

fkf Practice Tests

Grade 3 ELA

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Grade 3 English Language

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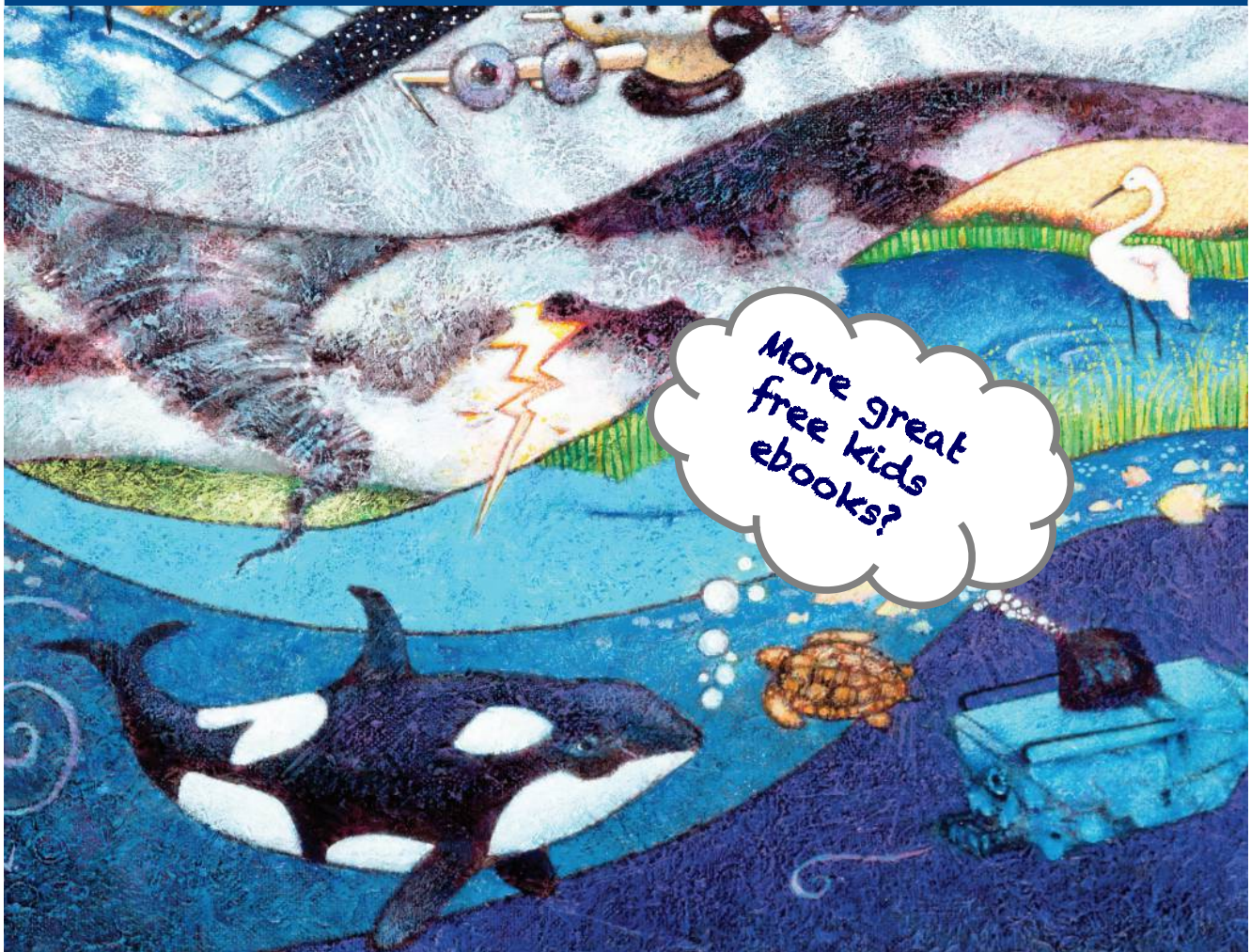
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PRACTICE TEST

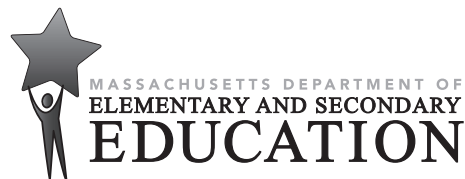
English Language Arts

Grade 3

Student Name

School Name

District Name



Grade 3 English Language Arts

PRACTICE TEST

This practice test contains 17 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

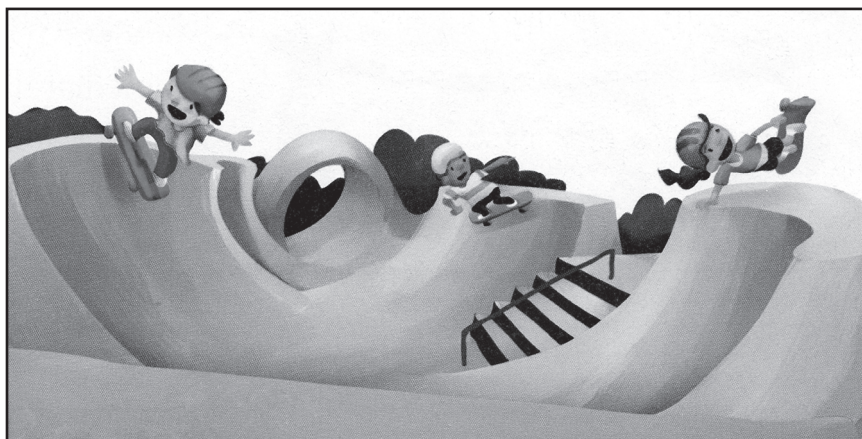
For most questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

Read the passage about a snake named Willy Wiggler and then answer the questions that follow.

Willy Wiggler's Wheels

by Kathleen M. Muldoon



- 1 Willy Wiggler wanted wheels. He was tired of slithering around City Park on his belly.
- 2 Every day Willy watched people whiz by on wheels—boys and girls on scooters and skateboards, babies in strollers, messengers on bicycles, gardeners riding lawn mowers, children on roller skates . . .
- 3 It seemed as if everyone except Willy had wheels.
- 4 “I’ll visit Roy D. Rat,” Willy said. “He’ll help me get wheels.”
- 5 Roy D. Rat lived in a hollow log across from Willy Wiggler’s rock. He didn’t have wheels, but he could run fast on his four legs. He didn’t have to wriggle like Willy.
- 6 Willy slithered along while Roy skipped beside him. They passed trucks and cars. They passed wheelchairs and carriages and motorcycles. They passed skaters and cyclists.
- 7 The park was filled with wheels—wheels that were attached to someone or something. There were no loose wheels for Willy.
- 8 Roy and Willy reached the far corner of the park where workers had recently built new skateboard ramps.
- 9 *Whiz! Whoosh! WHAM!*

- 10 Skateboarders raced up and down the concrete slopes. Each wore a brightly colored helmet. Pink helmets and red helmets. Blue helmets and gold helmets. Green helmets and purple helmets.
- 11 Their heads bobbed like brightly colored balloons as they leaped and dipped on their skateboards.
- 12 From beneath a nearby bench, Willy and Roy watched the skateboarders until the park closed.
- 13 Willy sighed.
- 14 "Just once I'd like to ride a skateboard," he said. "They're the perfect size and shape for me, long and flat."
- 15 As Willy and Roy D. Rat headed home, the moon peeked out suddenly from behind a cloud and shined on four silver wheels lying by the side of the path. Willy slithered over. Upside down in the grass lay a discarded skateboard.
- 16 "Wheels!" he exclaimed.
- 17 Roy D. Rat scurried over to examine the board.
- 18 "It's cracked," he said. "But it's perfect for you, Willy. Come on. Let's try it out."
- 19 Roy pushed the skateboard to the top of the concrete ramp. Willy wriggled behind him.
- 20 "Get on!" Roy ordered.
- 21 "Wait," Willy said. He searched in the grass until he found what he needed, an acorn cap just his size. It made a perfect helmet. Now he was ready.
- 22 Carefully, he slithered aboard the skateboard. The crack cradled his body and held it securely in a straight line down the center of the board.
- 23 "Launch me to the moon!" he cried to Roy.
- 24 With a gentle push, Roy started Willy rushing down the ramp on his wheels.
- 25 "COWABUNGA!" Willy shouted to the heavens.
- 26 *WHOOSH!* He held his breath as he zoomed to the bottom of the ramp.

