers there know how to contact her? All this information was available because of the microchip that had been placed under Scrub's skin many years earlier. A microchip is a computer chip about the size of a grain of rice that is used to keep track of pets. The chip is placed under an animal's skin with a needle, usually between the pet's shoulder blades. Once the chip is in place, the pet does not feel it anymore. Microchips have helped thousands of owners get their lost pets back.

One of Noble's sons is reunited with Scrub. Within a few hours of coming home, Scrub had settled right back in.

Courtesy of Jennifer Noble

3   When lost pets are brought to animal shelters, the workers use a special tool called a scanner to help them look for a microchip. The scanner reads an identification number on the microchip, and then

the shelter contacts the microchip company to match the number to the contact information of the pet's owner. This is how the shelter was able to notify Noble that they had found Scrub.

A Dog Being Scanned for a Microchip

© imagebroker/Alamy

4   Microchips can help owners find their pets no matter how far they have wandered from home. In New York a dog named Roxy became lost and was missing for months. Then a woman found her on a busy street in New Jersey. No one knows how the dog got to a different state, many miles from her home. However, thanks to her microchip, Roxy was soon returned to her grateful owner.

5   A microchip can work for a pet's entire life. In 2008 a husband and wife got their cat George back after he had disappeared 13 years earlier! When George went missing, the couple tried everything to find him. They consistently visited animal shelters every other day for six months, made posters, and handed out flyers. They even offered a $500 reward. After years went by, they thought that George would never be found. Then one day an animal shelter called them with great news. George had been found! As the cat's owners drove to pick up their long-lost pet, they cried the whole way. It was hard to believe that their beloved cat George would be able to come home at last!

An Enlarged Image of a Microchip
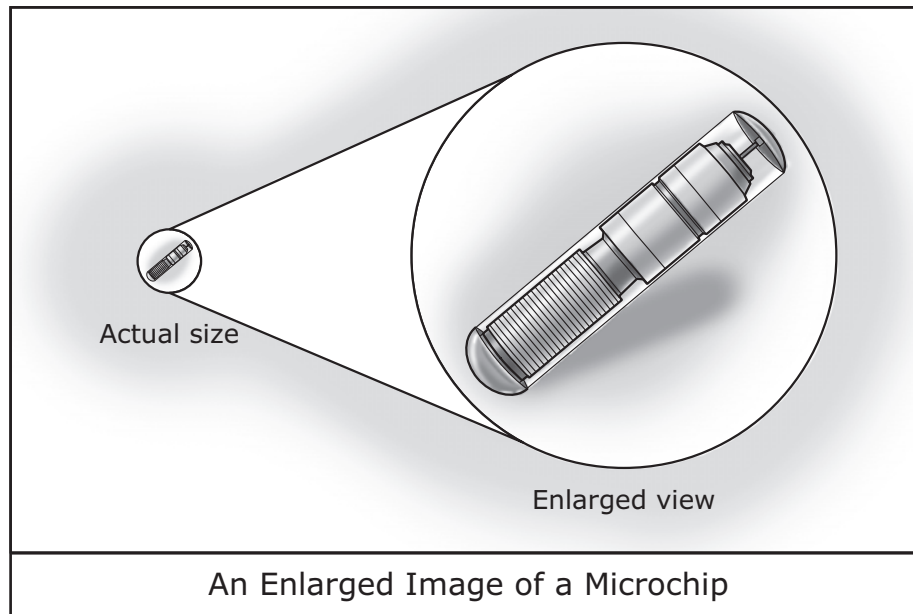
6   Animals get lost for many reasons, and most of the time wearing a collar and a tag can help bring a pet home. However, tags and collars can fall off or become difficult to read. This is why microchips may be just the thing to help bring missing pets back home to their owners.

Frequently Asked Questions About Microchips

How old does my pet have to be to get a microchip?
A pet can be microchipped as young as 6 to 8 weeks of age and anytime after that.

What should I do if I move?
You should update your information with the company that registered your pet's microchip. If you do not do this, the chip will be useless if your pet gets lost.

Does my pet still need to wear a collar and tag once it is microchipped?
Microchips are an extra source of information to help you reunite with your pet if it gets lost. But you should still make sure your pet has a collar and tag.

