



SHOWTIME

The 20-Day STAAR Countdown · Grades 3 to 5

The last 20 days before STAAR feel like a scramble.

Teachers want real test practice that does not take over the day, students need to see the question types they will meet, and every wrong answer should teach something. **Showtime** turns those 20 days into a movie premiere: one new STAAR-style question a day in Reading and one in Revising and Editing, an answer key that names the trap behind every wrong choice, and a ticket out the door. No new teaching. Students show what they already know, one ticket at a time.

THE WRITING ACADEMY® PRESENTS

SHOWTIME

Reading

Grade 4
Week 1 · Days 1 to 5 of 20
STAAR Countdown Review

ADMIT ONE · NOW PLAYING

One STAAR-style question a day. One answer key. One ticket out the door.

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20 days

Four weeks, five days a week, counting down to test day.

2 sets

Showtime: Reading and Showtime: Revising and Editing.

3 grades

Grades 3, 4, and 5, each with its own passages and drafts.

What Showtime Is

Showtime is a 20-day STAAR review built like a night at the movies. Each day students see **one STAAR-style question** on a slide, answer it on a ticket stub, and then watch the **answer key** roll. The key shows the correct answer and why, then names the **trap** behind every wrong choice, such as Topic, Not Theme or Comma Splice. Questions are original items written in the style of released STAAR items, with stems and trap patterns drawn from TEA's released tests and rationales.

Showtime: Reading

Twenty questions per grade that rotate through every Daily Deck reading family: inferencing, theme, text structure, author's purpose and message, context clues, figurative language, paraphrasing, point of view and literary devices, morphemes, word choice, and evidence. Excerpts come word for word from the grade's own Writing Academy passages.

Showtime: Revising and Editing

Twenty questions per grade built on four original student drafts with numbered sentences, one draft per week. Revising items cover combining, transitions, sentence placement, deleting, closings, and word choice. Editing items cover sentence boundaries, agreement, punctuation, capitalization, spelling, verbs, and comparatives.

Real STAAR item types

Multiple choice, multiselect ("Select TWO correct answers"), two-part Part A and Part B questions, and Text Highlight items adapted for slides. Revising and Editing stems follow the released patterns, such as "What change should be made in sentence 6?" and "What is the most effective way to combine sentences 3 and 4?"

How a day runs: about 10 minutes

1 MINUTE

Lights, camera

Show the question slide. Read the excerpt or draft once. No teaching, no hints.

3 TO 4 MINUTES

Action!

Students mark their answer on the ticket stub and hold up their Director's Clapboard card.

5 MINUTES

The answer key rolls

Reveal the correct answer and why, then name each trap out loud.

1 MINUTE

Ticket out

Students star the ticket if correct or write the fix, and color the Candy Counter.

What comes in every week, for every grade

Slide decks

Two decks a week, Reading and Revising and Editing: a title slide, a program slide, a question slide and an answer key for each day, and a That's a Wrap slide.

Teacher scripts

One page per slide with a thumbnail, bold say-it-aloud lines, and teacher directions. Each answer key page cites the released STAAR item the question is modeled on.

Ticket stubs

Five cut-apart tickets per set per week. Reading and Revising and Editing print back to back and line up for cutting.

Full Passages

A printable STAAR-style copy of every passage with numbered paragraphs or lines, and every student draft with numbered sentences.

Balanced answer keys

Correct answers are spread across A, B, C, and D, so students cannot lean on a pattern.

Answer keys that teach

Every wrong choice gets a named trap and a one-line reason, so the review is a lesson, not just a score.

Inside the Slides

Every day has two slides on a theater stage. The question slide shows the excerpt or the student draft beside the ticket question. The answer key slide shows the correct answer on a golden ticket and lists every trap. These are real slides from the finished decks.

Showtime: Reading

SHOWTIME: Day 1 of 20

Reading Inferencing TEKS 4.6(F) Multiselect

NOW SHOWING - READ THE EXCERPT
from "A Day That Changed"

2 By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.

3 But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.

YOUR TICKET QUESTION
Based on paragraphs 2 and 3, what can the reader infer about Jayden?

Select TWO correct answers.

A He expected the nice weather to last all day.
B He was surprised when the weather changed.
C He knew a storm was coming that morning.
D He wanted field day to be canceled.
E He was afraid of the rain.

Question slide. Grade 4, Day 1: a multiselect inferencing item with the excerpt and numbered paragraphs.

