



State of Texas Assessments of Academic Readiness

GRADE 3
Reading Language Arts
Practice Assessment

READING LANGUAGE ARTS

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

The Skill of Cooking

- 1 Have you ever wished you could make dinner just the way you like it? It may seem like cooking is something only certain people know how to do, like a magic trick. But cooking is not magic. It is a skill that everyone—even children—can learn to enjoy.
- 2 Health experts encourage people to cook. A study done at a university shows that people are healthier when they eat food made at home. After all, if you add all the ingredients yourself, you always know what you are eating. (Ingredients are the foods you put together to make a dish.)

Careful in the Kitchen

- 3 Some people think that the kitchen is not a good place for children. They want to keep children safe, and they worry that children will get hurt. Many of the injuries that happen in homes take place in kitchens. After all, there are plenty of sharp and hot things there!
- 4 But teaching children to cook may actually make them safer. As you prepare food, you find out what can be dangerous. You learn how to handle kitchen tools correctly. You find out what to touch and how to touch it. As you learn to prepare food, you also learn how to keep yourself safe in the kitchen.

So Much to Learn

- 5 People may say that they are just too busy to teach children to cook. They worry that it will take longer to prepare dinner with children in the kitchen. That leaves less time for other chores and relaxing. They may not think that having a child in the kitchen is worth the extra time.
- 6 At first it may take a little more time to help children learn to cook. But the more they practice, the better they get. After a while, they may even help cooking go faster! You can start learning to cook by doing easy tasks. You can wash fruits and vegetables. Then you can start preparing cold dishes, such as salads. Eventually, with adult help, you can start making hot recipes. Pasta sauce is always a favorite!

- 7 Besides teaching children to prepare food, cooking also helps with schoolwork. Math is often needed for following recipes. You put your knowledge of fractions and decimals to good use while cooking. You can figure out how much money cooking at home saves. When you follow a recipe, you practice reading skills. You learn new words that do not come up in school assignments. For example, sauté means fry, and blend means mix. Words like these may be found in recipes.

Be Creative

- 8 Part of cooking is learning to make food that looks good enough to eat. Charles Spence is a college professor. He tried an experiment. Spence showed that when food looks good, people believe it tastes better. Making food look good is its own way of being creative. Maybe it is as simple as arranging fruits or vegetables by color. Or maybe it is a pancake with a funny face of berries and nuts for eyes and a mouth! Changing ingredients of recipes is also creative. If a recipe calls for something you do not like, you can use something else.
- 9 Not everyone will become a chef. But everyone *can* learn to cook. What other skill teaches so much and tastes so good?

1 Read this dictionary entry.

relaxing \ri-'laks-ing\ *verb*

1. becoming less worried, tight, or stiff
2. spending time doing something enjoyable
3. allowing your attention to become weaker
4. to lessen the force of

Which meaning of the word relaxing is used in paragraph 5?

- (A) Definition 1
 - (B) Definition 2
 - (C) Definition 3
 - (D) Definition 4
-

2 Which sentence from the article is an opinion?

- (A) *Health experts encourage people to cook.* (paragraph 2)
- (B) *After all, there are plenty of sharp and hot things in there!* (paragraph 3)
- (C) *Pasta sauce is always a favorite!* (paragraph 6)
- (D) *You can figure out how much money cooking at home saves.* (paragraph 7)

- 3** Which sentence from paragraphs 6 and 7 shows that it is worth taking time to teach children to cook?
- Ⓐ *After a while, they may even help cooking go faster!* (paragraph 6)
 - Ⓑ *You can start learning to cook by doing easy tasks.* (paragraph 6)
 - Ⓒ *For example, sauté means fry, and blend means mix.* (paragraph 7)
 - Ⓓ *Words like these may be found in recipes.* (paragraph 7)
-

- 4** Which audience is the author addressing in this article?
- Ⓐ Adults who have jobs as cooks
 - Ⓑ Children who are good at cooking
 - Ⓒ Adults who do not cook at home
 - Ⓓ Children who have not learned to cook

- 5 What is the most likely reason the author uses a cause-and-effect structure in the section “Careful in the Kitchen”?
- (A) To tell the steps children need to follow to be safe in the kitchen
 - (B) To describe the many dangers children find in the kitchen
 - (C) To show the problems children see in the kitchen and how to solve them
 - (D) To explain how children become safer in the kitchen when they learn to cook
-

- 6 Read these sentences from paragraph 6 of the article.