Where can I take my pet to get microchipped?
Your pet can get a microchip at a veterinarian's office or at some animal shelters.

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

A *All this information was available because of the microchip that had been placed under Scrub's skin many years earlier.*

B *Microchips have helped thousands of owners get their lost pets back.*

C *However, thanks to her microchip, Roxy was soon returned to her grateful owner.*

D *However, tags and collars can fall off or become difficult to read.*

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10 The diagram of a microchip is included to show —

F a detailed view of a microchip

G how the scanner locates information

H where to place a microchip

J the differences between pet collars and microchips

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11 Why is it surprising that Roxy was found?

A Roxy had wandered away from her owner.

B Roxy was lost for several years.

C Roxy was on a busy street.
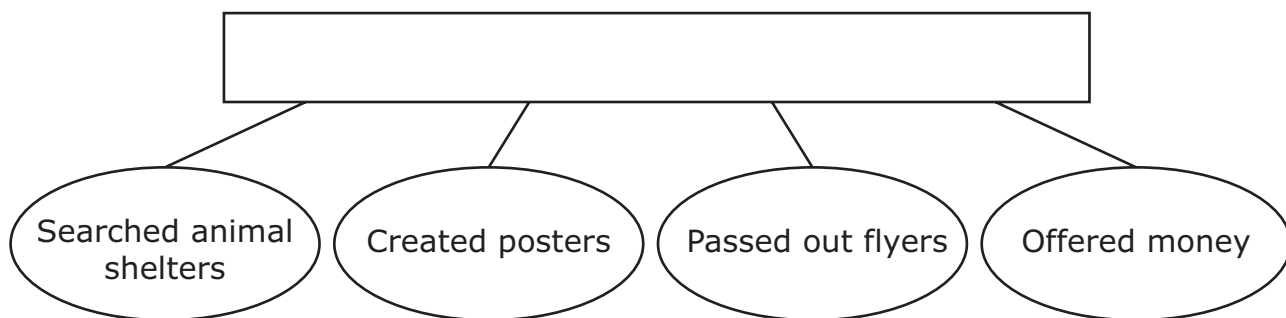
D Roxy was far from home.