Day 1 Answer Key

Reading Inferencing TEKS 4.6(F) Multiselect

ADMIT ONE - CORRECT ANSWER
A and B

Paragraph 2 says Jayden "assumed the day would continue like this," so he expected it to stay nice (A). In paragraph 3 he looks up "confused" and asks, "What happened to the sunshine?" so the change surprised him (B).

WHY THE OTHER CHOICES ARE TRAPS

C **TRAP: Misread Detail**
This flips the text. Jayden thought the clear weather would last, so he did not know a storm was coming.

D **TRAP: Wrong Main Idea**
Paragraph 1 shows Jayden was excited for field day. Nothing shows he wanted it canceled.

E **TRAP: Plausible but Unsupported**
Some kids might be afraid, but the text says Jayden was confused, not afraid.

Answer key. The correct answers with the reason, then each wrong choice with its trap name.

SHOWTIME: Day 2 of 20

Reading Theme TEKS 4.8(A) Two-Part

NOW SHOWING - READ THE EXCERPT
from "Looking Back to Move Forward"

1 Ava realized that old ideas could be more useful again. Looking back did not mean people wanted everything to stay the same. Sometimes people studied the past so they could make better choices in the future.

2 Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.

YOUR TICKET QUESTION
Part A: Which sentence best states a theme of the selection?

A Paintings are the best way to learn about history.
B Students should always ask their teachers questions.
C Learning from the past can help people make better choices.
D Old ideas should never be changed.

Part B: Which sentence from the selection best supports the answer to Part A?

A "Ava leaned forward as her teacher showed a painting on the board."
B "The teacher pointed to the large arches and open space in the painting."
C "Writers, artists, scientists, and leaders wanted to understand more about the world around them."
D "Sometimes people studied the past so they could make better choices in the future."

Two-part item. Grade 4, Day 2: Part A asks for the theme and Part B asks for the best evidence.

Tonight's Program

THIS WEEK'S FEATURE FILMS

1 **Day 1: Inferencing** - TEKS 4.6(F) - Multiselect
2 **Day 2: Theme** - TEKS 4.8(A) - Two-Part
3 **Day 3: Text Structure** - TEKS 4.9(D)(iii), 4.10(B) - Multiple Choice
4 **Day 4: Author's Purpose** - TEKS 4.10(A) - Multiple Choice
5 **Day 5: Context Clues** - TEKS 4.3(B) - Multiple Choice

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STAAR® is a registered trademark of the Texas Education Agency. Questions are original items written in the style of released STAAR items. Passages are original Writing Academy passages.
Finale: after Day 20, celebrate with The Writing Academy Awards.

Tonight's Program. The week's five feature films: skill, TEKS, and item type for each day.

Showtime: Revising and Editing

SHOWTIME: Day 6 of 20

Revising and Editing Editing: Run-On / Comma Splice TEKS 5.11(D)(i) Multiple Choice

NOW SHOWING - STUDENT DRAFT
from "A Day at the Farmers Market" by Benito

(1) Every Saturday morning, my family drives to the farmers market downtown. (2) We always get there early so we can find the best fruits and vegetables. (3) The market is set up in a big parking lot near the library, tables and tents fill every space.

YOUR TICKET QUESTION
What is the correct way to write sentence 3?

A The market is set up in a big parking lot near the library tables and tents fill every space.
B The market is set up in a big parking lot near the library, and tables and tents fill every space.
C The market is set up in a big parking lot near the library. Because tables and tents fill every space.
D The market is set up in a big parking lot near the library also tables and tents fill every space.

Question slide. Grade 5, Day 6: the student draft with numbered sentences and a STAAR editing stem.

Day 6 Answer Key

Revising and Editing Editing: Run-On / Comma Splice TEKS 5.11(D)(i) Multiple Choice

ADMIT ONE - CORRECT ANSWER
B

Sentence 3 is a comma splice. Adding "and" after the comma makes a correct compound sentence.

WHY THE OTHER CHOICES ARE TRAPS

A **TRAP: Run-On Sentence**
Two complete sentences are joined with no punctuation.

C **TRAP: Creates a Fragment**
"Because tables and tents fill every space" cannot stand alone as a sentence.

D **TRAP: Run-On Sentence**
"Also" does not properly connect two complete sentences without correct punctuation.

