

# **GRADE 3**

## **Reading**

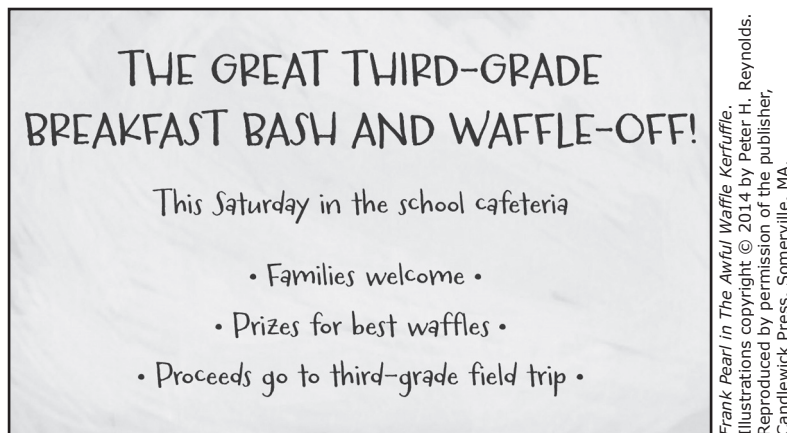
**Administered May 2019**  
**RELEASED**

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

# *from* **Frank Pearl in The Awful Waffle Kerfuffle**

*by Megan McDonald*

- 1 Frank pointed to the poster in the school lunchroom. His mouth fell open. A glob of sandwich fell out.
- 2 "Gross!" said Judy Moody and Jessica Finch.
- 3 "Gross!" said Amy and Rocky.



- 4 "Look! It's the Great Third-Grade Breakfast Bash! We get to come to the cafeteria on Saturday with our families and eat breakfast."
- 5 "What's so great about breakfast?" asked Rocky.
- 6 "It's only the most important meal of the day," Jessica Finch said.
- 7 "Breakfast tastes like pencil shavings," said Rocky.
- 8 "But this year it's a Waffle-Off," said Frank. "To raise money for our third-grade field trip."
- 9 "So we can go to the Smelly Jelly Bean factory!" said Judy. "Where they make weird flavors of jelly beans, like toothpaste and rotten eggs."
- 10 "What's a Waffle-Off?" asked Amy.

- 11 "The Waffle-Off is the best contest *ever*," said Frank. "It's to see who can make the best, most amazing waffle."
- 12 "They give out blue ribbons for all kinds of waffles," said Jessica. "Like Most Blueberries, Whipped Creamiest, and Best Use of Sprinkles."
- 13 "I'm going to win," said Frank. "I can feel it!"
- 14 "Are you off your waffle, Frank?" asked Judy.
- 15 "You can't even cook," Rocky said. "Can you?"
- 16 "Parents make the waffles," Jessica told them. "All you have to do is dress up your waffle fancy with whipped cream and sprinkles and stuff. Then Mr. Todd gives out ribbons before they get eaten."
- 17 Frank and his friends got quiet, dreaming about waffles.
- 18 "I've got a great idea for my waffle!" said Frank.
- 19 "Is your waffle a *sandwich*?" Judy asked. "Mine is going to be a whipped-cream sandwich."
- 20 "Does your waffle play sports?" Rocky asked. "Mine is going to play sports. And it's not going to taste like pencil shavings."
- 21 "My idea snap-crackle-pops! My idea will *blow* your mind. Just you wait."
- 22 At last it was Saturday. "Welcome to the Great Third-Grade Breakfast Bash," said Mr. Todd. "Thanks for coming to our Waffle-Off! I hope you're all ready to *break an egg*." Everybody laughed.



Frank Pearl in *The Awful Waffle Kerfuffle*. Illustrations copyright © 2014 by Peter H. Reynolds. Reproduced by permission of the publisher, Candlewick Press, Somerville, MA.

23 "Ready, set, waffle!" Moms and dads poured batter onto sizzling waffle irons. *Pssh!* Fluffy, puffy golden waffles!

24 Frank had hidden his top-secret waffle under a cake dome. "Ta da!" said Frank. "Presenting"—he lifted the lid—"the Super-Amazing Exploding Volcano Waffle!" A hill, a mountain, a tower of brown jelly beans rose up from that waffle like a volcano.

25 Marshmallow Fluff spewed from a hole in the top. *Pop, pop, fizz, fizz.* Fizzlers, wizzlers, and sizzlers popped and exploded like lava.

26 "Wait till Mr. Todd sees this!" said Frank. "Blue ribbon, here I come!"

27 Then, all of a sudden, the fizzlers fizzled and the wizzlers melted into the sizzlers. Rainbow-colored lava oozed down the jelly-bean mountain. *Plop!* The glop hit the floor in one giant gluppy glob of gloop.

28 "OOH! Gross!" said all the kids.



29 "What's all this waffle kerfuffle?" asked Mr. Todd.

30 "It's Frank's Super-Amazing Exploding Waffle," said Judy.

31 "Super-Amazing *Disaster* Waffle," said Frank. "It was supposed to be an exploding volcano. But the jelly beans caved in. And all the Pop Rocks ran together. Now it just looks like a giant mud pie."

32 He ran to grab a towel from the kitchen. On his way, he passed the prize table full of ribbons. Shiny blue ribbons that called out MOST! BEST! BIGGEST! FANCIEST! He would never win the contest now. He would no-way no-how be taking home a ribbon.

33 When he came back with the towel, Frank could not believe his eyes. There, gleaming in a beam of sunlight, was none other than one of those very same big shiny blue prize ribbons. The ribbon was on *his waffle*.

34 Frank leaned in and read the ribbon. ONE OF A KIND! "I won? I actually won a contest? With a real blue ribbon?" He looked at Mr. Todd.



Frank Pearl in *The Awful Waffle Kerfuffle*. Illustrations copyright © 2014 by Peter H. Reynolds. Reproduced by permission of the publisher, Candlewick Press, Somerville, MA.

35 "Your waffle is in a class by itself, Frank."

36 Frank stuck the blue ribbon on his shirt and grinned.

37 "It's one of a kind," said Mr. Todd. "Just like you."

*Frank Pearl in the Awful Waffle Kerfuffle*. Text copyright © 2014 by Megan McDonald. Illustrations copyright © 2014 by Peter H. Reynolds. Reproduced by permission of the publisher, Candlewick Press, Somerville, MA.

- 1** Read these sentences from paragraph 25.

Pop, pop, fizz, fizz. *Fizzlers, wizzlers, and sizzlers popped and exploded like lava.*

The imagery in these sentences appeals most to the reader's sense of —

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

- 2** How is paragraph 27 important to the story's plot?

- F** It provides details about Frank's problem.
- G** It describes the setting.
- H** It gives clues about Frank's feelings.
- J** It shows how the problem is solved.