12 The purpose of the questions in paragraph 2 is to —

    F interest readers in learning how microchips help reunite owners with lost pets

    G tell readers about the services available at the animal shelter

    H give readers details about what is happening in the photograph of Scrub

    J share with readers how it feels to lose a pet

---

13 To learn when pets can be microchipped, the reader should refer to the —

    A diagram of the microchip

    B caption under the photograph after paragraph 3

    C photographs of the animals

    D boxed information after paragraph 6

14 Look at the diagram below.

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┌─────────────────────────────────────────┐
│                                           │
└─────────────────────────────────────────┘
   /          |            |            \
 ╱        ╱         ╲          ╲
(Searched animal) (Created posters) (Passed out flyers) (Offered money)
(   shelters   )
```

Which of these completes the diagram?

F Why It Was Difficult for George's Owners to Find Him

G How George's Owners Were Able to Locate Him

H What George's Owners Did to Try to Find Him

J Where George's Owners Eventually Found Him

---

15 Read this sentence from paragraph 2.

> *Once the chip is in place, the pet does not feel it anymore.*

This sentence helps the reader infer —

A where microchips are located

B that microchips do not bother pets

C how microchips are inserted

D that microchips are helpful for pets

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Mrs. Baird and a Lifetime of Fresh Bread

1   Many people agree that there is nothing better than the smell of fresh-baked bread. People have enjoyed eating bread for thousands of years, but bread has not always been easy to get. It was only during the past 100 years that bread has been sold at grocery stores. Before that time people made their own bread or bought it from people they knew. In the early 1900s a woman in Fort Worth, Texas, named Ninia Lilla Baird was one of those people. Mrs. Baird enjoyed baking cakes and pies to give to her neighbors and friends. Most of all, she loved to bake bread.
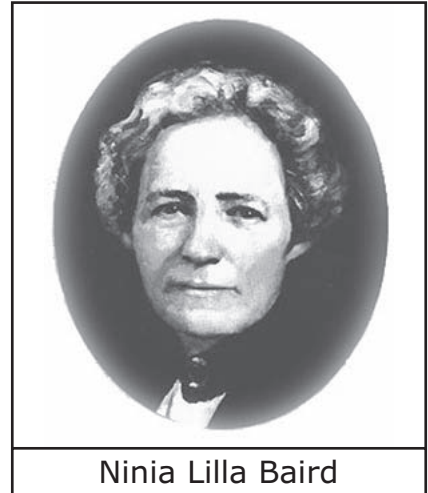

Ninia Lilla Baird
© Bimbo Bakeries

2   Mrs. Baird's husband owned a restaurant in Fort Worth. Since so many people loved Mrs. Baird's baked goods, the restaurant began selling them to customers. Mrs. Baird worked hard each day to make sure there was enough bread for everyone who wanted some.

3   While baking bread for the restaurant, Mrs. Baird also took care of her eight children. When her husband fell ill and could not work anymore, Mrs. Baird continued to sell her baked goods so that she could provide for her family. She started a business and called it Mrs Baird's Bread®.

A Family Affair

4   As Mrs. Baird's children grew older, they helped with the business. Mrs. Baird did the baking. She baked all day because she could fit only a few loaves of bread at a time in her wood-burning stove. Her oldest sons walked to the homes of the customers and delivered the baked goods.

A Loaf of Mrs Baird's Bread
© Bimbo Bakeries

GO ON
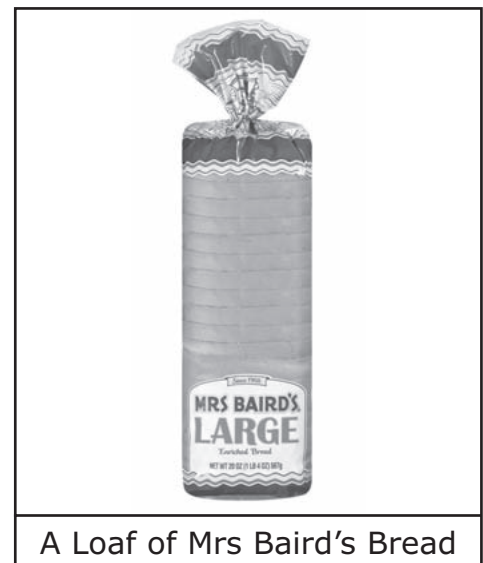
5   Soon Mrs. Baird's baked goods were so popular that her sons needed a faster way to deliver them. They began to use their bicycles. Even more people ordered from Mrs. Baird. She had to find a way to bake more products at one time.

Expanding the Business

6   In 1915, Mrs. Baird purchased a used oven from a hotel. The oven cost $75, but Mrs. Baird was able to pay only $25 in cash. Luckily, she was <u>permitted</u> to pay the rest of the amount she owed by providing bread and rolls to the hotel.

7   Mrs. Baird kept her new oven in a small building in her backyard. This oven could bake up to 40 loaves at one time. The more bread Mrs. Baird made, the more bread she sold. This meant that more bread also had to be delivered. Delivering goods by bicycle was no longer practical. So the brothers began using the family wagon, which could hold many loaves of bread. The family horse pulled the wagon right up to the customers' homes. This faster delivery method allowed the family to earn more money.

8   In 1917, Mrs. Baird bought a car. The family removed the seats from the back and filled the space with baked goods. They painted a <u>sign</u> on the side of the car that read Eat More Mrs Baird's Bread. Delivering by car meant that even more people could enjoy Mrs. Baird's bread.

A Century Later