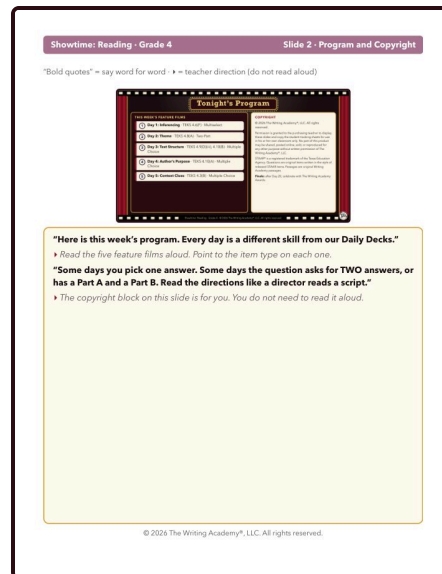
Answer key. The fix and why, plus traps like Creates a Fragment and Run-On Sentence.

Teacher and Student Pages

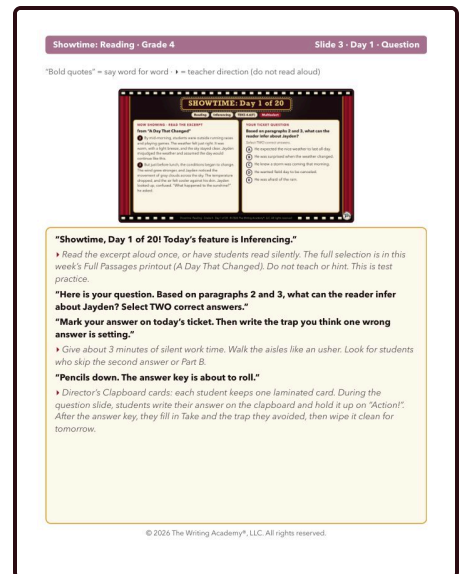
Everything a teacher needs prints from the same week folder. The script tells you exactly what to say, the tickets give every student a place to answer, and the Full Passages give students the whole text, formatted like a STAAR passage.



Teacher script cover. One script per set per week.



Script page. Slide thumbnail, bold lines to say, and teacher directions.



Answer key page. Each trap explained, plus the released STAAR item it is modeled on.

Print double-sided, flip on long edge, 100% scale (actual size).

SHOWTIME: Reading Grade 4 · Week 1 · Days 1 to 5
Reading side - Cut on the dashed lines
My stars this week: ____ of 5

OMIT ONE DAY 1 Reading Day 1 of 20
Inferencing · TEKS 4.6(F) · Multiselect
Color in TWO: (A) (B) (C) (D) (E)
A trap I spotted: Choice ____ is a ____
☐ I got it! Star: ☆ ☐ I fixed it. The right answer is ____.

OMIT ONE DAY 2 Reading Day 2 of 20
Theme · TEKS 4.8(A) · Two-Part
Part A: (A) (B) (C) (D) **Part B:** (A) (B) (C) (D)
A trap I spotted: Choice ____ is a ____
☐ I got it! Star: ☆ ☐ I fixed it. The right answer is ____.

OMIT ONE DAY 3 Reading Day 3 of 20
Text Structure · TEKS 4.9(D)(iii), 4.10(B) · Multiple Choice
Color in one: (A) (B) (C) (D)
A trap I spotted: Choice ____ is a ____
☐ I got it! Star: ☆ ☐ I fixed it. The right answer is ____.

OMIT ONE DAY 4 Reading Day 4 of 20
Author's Purpose · TEKS 4.10(A) · Multiple Choice
Color in one: (A) (B) (C) (D)
A trap I spotted: Choice ____ is a ____
☐ I got it! Star: ☆ ☐ I fixed it. The right answer is ____.

OMIT ONE DAY 5 Reading Day 5 of 20
Context Clues · TEKS 4.3(B) · Multiple Choice
Color in one: (A) (B) (C) (D)
A trap I spotted: Choice ____ is a ____
☐ I got it! Star: ☆ ☐ I fixed it. The right answer is ____.

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Ticket stubs. Color in the answer, name the trap, and star it or fix it.

SHOWTIME: READING Grade 4 · Week 1 · Full Passage
Read the selection. Then answer the questions.

A Day That Changed
Used on Days 1 and 5 · Paragraphs are numbered.

1. Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school.

2. By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.

3. But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.

4. Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.

5. "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours."

6. Jayden thought about how different the morning had been.

7. "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers."

8. After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

9. The next morning, Ms. Rios asked the class to think back to field day. She drew a chart on the board with two headings: Weather and Climate. Under weather, students listed words such as sunny, windy, rainy, warm, and cool. Under climate, they wrote long-term patterns, such as hot summers and mild winters.

