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Practicing for Success: STAAR Reading Language Arts Grade 3

This sample includes the following:

Student Book pages (8 pages)

- Cover and Table of Contents
- Guided Practice pages
- Partner Practice pages
- Independent Practice pages

To **Create** a World ⁱⁿ which
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Grade

3

Practicing for Success



STAAR[®]

Student Book

**UPDATED
for the
STAAR
REDESIGN**



Reading Language Arts

Table of Contents

Welcome Letter	5
Analyzing Language to Comprehend Texts [3.3 (A, B, C, D); 3.6F; 3.7C; 3.9B; 3.10D]	6
Poetry	6
Word Clues	10
Independent Practice.	14
Using Characters and Plot to Analyze Themes [3.7D; 3.8 (A, B, C, D); 3.9 (A, C); 3.10E].	18
Characters Teach Us Lessons	18
The Parts of a Story	22
Independent Practice.	26
Comprehending Texts by Analyzing Evidence [3.6 (G, H); 3.9D (i, ii); 3.9E (i, ii, iii)].	30
Repeating Ideas	30
Show Me the Evidence	34
Independent Practice.	38
Understanding an Author’s Purpose and Comparing Texts [3.6 (C, E); 3.9Diii; 3.10 (A, B, C, F, G)]	42
Text Features and Author’s Purpose	42
Connecting Ideas	46
Independent Practice.	54
Revising and Editing [3.2B; 3.11 (B, C, D)]	60
Text 1 (Guided Practice)	60
Text 2 (Partner Practice).	63
Text 3 (Independent Practice)	66
Practice Test	69
Practice Test Answer Sheet	92

Noticing When Characters Change

1. Find the problem in the story.
2. Notice how each character changes—how are they acting, speaking, or thinking differently than before?
3. Name how each character is different—what did they learn?

Characters Teach Us Lessons

Lesson Focus

I can find the theme of a story by noticing how characters change and grow because of problems.

1. What are some problems characters can face in a story?
-
-

Guided Practice

Work with your teacher to identify the problem a character faces and how the character changes.

Race to the Moon

- 1 Mom walks into the living room and asks, "What are you guys up to?"
- 2 "Timothy and I are building a rocket ship for science class," I answer her.
- 3 "One that goes to the moon," adds my little sister Madison.
- 4 "You can work on it in the basement," says Mom. "You'll find a lot of materials for your rocket down there. Come on, I'll show you."
- 5 In the basement, Mom leads the way to two cardboard boxes in a corner. Beside them, covered by a sheet of black plastic, are things that are too big to fit in the boxes. "These are all the items that didn't sell when I hosted a garage sale last week," Mom explains. "You can use anything you want."
- 6 "Thank you!" Madison and I cry in unison. But Timothy frowns.
- 7 The moment Mom walks out the door, I tip over the rest of the boxes to see what treasures we can find. There are a lot of books, clothing, magazines, old CDs and DVDs, some balls of yarn, a broken toaster, a dartboard, and a lot more bits and pieces.
- 8 "There's nothing here to help us build a rocket," declares Timothy.
- 9 Madison lifts up the black plastic cover and turns to us, smiling. "Check this out!" We're looking at an exercise bike. It's old and the seat is cracked, but I can tell it still works as I give the wheels a spin.
- 10 "Madison, you've found our engine!" I cheered.
- 11 It was Timothy's turn to smile. I could tell Madison's discovery was exciting to him, too!

Characters Teach Us Lessons

Directions: Use the text on page 18 to answer the questions.

- 1** This question has two parts. First, answer Part A. Then, answer Part B.

Part A: Which sentence best expresses a theme of the story?

- A** Adults always help kids solve problems.
- B** Sometimes, you need help to see things differently.
- C** Friends can help you create new things.
- D** Always turn in your homework.

Part B: Which quote from the story best supports your answer to Part A?