- 27 WHIZZZZZ! Willy shrieked in delight as his board climbed to the top of the opposite ramp, which sat just beneath the moon.
- 28 "ALLEY OOOOOOOOOOP!" he shouted as the board went backward down one ramp and up another. Immediately the board headed back down. Up and down, backward and forward. Willy wriggled happily as he flew on his wheels.
- 29 At last he came to a stop in the gully between the ramps. Roy D. Rat scampered down to greet him.
- 30 "How was it?" he asked.
- 31 "Awesome," Willy said. "I've been to the moon and back, all in one night."
- 32 Roy pushed Willy and his wheels back up the ramp. Then together Roy and Willy hid Willy's wheels under a nearby shrub to await his next ride.
- 33 If you're ever in City Park on a moonlit night, you may get a glimpse of Willy Wiggler whooshing and whamming, leaping and dipping on his very own wheels. Just look for his acorn helmet and his able assistant, Roy D. Rat.



"Willy Wiggler's Wheels" by Kathleen M. Muldoon, from *Spider Magazine* (April 2009). Illustrated by Barry Gott. Text and illustrations copyright © 2009 by Carus Publishing Company d/b/a Cricket Media. Reprinted by permission of Cricket Media, Inc.

- 1** The picture under the title is helpful because it shows
- Ⓐ where the main characters live.
 - Ⓑ where the skateboard was found.
 - Ⓒ what the skateboard ramps look like.
 - Ⓓ when the main characters found the ramps.
- 2** Where does most of the story take place?
- Ⓐ the park
 - Ⓑ the moon
 - Ⓒ Roy's log
 - Ⓓ Willy's rock
- 3** Based on the passage, what is Willy looking for when he first arrives at the park with Roy D. Rat?
- Ⓐ scooters
 - Ⓑ bicycles
 - Ⓒ loose wheels
 - Ⓓ lawn mowers

- 4 Based on the passage, why are skateboards good for Willy?
- Ⓐ They have the fastest wheels.
 - Ⓑ They have the biggest wheels.
 - Ⓒ They are the right size and shape.
 - Ⓓ They are the right color and style.
- 5 Reread paragraph 15. Based on the paragraph, what does **discarded** mean?
- Ⓐ beautiful
 - Ⓑ enormous
 - Ⓒ brand new
 - Ⓓ left behind
- 6 Which event from the passage happens **first**?
- Ⓐ Willy returns to the park on moonlit nights.
 - Ⓑ Willy and Roy find a skateboard upside down.
 - Ⓒ Willy and Roy watch skateboarders at the park.
 - Ⓓ Willy finds an acorn cap he can use as a helmet.

7**Part A**

Based on the passage, what will Willy and Roy **most likely** do the next evening?

- Ⓐ find the skateboard and go for a ride
- Ⓑ race to see who can move faster
- Ⓒ watch skateboarders in the park
- Ⓓ search for wheels that they lost

Part B

Which paragraph from the passage gives the **best** evidence for the answer to Part A?

- Ⓐ paragraph 4
- Ⓑ paragraph 14
- Ⓒ paragraph 20
- Ⓓ paragraph 32

- 8 Determine whether **each** sentence is a main idea or a supporting detail from the passage.

Willy sees a cracked skateboard in the grass.

- Ⓐ main idea
- Ⓑ supporting detail

Willy and Roy watch skateboards whiz by.

- Ⓐ main idea
- Ⓑ supporting detail

Willy wants to move quickly so he tries to find wheels.

- Ⓐ main idea
- Ⓑ supporting detail

For this question, you will write a story based on the passage. Write your story in the space provided on the next page. Your writing should:

- Use characters, settings, events, and other details from the passage.
- Use correct grammar, spelling, and punctuation.

- 9 Pretend you are Roy D. Rat. Write a story about helping Willy that tells events from Roy's point of view. Use what you know about the characters, settings, and events to write your story.

Write your answer on the next page.

You have a total of one page on which to write your response.

9

Read the article and poem about penguins. Then answer the questions that follow.

Read the article about penguins.

Penguins

by Melvin and Gilda Berger



- 1 Penguins live on the ice of the Antarctic. They have wings—yet they can't fly! But the penguins are terrific swimmers and divers. They plunge into the icy ocean to catch their meals of fish, squid, and krill. Some can stay underwater for up to six minutes.
- 2 After a long dive, penguins shoot up out of the water. They look like rockets being launched. The birds gulp a quick breath of air. Then they splash back down into the water.
- 3 Sometimes the penguins leap onto the ice. Once there, penguins are slow and clumsy walkers. But they have a way to move quickly. They drop onto their bellies and push themselves forward with feet and flippers. *ZOOM!* Away they go, sliding across the ice!
- 4 The biggest penguins of all are the emperor penguins. They are about as tall and heavy as third graders! Like other penguins, they spend most of their time diving for food. When it is time to nest, they jump out of the water and plop on the ice.

- 5 Each female lays a single egg on the ice. Then she heads back to the water. Her mate rolls the egg onto his feet and covers it with a flap of skin. Then he joins other males in a large circle. They huddle together to keep warm.
- 6 The males keep the eggs on their feet for a couple of months. During that time they do not eat. They lose about half their weight. Finally, the eggs hatch and the chicks are born.
- 7 By now, the females are back. They take over the care of the chicks. The males march off to the ocean. There, they fill their empty stomachs with food.
- 8 In a few weeks, the males return with food. Now both parents feed and protect their chicks. Six months later, the offspring are fully grown. Off they go. They're big enough to care for themselves.

"Penguins" by Melvin and Gilda Berger, from *Brrr! A Book About Polar Animals*. Text copyright © 2000, 2006 by Melvin and Gilda Berger. Reprinted by permission of Scholastic Inc. Photograph copyright © iStockphoto/flammulated.

Read the poem about penguins.

My Father's Feet

by Judy Sierra



To keep myself up off the ice,
I find my father's feet are nice.
I snuggle in his belly fluff,
And that's how I stay warm enough.

5 But when my father takes a walk,
My cozy world begins to rock.
He shuffles left, I hold on tight.

Oh no! He's wobbling to the right.
Not left again! Oops, here he goes.

10 Do you suppose my father knows
I'm hanging on to his warm toes?

"My Father's Feet" by Judy Sierra, from *Antarctic Antics: A Book of Penguin Poems*. Text copyright © 1998 by Judy Sierra. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. Photograph copyright © iStockphoto/KeithSzafranski.

- 10 Based on the article, which would be the **best** heading for paragraphs 1–3?
- Ⓐ Big Birds
 - Ⓑ On the Move
 - Ⓒ On Their Own
 - Ⓓ A Meal Fit for a King
- 11 Based on the article and the poem, why do male penguins put their eggs and chicks on their feet?
- Ⓐ The ice is very cold.
 - Ⓑ The sun is very bright.
 - Ⓒ The young penguins are shy.
 - Ⓓ The other penguins are dangerous.
- 12 Read the sentence from paragraph 1 of the article in the box.

They plunge into the icy ocean to catch their meals of fish, squid, and krill.

Based on the article, which word could be used instead of **plunge**?

- Ⓐ fly
- Ⓑ turn
- Ⓒ dive
- Ⓓ look

- 13** Based on “My Father’s Feet,” write a paragraph to explain how the young penguin’s feelings change throughout the poem. Support your response with important details from the poem.

Tony Sarg was a puppet maker who worked with marionettes, small wooden puppets that are moved by strings. Read the passage *Balloons over Broadway* about Tony Sarg, and then answer the questions that follow.