9   Today the people who work at Mrs Baird's Bakeries are just as proud of their bread as Mrs. Baird was. Mrs Baird's Bakeries operates four factories across the state of Texas. These large bakeries are located in Fort Worth, Houston, San Antonio, and Lubbock. Hundreds of schoolchildren visit the Fort Worth and Houston bakeries on field trips each year. At the end of the tour, everyone receives a warm slice of fresh bread. Yum!

Loaves of bread pass by as some children tour the Mrs Baird's Bakery in Fort Worth.

Courtesy of Ricky Moon

Third party trademark Mrs Baird's® was used in these testing materials.

16 In paragraph 6, the word <u>permitted</u> means —

    F allowed

    G begged

    H forced

    J needed

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17 How did Mrs. Baird begin selling baked goods?

    A She went to work for a bakery.

    B She agreed to bake rolls for a hotel.

    C Her neighbors paid her for her bread.

    D Her husband sold them in his restaurant.

---

18 The subheadings in the selection support the main idea that Mrs. Baird —

    F turned a small business into a large one

    G was proud of the baked goods she made

    H was pleased that her family helped her

    J wanted everyone to have enough bread

19 Mrs. Baird purchased an oven because the wood-burning stove she was using —

  A was not hers

  B was too small

  C burned the bread

  D cooked too slowly

---

20 Which statement describes one of Mrs. Baird's business challenges?

  F She had trouble teaching her children how to help with the business.

  G She needed to find new ways to deliver her baked goods as sales increased.

  H She was not able to remember the type of baked goods her customers ordered.

  J She was not able to make enough money to purchase supplies.

---

21 What is the theme of the selection?

  A Hard work often leads to success.

  B Some people work more than others.

  C Popular items often change through the years.

  D No one knows what to expect in the future.

GO ON

22 The author included the section titled "A Family Affair" to describe how Mrs. Baird's children —

F liked the bread she baked

G helped her in the bread business

H learned how to bake bread

J encouraged people to buy her bread

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23 Read this dictionary entry.

> **sign** \ˈsīn\ *noun*
> **1.** a movement that shows a thought or command
> **2.** in math, language, or music, a mark that stands for a certain idea
> **3.** evidence that a fact or idea is true
> **4.** a display that advertises or gives the name of a business

Which meaning of the word <u>sign</u> is used in paragraph 8?

A Meaning 1

B Meaning 2

C Meaning 3

D Meaning 4

24 At first, Mrs. Baird's sons delivered her bread —

    F on foot

    G in a car

    H on their bicycles

    J in a delivery wagon

**25** One likely reason Mrs. Baird became a successful business owner is that —

    A her business allowed her to spend time with her children

    B she did not want people to have to make their own bread

    C she did not want to work in a restaurant like her husband

    D her business involved something that she enjoyed doing

Teddy Bear, Teddy Bear

1 In the early 1900s, New York store-owners Morris Michtom and his wife Rose invented a new toy that would change the toy industry forever. They made a stuffed toy bear out of cloth to <u>honor</u> the president of the United States, Theodore "Teddy" Roosevelt. They wanted to call it Teddy's Bear. The bear was stuffed with sawdust and had buttons sewed on for the eyes. The Michtoms sent one of the bears to President Roosevelt and asked if they could use the name Teddy for the toy. The president agreed to the request. The Michtoms put a toy bear in the store window with a sign that said Teddy's Bear.

President Theodore Roosevelt

Courtesy of Library of Congress # LC-DIG-ppmsca-35950
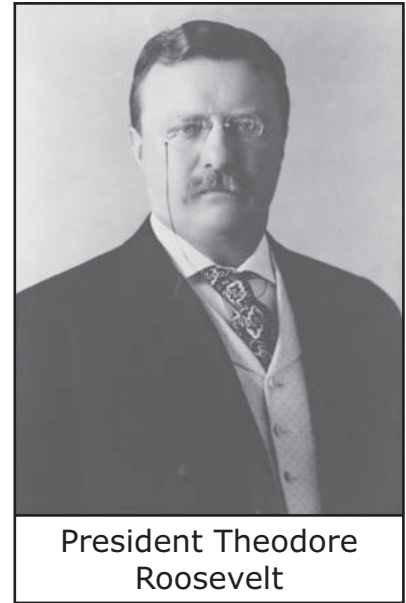
Popular Toys

2 People loved the toy bears. In fact, the bears became so popular that the Michtoms founded the Ideal Novelty and Toy Company, which allowed them to quickly produce many toy bears. Other toy makers began making their own bears. Everyone wanted a teddy bear—especially children! Parents bought teddy bears for their little ones, who loved to hold the soft bears as they drifted off to sleep. Children also enjoyed having their picture taken while holding their bear. It was common to see children holding teddy bears just about anywhere.

3 The <u>craze</u> for teddy bears continued. Writers created stories and songs about teddy bears. Children would read the books and sing along with the songs. It wasn't long until companies realized that children would ask their parents to buy products with a teddy bear on them. Pictures of teddy bears began to appear on all kinds of toys, like tea sets, board games, and puzzles. Today pictures of teddy bears are found on a wide variety of toys, books, clothing, and other products.