- A** *There are a lot of books, clothing, magazines, old CDs and DVDs.* (paragraph 7)
- B** *"These are all the items that didn't sell when I hosted a garage sale last week."* (paragraph 5)
- C** *It's old and the seat is cracked, but I can tell it still works.* (paragraph 9)
- D** *"There's nothing here to help us build a rocket," declares Timothy.* (paragraph 8)

- 2** What do the events in paragraph 5 suggest about Mom's relationship with the narrator and Madison?

- A** Mom thinks the narrator and Madison are too old to build a rocket.
- B** Mom wants the narrator and Madison to move the stuff into the boxes.
- C** Mom wishes she knew why building a rocket was important to the narrator and Madison.
- D** Mom knows the narrator and Madison will be creative with the things in the basement.

- 3** Which sentence helps the reader understand that the writer uses a first-person point of view in the story?

- A** *Beside them, covered by a sheet of black plastic, are things that are too big to fit in the boxes.* (paragraph 5)
- B** *The moment Mom walks out the door, I tip over the rest of the boxes to see what treasures we can find.* (paragraph 7)
- C** *"There's nothing here to help us build a rocket," declares Timothy.* (paragraph 8)
- D** *It was Timothy's turn to smile.* (paragraph 11)

Characters Teach Us Lessons

Partner Practice

Directions: Read the story “An Amazing Plan” with your partner. As you read, follow the steps modeled by your teacher from the Noticing When Characters Change section on page 18.

Introduction: The general of Egypt wanted to give the King of France a very special gift that would help unite their countries. The general asked his advisor what the king would like more than anything else in the world.

An Amazing Plan

Chapter 2 from *The Lovely One* by Sharon Callen

- 1 “There is nothing more beautiful than a giraffe,” his advisor said. “The King of France has never seen a giraffe. Let’s send him one!”
- 2 “Hah! We live in Africa. France is on the other side of the world!” said the general. “How can a giraffe go from Africa to France?” he asked.
- 3 “I think I have a plan,” replied his advisor. “The first step is to choose the loveliest giraffe in Africa.”
- 4 “What about Beloved? She is said to be the loveliest giraffe ever,” said the advisor’s assistant.
- 5 “Fetch her!” said the general. And so, the advisor and his assistant traveled to the deepest parts of Africa to find Beloved.
- 6 When the men found her, her huge eyes were full of tears. “I don’t want to leave my mother!” she cried.
- 7 “Don’t you want to see the world?” the advisor asked Beloved. “Don’t you want to meet the King of France? You will have a wonderful adventure.”
- 8 Beloved stopped crying. “Maybe,” she whispered.
- 9 However, her mother said, “I told you, those eyes will see amazing things. You must go.”
- 10 Beloved’s mother watched sadly as the advisor lifted young Beloved onto the back of a camel. But she knew her baby had a wonderful adventure ahead of her.

How does the title help you understand what the story will be about?

What is the problem Beloved is facing? Give details from the story.



Characters Teach Us Lessons Partner Practice

Directions: Use the text on page 20 to answer the questions.

- 1** This question has two parts. First, answer Part A. Then, answer Part B.

Part A: Which sentence best expresses a theme of the story?

- A** Leaving your family can be scary.
- B** Always listen to the people in charge.
- C** A long journey will teach you many lessons.
- D** Seeing the world can be an adventure even if you're scared.

Part B: Which quote from the story best supports the central message of the story?

- A** *Beloved's mother watched sadly as the advisor lifted young Beloved onto the back of a camel.* (paragraph 10)
- B** *However, her mother said, "I told you, those eyes will see amazing things."* (paragraph 9)
- C** *"The King of France has never seen a giraffe."* (paragraph 1)
- D** *"You will have a wonderful adventure."* (paragraph 7)

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

Part A: Which characteristic of the play best identifies it as a fable?

- A** The characters are animals who learn a lesson.
- B** The setting is unbelievable.
- C** The characters work together to solve a problem.
- D** The narrator tells the story.

Part B: Which line from the play best supports the answer to Part A?