**3** Read this sentence from paragraph 32.

*He would no-way no-how be taking home a ribbon.*

This sentence helps the reader know that Frank feels —

- A** afraid
  - B** confused
  - C** tired
  - D** hopeless
- 

**4** Which word is an antonym of fancy in paragraph 16?

- F** Sour
- G** Plain
- H** Small
- J** Quick

**5** In paragraph 24, what is the most likely reason Frank hides his waffle?

- A** He does not want other kids to touch his waffle.
  - B** He feels embarrassed about how his waffle looks.
  - C** He does not want anyone to take his waffle.
  - D** He hopes to surprise everyone when he presents his waffle.
- 

**6** Why is Frank surprised when he sees the blue ribbon on his waffle?

- F** He forgets to follow the rules of the contest.
  - G** He thinks his waffle looks too bad to earn a ribbon.
  - H** He believes that Mr. Todd needs more time to pick the winners.
  - J** He has never received a ribbon from Mr. Todd before.
- 

**7** What do paragraphs 13 through 15 show about Frank's classmates?

- A** They wish they knew more about Frank.
- B** They do not think that Frank will win the contest.
- C** They wish that Frank would stop talking about waffles.
- D** They want to keep Frank from entering the contest.



**8** How does Frank feel at the beginning of the story?

- F** He is excited about the contest.
  - G** He is amused by his friends.
  - H** He is confused about the rules of the contest.
  - J** He is concerned about what type of waffle to make.
- 

**9** Why does Frank become upset about the waffle contest?

- A** He realizes that parents will make the waffles.
- B** He hears his classmates share ideas for their waffles.
- C** His waffle display begins to fall apart.
- D** His waffle idea has been kept secret for too long.

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

## Little Books, Big Hit

- 1 Have you ever read a Little Golden Book? Chances are good that you have. They are some of the most famous children's books in the United States. Little Golden Books can be found in many stores and libraries. They have made reading easier and more enjoyable for millions of young readers.

### A Great Start

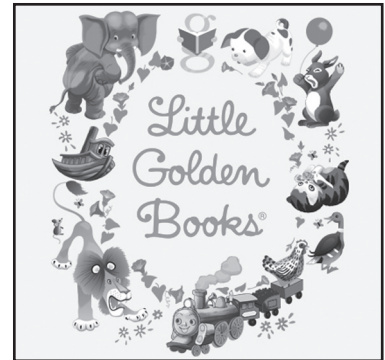
- 2 At one time children's books cost too much for many families. Most books for children were made out of fancy paper. Almost all books for children were fairy tales or nursery rhymes. However, in 1942 a group of people who print books, called publishers, had a great idea. What if they could print children's books that cost less money? Instead of selling the books in expensive bookstores, the books could be sold at department stores. The books could be fairy tales, or about regular people or other interesting topics. The books would be so enjoyable that children would be encouraged to love reading.

### Little Books for All

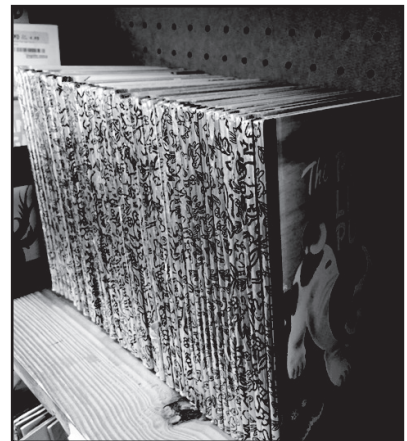
- 3 It did not take long for Little Golden Books to become a big hit. In the first year, more than 1.5 million books were sold. Until then, many children's books cost \$1.50. That was a lot of money so long ago. But Little Golden Books cost only 25 cents. More people could afford the books.
- 4 Soon Little Golden Books could be found in grocery stores. The books were easy for buyers to find because they had their own unique look. They all had golden foil on the spine of the book.

### Stories to Read and Enjoy

- 5 At first only twelve different titles of Little Golden Books were printed. One of these twelve was called *The Poky Little Puppy*. It is still in print today. More than 15 million copies of this title have been sold, which is more copies than any other children's picture book.



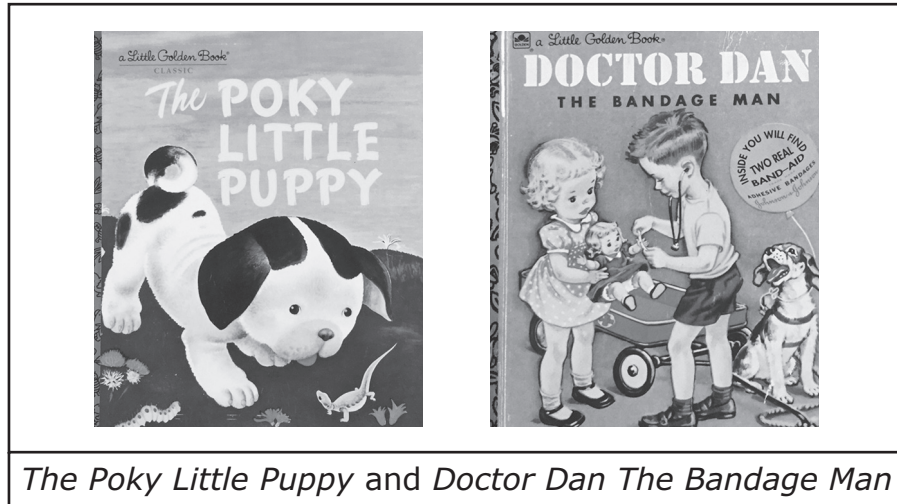
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From the spines you can tell that these are Little Golden Books.

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- 6 Soon more titles were added. The book *Two Little Miners* taught children about a job. The book *Here Comes the Parade* told all about the big Macy's Thanksgiving Day Parade that happens every year in New York City. *Doctor Dan The Bandage Man* gave readers some tips for how to stay safe and healthy. The book also came with a sample of bandages.



*The Poky Little Puppy* written by Janette Sebring Lowery, illustrated by Gustaf Torggren; and *Doctor Dan The Bandage Man* written by Jacqueline Woodson, illustrated by Corinne Malvern. Used by permission of Penguin Random House LLC. All rights reserved.

- 7 Some of the books were also sold with records. Children could play the records on a record player and hear the book being read out loud. Children could follow along in the book as they listened to the words. Now even young children could enjoy books before they knew how to read on their own.

### Reading, Carrying, Collecting

- 8 Many features of Little Golden Books have made them special. Their illustrations are very detailed and colorful. The stories are short so that they are easy for young children to read. Their light weight makes them easy to carry.
- 9 Another unique feature is found on the inside of the book cover. There, readers will see the words "This Little Golden Book belongs to \_\_\_\_\_." In the blank space a child can write his or



There is a special place inside each Little Golden Book where children can write their names.

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her name. This feature helps the child feel connected to his or her book. It is not unusual for readers to keep their books until they become adults. They sometimes give their collection of books to children they know.