A Child Holding a Teddy Bear in the Early 1900s

The Denver Public Library, Western History Collection, X-8558

Useful Teddy Bears

4   The teddy bear has become more than just a toy to hug. Teddy bears are now used to help children learn. At many hospitals around the country, kids can attend a teddy bear clinic. Children pretend their bear has gotten sick and take it to see a doctor. The doctors and nurses use the bears to help teach the children about their body, how to stay physically fit and healthy, and what to expect when they visit a doctor.

A boy pretends to listen to a teddy bear breathe at a teddy bear clinic.

© 2013 Getty Images

5   Teddy bears have even helped animals. In a national park in England, a young horse named Breeze got lost from his mother. Workers at a horse farm found Breeze and gave him food, but they thought he still needed his mother. So the workers gave Breeze a four-foot-tall teddy bear named Buttons. The young horse cuddled next to the teddy bear and slept. With food and rest, Breeze grew strong and healthy!

Breeze rests in Buttons's lap.

© Courtesy of SWNS.com

6   Teddy bears have been used in many ways since they first appeared in the window at the Michtoms' store. They are still good for cuddling, but they also help people and animals in all kinds of ways.

26 The caption under the first photograph in the selection explains —

    F where the photograph was taken

    G why the photograph was taken

    H the age of the photograph

    J who is in the photograph

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27 The author wrote this selection most likely to —

    A describe what a teddy bear looks like

    B encourage the reader to buy a teddy bear

    C inform the reader about the history of teddy bears

    D tell the reader about a president who liked teddy bears

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28 What does the word <u>craze</u> mean in paragraph 3?

    F Purpose

    G Popularity

    H Changes

    J Materials

29 The reader can tell from the selection that nurses may use teddy bears to —

    A encourage children to stay in bed when they are sick

    B keep children busy while they are waiting to see the doctor

    C give children a toy to play with when they stay in a hospital

    D provide a fun way to teach children about health and medicine

---

30 What does paragraph 1 help the reader understand about the first teddy bear?

    F How big the first teddy bear was

    G How the first teddy bear got its name

    H How much the first teddy bear cost

    J How long it took to sew the first teddy bear

31 Read the diagram below.

CAUSE	→	EFFECT
		Horse-farm workers cared for Breeze.
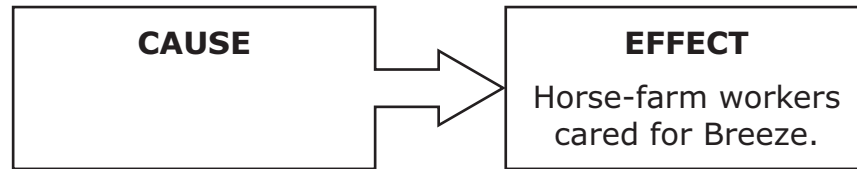
Which sentence best completes the diagram?

A Breeze lived in a national park.

B Breeze grew strong and healthy.

C Breeze was separated from his mother.

D Breeze cuddled next to Buttons.

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32 What is the best summary of the section titled "Popular Toys"?

F Many toy companies started making teddy bears. Everyone wanted their own teddy bear. Children everywhere held their teddy bears while sleeping. They also enjoyed having their picture taken with their toy bears and reading to their teddy bears.

G Everyone loved the teddy bears. They were so popular that other toy companies started making their own teddy bears. While they were wanted by everyone, children were especially fond of the teddy bears. Parents often bought teddy bears for their children.

H At one time everyone wanted to have a teddy bear. Children played with them. Soon writers were writing songs and stories about them. Children enjoyed reading the books about teddy bears. They also sang songs about teddy bears.

J Teddy bears quickly became a popular toy, and several toy companies started making their own teddy bears. Children wanted to play and snuggle with the bears. Songs and stories were written about the bears. Soon they were seen on all sorts of items, including books and clothing.

GO ON

33 In paragraph 1, the word <u>honor</u> means to —

A copy

B help

C make fun of

D show respect to

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34 Details in the selection support the idea that teddy bears —

F help animals more than they help children

G are still loved by children today

H are no longer the subject of books

J have become less useful over time

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.

STOP