You can wash fruits and vegetables. Then you can start preparing cold dishes, such as salads. Eventually, with adult help, you can start making hot recipes.

How does the word choice in the sentences contribute to the author’s voice in the article?

- (A) By repeating *you can*, the author creates a positive feeling about cooking.
- (B) By using the words *fruits and vegetables*, the author makes cooking sound easy.
- (C) By mentioning *cold dishes*, the author changes the meaning of cooking.
- (D) By including *adult help*, the author warns children to be extra careful while cooking.

- 7** Which detail from paragraphs 5 through 7 in the article supports the key idea that cooking teaches children about many things?
- (A) People worry that children will get hurt.
 - (B) People like food that looks good.
 - (C) People do math and reading while cooking.
 - (D) People say they are too busy to teach cooking.
-

- 8** What is the author's main claim in the article?
- (A) Children should learn to cook.
 - (B) Cooking goes faster without children helping.
 - (C) Children who know how to cook make good food.
 - (D) People eat food that tastes bad if it looks good.

Read the next two selections. Then choose the best answer to each question.

Ben's Book

- 1 One day, Grandma gave Ben a package wrapped in plain brown paper. As she placed it in his hands, Grandma said, "I saw this, and it made me think of you." Ben knew what was inside the package even before he unwrapped it. You can always tell when it's a book. It has that book weight. It has that book shape. It has that book feel.
- 2 Ben liked books well enough. But he didn't love books. They were, for him, fine. He liked when Mom or Dad read to him. He liked when Grandma read to him. But those books had never really said anything to Ben. They were good stories, but they weren't Ben's story.
- 3 As Ben peeled back the brown wrapping paper, the cover of the book half revealed itself. It was the top part of a boy—a boy's face. The boy looked a little like Ben, Ben thought. *Hm. Interesting.* Ben tore the rest of the wrapping paper slowly. There on the cover stood a boy, like Ben at the top, but unlike Ben at the bottom. The boy on the book stood with his hands on his hips, his feet apart. The boy looked like a hero.
- 4 Ben cracked the book open and began to read. In the book, Ben did find himself. At the beginning, the boy in the book was just like Ben. It was like the book was written about him, Ben thought. The book did say something to Ben. It said he could be anything he wanted to be—even a hero.
- 5 On the inside of the cover, Ben took a marker and carefully wrote "Ben's Book." Every day now, when Ben went to school, the book went with him. Ben and his book were always together. Almost always.
- 6 One warm spring day, Ben was outside reading. He was distracted by a bee. Then Dad called him inside for lunch. That was when it started to rain. And then it rained some more. When Ben finished lunch, he decided to read his book. That's when he realized that he had left it outside.

- 7 When Ben found his book, it was too late—the book was soaked through. Ben and Dad carefully tried to dry the pages with a towel and let it sit under a fan overnight. But the next day, the puffy pages stuck together. The cover wouldn't even close. Many of the words were faded. His carefully written "Ben's Book" was so smudged and blurry, Ben could hardly make it out. Worst of all, the book started to smell bad, so they had to throw it away.
- 8 When Grandma heard the news, she sent Ben a package. It was in plain brown paper wrapping. Ben could feel what it was. But Ben didn't want a new copy of his book. He wanted his book. Ben slowly tore back the paper, to half reveal the cover. A new boy's face looked back at him. Ben tore off the rest of the paper. It was a different book. It wasn't his story at all. But the boy on the cover did look a little like Ben. He did look a little like a hero.
- 9 Ben opened the cover and began to read.