- 10 The books are still popular today with children, families, and schools across the country. It is not surprising that more than two billion Little Golden Books have been printed. The next time you are in the library at your school or in your town, see if you can find some Little Golden Books. They still have the golden foil on their spines, just as they did in 1942.

*Third party trademarks Little Golden Books® and Macy's Thanksgiving Day Parade® were used in these testing materials.*

**10** What is one reason that many Little Golden Books have been sold?

- F** They cost less money than many other books.
  - G** They are available at libraries.
  - H** They have more illustrations than most books.
  - J** They include nursery rhymes.
- 

**11** What is the meaning of the word collection as it is used in paragraph 9?

- A** Items that are put out for others to see
  - B** A group of similar items that are saved
  - C** Money gathered for an important purpose
  - D** An old object that has special meaning
- 

**12** What is the most likely reason the author ends the selection with the ideas in paragraph 10?

- F** To show the reader what a Little Golden Book looks like
- G** To tell why Little Golden Books are still sold today
- H** To point out how long Little Golden Books have been in print
- J** To tell the reader that Little Golden Books can still be found today

- 13** According to the selection, how did publishers make Little Golden Books easy for shoppers to find?
- A** They offered many different stories.
  - B** They included small gifts with the books.
  - C** They printed each book with the same spine.
  - D** They provided a place for the owner's name.
- 

- 14** The section titled "Stories to Read and Enjoy" is mostly about —
- F** the topics of some Little Golden Books and what some books came with
  - G** the most popular Little Golden Books and how to listen to them
  - H** the number of Little Golden Books printed and which ones are still available
  - J** a Little Golden Book that is still printed today and why it is so popular
- 

- 15** What does the title of the selection "Little Books, Big Hit" suggest about Little Golden Books?
- A** The books have illustrations.
  - B** The books are well liked.
  - C** The books are very old.
  - D** The books tell unusual stories.

- 16** The author wrote this selection most likely to —
- F** tell the reader where children’s books can be found
  - G** entertain the reader with some old children’s stories
  - H** explain to the reader the history of one type of children’s book
  - J** show the reader what to include in children’s stories
- 

- 17** Which of these Little Golden Books was published first?
- A** *Two Little Miners*
  - B** *The Poky Little Puppy*
  - C** *Here Comes the Parade*
  - D** *Doctor Dan The Bandage Man*

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

*Bessie Coleman was born on January 26, 1892, in Waxahachie, Texas. As a young adult, she read stories about World War I pilots and decided that she wanted to learn to fly. Flying schools in the United States did not enroll African American female students, so Bessie learned French and moved to France to achieve her goal. In 1922 Bessie Coleman made the first public flight by an African American woman in America.*

## **Brave Bessie Coleman**

*by Jeannine Atkins*

- 1 After working for several years, Bessie Coleman boarded a ship to France. In a field not far from Paris, she approached a hangar where a man was writing in a book. She said, "I came for flying lessons."
- 2 The man looked up from the rows of numbers, but he didn't speak.
- 3 "I want to learn to fly," Bessie said.
- 4 "Are you from England or America?" the man asked.
- 5 "America," she said.
- 6 "You've come all this way for lessons?"
- 7 "Yes," Bessie said.
- 8 "Very good. Tomorrow at nine o'clock. Is that a good time?"
- 9 Bessie thought she could never be happier. But she was, the next day, in the sky.
- 10 There she watched her instructor carefully. She copied what he did to move the plane up or down.
- 11 Finally, it was time to solo.<sup>1</sup> As she sat in the open cockpit, she was afraid, but she let fear be a companion. The wind whistled over her head and carried away the sound of her laughter.



Associated Press

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<sup>1</sup>To solo is to fly a plane alone.



- 12 Courage was like a muscle that got stronger as she used it. Bessie enjoyed perfecting her skills while traveling around Europe. After a year of flying, she returned home with a license. She could fly anywhere on Earth. But could she make a living as a pilot?
- 13 Once Bessie's ship had docked, late in the summer of 1922, Robert Abbott<sup>2</sup> called some friends, who arranged for her to appear at a parade honoring veterans. People cheered as the soldiers marched to a field. And a band raised trombones and beat drums while Bessie Coleman strode toward a plane. She wore a belt around her slender waist, with a strap crossing her chest. Her dark eyes shone beneath the goggles she'd pushed to the top of her head.



Science History Images / Alamy Stock Photo

- 14 When she stepped into the cockpit, the band played "The Star-Spangled Banner." Bessie flew over and around the field, climbing, diving, turning the plane in circles, then in figure eights. She made loops, as if she were dragging invisible banners through the sky. She never wanted to come down.
- 15 The next day, newspapers raved about the show. Word of Bessie's nerve and skill spread. Soon she was invited to perform at fields, then at bigger airstrips, in towns and later in cities. Tickets sold quickly.
- 16 Bessie earned enough money to buy her own plane. She crossed the country to California, then flew back to Chicago and finally to Waxahachie, Texas, the town where she'd grown up.

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<sup>2</sup>Robert Abbott was a newspaper publisher who supported Bessie's interest in being a pilot.

- 17 There a crowd gathered to watch her pilot her airplane toward the clouds. She stopped the plane in midair, turned it around, and sped toward the ground. Spectators ducked as she came close enough to blow off their hats. Then Bessie steered the plane back up.
- 18 A few minutes later, Bessie landed smoothly. She took off her helmet, goggles, and gloves. People cheered.
- 19 Girls and boys asked for autographs. "You can do this, too," Bessie told them, and a new dream rose within her. She wanted to open the sky to others, to make a place where people heard "Try" and "Go on," instead of "Stop" or "Turn back." Bessie Coleman wanted to make the earth feel as free and splendid as the sky. She vowed to save her money to start a school for pilots.
- 20 "Do it again," a girl begged.
- 21 Bessie grinned as she climbed back into the cockpit. Oh yes, she would.

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**18** The author includes paragraphs 11 and 12 most likely to show that Bessie —

- F** was not sure where she wanted to fly
  - G** was not very serious about her flying lessons
  - H** did not think she was ready to fly without her instructor
  - J** did not let her fear keep her from flying
- 

**19** Which sentence best helps the reader imagine Bessie’s creative way of flying at air shows?

- A** *She made loops, as if she were dragging invisible banners through the sky.* (paragraph 14)
  - B** *She never wanted to come down.* (paragraph 14)
  - C** *There a crowd gathered to watch her pilot her airplane toward the clouds.* (paragraph 17)
  - D** *Then Bessie steered the plane back up.* (paragraph 17)
- 

**20** Based on paragraph 14 and paragraph 17, what can the reader tell about Bessie?

- F** She sometimes had trouble controlling her plane.
- G** She liked to have music playing when she was flying.
- H** She wanted to make her air shows exciting for viewers.
- J** She worried that people would think she was confused.