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	2	Supporting	3.10(A)	D
2	2	Readiness	3.8(A)	G
3	2	Readiness	3.8(B)	A
4	2	Supporting	3.5(A)	J
5	2	Readiness	3.8 Fig. 19(D)	A
6	2	Readiness	3.10 Fig. 19(D)	F
7	2	Readiness	3.8 Fig. 19(E)	B
8	1	Readiness	3.4(B)	F
9	3	Readiness	3.13(A)	B
10	3	Supporting	3.15(B)	F
11	3	Readiness	3.13(C)	D
12	3	Readiness	3.12 Fig. 19(D)	F
13	3	Readiness	3.13(D)	D
14	3	Readiness	3.13(A)	H
15	3	Readiness	3.13(B)	B
16	1	Readiness	3.4(B)	F
17	2	Supporting	3.2(B)	D
18	2	Supporting	3.9 Fig. 19(D)	F
19	2	Supporting	3.2(B)	B
20	2	Supporting	3.9 Fig. 19(D)	G
21	2	Supporting	3.5 Fig. 19(D)	A
22	2	Supporting	3.9 Fig. 19(D)	G
23	1	Readiness	3.4(B)	D
24	2	Supporting	3.2(B)	F
25	2	Supporting	3.9 Fig. 19(D)	D
26	3	Readiness	3.13(D)	J
27	3	Readiness	3.12 Fig. 19(D)	C
28	1	Readiness	3.4(B)	G
29	3	Readiness	3.13(B)	D
30	3	Readiness	3.13(A)	G
31	3	Readiness	3.13(C)	C
32	3	Readiness	3.13 Fig. 19(E)	J
33	1	Readiness	3.4(B)	D
34	3	Readiness	3.13(B)	G

2017 STAAR Grade 3 Reading Rationales

Item #	Response A/F	Response B/G	Response C/H	Response D/J
1	A is incorrect because it tells how Mrs. Snavin acts when using computers.	B is incorrect because it tells why Mrs. Snavin is confused.	C is incorrect because it helps the reader visualize Mrs. Snavin's frustration.	D is correct because it helps the reader visualize why Jake is embarrassed.
2	F is incorrect because Jake does not learn a lesson in paragraph 6.	G is correct because Jake's problem begins when Mrs. Snavin praises him in paragraph 6.	H is incorrect because Jake does not have to make a decision in paragraph 6.	J is incorrect because Jake's problem is not solved in paragraph 6.
3	A is correct because Jake turns red when his classmates stare.	B is incorrect because Jake likes computers.	C is incorrect because this information is not in the story.	D is incorrect because Jake does not want help with his project.
4	F is incorrect because Jake does not take a risk.	G is incorrect because Jake does not learn that he should help others.	H is incorrect because Jake does not learn about what other people know.	J is correct because Jake does not know that helping will cause an embarrassing situation.
5	A is correct because Jake's response causes Mrs. Snavin to praise him more.	B is incorrect because Jake's response does not cause Mrs. Snavin to have problems with the program.	C is incorrect because Jake's response does not keep him from working on his project.	D is incorrect because Jake's response does not cause the librarian to help.
6	F is correct because this means that Jake can now leave the classroom.	G is incorrect because this does not mean that Jake is going to his favorite class.	H is incorrect because Jake easily makes the computer work.	J is incorrect because this does not mean that Jake's classmates will forget.
7	A is incorrect because it focuses only on the class asking Jake for help.	B is correct because it focuses on the most important ideas in the story.	C is incorrect because it focuses only on Mrs. Snavin's discovery.	D is incorrect because it focuses only on Mrs. Snavin's problem.
8	F is correct because an *expert* is someone who is highly skilled, and Mrs. Snavin thinks Jake is very skilled with computers.	G is incorrect because an *expert* is not the same as a helper.	H is incorrect because an *expert* is not necessarily a person who enjoys working on machines.	J is incorrect because an *expert* is not necessarily a person who has learned from watching others.
9	A is incorrect because it is a detail about Scrub.	B is correct because it tells what the entire selection is mainly about.	C is incorrect because it is a detail about Roxy.	D is incorrect because it is a detail about tags and collars.
10	F is correct because the diagram shows an enlarged, detailed view of a microchip.	G is incorrect because the diagram does not show a scanner.	H is incorrect because the diagram does not show where to put a microchip.	J is incorrect because the diagram does not show differences between pet collars and microchips.
11	A is incorrect because the fact that Roxy wandered away is not why it is surprising that she was found.	B is incorrect because paragraph 4 tells that Roxy was missing for months, not years.	C is incorrect because the fact that Roxy was on a busy street is not why it is surprising that she was found.	D is correct because the fact that Roxy was far from home makes it surprising that she was found.
12	F is correct because the questions make readers curious about how microchips reunite owners and pets.	G is incorrect because the questions do not tell readers about services at the animal shelter.	H is incorrect because the questions do not give readers details about the photograph of Scrub.	J is incorrect because the questions do not share with readers how it feels to lose a pet.
