

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.