**21** What did Bessie have to do before she could learn to fly a plane?

- A** Move to France
  - B** Buy an airplane
  - C** Return to Texas
  - D** Receive a license
- 

**22** What did Bessie want to do after she became a successful pilot?

- F** Open her own school for pilots
  - G** Meet other female pilots
  - H** Learn another language
  - J** Attend more events for veterans
- 

**23** Which statement describes a main theme of the selection?

- A** Trying something new can be fun.
- B** Hard work and determination can lead to great success.
- C** It usually takes a long time to develop a new skill.
- D** Sharing ideas and information with others can be helpful.

- 24** What is the most likely reason the man in France agreed to give Bessie flying lessons?
- F** He was impressed that she had come such a long way to learn to be a pilot.
  - G** He hoped that she could help him with his work at the hangar.
  - H** He knew that she had read many books about becoming a pilot.
  - J** He thought that she might be able to help him learn English in return.
- 

- 25** What does the word boarded mean in paragraph 1?
- A** Went onto
  - B** Thought about
  - C** Watched closely
  - D** Tried to stop

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

## Howdy, Big Tex

- 1 Ask anyone who has been to the Texas State Fair in Dallas, Texas, to tell you what it's like. You might hear stories of the exciting rides, tasty food, and interesting farm animals. One thing you will definitely hear about is Big Tex. He is the giant cowboy who greets people at the front gate. His huge arm waves at visitors as he welcomes them with a cheerful "Howdy!"



In 2016, Big Tex greeted visitors as they entered the Texas State Fair.

State Fair of Texas

### Big Tex in the Beginning

- 2 Since 1952, children and grown-ups have enjoyed seeing Big Tex. In 1951, the state fair president bought Big Tex. He thought it would be nice to have a big cowboy as a symbol of Texas at the fair. So Big Tex was placed at the entrance.
- 3 The giant cowboy was made out of metal, paper, cardboard, and glue. He stood 52 feet tall. He wore colorful clothing, a huge cowboy hat, and a giant pair of cowboy boots. Thick wires attached to Big Tex's body kept him from falling over. His hand was positioned to look like he was waving to visitors. Big Tex stood tall and smiled.
- 4 By 1953, Big Tex could speak. Words that had been prerecorded played over speakers while the giant cowboy's mouth moved. As the words played, his mouth moved like a puppet—open, closed, open, closed.

- 5 In 1997, Big Tex got a new look. His body was rebuilt with stronger materials. And by 2000, his arm could move. Big Tex waved at visitors as they entered the state fair.

### **Big Tex Gets Bigger**

- 6 Unfortunately, in 2012 there was an accident, and Big Tex was destroyed in a fire. Although people were disappointed, a man named R. Eddy Snell realized this was a chance to make a bigger and better Big Tex. Snell's company had built a large dragon and giant cowboy boots before. Yet he knew the big cowboy would not be an easy job.
- 7 Snell had big ideas for the new cowboy. The new Big Tex would be taller. He would stand firmly on the ground without wires attached to hold him up. The new Big Tex's face would move and look more like a real cowboy. He would also have fingers that move and point. Overall, the new Big Tex would be more lifelike.
- 8 Snell's company wanted the new Big Tex to surprise people at the fair, so the company worked secretly for ten months. The workers were not allowed to tell anyone what they were building. In fact, they used a secret code for Big Tex in emails and on the phone. They called him "fried chicken." Drawings of the designs were also labeled "fried chicken." This way, the workers could keep the big cowboy a secret until he was finished.
- 9 Snell's workers found a new way to make Big Tex's face. A soft, light material called Styrofoam was used. It could be carved easily into the shape of a face. Then, thin layers of other soft materials were placed on top. This way, the mouth could move almost like a person's mouth. The workers were careful to use materials that would not burn easily. It was important to avoid another fire.
- 10 At last, Big Tex was finished. His steel-frame body was taken to a clothing factory. There, hundreds of yards of fabric were used to make his clothes. Big Tex was dressed in a red, white, and blue shirt, denim jeans, colorful cowboy boots, and an even bigger cowboy hat.
- 11 It was time to take Big Tex to his place at the fairgrounds. A large crane and several workers set him in place. He stood behind white curtains, and on September 26, 2013, the curtains were dropped. At last, everyone could see the new Big Tex.
- 12 Now, every fall, Big Tex greets visitors to the state fair with a smile, a nod, and a wink. He points the way to fun attractions.

- 13 Snell is happy with the work his team did to build Big Tex. “I know we won’t please everybody,” Snell says, “but I think future generations will love this Tex.” Based on the public’s response, Big Tex is a big hit in Texas.

*Third party trademarks Texas State Fair®, Big Tex® and Styrofoam® were used in these testing materials.*



**26** Which word in paragraph 9 best helps the reader understand the meaning of carved?

- F** *light*
  - G** *shape*
  - H** *face*
  - J** *layers*
- 

**27** With which statement about the first Big Tex would the author most likely agree?

- A** He was too short.
  - B** He talked too much.
  - C** He was not very popular.
  - D** He did not seem real.
- 

**28** What is the best summary of the selection?

- F** Big Tex came to the Texas State Fair in 1952. The fair president thought he would be a good symbol for the fair. In 1953 he could smile and speak, and by 2000 he could even wave at fair visitors.
- G** Big Tex is a very large cowboy that is not real but looks like he is. He can talk, wave, smile, and point the way for people at the fair. A man named Snell decided to build a new Big Tex for the fair.
- H** Anyone who goes to the Texas State Fair can describe Big Tex. Big Tex first became a symbol of the fair in 1952. He could smile, and his mouth could move so he could talk.
- J** A giant cowboy named Big Tex stands at the front of the Texas State Fair. He smiles, waves, and greets visitors. After the first Big Tex burned in a fire, a more lifelike Big Tex was built to take his place.

**29** Which idea from the selection is supported by the photograph?

- A** Big Tex has a special area where he stands at the fair.
  - B** Big Tex can wink at visitors as he welcomes them.
  - C** Big Tex can move more now than in the past.
  - D** Big Tex has been around for more than 50 years.
- 

**30** What is the most likely reason the author included paragraphs 7 through 9?

- F** To explain why Snell thought another Big Tex was needed
  - G** To describe the plan Snell and his workers followed to build a new Big Tex
  - H** To prove that Snell's new Big Tex is better than the first one
  - J** To compare Snell's drawings of Big Tex to the real Big Tex
- 

**31** Which text feature in the selection best helps the reader understand where to find details about the first Big Tex?

- A** The title of the selection
- B** The caption for the photograph
- C** The section title "Big Tex in the Beginning"
- D** The section title "Big Tex Gets Bigger"

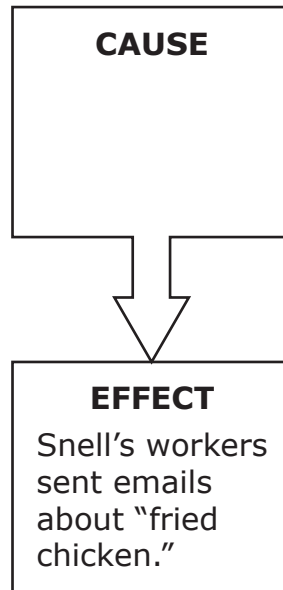
**32** In paragraph 4, what does prerecorded mean?