NOTES

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Full Passages: Reading. The complete passage with numbered paragraphs.

SHOWTIME: REVISING AND EDITING Grade 4 · Week 1 · Full Passage
Read the selection and choose the best answer to each question.

Diego wrote this paper about a garden his class planted. Read Diego's paper and look for the revisions and corrections he should make.

Our Class Garden
Used on Days 1 to 5 · Sentences are numbered.

(1) Last spring, my class at Pecan Elementary started a garden behind the library. (2) Our teacher, Mr. Ortiz, said the garden would help us learn about plants. (3) First, we cleared away rocks. (4) We also pulled out old weeds.

(5) Next, we planted tomatoes, peppers, and sunflowers in long rows. (6) Every morning, two students waters the plants before school. (7) My favorite food is pizza with extra cheese. (8) After a few weeks, tiny green sprouts poked out of the dirt. (9) The sunflowers grew taller than our teacher, we measured them with a meter stick.

(10) In May, we picked our first ripe tomatoes. (11) The cafeteria workers used them to make a fresh salad for lunch. (12) Everyone said the salad tasted really good and nice. (13) Our garden showed us that hard work can grow something special.

NOTES

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Full Passages: Revising and Editing. The whole draft with numbered sentences.

Trap Families and TEKS Coverage

Every trap name on an answer key belongs to a family that spells a word students tally on the Trap Spotter Reel.

Reading: TRAPS reading comprehension

T	Topic Trap	Names what the text is about, or a lesson so general it fits any story	<i>Topic, Not Theme · Generic Moral</i>
R	Reversed Meaning	Flips or changes what the text really says	<i>Opposite of the Text · Opposite Meaning · Misread Detail</i>
A	Another Place	A true detail, but from the wrong spot in the text	<i>Another Part of the Text · Nearby Word Trap · Misread the Part</i>
P	Pattern Mix-Up	Names the wrong structure, pattern or purpose	<i>Wrong Pattern Named · Wrong Structure Type · Wrong Purpose Type</i>
S	Stretched or Unsupported	Says more than the text proves, or ignores the clues	<i>Overstated Claim · Wrong Motive · Fits the Sentence, Not the Clues</i>

Editing: EDIT editing answer choices

E	Extra Error	Changes something that was right, or adds a new mistake	<i>Unneeded Change · Adds a New Error · Creates a Spelling Error · Plural vs. Possessive · Extra Comma, Wordy</i>
D	Deletes What Matters	Cuts a sentence or words the paragraph needs	<i>Deletes Supporting Detail · Deletes a Key Step · Deletes the Opener</i>
I	Incomplete or Jumbled	Leaves a broken, run-together or scrambled sentence	<i>Creates a Fragment · Comma Splice · Run-On Sentence · Garbled Word Order</i>
T	Too Weak a Fix	Keeps the real problem or stays vague	<i>Leaves the Problem · Repeats Vague Words · More Vague Words</i>

Revising: ROCKS cut, keep, and check the order

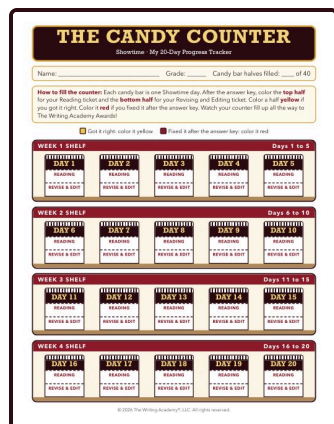
R	Repeated information AVOID	Says the same thing again, so cut it	<i>Repeats Vague Words · Unneeded Change</i>
O	Off topic AVOID	Does not fit the paragraph, so cut it	<i>the sentence to delete on “unnecessary sentence” questions</i>
C	Connects KEEP	Links ideas or steps together, so keep it	<i>Deletes a Key Step · Deletes the Opener</i>
K	Key knowledge KEEP	Gives facts the reader needs, so keep it	<i>Deletes Supporting Detail</i>
S	Sequencing and Structure CHECK	Check the order of ideas and how the sentences are built.	<i>Breaks the Order · Too Early · Too Late · Wrong Step · Already in Order · Fragment · Run-On · Combining Sentences</i>

Grades 3 to 5 TEKS coverage across the 20 days (19 TAC 110.5 to 110.7)