13	A is incorrect because the diagram does not show *when* pets can be microchipped.	B is incorrect because the caption does not tell *when* pets can be microchipped.	C is incorrect because the photographs do not show *when* pets can be microchipped.	D is correct because the boxed information tells that pets can be microchipped *when* they are 6 to 8 weeks old.
14	F is incorrect because the diagram's details do not tell why it was difficult to find George.	G is incorrect because the diagram's details do not tell how George was found.	H is correct because the diagram's details tell what George's owners did to try to find him.	J is incorrect because the diagram's details do not tell where George's owners found him.

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Item #	Response A/F	Response B/G	Response C/H	Response D/J
15	A is incorrect because the sentence does not help the reader infer where microchips are located.	B is correct because the sentence helps the reader infer that microchips do not bother pets.	C is incorrect because the sentence does not help the reader infer how microchips are inserted.	D is incorrect because the sentence does not help the reader infer that microchips are helpful for pets.
16	F is correct because the context indicates that the hotel allowed Mrs. Baird to pay in bread and rolls.	G is incorrect because the context does not indicate that the hotel begged Mrs. Baird to pay in bread and rolls.	H is incorrect because the context does not indicate that the hotel forced Mrs. Baird to pay in bread and rolls.	J is incorrect because the context does not indicate that the hotel needed Mrs. Baird to pay in bread and rolls.
17	A is incorrect because Mrs. Baird did not begin selling baked goods at a bakery.	B is incorrect because Mrs. Baird did not begin selling baked goods at a hotel.	C is incorrect because Mrs. Baird gave baked goods to her neighbors.	D is correct because paragraph 2 tells that Mrs. Baird started selling baked goods at her husband's restaurant.
18	F is correct because the subheadings tell that the business began as a family business and grew over time.	G is incorrect because the subheadings do not tell how Mrs. Baird felt about her baked goods.	H is incorrect because the subheadings do not tell that Mrs. Baird was pleased that her family helped her.	J is incorrect because the subheadings do not tell that Mrs. Baird wanted people to have enough bread.
19	A is incorrect because paragraph 4 states that the wood-burning stove belonged to Mrs. Baird.	B is correct because the wood-burning stove could bake only a few loaves at a time, but the oven could bake 40 loaves at a time.	C is incorrect because there is no evidence that the wood-burning stove burned the bread.	D is incorrect because there is no evidence that Mrs. Baird's wood-burning stove cooked too slowly.
20	F is incorrect because there is no evidence that Mrs. Baird had trouble teaching her children how to help.	G is correct because the selection tells that Mrs. Baird's sons had to keep changing delivery methods to handle increasing sales.	H is incorrect because there is no evidence that Mrs. Baird was unable to remember her customers' orders.	J is incorrect because there is no evidence that Mrs. Baird was unable to make enough money.
21	A is correct because the Bairds' hard work led to success, and this message is found throughout the selection.	B is incorrect because there is no one in the selection who worked more than others.	C is incorrect because there is no indication that Mrs. Baird changed her recipe over the years.	D is incorrect because there is nothing stated in the selection about knowing what the future will bring.
22	F is incorrect because the section includes nothing about how the children liked the bread.	G is correct because the section gives examples of how Mrs. Baird's children helped when they were older.	H is incorrect because the section does not describe how the children learned to bake bread.	J is incorrect because the section does not describe how the children encouraged people to buy their mother's bread.
23	A is incorrect because in paragraph 8, *sign* does not mean a movement that shows a thought or command.	B is incorrect because in paragraph 8, *sign* does not mean a mark in math, language, or music.	C is incorrect because in paragraph 8, *sign* does not mean evidence that a fact or idea is true.	D is correct because in paragraph 8, *sign* means a display that advertises or gives the name of a business.