- F** Recorded in part
  - G** Recorded next
  - H** Recorded without
  - J** Recorded before
- 

**33** Which sentence best shows that the makers of the new Big Tex hoped to keep a problem from happening again?

- A** *Overall, the new Big Tex would be more lifelike.* (paragraph 7)
- B** *In fact, they used a secret code for Big Tex in emails and on the phone.* (paragraph 8)
- C** *The workers were careful to use materials that would not burn easily.* (paragraph 9)
- D** *His steel-frame body was taken to a clothing factory.* (paragraph 10)

**34** Read the diagram.



Which sentence completes the diagram?

- F** Snell's workers got hungry from working so much.
- G** Snell's workers wanted to keep their work secret from others.
- H** Snell's workers wanted to surprise Snell.
- J** Snell's workers helped to plan new foods for the fair.

| Item Number | Reporting Category | Readiness or Supporting | Content Student Expectation | Correct Answer |
|-------------|--------------------|-------------------------|-----------------------------|----------------|
| 1           | 2                  | Supporting              | 3.10(A)                     | C              |
| 2           | 2                  | Readiness               | 3.8(A)                      | F              |
| 3           | 2                  | Readiness               | 3.8(B)                      | D              |
| 4           | 1                  | Supporting              | 3.4(C)                      | G              |
| 5           | 2                  | Readiness               | 3.8 Fig. 19(D)              | D              |
| 6           | 2                  | Readiness               | 3.8 Fig. 19(D)              | G              |
| 7           | 2                  | Readiness               | 3.8(B)                      | B              |
| 8           | 2                  | Readiness               | 3.8(B)                      | F              |
| 9           | 2                  | Readiness               | 3.8(A)                      | C              |
| 10          | 3                  | Readiness               | 3.13(C)                     | F              |
| 11          | 1                  | Readiness               | 3.4(B)                      | B              |
| 12          | 3                  | Readiness               | 3.12 Fig. 19(D)             | J              |
| 13          | 3                  | Readiness               | 3.13(A)                     | C              |
| 14          | 3                  | Readiness               | 3.13(A)                     | F              |
| 15          | 3                  | Readiness               | 3.13 Fig. 19(D)             | B              |
| 16          | 3                  | Readiness               | 3.12 Fig. 19(D)             | H              |
| 17          | 3                  | Readiness               | 3.13(A)                     | B              |
| 18          | 2                  | Supporting              | 3.9 Fig. 19(D)              | J              |
| 19          | 2                  | Supporting              | 3.10(A)                     | A              |
| 20          | 2                  | Supporting              | 3.9 Fig. 19(D)              | H              |
| 21          | 2                  | Supporting              | 3.2(B)                      | A              |
| 22          | 2                  | Supporting              | 3.2(B)                      | F              |
| 23          | 2                  | Supporting              | 3.5 Fig. 19(D)              | B              |
| 24          | 2                  | Supporting              | 3.9 Fig. 19(D)              | F              |
| 25          | 1                  | Readiness               | 3.4(B)                      | A              |
| 26          | 1                  | Readiness               | 3.4(B)                      | G              |
| 27          | 3                  | Readiness               | 3.13(B)                     | D              |
| 28          | 3                  | Readiness               | 3.13 Fig. 19(E)             | J              |
| 29          | 3                  | Supporting              | 3.16 Fig. 19(D)             | A              |
| 30          | 3                  | Readiness               | 3.12 Fig. 19(D)             | G              |
| 31          | 3                  | Readiness               | 3.13(D)                     | C              |
| 32          | 1                  | Readiness               | 3.4(A)                      | J              |
| 33          | 3                  | Readiness               | 3.13(B)                     | C              |
| 34          | 3                  | Readiness               | 3.13(C)                     | G              |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 1     | Option C is correct   | Imagery is the use of vivid language to represent objects, actions, or ideas. The words “pop” and “fizz” are used to describe sounds. The description of “ <i>Fizzlers, wizzlers, and sizzlers</i> ” popping and exploding is also meant to appeal to the reader’s sense of sound. |
|       | Option A is incorrect | Although the waffles can be tasted, the words in the sentences do not describe how the waffles taste.  |
|       | Option B is incorrect | Although waffles have a scent, the words in the sentences do not describe how the waffles smell.   |
|       | Option D is incorrect | Waffles can be touched, but the words in the sentences do not describe how the waffles feel when touched.  |
| 2     | Option F is correct   | Frank is proud of his waffle and believes he is going to win a blue ribbon. Then, as described in paragraph 27, the waffle explodes and part of it falls on the floor in a “giant gluppy glob of gloop,” which makes a mess of Frank’s waffle.                                     |
|       | Option G is incorrect | In paragraph 27, the author describes Frank’s waffle exploding and falling on the floor, not the setting.  |
|       | Option H is incorrect | The author describes Frank’s waffle exploding and falling on the floor in this paragraph but does not hint at what Frank is feeling.   |
|       | Option J is incorrect | In paragraph 27, the problem has just arisen. The resolution occurs later in the story when Frank realizes he earns a blue ribbon.   |
| 3     | Option D is correct   | Frank’s volcano waffle has just melted into a mess. He runs to get a towel and sees the blue ribbons. Now that his waffle is ruined, he thinks that he has no hope of winning a blue ribbon.   |
|       | Option A is incorrect | Frank expresses no fear in this sentence; instead, he is feeling hopeless because he thinks he will not win a blue ribbon.   |
|       | Option B is incorrect | Frank is not confused; instead, he is certain that he will not win a blue ribbon.  |
|       | Option C is incorrect | There is nothing in this sentence to suggest that Frank feels tired. He feels hopeless because he is certain he will not win a blue ribbon.  |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 4     | Option G is correct   | An antonym is a word that means the opposite of another word. The word <u>fancy</u> is the opposite of the word “plain” because a plain waffle would have nothing on it and a <u>fancy</u> waffle would be covered in “whipped cream and sprinkles.”                                   |
|       | Option F is incorrect | The word <u>fancy</u> is not used to describe how the waffles should taste, so “sour” is not the correct antonym.  |
|       | Option H is incorrect | The word <u>fancy</u> is not used to describe what size the waffles should be, so “small” is not the correct antonym.  |
|       | Option J is incorrect | “Quick” is not the correct antonym because the word <u>fancy</u> is not used to describe how fast the waffles need to be decorated.  |
| 5     | Option D is correct   | Before the contest, Frank does not share his waffle idea with his friends, and in paragraph 24, when Frank finally lifts the lid off the cake dome, he announces, “Ta da!” and reveals his “Exploding Volcano Waffle” creation, which suggests that he wants everyone to be surprised. |
|       | Option A is incorrect | In paragraph 24, Frank hides his waffle to keep his creation a “top-secret” surprise, not to prevent the other kids from touching it.  |
|       | Option B is incorrect | Frank announces “Ta da!” and presents the “Super-Amazing Exploding Waffle!” as he lifts the lid, so he is not embarrassed about the way his waffle looks.  |
|       | Option C is incorrect | Frank hides his waffle to keep his creation a “top-secret” surprise, not to stop anyone from taking his waffle.  |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 6     | Option G is correct   | Frank's waffle melts into a mess and part of it falls on the floor in a "giant gluppy glob of gloop." He knows his waffle looks bad and refers to it as a "'Super-Amazing <i>Disaster</i> Waffle,'" so he is surprised to see a blue ribbon on it.             |
|       | Option F is incorrect | The rules of the contest are not mentioned in the story, so Frank forgetting to follow the rules of the contest is not a reason he would be surprised when he sees the blue ribbon on his waffle.  |
|       | Option H is incorrect | At no point in the story does Frank express the opinion that he believes Mr. Todd needs more time to pick the winners.   |
|       | Option J is incorrect | There is no mention of whether Frank has received a blue ribbon from Mr. Todd before.  |
| 7     | Option B is correct   | In paragraph 13, Frank says "'I'm going to win,'" but then in paragraph 14, Judy asks if Frank is "'off [his] waffle,'" and in paragraph 15, Rocky doubts Frank's cooking abilities, which suggests Frank's classmates do not expect Frank to win the contest. |
|       | Option A is incorrect | Frank's classmates do not want to learn more about Frank. They ask him questions because they are surprised that Frank thinks he will win the contest.   |
|       | Option C is incorrect | Frank's classmates do not say anything that suggests they want Frank to stop talking. In fact, they ask him questions because they doubt that he can create a winning waffle.  |
|       | Option D is incorrect | Frank's classmates are not trying to keep Frank from entering the contest because they don't think he will win anyway.   |