BALLOONS OVER BROADWAY

by Melissa Sweet



- 1 From the time he was a little boy, Tony Sarg loved to figure out how to make things move. He once said he became a marionette man when he was only six years old.
- 2 His father had asked him to feed their chickens at six-thirty in the morning—every day. Tony had an idea—what if he could feed the chickens without leaving his bed?
- 3 He rigged up some pulleys and ran rope from the chicken coop door to his bedroom window. That night, he spread chicken feed outside the chicken coop door.
- 4 The next morning . . . Tony pulled on the rope, and the door to the chicken coop opened! The chickens ate their breakfast, Tony stayed snug in his bed, and his dad, so impressed, never made Tony do another chore.
- 5 When Tony grew up he moved to London, where he discovered that no one was making marionettes for kids anymore. So out of wood, cloth, and strings, Tony began to make puppets. He figured out ways to make his

marionettes' movement so lifelike that they performed as if they were real actors. Word soon spread about Tony's amazing marionettes. When Tony moved to New York City, the Tony Sarg Marionettes began performing on Broadway.

- 6 In the heart of New York City, in Herald Square, was "the biggest store on earth": R. H. Macy's department store. Macy's had heard about Tony's puppets and asked him to design a "puppet parade" for the store's holiday windows. So Tony made new puppets based on storybook characters, then attached them to gears and pulleys to make them move.
- 7 In Macy's "Wondertown" windows, Tony's mechanical marionettes danced across the stage as if by magic. All day long they performed to shoppers jostling for a better look.
- 8 But Macy's had an even bigger job in store for Tony.
- 9 Many of the people working at Macy's were immigrants, and as the holidays approached, they missed their own holiday traditions. . . . Macy's agreed to put on a parade for their employees, and they hired Tony to help.
- 10 Tony too was an immigrant. . . . He loved the idea of creating a parade based on street carnivals from all over the world. He made costumes and built horse-drawn floats, and Macy's even arranged to bring in bears, elephants, and camels from the Central Park Zoo.
- 11 The animals joined hundreds of Macy's employees on Thanksgiving Day, 1924, winding their way from Harlem to Herald Square. It was a dazzling parade!
- 12 In fact, Macy's first parade was such a success that they decided to have one every year on Thanksgiving Day—to celebrate America's own holiday.
- 13 Each year the parade grew. But when Macy's brought in lions and tigers—in addition to the bears, elephants, and camels—the animals roared and growled and frightened the children.
- 14 Macy's asked Tony to replace the animals.
- 15 Tony hoped to replace the animals with some kind of puppets, but his marionettes were less than three feet tall. He would have to make much larger puppets in order for them to be seen in the parade. And how could he make them strong enough to hold up in bad weather yet light enough to move up and down the streets?
- 16 Tony knew of a company in Ohio that made blimps* out of rubber—the perfect material for any weather. When he called the company and showed them his sketches, they agreed to make what Tony wanted.

*blimps—large, balloon-like aircraft

- 17 Still, how would Tony make his big puppets *move*?
- 18 Then Tony had an idea—from an Indonesian rod puppet in his toy collection.



an Indonesian rod puppet

- 19 On Thanksgiving Day, Tony's creatures, some as high as sixteen feet, spilled into the streets, and the crowds cheered wildly.
- 20 Part puppet, part balloon, the air-filled rubber bags wobbled down the avenues, propped up by wooden sticks.
- 21 But now the sidewalks were so packed with people that only those in the first few rows could really see the parade. Tony realized his puppets would have to be even bigger and higher off the ground. And though the sticks helped to steer the puppets, they were stiff and heavy. Tony wanted his balloons to *articulate*—to move and gesture—more like puppets. But how?



- 22 With a marionette, the controls are above and the puppet hangs down . . .
- 23 But what if the controls were below and the puppet could rise up?
- 24 During the next year, Tony set his new idea into motion.
- 25 This time, he asked the company in Ohio to make balloons out of rubberized silk—as strong as rubber but lighter than rubber alone.
- 26 Most important, Tony ordered the balloons to be filled not just with air but with helium too. Since helium is lighter than air, it would make the balloons rise.
- 27 Once the puppets were completed, they were deflated and shipped back to Tony in New York.
- 28 Tony did not know if everything would go as planned . . .
- 29 It was still dark on Thanksgiving morning when Tony filled the balloons with helium, tethering them down with sandbags.
- 30 By one p.m. the sidewalks were packed with people ready for the parade. Then, one by one, Tony cut the lines to the sandbags . . .
- 31 **LET’S have a PARADE!**



Balloons over Broadway by Melissa Sweet. Text and illustrations copyright © 2011 by Melissa Sweet. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company.

- 14 Based on the passage, why was Tony interested in marionettes?
- Ⓐ He liked to watch big parades.
 - Ⓑ He wanted to take care of animals.
 - Ⓒ He was curious about how things moved.
 - Ⓓ He was interested in writing puppet shows.
- 15 Based on paragraphs 2–4, what does the diagram **mainly** show?
- Ⓐ how the invention was like a puppet
 - Ⓑ why feeding chickens was a hard chore
 - Ⓒ how the invention was supposed to work
 - Ⓓ why feeding chickens was done in the morning

- 16** Read the sentence from paragraph 5 in the box.

Word soon spread about Tony’s amazing marionettes.

What does the sentence suggest about Tony’s marionettes?

- Ⓐ They became very popular.
- Ⓑ They became very expensive.
- Ⓒ They were changed over the years.
- Ⓓ They were copied by other people.

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next page. Your writing should:

- **Present and develop a central idea.**
- **Provide evidence and/or details from the passage(s).**
- **Use correct grammar, spelling, and punctuation.**

- 17** Based on the passage, write an essay to explain how the author shows that Tony was a clever person. Be sure to use information from the passage to develop your essay.

Write your answer on the next page.

You have a total of one page on which to write your response.

17

Grade 3 English Language Arts Paper-Based Practice Test Answer Key

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

Item Number	Answer Key	Total Points	Reporting Category	Standard
1	C	1	Reading	7
2	A	1	Reading	1
3	C	1	Reading	3
4	C	1	Reading	1
5	D	1	Language	4
6	C	1	Reading	5
7	Part A: A Part B: D	2*	Reading	3
8	B, B, A	2*	Reading	2
9	<i>See Rubric</i>	7	Writing Language	3,4 1,2,3
10	B	1	Reading	5
11	A	1	Reading	3
12	C	1	Reading	4
13	<i>See Rubric</i>	3	Reading	3
14	C	1	Reading	3
15	C	1	Reading	7
16	A	1	Reading	2
17	<i>See Rubric</i>	7	Writing Language	2,4 1,2,3

*For two-point items, partial credit may be given.

Scoring rubric for Grade 3 Practice Test Items #9 and #17: Essay

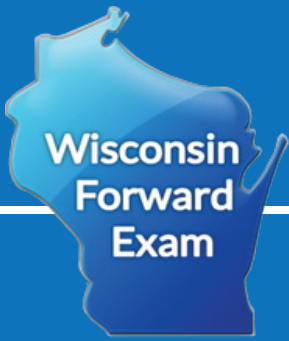
Idea Development	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA * • SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS * • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF PURPOSE FOR WRITING 	
4	<ul style="list-style-type: none"> • Central idea is clear and fully developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the purpose for writing
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the purpose for writing
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the purpose for writing
1	<ul style="list-style-type: none"> • Central idea is not present and/or not developed • Insufficient evidence and/or details • Minimal or no organization • Poor expression of ideas • Minimal awareness of the purpose for writing
0	<ul style="list-style-type: none"> • The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include, but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

Standard English Conventions	
<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE, AND MECHANICS 	
3	<ul style="list-style-type: none"> • Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
2	<ul style="list-style-type: none"> • Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	<ul style="list-style-type: none"> • Little control and/or no variety in sentence structure and/or • Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	<ul style="list-style-type: none"> • Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.

Scoring rubric for Grade 3 Practice Test Item #13: Constructed Response

Score Point	Description
3	<ul style="list-style-type: none">• Demonstrates full understanding of the reading material• Includes important and specific evidence/details for support
2	<ul style="list-style-type: none">• Demonstrates partial understanding of the reading material• Includes some important evidence/details for support
1	<ul style="list-style-type: none">• Demonstrates minimal understanding of the reading material• Includes little or no evidence/details for support
0	<ul style="list-style-type: none">• Demonstrates no understanding of the reading material• Includes insufficient evidence/details for support



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English Language Arts Item Sampler Grade 3



Answer the items.

1. Read the sentence.

Janell, I am glad we are going to be on the same basketball team, Krista said with a smile.