Lost Treasure



My baseball glove went missing,
So, I looked everywhere—
In drawers and laundry baskets
And under every chair.

5 The leather of my old glove
Was butter-soft and worn,
But showing age in places,
The thumb seam slightly torn.

And when I couldn't find it,
10 It left me feeling sad
For my much-beloved treasure—
The best glove I've ever had.

My brother lent his old glove
For catch with my friend John,
15 And where I once had talent,
Those skills seemed to be gone.

My fingertips could not reach
To the ends of that mitt.
Each ball that John chucked my way
20 Bounced off the end of it.

I guess I could get better
By practicing some more,
But playing catch now isn't like
The way it was before.

25 I'll keep using this imitation,
If I can't find my real glove,
And hope that I grow into
A new mitt I can love.

9 Which word is a synonym for weight in paragraph 1 of the story "Ben's Book"?

- (A) Tallness
 - (B) Newness
 - (C) Loudness
 - (D) Heaviness
-

10 In the story "Ben's Book," what do the events in paragraph 7 suggest about Dad's relationship with Ben?

- (A) Dad thinks Ben should solve problems alone.
 - (B) Dad knows how important the book is to Ben.
 - (C) Dad wishes he could understand what Ben likes.
 - (D) Dad wants Ben to learn to be more careful.
-

11 Which sentence best expresses the theme of the story "Ben's Book"?

- (A) It is important to do things that are enjoyable.
- (B) It is better to be honest than to try to please others.
- (C) Change can be hard but can also be rewarding.
- (D) Hard work can be difficult but can also bring joy.

12 In paragraph 6 of the story “Ben’s Book,” how does the outdoor setting affect the plot?

- Ⓐ The heat outside makes Ben want to go inside.
 - Ⓑ The rain outside ruins Ben’s book.
 - Ⓒ The bees outside scare Ben.
 - Ⓓ The rain outside ruins Ben’s lunchtime.
-

13 How does paragraph 8 contribute to the plot of the story “Ben’s Book”?

- Ⓐ It introduces Ben’s next problem.
 - Ⓑ It shows how Ben’s problem is solved.
 - Ⓒ It describes why Ben dislikes books.
 - Ⓓ It explains why Ben enjoys getting gifts.
-

14 In the story, what do the books that Grandma gives to Ben suggest about their relationship?

- Ⓐ Grandma and Ben spend little time together.
- Ⓑ Grandma and Ben like to play tricks on each other.
- Ⓒ Grandma understands Ben very well.
- Ⓓ Grandma wants Ben to be like her.

15 What does the word imitation mean in line 25 of the poem “Lost Treasure”?

- Ⓐ Part
 - Ⓑ Example
 - Ⓒ Copy
 - Ⓓ Event
-

16 The most likely reason the poet uses imagery in lines 5 and 6 of the poem “Lost Treasure” is to show that the glove has been —

- Ⓐ made badly
- Ⓑ used by many people
- Ⓒ used many times
- Ⓓ cared for poorly

18 Based on the end of the story “Ben’s Book” and the end of the poem “Lost Treasure,” what will Ben and the speaker most likely do next?