# 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 8     | Option F is correct   | Frank's mouth falls open when he learns about the Waffle-Off and later refers to it as "the best contest ever." He also expresses his feeling that he is going to win, showing that he is excited about the contest. |
|       | Option G is incorrect | Frank's friends may be amused by the glob of sandwich falling out of his mouth, but there is nothing at the beginning of the story to suggest that Frank is amused by his friends.                                   |
|       | Option H is incorrect | The rules of the contest are not mentioned, so Frank is not confused by them.  |
|       | Option J is incorrect | Frank says, "I've got a great idea for my waffle!" which shows that he is not concerned about what type of waffle to make.   |
| 9     | Option C is correct   | In paragraph 31, Frank is upset because his waffle is a "Disaster Waffle." He says that "the jelly beans caved in. And all the Pop Rocks ran together" and it "looks like a giant mud pie."                          |
|       | Option A is incorrect | Frank is still excited about the contest even after Jessica explains, "Parents make the waffles" in paragraph 16. It is when his waffle falls apart that he became upset.  |
|       | Option B is incorrect | Frank is still excited about the contest when Judy and Rocky share their ideas for their waffles. It is when Frank's waffle falls apart that Frank becomes upset.  |
|       | Option D is incorrect | Frank wants to keep his idea a secret so everyone will be surprised, so this is not why he becomes upset.  |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 10    | Option F is correct   | In paragraph 3, the author explains that “many children’s books cost \$1.50,” which was expensive, but “Little Golden Books cost only 25 cents.”   |
|       | Option G is incorrect | Little Golden Books are available at libraries. However, books are typically borrowed, not bought, from the library.   |
|       | Option H is incorrect | In paragraph 8, the author explains that in Little Golden Books the “illustrations are very detailed and colorful,” but there is no context to support the idea that Little Golden Books have more illustrations than other books. |
|       | Option J is incorrect | The author explains that Little Golden Books “could be fairy tales, or about regular people or other interesting topics.” It was the price of the books, not the content, that made them popular.                                  |
| 11    | Option B is correct   | In paragraph 9, the author explains that some readers save all of their Little Golden Books until adulthood and then give this “ <u>collection</u> of books to children they know.”  |
|       | Option A is incorrect | The word <u>collection</u> is used to refer specifically to items that are similar to one another, like Little Golden Books, not items put out for others to see.  |
|       | Option C is incorrect | The word <u>collection</u> is being used to describe a group of Little Golden Books, not money.  |
|       | Option D is incorrect | The word <u>collection</u> is being used to describe a group of Little Golden Books, not just one that has special meaning.  |
| 12    | Option J is correct   | In paragraph 10, the author explains that Little Golden Books “are still popular today” and encourages the reader to look for Little Golden Books “in the library at your school or in your town.”                                 |
|       | Option F is incorrect | Although the author mentions that Little Golden Books “still have the golden foil on their spines,” this description supports the idea that the books can still be found today.  |
|       | Option G is incorrect | In paragraph 10, the author does not give a reason why Little Golden Books are sold today.   |
|       | Option H is incorrect | Although the author refers to the year Little Golden Books were introduced in paragraph 10, the year is included to remind the reader that the same golden foil that was used then is still used today.                            |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 13    | Option C is correct   | In paragraph 4, the author explains that Little Golden Books were “easy for buyers to find” because they each “had golden foil on the spine of the book.”  |
|       | Option A is incorrect | Although Little Golden Books did offer many different stories, the different stories had different covers, so this would not make it easy for shoppers to know they were Little Golden Books.  |
|       | Option B is incorrect | Some books did include gifts, such as bandages or a record, but not all books came with a gift. This is not a unique feature that would help shoppers find Little Golden Books.  |
|       | Option D is incorrect | Although each Little Golden Book provided a space so “a child can write his or her name,” this feature was “inside of the book cover,” so this feature wouldn’t make it easy for shoppers to find the books.   |
| 14    | Option F is correct   | In the section titled “Stories to Read and Enjoy,” the author describes some of the titles, such as <i>The Poky Little Puppy</i> and <i>Two Little Miners</i> and explains that some books, such as <i>Doctor Dan The Bandage Man</i> , came with samples.     |
|       | Option G is incorrect | Although the most popular Little Golden Book ( <i>The Poky Little Puppy</i> ) is named in this section, this is a supporting detail included to tell about some of the topics of Little Golden Books and what some books came with, not how to listen to them. |
|       | Option H is incorrect | Although the author states that “more titles were added” to the Little Golden Books collection, information about the exact number of books printed and which titles are still available is not included in the section.                                       |
|       | Option J is incorrect | In the section titled “Stories to Read and Enjoy,” the author includes details on more than just one Little Golden Book, so this is not what the section is mostly about.  |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 15    | Option B is correct   | In the title, "Little Books" is used to refer to Little Golden Books, and the phrase "Big Hit" is used to suggest that readers like the books.   |
|       | Option A is incorrect | Although Little Golden Books have illustrations, the title "Little Books, Big Hit" does not relate to the illustrations.   |
|       | Option C is incorrect | Although Little Golden Books were first published in 1942, the title "Little Books, Big Hit" does not relate to the age of the books.  |
|       | Option D is incorrect | The title "Little Books, Big Hit" is not used to describe the different stories that Little Golden Books tell, but rather to indicate the popularity of the books.   |
| 16    | Option H is correct   | To explain the history of Little Golden Books, which is the purpose of the selection, the author describes the idea that started Little Golden Books, how much the books used to cost, what kinds of stories they told, and where they can be found today. |
|       | Option F is incorrect | The author describes where Little Golden Books can be found, but not where children's books in general can be found.   |
|       | Option G is incorrect | The author is not telling children's stories in this selection.  |
|       | Option J is incorrect | The author gives examples of the content in some of the Little Golden Books, but this is to explain the concept and history of Little Golden Books, not to show the reader what to include in children's stories.  |