Which revision correctly adds quotation marks to the sentence?

- A. “Janell, I am glad we are going to be on the same basketball team, Krista said with a smile.”
 - B. “Janell, I am glad we are going to be on the same basketball team,” Krista said with a smile.
 - C. Janell, “I am glad we are going to be on the same basketball team”, Krista said with a smile.
 - D. Janell, “I am glad we are going to be on the same basketball team, Krista said with a smile”.
2. A student is writing a report about the human body. Read the paragraph from the report.

(1) The human body has over 200 bones. (2) Together, the bones of the body are known as the skeleton.

(3) Bones give the body its shape. (4) They help to protect the organs inside the body.

(5) _____ , they allow for some types of movement.

Which word would **best** show how sentence 5 connects with sentences 3 and 4?

- A. Besides
- B. Also
- C. Therefore
- D. Since

Go on to the next page.

3. Read the paragraph from a student's research report about Sonja Henie.

Sonja Henie was only 5 years old when she won her first ice-skating contest. She went to the Olympics when she was 11 but finished in last place. She kept working hard to improve her skills. In the next three Olympic Games—in 1928, 1932, and 1936—she was the skating champion. After she quit skating, she worked as an actress and as a businesswoman.

Which source would most likely give the student more information about the life of Sonja Henie?

- A. a book called *Ice-Skating Stars*
- B. a website about the history of the Olympics
- C. a book called *Learn How to Skate Like a Pro*
- D. a website for a nearby ice-skating rink

Go on to the next page.

APPENDIX A—LISTENING PASSAGE: LIFE IN THE FLAMINGO FLOCK

Educators should read the following passage out loud to their students. The passage may be read more than once. Educators should NOT read the items out loud to the students. Students should answer items independently.

Life in the Flamingo Flock

A flock of pink flamingos atop long, graceful legs wades through a lake. There are thousands of them. Suddenly, they begin marching together in one direction, like trained dancers. Then they all turn around and march the other way, stretching their necks and turning their heads.

This performance is more than just a dance show; it helps each flamingo to select a mate. Similar movements draw the birds together. Before long, two birds touch beaks and form a pair.

The pair then uses mud to build a large nest near the shore. The nest looks like a small mountain with a shallow hole on top, where the female soon lays one egg.

When the chick hatches, both parents care for it. After one week, the chick joins other young birds in the flock. The flock works together to guard the chicks from predators. If a chick calls, its parents arrive quickly. Flamingo parents can recognize their chick's voice in the big, noisy flock.

For the first few years, the chick's feathers are white or gray. However, when the growing chick starts eating fishy food, its feathers slowly turn pink, gaining their color from the food.

Flamingos feast on tiny plants called algae, as well as on insects and shellfish. To find a meal, the flamingo first kicks at the muddy lake bottom. It turns its head upside down to dip its beak into the water to scoop up the water and food. Then it uses its tongue to push the water out, while stiff hairs inside the beak work like a net to trap the food. Dinner is served.

Flamingos can be seen at many zoos, but large flocks of these beautiful birds live near lakes in warm places around the world, like Africa and South America. What an amazing sight it must be for the lucky people who view these flamingo flocks in the wild.

Listen to the presentation that your teacher reads to you. Then answer the items.

1. Which detail supports the idea that flamingo parents have a special bond with their chick?
 - A. They use mud to build a nest and keep the chick in it for a week.
 - B. They take the chick to meet the other chicks in the flock.
 - C. They recognize their chick's voice and come quickly if they hear it.
 - D. They take the chick to the flock to make sure it is safe from predators.

2. According to the presentation, which statement is true?
 - A. The only place to see a flamingo is at a zoo.
 - B. If flamingos ate different foods, they would not be pink.
 - C. Most of a flamingo's day is spent searching for food.
 - D. The reason why flamingos stay in large groups is because they cannot fly.

STOP.

Read the following passage. Then answer the items. You may look back at the passage to help you answer the items.

Rainy Day Surprise

One rainy day, two merchants named Leah and Pablo opened their shop doors to begin the day's business. They each stood in front of their stores, wishing for customers. Sadly, the chilly, wet weather had chased all the villagers inside. Not one person walked down the cobblestone street.

"Rainy days are bad for business," Leah told Pablo. She often shared her opinion with him.

"But our trees needed water," Pablo responded. He always tried to find a positive side in every situation.

Before Leah could reply, she noticed a dog. The shaggy, wet animal was limping down the street towards them. Its head was hanging low and its tail drooped.

"Shoo," Leah told the dog. She did not want the dog around if a customer came to her store.

Pablo, however, patted the dog's head. "Would you like to come inside and rest?" he asked the furry visitor. Its tail slowly wagged.

"Don't be foolish," Leah warned Pablo. "You should not go looking for trouble. Dogs don't belong inside shops."

"It looks like it is cold and lost, and I have no customers to worry about," Pablo reasoned. He led the animal through the door.

Once they were inside the store, Pablo said to the dog, "I will find a towel to dry your fur."

Pablo hurried toward his supply room. However, a moment later, there was a terrific crashing sound. Pablo sprinted back into the shop. The dog had knocked over a display of pans. It was gobbling down a stale cookie that Pablo had left on the top shelf.

"I guess you were more interested in a meal than dry fur," Pablo smiled. The dog barked and licked its lips.

As Pablo looked for something else to feed the dog, Leah poked her head into the shop. She had heard the crash. With a knowing look, she surveyed the mess.

"You should have listened to my advice," Leah said.

"At least the metal pans cannot break," Pablo chuckled.

"Humph," Leah said. She turned around and left.

The dog happily finished the lunch that Pablo gave him. Then Pablo dried and brushed its fur. Pablo was starting to pick up the pans when a boy named Sam entered his shop. At once, the dog barked with joy.

"Prince!" Sam shouted. He stooped to hug the excited dog. "We've been looking everywhere for you."

Go on to the next page.

Sam ran back to the shop door. He opened it and called out, “I’ve found Prince!”

A moment later, Sam’s entire family was crowding into Pablo’s shop. They had all been searching for the missing pet. Pablo explained to them how he had invited Prince inside and given him lunch.

As Pablo told his story, Sam’s mother, Ida, noticed the pans that were still scattered across the floor. She knew Prince likely caused the disaster.

“We will thank you by cleaning your shop,” Ida said. Before Pablo could refuse, Ida organized her family. She gave them jobs of straightening, sweeping, and polishing.

When the busy crew finished, Pablo could not stop grinning. His pans sparkled and his windows gleamed. The goods on his shelves stood in neat and tidy rows.

After that, Ida and her family filled their arms with Pablo’s wares. They bought soap, pails, pans, dishes, and candles. As Pablo wrapped their purchases in paper, he whistled merrily. His shop had earned record sales.

Finally, the family left Pablo’s shop with Prince. Leah watched the parade of people walk down the street with their packages. At the sight, a dark cloud seemed to settle over her face. She had not had many customers that day.

“No act of kindness is ever wasted,” Pablo told Leah gently. “Let me treat you to dinner so I can share my good fortune with you.”

Leah paused for a moment. Perhaps, she should try listening to Pablo’s advice. His face always wore a content smile. “Yes, I’ll dine with you,” Leah said in a thankful voice. “I’m sure you’ll agree that it is never too late to learn new ways,” she added with her own fresh smile.

Go on to the next page.

1. Read the sentence from the passage.

Sadly, the chilly, wet weather had chased all the villagers inside.

What does the sentence mean?

- A. The weather seemed to follow people.
 - B. People wanted to stay indoors because of the weather.
 - C. The weather caused people to run to a dry place.
 - D. People felt bothered by the type of weather outside.
2. How does the action of Pablo letting the dog into his shop add to the sequence of events?
- A. It leads to good things happening to Pablo.
 - B. It allows Pablo to see that Leah is right.
 - C. It leads to a mess that Pablo cleans up.
 - D. It allows Pablo to teach friends how to work.

Go on to the next page.

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence **best** states the central message of the passage?

- A. Kindness to others will be rewarded.
- B. People do not always get what they want.
- C. Beauty is sometimes hidden.
- D. Animals can help make people happy.