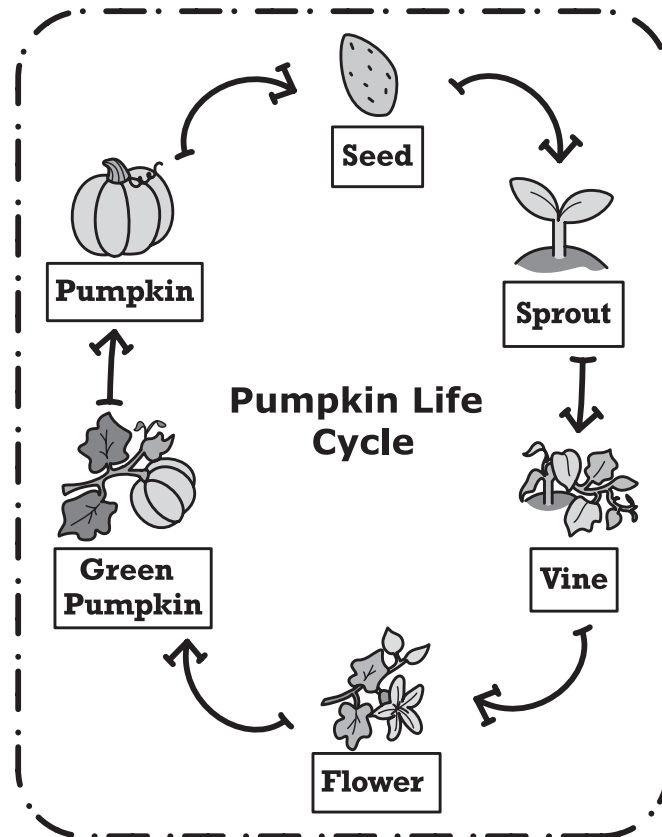
- Ⓐ They will both learn to like something new.
 - Ⓑ They will both be given something by someone they know.
 - Ⓒ They will both decide to find a new sport to play.
 - Ⓓ They will both quit doing activities they used to enjoy.
-

19 By the end of the story “Ben’s Book” and the poem “Lost Treasure,” what is the most likely reason that Ben and the speaker **BOTH** decide to use the new items that replaced their favorite things?

- Ⓐ They feel that their new items are much better than their favorite things.
- Ⓑ They see something about their new items that they might come to like.
- Ⓒ They have family members who help them learn how to use their new items.
- Ⓓ They must like their new items because they know their favorite things are gone forever.

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

From Seed to Pumpkin to Seed



- 1 In the fall of the year, pumpkins seem to be everywhere. Truckloads are brought from farms to markets. People decorate their homes with pumpkins. It is hard to imagine that these enormous fruits grow from small seeds. But they do—and this is how.

Seeds

- 2 A pumpkin seed is white, oval, and flat. Inside its hard coat is everything needed to produce a new pumpkin. Most pumpkin seeds are only about a half inch long, but they need a lot of space around them to grow. Some will require a garden plot about the size of a parking spot for a car!

- 3 In spring, when the weather has warmed up and the ground is no longer cold, four or five seeds can be planted in the middle of the garden plot. If the ground is dry, the seeds should be watered, but not too much, since soggy soil might make them rot.

Sprouts and Vines

- 4 About a week after planting, a seed emerges from the soil and becomes a sprout, and the tiny pumpkin plant begins to grow. The roots grow down into the soil, seeking water. Two leaves push up from the soil. These seed leaves are green and smooth. They make food for the plant using sunlight, water, and air.
- 5 After another week, new, larger leaves appear. These leaves are jagged, rough, and scratchy. They take over the job of making food for the plant, so the seed leaves dry up and drop off. The pumpkin plant grows quickly. Long vines stretch over the ground. Thin, twisty stems wind around other stems. They may reach up onto fences or other plants in the garden.

Pollination

- 6 When the pumpkin plants are about 10 weeks old, bright yellow flowers bloom on the vines. In the center of each blossom is a feathery part covered with powdery pollen. Bees are attracted to the pollen, which they take back to their hive for making honey. Once the bees have found the pumpkin plants, they come back again and again.
- 7 Other blossoms open later. Each pumpkin flower lasts only one day. The bees land on one pumpkin flower after another. Pollen sticks to and falls off the bees as they move. In this way, pollen is spread among the pumpkin plants. The pollen makes new pumpkins grow. To make new pumpkins, bees have to visit.

Pumpkins

- 8 After the bees have delivered the pollen, the flower dries up and falls off, but the little pumpkin grows, and grows, and grows. It becomes too heavy to hang from the vine. It settles on the ground, where it continues to grow. The leaves shade it from the hot sun and keep the ground damp. In very dry weather, the plant might need to be watered.