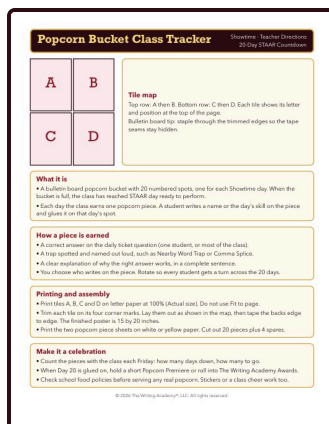
Skill	Grade 3	Grade 4	Grade 5
Inferencing	3.6(F)	4.6(F)	5.6(F)
Theme	3.8(A)	4.8(A)	5.8(A)
Text structure	3.9(D)(iii), 3.10(B)	4.9(D)(iii), 4.10(B)	5.9(D)(iii), 5.10(B)
Author’s purpose	3.10(A)	4.10(A)	5.10(A)
Context clues	3.3(B)	4.3(B)	5.3(B)
Figurative language	3.9(B)	4.9(B), 4.10(D)	5.9(B), 5.10(D)
Paraphrase, summary	3.7(D) retell, paraphrase	4.7(D)	5.7(D)
Point of view, devices	3.10(E)	4.10(E), 4.10(G)	5.10(E)
Morphemes	3.3(C)	4.3(C)	5.3(C)
Word choice	3.10(F)	4.10(F)	5.10(D)
Evidence	3.7(C)	4.7(C)	5.7(C)
Revising	3.11(C)	4.11(C)	5.11(C)
Editing	3.11(D) i, ii, iv, vii, ix, x, xi	4.11(D) i, ii, iv, ix, x, xi	5.11(D) i to iv, vii to xi

The Extras: All the Cool Things

Showtime comes with a lobby full of printables that make the countdown feel like a premiere, from the red carpet on Day 1 to the awards ceremony after Day 20.



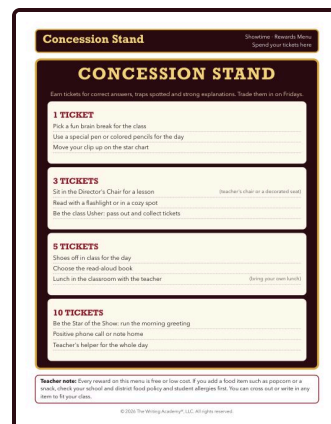
The Candy Counter. Students color a candy bar half for each day: yellow if right, red if fixed.



Popcorn Bucket. A class tracker that fills as tickets are earned.



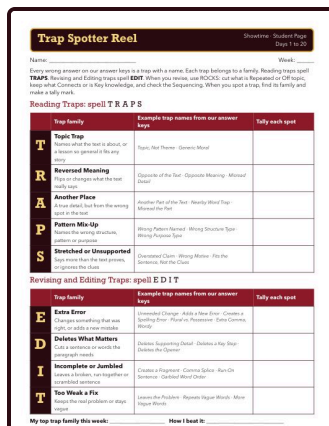
Director's Clapboard. A reusable card students hold up on "Action!"



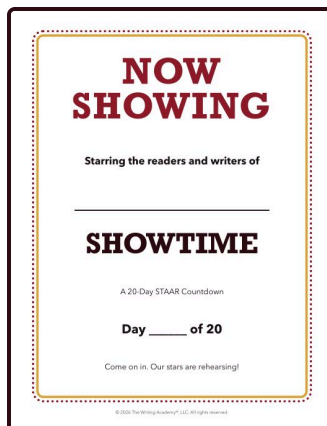
Concession Stand. A rewards menu for tickets earned.



Coming Attractions. A countdown poster from Day 20 to test day.



Trap Spotter Reel. Tally boxes for TRAPS, EDIT, and ROCKS.



Now Showing. A door sign for the day's feature.



The Writing Academy Awards. Gold star trophy certificates for after Day 20.

The Red Carpet Kickoff

A one-page teacher guide to setting the stage: roll out red paper on Day 1, hang a marquee with a day flip card, use tickets as exit tickets, hold Popcorn rewards, start Trap Spotter talk, and end with The Writing Academy Awards.

Spot the TRAP magazine

Our companion magazine, *Spot the TRAP: Why STAAR Uses Distractors*, explains why STAAR builds plausible wrong answers and how to teach students to name them.

Connected to Daily Decks

Showtime uses the same skill families as the Daily Decks bell ringers, so the trap language students learn all year shows up on test-day practice. When a trap fools the class, revisit that family's Daily Deck.

Ready to print

Every grade and week is its own folder: slide decks, teacher scripts, ticket stubs, Full Passages, and a double-sided ticket file, plus the shared extras.