Part B

Which sentence from the passage **best** supports the answer to Part A?

- A. They each stood in front of their stores, wishing for customers.
- B. Then Pablo dried and brushed its fur.
- C. At once, the dog barked with joy.
- D. His shop had earned record sales.

Go on to the next page.

Read the following passage. Then answer the items. You may look back at the passage to help you answer the items.

Nature's Builders

Some people are builders. They use wood, brick, metal, and other materials to build the things we need, like homes, schools, and roads. Many other living creatures are builders too. They use mud, plants, and more to build homes that are just right for them.

Birds

- 2 Most birds build nests. A kind of bird called a killdeer makes its nest by scraping a shallow hole in sand or gravel. The bird and its chicks then rest inside the hole. Other birds build their nests out of twigs, grass, or their own feathers. Red ovenbirds use mud to build a bowl-shaped nest. This mud bowl rests high in the top branches of a tree. The sun bakes the mud so that it becomes hard, helping to protect the birds.
- 3 Believe it or not, there is a kind of bird that builds something that seems like a bird city. This bird, called the social weaver, lives in Africa. Groups of these birds work together to build hundreds of nests. The nests are made from grass and sticks. They look like a big stack of hay hanging up in a tree.
- 4 Most species of birds make their own style of nest. Cowbirds and cuckoos are different, however. Instead of building their own nests, they lay their eggs in nests that other species of birds have already made!

Insects

There is a type of bug called a termite. Termites build huge structures. In Australia, these ant-like insects chew wood and mix it with mud. Then they pack the mixture into mounds that may be up to 30 feet tall. That's as tall as a three-story building! The mounds have tunnels running through them. These tunnels let air inside, keeping the middle of the tower cool. Underneath the mounds are more tunnels running through the ground. The termites use some tunnels as gardens to grow plants for food.

Some wasps also use mud for building. One type of wasp called a mud dauber makes a round, cup-shaped nest out of mud. Mud daubers may join together several of these mud nests. Another kind of mud dauber builds long, hollow tubes of mud with small holes in them. The holes are usually for storing eggs or food. Meanwhile, the paper wasp chews wood and plant stems and uses them to create a nest. This football-shaped nest hangs from a tree branch. The outside of it looks as if it were covered with layers of rough gray paper.

Go on to the next page.

Other Animals

A muskrat is an animal that lives in wet, swampy areas. It looks a little bit like a squirrel or a groundhog, but it has a long, dark tail. Some muskrats dig caves along the bank of a lake or stream. Others make lodges to live in out of plants. The lodge is round and is partly above the water. The muskrats must swim underwater to reach the entrance. The floor of the lodge is still above the water, allowing the muskrats to breathe air.

Prairie dogs live together in large communities. Hundreds of them may live in the same small area! They dig long passages underground. These passages connect one room to another. Some rooms are for sleeping, while others are for storing food. There are many entrances to these rooms too. Prairie dogs sometimes poke their heads above ground to look around. When they see danger, they can bark a warning to all the others. Like the homes of many other animals, the prairie dog's home can help it to survive.

The living spaces that all of these birds, insects, and other animals create can be truly amazing to see. Each is different, but it is the perfect place for the creatures that live there.

Go on to the next page.

4. Which sentence **best** describes the connection between paragraphs 2, 3, and 4 of the passage?
- A. Paragraphs 2 and 3 describe a problem with bird nests and paragraph 4 tells how the problem is fixed.
 - B. Paragraphs 2 and 3 describe different bird nests and paragraph 4 tells how the nests protect the birds.
 - C. Paragraphs 2 and 3 describe the materials birds use to make nests and paragraph 4 tells the steps for how they build the nests.
 - D. Paragraphs 2 and 3 describe how different birds build nests and paragraph 4 tells how two types of birds use the nests made by other birds.
5. According to the passage, what is the purpose of the tunnels in the mounds of Australian termites? Choose **two** answers.
- A. to make the mound taller
 - B. to help the inside of the mound stay cool
 - C. to store the eggs that the termites lay
 - D. to give the termites a place to grow food
 - E. to protect the termites from other insects

Go on to the next page.

6. What is the author's purpose in this passage?
- A. to explain how building makes animals different from people
 - B. to tell stories about creatures that like to build
 - C. to explain the different types of homes that creatures build
 - D. to compare how bird nests are different than what insects build

APPENDIX B—SUMMARY DATA

Grade 3

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 1				
1	CCSS-1: 3.L.2c	B	2	Students need to choose the revision of the sentence that uses quotation marks correctly. Option B is the correct answer. The other options do not use quotation marks correctly.
2	CCSS-1: 3.W.2c	B	2	Students need to identify the correct linking word to connect the ideas in the sentences. Option B is the correct response. The other options do not correctly link the ideas.
3	CCSS-1: 3.W.8	A	2	Students need to identify the source where they could gather more information about the topic. Option A is the correct answer. The other options would not provide much information or relevant information on the topic.
Session 2				
1	CCSS-1: 3.SL.2	C	3	After listening to the presentation, students need to determine the best supporting detail for the idea that flamingo parents have a special bond with their chick. Option C is the correct answer. The other options do not provide support for the special bond flamingo parents have with their chick.
2	CCSS-1: 3.SL.3	B	2	After listening to the presentation, students need to identify the statement that is true. Option B is the correct answer. The other statements do not provide true statements.

Grade 3

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 3				
1	CCSS-1: 3.RL.4	B	2	Students need to determine the meaning of the sentence. Option B is the correct answer. The other options do not provide the meaning of the sentence.
2	CCSS-1: 3.RL.3	A	3	Students need to describe how Pablo's action contributes to the sequence of events. Option A is the correct answer. The other options do not identify how Pablo's action contributes to the sequence of events.
3	CCSS-1: 3.RL.2	A/D	2	Students need to determine the central message of the passage and then find support. In Part A, option A is the correct answer. The other options are not the central message. In Part B, option D is the correct answer. The other options in Part B do not support the central message from Part A.
4	CCSS-1: 3.RI.8	D	2	Students need to describe the relationship between paragraphs. Option D is the correct answer. The other options do not describe the relationship between the paragraphs.
5	CCSS-1: 3.RI.1	B/D	1	Students need to demonstrate an understanding of the text by choosing two correct answers. The correct answers are B and D. The other options do not explain the purpose of the tunnels in the mounds of Australian termites.
6	CCSS-1: 3.RI.6	C	2	Students must distinguish the author's purpose in the text. Option C is the correct answer. The other options are not the author's purpose.



Our Students. Their Moment.

**New York State Testing Program
Grade 3
English Language Arts Test**

Released Questions

June 2018

New York State administered the English Language Arts Tests in April 2018 and is now making approximately 75% of the questions from these tests available for review and use.



New York State Testing Program Grades 3–8 English Language Arts

Released Questions from 2018 Exams

Background

In 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and rigor demanded by the new New York State P-12 Learning Standards in English Language Arts (ELA). To help in this transition to new assessments, the New York State Education Department (SED) has been releasing an increasing number of test questions from the tests that were administered to students across the State in the spring. This year, SED is again releasing large portions of the 2018 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2018, included in these released materials are at least 75 percent of the test questions that appeared on the 2018 tests (including all constructed-response questions) that counted toward students' scores. Additionally, SED is providing information about the released passages; the associated text complexity for each passage; and a map that details what learning standards each released question measures and the correct response to each question. These released materials will help students, families, educators, and the public better understand the tests and the New York State Education Department's expectations for students.

Understanding ELA Questions

Multiple-Choice Questions

Multiple-choice questions are designed to assess the New York State P-12 Learning Standards in English Language Arts. These questions ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will be answered correctly only if the student comprehends and makes use of the whole passage.

For multiple-choice questions, students select the correct response from four answer choices. Multiple-choice questions assess reading standards in a variety of ways. Some ask students to analyze aspects of text or vocabulary. Many questions require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer these questions correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions tend to require more than rote recall or identification.

Short-Response Questions

Short-response questions are designed to assess New York State P-12 Reading and Language Standards. These are single questions in which a student uses textual evidence to support his or her answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion)

based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students are expected to write in complete sentences. Responses require no more than three complete sentences. The rubric used for evaluating short-response questions can be found in the grade-level Educator Guides at <https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>.