- 9 As the weather gets cooler in fall, the pumpkins mature. They stop growing and change color. Most varieties turn orange, but others are yellow, white, blue, or even striped.
- 10 When the leaves turn brown, it's time to pick the pumpkins. A pumpkin will last longer if three or four inches of stem are left on the pumpkin when it's cut from the vine. Pumpkins should be stored in a dry, cool place until they are wanted for making pies, cookies, bread, or soup.
- 11 The inside of a pumpkin is a blob of stringy pulp with hundreds of seeds. The seeds can be picked out of the pulp and washed. Some of the seeds can be baked in the oven until they are crisp. They make a tasty snack.
- 12 Other seeds may be allowed to dry and not baked. Those can be saved until spring. When they are planted, they'll sprout and grow leaves and flowers. Then, with the help of bees, there will be another crop of pumpkins.

20 In paragraph 1, what is the most likely reason the author uses the phrase “pumpkins seem to be everywhere”?

Select **TWO** correct answers.

- To show that fall is when most pumpkins are picked
 - To show that there are too many pumpkins
 - To show that many people like pumpkins
 - To show that pumpkins can grow in strange places
 - To show that many people go to where pumpkins grow
-

21 What is the central idea of the article?

- (A) Pollen from flowers spreads to other pumpkin plants.
 - (B) Small seeds become the plants that produce pumpkins.
 - (C) Pumpkins remain as sprouts for most of their lives.
 - (D) Pumpkins can come in many different colors.
-

22 Which conclusion can be made based on information throughout the article?

- (A) Pumpkins can grow without bees.
- (B) People know little about pumpkins.
- (C) People use pumpkins for many things.
- (D) Pumpkins are larger than they used to be.

23 In which section of the article would the reader most likely find information about caring for pumpkin plants that are just starting to grow?

- (A) Seeds
 - (B) Sprouts and Vines
 - (C) Pollination
 - (D) Pumpkins
-

24 The author organizes the section “Sprouts and Vines” by telling —

- (A) how people solve different problems with growing pumpkins
 - (B) the facts that support a description of pumpkins
 - (C) how pumpkin leaves affect the way the plant grows
 - (D) the early stages of a pumpkin plant and the order in which they happen
-

25 What is the most likely reason the author includes the chart in the article?

- (A) To show that the stages happen over and over
- (B) To show how large the plants are at each stage
- (C) To show why each stage happens
- (D) To show how long each of the stages lasts

26 What is the most likely reason the author wrote this article?

- Ⓐ To invite people to carve their own pumpkins
- Ⓑ To describe how people use pumpkins
- Ⓒ To tell why bees need pumpkins
- Ⓓ To explain where pumpkins come from

27 Read the article “From Seed to Pumpkin to Seed.” Based on the information in the article, write a response to the following:

Explain how bees and pumpkins are beneficial to one another.

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

Remember to —

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

Manage your time carefully so that you can —

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

Record your answer in the box provided.

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A large rectangular box containing 20 horizontal lines, intended for writing or drawing.

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

Mallory read about a fun charity event. She wrote this paper to tell about the event. Read Mallory's paper and look for revisions she needs to make. Then answer the questions that follow.

A Shower of Teddy Bears



A Member of the Hershey Bears Hockey Team Looking at all the Teddy Bears on the Ice

© Kyle Mace/Chocolate Hockey

(1) Ice hockey is a fast and exciting sport. (2) The fans cheer loudly when their team scores. (3) One Pennsylvania team has found a way to make the game even more exciting. (4) They do something fun. (5) People like it.

(6) The goal of the Teddy Bear Toss is to collect stuffed bears. (7) These bears are given to children during the holiday season. (8) People bring teddy bears and other stuffed animals to a special game. (9) There is no limit to how many bears a fan can bring. (10) Some people even bring trash bags stuffed with teddy bears. (11) They are clear trash bags. (12) Then the fans wait for the Hershey Bears to score their first goal. (13) When this happens, fans start tossing the bears onto the ice.