- A** *"There is nothing more beautiful than a giraffe," his advisor said.* (paragraph 1)
- B** *And so, the advisor and his assistant traveled to the deepest parts of Africa to find Beloved.* (paragraph 5)
- C** *Beloved's mother watched sadly as the advisor lifted young Beloved onto the back of a camel.* (paragraph 10)
- D** *But she knew her baby had a wonderful adventure ahead of her.* (paragraph 10)

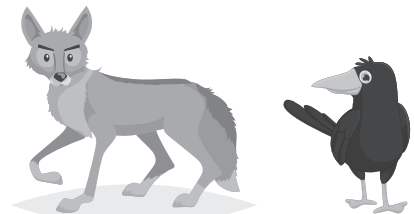
Characters Teach Us Lessons

Independent Practice

Directions: Read the excerpt from the story *Coyote: A Trickster Tale*. As you read, follow the steps from the Noticing When Characters Change section on page 18 to find the central idea.

Excerpt from *Coyote: A Trickster Tale* by Sam Besson

- 1 One day, as Coyote was passing by a spiky Joshua tree, he saw a flock of crows singing and dancing, chanting, and laughing. He turned and crept up close to watch them.
- 2 Coyote had a nose for trouble, and he was following his nose again! He forgot that the crows were always trying to trick him. He watched as the crows flew into the sky and headed toward the canyon. *If only I could fly*, he thought. *That would mean I would be the greatest coyote ever born. Maybe the crows could show me how.*
- 3 So, Coyote called to the crows as they circled the canyon, "I'd love to join you!"
- 4 Old Man Crow laughed to himself and said to his flock, "Let's have some fun with this silly creature."
- 5 Then, Old Man Crow flew down to the Joshua tree and asked Coyote, "Would you like to dance with us?"
- 6 "Oh, yes please," replied Coyote. "But I would really like to fly."
- 7 "Mmm...maybe you can," said Old Man Crow, stroking his beak with his wing. "Let me see if we can help you."
- 8 Old Man Crow plucked a shiny black feather from one of his wings. He told his flock to do the same. They each flew down and stuck their feathers into Coyote. It hurt a lot! He tried not to cry, but his eyes watered, and his nose twitched. The crows laughed among themselves. "What a silly coyote he is!" they said to each other.
- 9 "Now, you are ready to fly," Old Man Crow told Coyote. Suddenly, the crows flew into the sky like a shiny black cloud rising from the ground. Coyote tried to follow, but it was impossible! He was completely off balance. He couldn't lift himself off the ground even an inch.
- 10 "Wait! Don't leave me!" he cried, as he stumbled around. He tripped over his feet and fell. It hurt, and Coyote felt very sorry for himself.



Characters Teach Us Lessons Independent Practice

Directions: Use the text on page 26 to answer the questions.

- 1** This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What is the central message of the story?

- A** Trust your friends.
- B** Keep trying until you get it.
- C** Learn from your mistakes.
- D** Follow directions.

Part B: Which sentence best supports the central message of the story?

- A** *"Let me see if we can help you."* (paragraph 7)
- B** *He forgot that the crows were always trying to trick him.* (paragraph 2)
- C** *Coyote tried to follow, but it was impossible!* (paragraph 9)
- D** *The crows laughed among themselves.* (paragraph 8)

- 2** Which sentence helps the reader understand that the writer uses a third-person point of view in the story?

- A** *Coyote had a nose for trouble, and he was following his nose again!* (paragraph 2)
- B** *That would mean I would be the greatest coyote ever born.* (paragraph 2)
- C** *"What a silly coyote he is!" they said to each other.* (paragraph 8)
- D** *"Oh, yes please," replied Coyote. "But I would really like to fly."* (paragraph 6)

- 3** Read the question carefully. Then, answer the question on the lines provided. What do the events in paragraphs 7 and 8 suggest about Old Man Crow's relationship with Coyote? Support your answer with evidence from the text.