Extended-Response Questions

Extended-response questions are designed to measure a student's ability to write from sources. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade-specific reading standards. Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made by using a rubric that incorporates the demands of grade-specific New York State P-12 Reading and Language standards.

The integrated nature of the standards for ELA and literacy requires that students are evaluated across the strands (Reading, Writing, and Language) with longer pieces of writing, such as those prompted by the extended-response questions. The rubric used for evaluating extended-response questions can be found in the grade-level Educator Guides at <https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>.

New York State P-12 Learning Standards Alignment

The alignment(s) to the New York State P-12 Learning Standards for English Language Arts is/are intended to identify the analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics.

These Released Questions Do Not Comprise a "Mini Test"

To ensure future valid and reliable tests, some content must remain secure for possible use on future exams. As such, this document is *not* intended to be representative of the entire test, to show how operational tests look, or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the test reflects the demands of the New York State P-12 Learning Standards.

The released questions do not represent the full spectrum of the standards assessed on the State tests, nor do they represent the full spectrum of how the standards should be taught and assessed in the classroom. It should not be assumed that a particular standard will be measured by an identical question in future assessments. Specific criteria for writing test questions, as well as additional assessment information, are available at <http://www.engageny.org/common-core-assessments>.

2018 Grade 3 ELA Test Text Complexity Metrics for Released Questions Available on EngageNY

Selecting high-quality, grade-appropriate passages requires both objective text complexity metrics and expert judgment. For the Grades 3–8 assessments based on the New York State P-12 Learning Standards for English Language Arts, both quantitative and qualitative rubrics are used to determine the complexity of the texts and their appropriate placement within a grade-level ELA exam.

Quantitative measures of text complexity are used to measure aspects of text complexity that are difficult for a human reader to evaluate when examining a text. These aspects include word frequency, word length, sentence length, and text cohesion. These aspects are efficiently measured by computer programs. While quantitative text complexity metrics are a helpful start, they are not definitive.

Qualitative measures are a crucial complement to quantitative measures. Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task. To qualitatively determine the complexity of a text, educators use a rubric composed of five factors; four of these factors are required and one factor is optional. The required criteria are: meaning, text structure, language features, and knowledge demands. The optional factor, graphics, is used only if a graphic appears in the text.

To make the final determination as to whether a text is at grade-level and thus appropriate to be included on a Grades 3–8 assessment, New York State uses a two-step review process, which is an industry best-practice. First, all prospective passages undergo quantitative text complexity analysis using three text complexity measures. If at least two of the three measures suggest that the passage is grade-appropriate, the passage then moves to the second step, which is the qualitative review using the text-complexity rubrics. Only passages that are determined appropriate by at least two of three quantitative measures of complexity **and** are determined appropriate by the qualitative measure of complexity are deemed appropriate for use on the exam.

For more information about text selection, complexity, and the review process please refer to:

<https://www.engageny.org/resource/new-york-state-passage-selection-resources-for-grade-3-8-assessments>

<https://www.engageny.org/resource/selection-of-authentic-texts-for-common-core-instruction-guidance-and-a-list-of-resources>

<https://www.engageny.org/resource/december-2014-nti-understanding-text-complexity-grades-9-12>

Text Complexity Metrics for 2018 Grade 3 Passages

Passage Title	Word Count	Lexile	Flesch-Kincaid	Reading Maturity Metric*	Degrees of Reading Power*	Qualitative Review
Alex, the Talking Parrot	730	800-900	5.4		54	Appropriate
The Shark Kite	672	600-700	3.5		50	Appropriate
How We Use Glass	370	700-800	4.5		51	Appropriate
The Great Horned Owl	708	800-900	4.6		54	Appropriate
Excerpt from <i>Jumanji</i>	645	500-600	3.8		49	Appropriate

* Depending on when the passage was selected, either the Reading Maturity Metric or Degrees of Reading Power was used as the third quantitative metric.

New York State 2018 Quantitative Text Complexity Chart for Assessment and Curriculum

To determine if a text's quantitative complexity is at the appropriate grade level, New York State uses the table below. In cases where a text is excerpted from a large work, only the complexity of the excerpt that students see on the test is measured, not the large work, so it is possible that the complexity of a book might be above or below grade level, but the text used on the assessment is at grade level. Because the measurement of text complexity is inexact, quantitative measures of complexity are defined by grade band rather than by individual grade level and then paired with the qualitative review by an educator.

Grade Band	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity	SourceRater
2nd–3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th–5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th–8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th–10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th–12th	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Source: Student Achievement Partners

Name: _____



New York State Testing Program

2018 English Language Arts Test Session 1

Grade 3

April 11–13, 2018

Released Questions

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Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice.

Directions
Read this passage. Then answer questions 1 through 6.

Alex, the Talking Parrot

by Dorothy Hinshaw Patent

- 1 Parrots that are trained to talk often say silly things like “Polly want a cracker.” Although these birds have learned to imitate the sounds that make up the words, they don’t really know what they’re saying. But there is one parrot who speaks more than a hundred words and actually understands their meanings. He is an African gray parrot named Alex.
- 2 Dr. Irene Pepperberg, a research scientist, has worked with Alex for many years. Teaching Alex to speak and understand wasn’t easy at first. He had to learn one word at a time. Irene and an assistant would teach Alex by showing him what a word meant. Irene would hold up an object, saying, “What’s this?” Her human partner would give the word—“pasta,” for example—while Alex watched. Irene would praise her partner, then ask Alex the name of the object. When he got it right, Irene would praise him and give him the object to play with as a reward. It took Alex many weeks to learn his first word. After that, each new word became easier and easier for him.
- 3 Why did Irene spend so much time getting a parrot to talk? Scientists like Irene are interested in discovering how intelligent animals are and how their brains work. But studying animal intelligence has always been difficult, partly because animals haven’t been able to communicate clearly with humans. Teaching Alex to speak words that he understands has let Irene talk to him directly. She can ask him questions, and he can answer them in English. In this way, Irene is finding out what sorts of things Alex’s brain can do. She has found that parrots are much smarter than scientists used to think. The word “birdbrain,” which means someone who isn’t very smart, certainly doesn’t apply to Alex.
- 4 Alex can identify over forty kinds of objects, five different shapes, five materials, and seven colors, and he can use his knowledge to solve problems and answer questions. For example, from a group of objects, he can pick out a number of things of a certain color, up to the number six. He can also make comparisons, such as bigger or smaller and same or different, between objects.
- 5 “Want wheat!” Alex says loudly. Irene explains to him that she doesn’t have any shredded wheat for him. “How about some crackers, Alex?” she asks.

GO ON

6 “No, no—want wheat!” he replies.

7 Because it’s time for them to work, Irene ignores his request and shows Alex a
tray with simple objects scattered over it: a yellow plastic key, a green wooden
square, a five-cornered piece of yellow felt, a gray rawhide rectangle, a yellow
paper triangle, a red plastic square, and a blue Play-Doh square.

8 “What material is green, Alex?” Irene asks.

9 Alex glances over the assortment, then answers, “Wood!” in his clear but
croaky parrot voice.

10 “Good birdie,” says Irene as she nuzzles him and hands him the green square.
Alex nibbles at it for a moment, then he drops it.

11 “How many yellow?” asks Irene.

12 Alex takes his time looking over the bright, colorful display on the tray.

13 “Three,” he answers.

14 Irene praises him again. “Good boy, good birdie,” she says as she hands him
the yellow key to play with.



15 Alex mouths the key, nibbling at it gently before dropping it.

16 “Wanna go shoulder,” he announces.

- 17 “O.K., you can come onto my shoulder,” answers Irene. She puts out her hand. Alex climbs aboard, and she puts him on her shoulder. He rubs his head against Irene’s cheek. “Do you want some corn?” asks Irene.
- 18 “Soft corn,” answers Alex, and Irene holds out her hand with a few kernels on it. Alex carefully takes one kernel into his mouth and eats.
- 19 Alex has shown us that birds like parrots can understand categories such as shape, color, and size. They can solve problems and recognize numbers. Before Alex came along, scientists did not believe that animals with such small brains could do these things.
- 20 Alex uses his ability to talk outside of work sessions, too. At the end of the day, Irene tells Alex she is leaving.
- 21 “I’m going to dinner now,” she says. “You be good.”
- 22 “You be good,” Alex answers.
- 23 “See you tomorrow,” says Irene.
- 24 “Bye,” says Alex.
- 25 “Bye,” she responds.
- 26 “I love you,” croaks Alex.
- 27 Irene’s last words as she goes out the door are “I love you, too.”