(14) On December 1, 2019, the Hershey Bears skated onto the ice to play. (15) It had been a cold winter in Pennsylvania. (16) Just a few minutes into the game, the Bears scored. (17) Within seconds, thousands of teddy bears came raining down on the ice. (18) Bear after bear was tossed from the highest seats to lower seats.

(19) Everyone helped move the teddy bears down to the ice.
(20) Before long, most of the ice was covered. (21) It looked like a blanket of stuffed animals.

(22) Players skated all around the bears. (23) Some even posed for photos on piles of bears. (24) The activity delayed the game for more than 30 minutes. (25) Workers had to remove all the teddy bears from the ice.

(26) The Hershey Bears collected an amazing number of stuffed animals at that game. (27) In fact, they even broke their own record. (28) On that day, they collected 45,650 stuffed animals that day! (29) All the stuffed animals were donated to local charities.

(30) Each year the tickets to this special game sell out quickly.
(31) Next year's Teddy Bear Toss will probably be another exciting event. (32) The Hershey Bears might even break a record again!

28 Which sentences should replace sentences 4 and 5 to **BEST** state the central idea of this paper?

- (A) The team is located in Hershey, Pennsylvania. Their uniforms are a beautiful chocolate-brown color.
 - (B) The Hershey Bears are a very popular hockey team. People from all over Pennsylvania like to attend their games.
 - (C) The team is called the Hershey Bears. It was first formed in Pennsylvania more than 90 years ago.
 - (D) The Hershey Bears host a Teddy Bear Toss every year. They donate thousands of stuffed animals to charity.
-

29 What is the **BEST** way to combine sentences 10 and 11?

- (A) Some people even bring trash bags stuffed with teddy bears in clear bags.
- (B) Some people even bring teddy bears and clear trash bags and stuffed.
- (C) Some people even bring trash bags stuffed with teddy bears and clear.
- (D) Some people even bring clear trash bags stuffed with teddy bears.

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

Carter wrote this story about a recent trip he took with his grandparents. Read Carter's story and look for revisions he needs to make. Then answer the questions that follow.

A Summer Trip to Yellowstone



Bison Herd with Old Faithful
Geyser Erupting

© Robynrg/Shutterstock.com

(1) Last summer I went on a trip with my grandparents to Yellowstone National Park. (2) They visit the famous park almost every year. (3) They had taken my mother when she was my age. (4) My grandparents were excited to show me the oldest national park in the United States. (5) And I was eager to see it!

(6) I enjoyed going on this trip with my grandparents. (7) They knew the best places to go and shared many interesting details about the park. (8) During our drive, they told me that Yellowstone covers more than 3,000 square miles. (9) It crosses three state lines and five national forests. (10) It is also home to countless wild animals. (11) There are so many animals there. (12) I couldn't wait to see it all for myself.

(13) Finally, we started our tour. (14) A geyser is an opening in the Earth's surface. (15) Hot water and steam shoot into the sky from the opening. (16) Yellowstone is on top of volcanic rock, and this creates many geysers. (17) One is more famous than all the others. (18) It is named Old Faithful. (19) We had to wait around for the famous geyser to erupt. (20) A park ranger told us that it can take a while. (21) But once that geyser finally went off, it was an amazing sight to see!

(22) We finished looking at Old Faithful and then started searching for some wildlife to photograph. (23) Fortunately, many animals were out. (24) This was my favorite part. (25) I had never seen so many wild animals before.

(26) As we walked around, Granddad told me more about Yellowstone. (27) The park is covered in snow during much of the year. (28) It melts in the summer, and this waters the grass and the trees. (29) We were visiting and it was summer and the bright green of the trees and meadows.

(30) My trip to our country's oldest national park was even better than I expected. (31) I'm so glad my grandparents wanted to take me. (32) I hope I can continue the tradition and take my grandkids to Yellowstone one day.

32 Read the second paragraph (sentences 6–12) again. Which sentence in this paragraph repeats information and should be removed?