# 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |   |
|-------|-----------------------|---|
| 17    | Option B is correct   | <i>The Poky Little Puppy</i> was one of the original “twelve different titles of Little Golden Books.” In paragraph 6, the author explains that after the publication of <i>The Poky Little Puppy</i> , “more titles were added,” indicating that <i>The Poky Little Puppy</i> was published first. |
|       | Option A is incorrect | The author includes details about <i>Two Little Miners</i> in paragraph 6, which begins with “Soon more titles were added,” so <i>Two Little Miners</i> was not the first to be published.  |
|       | Option C is incorrect | According to paragraph 6, <i>Here Comes the Parade</i> is one of the titles that was added to the collection after the publication of <i>The Poky Little Puppy</i> .  |
|       | Option D is incorrect | The author includes details about <i>Doctor Dan The Bandage Man</i> in paragraph 6, which begins with “Soon more titles were added,” so <i>Doctor Dan The Bandage Man</i> was not the first to be published.  |
| 18    | Option J is correct   | In paragraph 11, the author explains that Bessie “was afraid, but she let fear be a companion” and in paragraph 12 the author states that “Courage was like a muscle that got stronger as she used it.” Although afraid, Bessie continued to fly.   |
|       | Option F is incorrect | Bessie enjoyed flying “while traveling around Europe.” There is no evidence in paragraphs 11 and 12 that shows Bessie was not sure of where she wanted to fly.  |
|       | Option G is incorrect | Although Bessie laughed while flying, it was because she was happy, not because she wasn’t serious about her lessons, so this is not why the author includes paragraphs 11 and 12.  |
|       | Option H is incorrect | Paragraph 11 begins with “Finally, it was time to solo.” Bessie was afraid, but she still flew alone, so she did feel ready to fly without her teacher.   |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 19    | Option A is correct   | In this sentence, the author describes how Bessie creatively flew the plane in loops and creates a picture in the reader's mind of the loops she made that looked like "invisible banners."  |
|       | Option B is incorrect | In this sentence, the author shows that Bessie loved flying and always wanted to stay up in the air, not her creative way of flying at air shows.  |
|       | Option C is incorrect | In this sentence, the author describes Bessie flying "toward the clouds," which describes the way most airplanes fly, not the creative way that Bessie flew.   |
|       | Option D is incorrect | In this sentence, the author describes Bessie steering the plane, not the creative way that Bessie flew.   |
| 20    | Option H is correct   | In paragraph 14, the author explains that Bessie did entertaining tricks, such as climbing, diving, and turning the plane in circles. In paragraph 17, the author describes a time when "Spectators ducked as she came close enough to blow off their hats." These details show that Bessie wanted her air shows to be exciting. |
|       | Option F is incorrect | There was never a time when Bessie had trouble controlling her plane. She was always in control, which is how she did tricks in her plane to excite her audience.  |
|       | Option G is incorrect | At the veterans show described in paragraph 14, music was playing. The music was playing as part of the celebration, not because Bessie liked music playing while she was flying. There is no mention of music in paragraph 17.  |
|       | Option J is incorrect | Bessie never expressed having any fear about people thinking she was confused.   |

# 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 21    | Option A is correct   | Before Bessie could learn to fly a plane, she had to move to France. It is explained in the italicized text above the title that <i>"Flying schools in the United States did not enroll African American female students, so Bessie learned French and moved to France to achieve her goal."</i>             |
|       | Option B is incorrect | Bessie "earned enough money to buy her own plane" (paragraph 16) by putting on air shows, so she already knew how to fly before buying her own plane.  |
|       | Option C is incorrect | Bessie flew to "Waxahachie, Texas, the town where she'd grown up" (paragraph 16) after she bought her own airplane, not before she learned to fly.   |
|       | Option D is incorrect | In paragraph 12, the author explains that "After a year of flying, she returned home with a license," so Bessie had already learned to fly before getting her license.   |
| 22    | Option F is correct   | After Bessie became a successful pilot, she wanted to open her own school for pilots. In paragraph 19, the author states that while Bessie was signing autographs, "a new dream rose within her." Bessie wanted to "open the sky to others" and made a vow to "save her money to start a school for pilots." |
|       | Option G is incorrect | Bessie does not express any desire to meet any other female pilots, so this is not something she wanted to do after she became a successful pilot.   |
|       | Option H is incorrect | It is explained in the italicized text above the title that <i>"Bessie learned French and moved to France to achieve her goal"</i> of learning to fly, but there is no evidence she wanted to learn another language after becoming a successful pilot.  |
|       | Option J is incorrect | The author does not mention that Bessie expressed a desire to attend more events for veterans after she became a successful pilot.   |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 23    | Option B is correct   | Although Bessie faced barriers, such as being an African American woman in a time when it was not possible for her to take flying lessons in the United States and the intimidation of flying solo, she was able to become a successful pilot because she was determined and she worked hard. This is the main theme of the selection. |
|       | Option A is incorrect | Although Bessie did have fun when she flew, the author mainly focuses on explaining how Bessie became a successful pilot through hard work and determination.  |
|       | Option C is incorrect | It did take time for Bessie to learn to fly and to get her pilot's license, but the author mainly focuses on Bessie's sense of determination and her hard work during that time, which resulted in her success.  |
|       | Option D is incorrect | Although Bessie expresses the desire to teach people how to fly, the author mainly focuses on Bessie's determination and resulting success.  |
| 24    | Option F is correct   | In paragraph 6, the man asks Bessie "'You've come all this way for lessons?'" and after she confirms that she has, he says "'Very good'" and tells her when to show up for lessons. The man's question and response suggests that he was impressed that Bessie had come such a long way for flying lessons.                            |
|       | Option G is incorrect | Bessie does not express the wish to help the man in France with work at the hangar, so this is not the reason he agreed to give Bessie flying lessons.   |
|       | Option H is incorrect | Bessie does not reveal to the man that she read many books about becoming a pilot, so this is not the reason the man in France agreed to give Bessie flying lessons.   |
|       | Option J is incorrect | The man in France expresses no desire to learn English from Bessie, so this is not the reason he agreed to give her flying lessons.  |



## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |   |
|-------|-----------------------|---|
| 25    | Option A is correct   | In paragraph 1, the author explains that Bessie <u>boarded</u> , or went onto, “a ship to France.”  |
|       | Option B is incorrect | “Thought about” is not the meaning of <u>boarded</u> as used in paragraph 1, because saying that Bessie thought about a ship to France would not successfully get her to France.  |
|       | Option C is incorrect | Betsy got to France because she “went on” a ship, not because she watched a ship closely, so this is not the meaning of <u>boarded</u> in paragraph 1.  |
|       | Option D is incorrect | “Tried to stop” is not the meaning of <u>boarded</u> as used in paragraph 1, because saying that Bessie tried to stop a ship to France would not successfully get her to France.  |
| 26    | Option G is correct   | In paragraph 9, the author explains that the material Styrofoam was used because it “could be <u>carved</u> easily into the shape of a face.” When something is <u>carved</u> , it is made into a specific shape, and in this case, the material was carved into the shape of Big Tex’s face. |
|       | Option F is incorrect | The word “light” is used to help explain the type of material, not how the workers made the shape of Big Tex’s face.  |
|       | Option H is incorrect | The word “face” is used to help explain what the workers were trying to make with the Styrofoam, not how they made the shape of Big Tex’s face.   |
|       | Option J is incorrect | It is the Styrofoam that was <u>carved</u> to make Big Tex’s face; the “thin layers of other soft materials” were used to cover the Styrofoam.  |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |   |
|-------|-----------------------|---|
| 27    | Option D is correct   | In paragraph 4, the author explains that the first Big Tex's mouth "moved like a puppet." Then, in paragraph 7, the author explains that the plan for the new Big Tex was to make his face "look more like a real cowboy" and "be more lifelike" than the old one, which supports the idea that the author thought the first Big Tex did not seem real. |
|       | Option A is incorrect | Although the author describes that Snell made the second Big Tex "bigger and better," the author also states the fact that the first Big Tex "stood 52 feet tall" and had a huge hat and giant boots, which supports the idea that the author thought the first Big Tex was tall, not too short.  |
|       | Option B is incorrect | The author does not include details to suggest that the first Big Tex talked too much.  |
|       | Option C is incorrect | In paragraph 2, the author explains that "Since 1952, children and grown-ups have enjoyed seeing Big Tex," so the author would disagree with the statement that Big Tex was not very popular.   |
| 28    | Option J is correct   | This is the most complete summary of the selection. The topic of Big Tex is introduced, the features of Big Tex are described, and the reason for having the first Big Tex and the second Big Tex and their differences are explained.  |
|       | Option F is incorrect | This summary is incomplete. The second Big Tex and the reason for needing it are not mentioned in this summary.   |
|       | Option G is incorrect | This summary is incomplete. There is no clear distinction between the first Big Tex and the second Big Tex, and there is no explanation for why the second Big Tex had to be built.   |
|       | Option H is incorrect | This summary is incomplete. The second Big Tex and why it was needed are not mentioned in this summary.   |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |   |
|-------|-----------------------|---|
| 29    | Option A is correct   | In paragraph 1, the author describes Big Tex as “the giant cowboy who greets people at the front gate.” In the photograph, Big Tex is standing at the entrance to the state fair.   |
|       | Option B is incorrect | Big Tex is not shown winking in the photograph, so the photograph cannot be used to support the idea that Big Tex can wink at visitors as he welcomes them.   |
|       | Option C is incorrect | No movement can be shown in the photograph, so it cannot be used to support the idea that Big Tex can move more now than in the past.   |
|       | Option D is incorrect | There is no way to know from the photograph how long Big Tex has been greeting people at the fair.  |
| 30    | Option G is correct   | In paragraph 7, the author describes Snell’s “big ideas for the new cowboy,” and in paragraph 8, the plan the workers followed to keep Big Tex a secret is explained. In paragraph 9, the author describes the process of creating the new Big Tex.     |
|       | Option F is incorrect | It is not explained in paragraphs 7 through 9 why Snell thought another Big Tex was needed.   |
|       | Option H is incorrect | There are differences between the first Big Tex and the second one, but the author does not prove that the second Big Tex is better than the first. The author simply describes how they are different.   |
|       | Option J is incorrect | Snell’s “big ideas for the new” Big Tex are described, but the author does not compare Snell’s drawings to the real Big Tex in these paragraphs.  |
| 31    | Option C is correct   | The reader can best understand where to find details about the first Big Tex from the section title “Big Tex in the Beginning.” The words “in the Beginning” provide a hint that the author included details about the “first” Big Tex in this section. |
|       | Option A is incorrect | The title of the selection, “Howdy, Big Tex,” can be used to help the reader understand what the selection is about, but the title cannot be used to help the reader find details about the first Big Tex.  |
|       | Option B is incorrect | The caption for the photograph can be used to help understand where the new Big Tex stands, but the caption cannot be used to help the reader find details about the first Big Tex.   |
|       | Option D is incorrect | The reader can use the section title “Big Tex Gets Bigger” to find information about the second Big Tex, not the first Big Tex.   |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 32    | Option J is correct   | In paragraph 4, the author explains that words that had been recorded were then “played over speakers” as Big Tex’s mouth moved. This means that the words had to be “Recorded before” they were played over the speakers. |
|       | Option F is incorrect | “Recorded in part” would mean that the recorded words Big Tex was meant to be saying would have been incomplete. There is no evidence that the recordings were incomplete.   |
|       | Option G is incorrect | The recording of the words that Big Tex was supposed to say was played on the speakers. It is not possible to play back something that has not been recorded yet.  |
|       | Option H is incorrect | Saying that Big Tex’s words had been “Recorded without” does not make any sense in the context of the sentence.  |
| 33    | Option C is correct   | The first Big Tex “was destroyed in a fire” and the workers making the new Big Tex wanted to prevent the chance of him catching fire, so they used “materials that would not burn easily.”                                 |
|       | Option A is incorrect | The appearance of the first Big Tex was not a problem; it was that he caught fire, so the workers wanted to prevent this from happening again.   |
|       | Option B is incorrect | This sentence is used to explain the method the workers used to keep the building of the second Big Tex a secret, not that the workers wanted to avoid a previous problem.   |
|       | Option D is incorrect | This sentence is used to describe the method of making clothing for the new Big Tex, not a method to prevent a problem from happening again.   |

## 2019 STAAR Grade 3 Reading Rationales

| Item# | Rationale             |  |
|-------|-----------------------|--|
| 34    | Option G is correct   | In paragraph 8, the author explains that “Snell’s company wanted the new Big Tex to surprise people,” so “the company worked secretly.” This desire for secrecy led the workers to use “fried chicken” as a code name for the new Big Tex. |
|       | Option F is incorrect | In the selection, there is no mention of Snell’s workers getting hungry from working so much.  |
|       | Option H is incorrect | Snell already knew about the design of the new Big Tex, so the workers could not have surprised Snell.   |
|       | Option J is incorrect | Snell’s workers did not plan new foods for the fair; instead, they helped build the new Big Tex for the fair.  |