1

What does the word “assistant” mean as it is used in paragraph 2?

- A helper
- B leader
- C neighbor
- D friend

2

Which sentence from the passage shows a cause and effect relationship?

- A “But there is one parrot who speaks more than a hundred words and actually understands their meanings.” (paragraph 1)
- B “Teaching Alex to speak words that he understands has let Irene talk to him directly.” (paragraph 3)
- C “In this way, Irene is finding out what sorts of things Alex’s brain can do.” (paragraph 3)
- D “He can also make comparisons, such as bigger or smaller and same or different, between objects.” (paragraph 4)

3

Read this sentence from paragraph 4.

Alex can identify over forty kinds of objects, five different shapes, five materials, and seven colors, and he can use his knowledge to solve problems and answer questions.

What is the **best** meaning of the word “identify” as used in this sentence?

- A feel
- B look at
- C pick up
- D recognize

GO ON

4 How does the photograph add to the information in the passage?

- A** It shows one way that Irene works with Alex.
- B** It shows that Irene does not talk with Alex.
- C** It shows that Alex is able to count objects.
- D** It shows the few objects that Alex cannot name.

5 Which part of the passage **best** shows how Alex feels about Irene?

- A** paragraph 9
- B** paragraph 10
- C** paragraph 17
- D** paragraph 18

6 Which detail **best** supports the main idea of the passage?

- A** Irene's parrot is named Alex.
- B** Alex can find a green object when asked.
- C** Irene sometimes puts Alex on her shoulder.
- D** Alex has a croaky parrot voice.

GO ON

Directions
Read this story. Then answer questions 19 through 24.

The Shark Kite

by Jane McAdams

- 1 “Oh, no!” said Stella, as the string of her shark kite tangled with the string of a biplane kite. The biplane dove toward the ground, the grinning shark spiraling behind it. “I feel like a spider in a web,” she said, frowning as the tangled strings drifted down around her.
- 2 “I think that shark kite has too many strings,” said the owner of the biplane kite, as he untangled his string from Stella’s.
- 3 “My kite doesn’t have too many strings,” said Stella. “It’s a grownup’s kite. That’s why it’s complicated to fly.”
- 4 “You should really try flying a paper plate,” said Stella’s friend Robby. Stella looked at Robby’s kite. He had decorated a plate with stickers and a long yellow streamer and attached a string to it. Right now, his paper plate was flying so high that Stella could hardly see it.
- 5 “Your shark kite hasn’t flown as high as my paper plate all day,” said Robby, wiping his nose on his sleeve.
- 6 “Paper plates are for babies,” said Stella. She felt like being mean, because her shark kite could hardly fly.
- 7 Just then Stella noticed a fluffy pink jellyfish kite sailing overhead, bobbing a little as it passed Robby’s paper plate. Stella wished she could trade her shark for that jellyfish.
- 8 Stella wound the string of her fallen kite around its spool. Then, holding the string near the shark’s belly, she started running. If she could catch a tiny breeze, her kite would fly.
- 9 “Stella, it’s almost time to go!” called Stella’s mother from a park bench in the shade. “We have to pick up your sister at the pool.”
- 10 “Come on, shark, fly!” Stella said as she tossed the kite into a little puff of wind. For a moment, the shark looked as if it was swimming up into the sky. Then, it dove back toward the grass, teeth and all.
- 11 “Maybe it’s too heavy,” said Robby. He tugged lightly on the string of his paper plate, which dipped gently in the air.

GO ON

- 12 “It’s not heavier than that one,” said Stella. She pointed at an enormous monster truck kite gliding past Robby’s paper plate. The monster truck had big black wings. “I bet that kite weighs more than you do, Robby,” said Stella.
- 13 Robby squinted at the sky. “No, it doesn’t. I weigh forty pounds,” he said.
- 14 “Stella, your sister is waiting,” her mother called again.
- 15 “One more try, Mom,” yelled Stella, running with the shark. This time, the shark kept its nose pointed downward the whole time, refusing to fly at all. Stella tripped over the shark’s fin and fell into the dirt.
- 16 “Come on, brush yourself off, Stella,” said her mother. “We’re leaving.”
- 17 “You can take my paper plate if you want,” said Robby. “At least you’ll get to fly something today.” He looked at Stella hopefully.
- 18 Stella sighed. Robby’s paper plate was nothing like the fancy shark she had imagined flying. But it did fly pretty high.
- 19 “O.K.,” Stella agreed with a shrug. She took Robby’s string and felt the strong, steady pull of the kite dancing at its end. She gave a slight tug. The paper plate swirled and floated even higher on the breeze. Stella smiled at Robby. “You’re right,” she said. “Paper plates do make good kites.”
- 20 “You can keep it,” said Robby. “I’ll make another one next weekend.”
- 21 “Want to borrow the shark, then?” asked Stella, handing the tangle of strings and the grinning shark to Robby. “Maybe you can make it fly.”
- 22 “Hey, thanks,” he said. “See you next weekend, Stella.”
- 23 Stella and her mother walked toward the car. Stella held the string of her new kite, and the paper plate sailed along above them, its yellow streamer wriggling through the air.
- 24 “What happened to your shark kite?” asked Stella’s mother.
- 25 “Robby and I swapped for a while,” Stella replied.
- 26 As Stella rode in the car, she held on to the paper plate’s string and watched it bob next to her window. “I bet that big old shark couldn’t do this!” she laughed.

19 In paragraph 1, what does Stella mean when she says, “I feel like a spider in a web”?

- A** Stella is untangling the strings.
- B** Stella is confused by the strings.
- C** Stella is surrounded by the tangled strings.
- D** Stella is winding the strings around her spool.

20 In paragraphs 6 through 8, what do you know as the reader that Robby does not know?

- A** Stella wishes she could trade her kite for a jellyfish kite.
- B** Stella has to run to make her kite fly.
- C** Paper plate kites are easier to fly than other kites.
- D** Paper plate kites are easier to make than shark kites.

21 Read this sentence from paragraph 8.

If she could catch a tiny breeze, her kite would fly.

What does “catch” mean as it is used in the sentence?

- A** stop and hold a moving object
- B** bring in while hunting or fishing
- C** get an illness
- D** find and use

22 What happens after Stella trips over the shark's fin and falls into the dirt?

- A** Stella tries to fly her kite again.
- B** Stella takes Robby's paper plate home with her.
- C** Stella's kite points downward and refuses to fly.
- D** Stella points at a kite shaped like a monster truck.

23 What do the details in paragraph 17 show about Robby?

- A** He is at the park most weekends.
- B** He is a thoughtful friend to Stella.
- C** He is better at flying kites than Stella.
- D** He is creative with paper plates.

24 What happens because Stella cannot fly her shark kite?

- A** Stella tries to fix her kite.
- B** Stella notices a pink jellyfish kite.
- C** Stella gets into the car with her mother.
- D** Stella tries the paper plate kite.

STOP

Name: _____



New York State Testing Program

2018 English Language Arts Test Session 2

Grade 3

April 11–13, 2018

Released Questions

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Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before writing your response.
- In writing your responses, be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided, but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

Directions
Read this passage. Then answer questions 25 and 26.

How We Use Glass

by Chris Oxlade

Glass and Its Properties

- 1 All the things we use at home, school, and work are made from materials. Glass is a material. It can be used for all sorts of different jobs. For example, we make ornaments from glass, we cover buildings with glass, and a type of glass even carries our emails around the world.
- 2 Properties tell us what a material is like. Glass can be transparent, which means light goes through it. This is a property of glass. Glass can also be clear or colored. It has a very smooth surface. It is hard but it is also brittle, which means it breaks before it bends. Air and water cannot flow through glass and neither can electricity.

Where Does Glass Come From?