24	F is correct because Mrs. Baird's sons first delivered bread by walking to customers' homes.	G is incorrect because the sons delivered by car after delivering by foot, wagon, and bicycle.	H is incorrect because the sons delivered by bicycle after delivering by foot.	J is incorrect because the sons delivered by wagon after delivering by foot and bicycle.
25	A is incorrect because there is no evidence that the time Mrs. Baird spent with her children led to her success.	B is incorrect because the selection does not tell how Mrs. Baird felt about other people making their own bread.	C is incorrect because there is no evidence that Mrs. Baird did not want to work in a restaurant.	D is correct because paragraph 1 tells that Mrs. Baird loved baking bread, and this is likely a reason for her success.
26	F is incorrect because the caption does not tell where the photograph was taken.	G is incorrect because the caption does not explain why the photograph was taken.	H is incorrect because the caption does not tell the age of the photograph.	J is correct because the caption gives the name of the person in the photograph.

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Item #	Response A/F	Response B/G	Response C/H	Response D/J
27	A is incorrect because the description of the teddy bear is only a small part of the selection.	B is incorrect because the author is not trying to get the reader to buy a teddy bear.	C is correct because the author informs the reader of the history of teddy bears from the early 1900s to today.	D is incorrect because the author gives little information about President Theodore Roosevelt.
28	F is incorrect because *craze* does not mean *purpose,* and there are no clues to support that option.	G is correct because craze means popularity, and there are several examples in paragraph 3 that support this.	H is incorrect because *craze* does not mean *changes*, and there are no clues to suggest that teddy bears were changing.	J is incorrect because *craze* does not mean *materials*, and there are no clues to support that option.
29	A is incorrect because there is no evidence that nurses use teddy bears to get sick children to stay in bed.	B is incorrect because there is no evidence that nurses use teddy bears to keep children busy while they are waiting to see the doctor.	C is incorrect because there is no evidence that nurses use teddy bears to give hospitalized children something to play with.	D is correct because paragraph 4 states that nurses use teddy bears to teach children about health and doctor visits.
30	F is incorrect because paragraph 1 has no information about the size of the first teddy bear.	G is correct because paragraph 1 explains that the first teddy bear was named after Roosevelt.	H is incorrect because paragraph 1 does not tell how much the first teddy bear cost.	J is incorrect because paragraph 1 does not tell how long it took to sew the first teddy bear.
31	A is incorrect because the fact that Breeze lived in a national park did not cause horse-farm workers to care for Breeze.	B is incorrect because the fact that Breeze grew strong did not cause horse-farm workers to care for Breeze.	C is correct because the fact that Breeze was separated from his mother caused horse-farm workers to care for Breeze.	D is incorrect because the fact that Breeze cuddled with Buttons did not cause horse-farm workers to care for Breeze.
32	F is incorrect because it describes only part of the section.	G is incorrect because it describes only part of the section.	H is incorrect because it describes only part of the section.	J is correct because it tells the most important ideas in the entire section.
33	A is incorrect because the word *honor* does not mean *copy*, and there is no evidence that the Michtoms made the bear to copy the president.	B is incorrect because the word *honor* does not mean *help*, and there is no evidence that the Michtoms made the bear to help the president.	C is incorrect because the word *honor* does not mean *make fun of*, and there is no evidence that the Michtoms wanted to make fun of the president.	D is correct because the word *honor* means *show respect to* in paragraph 1, and there is context to suggest that the Michtoms respected the president.
34	F is incorrect because there is no evidence that teddy bears help animals more than they help children.	G is correct because the selection gives examples in paragraphs 3, 4, and 6 of how teddy bears are still loved by children today.	H is incorrect because there is no evidence that books are no longer written about teddy bears.	J is incorrect because there is no evidence that teddy bears have become less useful over time.