- (A) Sentence 7
 - (B) Sentence 9
 - (C) Sentence 11
 - (D) Sentence 12
-

33 Carter needs a better topic sentence for the third paragraph (sentences 13–21). Which sentence should replace sentence 13?

- (A) We finally got to the park, and we started looking around.
 - (B) I was going to love seeing everything, including the animals.
 - (C) My grandparents wanted to show me a famous geyser first.
 - (D) There were so many things to do at the park once we arrived.
-

34 Which sentence would **BEST** follow and support sentence 23?

- (A) We took pictures of elk, bison, and sheep grazing in the valley.
- (B) We were very happy to see so many animals were out and eating.
- (C) Earlier we had seen a powerful waterfall crashing over a cliff.
- (D) The park was full of excited visitors from many places that day.

35 What is the **BEST** way to revise sentence 29?

- Ⓐ We were visiting in the summer, but the bright green in the trees and meadows.
- Ⓑ We were visiting the trees and the meadows and the bright green summer.
- Ⓒ We were visiting in the summer, and the trees and meadows were bright green.
- Ⓓ We were visiting the bright green trees and meadows and the summer.

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

Malachi is writing a paper about someone he considers an American hero. Read this paragraph from the body of Malachi's paper and look for corrections he needs to make. Then answer the questions that follow.

Clara Barton

(1) Clara Barton grew up in Massachusetts. (2) Her father was a Farmer. (3) As a child, she helped care for a brother who was very sick. (4) Later she taught school and then worked in government jobs. (5) During the Civil War, she took care for wounded soldiers. (6) She became known as the Angel of the Battlefield. (7) After the war was over, Clara Barton went to Europe. (8) And learned about the International Red Cross. (9) This organization helps people who are suffering. (10) She returned to the United States and worked with others to start the American Red Cross.

36 What change should be made in sentence 2?

- (A) Change **Her** to **Hers**
 - (B) Change **was** to **been**
 - (C) Change **Farmer** to **farmer**
 - (D) Change the period to a comma
-

37 What change should be made in sentence 5?

- (A) Change **During** to **Durring**
 - (B) Change **for** to **of**
 - (C) Change **took** to **tooken**
 - (D) Change **soldiers** to **Soldiers**
-

38 Sentence 8 is written incorrectly. Select the **ONE** response that corrects this sentence.

- | | |
|-------------------------------|--------------------------|
| (A) And learned. About the | International Red Cross. |
| (B) She learned about the | |
| (C) Learning about the | |
| (D) She learned about it. The | |

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

Horatio is writing a paper to argue that people should not litter. Read the first two paragraphs of Horatio's paper and look for corrections he needs to make. Then answer the questions that follow.

Stop Littering

(1) Some people throw paper bags on the ground. (2) Others toss soda cans and gum wrapper out the window. (3) Still others leave trash in public places, like on picnic tables and park benches. (4) These behaviors is acts of littering. (5) People need to work together to stop littering in this country.

(6) Littering causes many serious problems. (7) First, some types of waste can be harmful to animals. (8) Plastic bags in water may look like jellyfish. (9) An animal might eat a bag, and this could hurt the animals stomach. (10) Also, some fish get tangled up in plastic bags that are floating in the water.

39 What change should be made in sentence 2?

- (A) Change **toss** to **tossing**
 - (B) Change **soda** to **Soda**
 - (C) Change **wrapper** to **wrappers**
 - (D) Change **out** to **in**
-

40 What change should be made in sentence 4?

- (A) Change **These** to **Thease**
 - (B) Change **is** to **are**
 - (C) Change **acts** to **act's**
 - (D) Change the period to a comma
-

41 What change should be made in sentence 9?

- (A) Change **eat** to **ate**
- (B) Delete the comma after **bag**
- (C) Change **hurt** to **hert**
- (D) Change **animals** to **animal's**



**STAAR
GRADE 3
Reading Language Arts
PRACTICE**