- 3 Glass is not a natural material. It is made in factories. But the raw materials for glass are natural. They come from the ground. The main raw material is sand, the same as the sand on a beach. There are different kinds of glass. To make each different kind, different chemicals are added to the sand. Most glass is soda glass. It is made from sand, limestone, and a chemical called soda ash.

Making glass

- 4 At a glass factory the ingredients are mixed together and poured into a huge tank. The glass mixture is heated to about 2,732° F (1,500° C), which is many times hotter than the temperature in a kitchen oven. The sand melts and mixes with the other ingredients. This makes hot, liquid glass.

Glass Windows

- 5 Most of the glass made in factories is used in windows. Glass is a good material for making windows because it is transparent, waterproof, and airtight. So a glass window lets light in, but it keeps out wind and rain. It also keeps warm air in, stopping a room from getting cold. Glass used in windows is called glazing.

GO ON

Making window glass

- 6 Windows are made from a type of glass called float glass. To make float glass, melted glass is poured into a huge bath of a molten metal called tin. The glass spreads out on top of the tin to make a flat, thin sheet. The sheet is cooled very slowly, which keeps it from cracking.

molten = melted by heat

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

GO ON

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use **two** details from the passage to support your response.

GO ON

Directions
Read this passage. Then answer questions 27 through 29.

The Great Horned Owl

by Shirley Anne Ramaley



- 1 There's a call in the air. "Whooo, hoo-hoo, hoo, hoo." It almost sounds like, "Who's awake, me too." There is only one bird that sounds like this—the great horned owl. It can be heard about anywhere, because these owls live in mountain forests, desert canyons, city parks, and even on some rooftops of homes. They are very widespread and adapt easily to many environments. They live all over North America, Central America, and certain regions of South America.
- 2 Great horned owls hunt just about anything that's not too big for them. They like insects and scorpions, great blue herons, snakes, jackrabbits, mice, other birds, and lots more. They also like cats, so keep your cat inside. Another delicious meal for a great horned owl is a skunk! The world is just one big smorgasbord for this big owl.

smorgasbord = meal with many foods

GO ON

- 3 Its wing span can reach five feet—that’s the size of many shorter adults! There are no predators that hunt this owl. It is the great horned owl that is the top predator.
- 4 When it hunts, it likes to sit and wait. It can hear the smallest sound, like the squeak of a tiny mouse from far away. Its excellent vision in low light makes it the perfect night hunter.
- 5 Like all raptors, or birds of prey, great horned owls use their feet instead of their beaks to capture prey. They have powerful feet with curved, sharp talons. The hooked beak is for cutting and tearing meat. Not much gets away from this big bird!
- 6 They are the only owls with ear tufts. Scientists disagree on why they have them, but it is a very interesting feature. Some people say the owl lowers the ear tufts like a dog when it’s upset. If you see one, take a good look at the ear tufts. Maybe it will let you know what it thinks of you.
- 7 Their ears are offset, and not even like those of people and most other animals. This means their ears are slightly tilted in different directions. They are able to determine something’s location and establish the distance between two points. The owl tilts its head until the sound is equal in both ears. This pinpoints the direction and distance of the sound of the possible prey.
- 8 A common belief is that an owl can turn its head completely around. Actually, while it can rotate its head 270 degrees, it can’t turn completely around. (If it could, that would be 360 degrees.) Unlike our eyes, owls’ eyes are fixed in their sockets. They can’t move their eyes up and down. Instead, they move their entire head.
- 360 degrees = a full circle
- 9 The eyes are really big. If a great horned owl was as tall as a human, the eyes would be as big as oranges!
- 10 The owl has something else that helps it hunt. Its flight is silent. The feathers are soft, like fleece. This deadens the sound as air rushes over the wings while the owl is in flight. At night, as the owl flies silently toward its prey, the prey animal has no idea it’s in danger.

- 11 The owls nest in January and raise their families in winter. The female sits on the eggs, and the male brings her food. The eggs take about a month to hatch. For a while, the babies, or “owlets,” huddle under the mother’s wings. Gradually, the little heads will peek out and eventually move out from under their mother’s wings. Both parents closely guard the owlets.
- 12 The owlets start walking around the nest in about another month, often crowding each other. The parents usually sit nearby, perhaps in a tree branch, and guard the nest. Don’t ever go near a great horned nest. Those parents won’t like it, and they aren’t afraid to attack anything that threatens the family.
- 13 The parents bring food to the nest to feed the owlets. Soon the owlets begin to flap their wings, getting ready for the day when they *fledge*, or fly away from the nest. The closer they get to *fledging*, the more they practice flapping their wings. When they are about six weeks old, it’s time to go. They don’t all leave at the same time, but usually within a few days of each other.

At six weeks old, owlets start walking outside the nest. They are able to fly well when they reach nine to ten weeks old.

27

How does the picture of the great horned owl support the information in the passage?
Use **two** details from the passage to support your response.

GO ON

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

GO ON

29

In “The Great Horned Owl,” how are the ideas in paragraphs 4 and 10 related? Use **two** details from the passage to support your response.

Directions
Read this story. Then answer questions 30 and 31.

Excerpt from *Jumanji*

by Chris Van Allsburg

- 1 “What’s that?” Judy asked.
- 2 “It’s a game,” said Peter, handing her the box.
- 3 “ ‘JUMANJI,’ ” Judy read from the box, “ ‘A JUNGLE ADVENTURE
GAME.’ ”
- 4 “Look,” said Peter, pointing to a note taped to the bottom of the box. In a
childlike handwriting were the words “Free game, fun for some but not for all.
P.S. Read instructions carefully.”
- 5 “Want to take it home?” Judy asked.
- 6 “Not really,” said Peter. “I’m sure somebody left it here because it’s so boring.”
- 7 “Oh, come on,” protested Judy. “Let’s give it a try. Race you home!” And off
she ran with Peter at her heels.
- 8 At home, the children spread the game out on a card table. It looked very
much like the games they already had. There was a board that unfolded,
revealing a path of colored squares. The squares had messages written on them.
The path started in the deepest jungle and ended up in Jumanji, a city of golden
buildings and towers. Peter began to shake the dice and play with the other
pieces that were in the box.
- 9 “Put those down and listen,” said Judy. “I’m going to read the instructions:
‘Jumanji, a young people’s jungle adventure especially designed for the bored
and restless.’ ”
- 10 “ ‘A. Player selects piece and places it in deepest jungle. B. Player rolls dice and
moves piece along path through the dangers of the jungle. C. First player to reach
Jumanji and yell the city’s name aloud is the winner.’ ”
- 11 “Is that all?” asked Peter, sounding disappointed.
- 12 “No,” said Judy, “there’s one more thing, and this is in capital letters: ‘D. VERY
IMPORTANT: ONCE A GAME OF JUMANJI IS STARTED IT WILL NOT BE
OVER UNTIL ONE PLAYER REACHES THE GOLDEN CITY.’ ”
- 13 “Oh, big deal,” said Peter, who gave a bored yawn.

GO ON

- 14 “Here,” said Judy, handing her brother the dice, “you go first.”
- 15 Peter casually dropped the dice from his hand.
- 16 “Seven,” said Judy.
- 17 Peter moved his piece to the seventh square.
- 18 “ ‘Lion attacks, move back two spaces,’ ” read Judy.
- 19 “Gosh, how exciting,” said Peter, in a very unexcited voice. As he reached for his piece he looked up at his sister. She had a look of absolute horror on her face.
- 20 “Peter,” she whispered, “turn around very, very slowly.”
- 21 The boy turned in his chair. He couldn't believe his eyes. Lying on the piano was a lion, staring at Peter and licking his lips.
- 22 The lion roared so loud it knocked Peter right off his chair. The big cat jumped to the floor. Peter was up on his feet, running through the house with the lion a whisker's length behind. He ran upstairs and dove under a bed. The lion tried to squeeze under, but got his head stuck. Peter scrambled out, ran from the bedroom, and slammed the door behind him. He stood in the hall with Judy, gasping for breath.
- 23 “I don't think,” said Peter in between gasps of air, “that I want . . . to play . . . this game . . . anymore.”
- 24 “But we have to,” said Judy as she helped Peter back downstairs. “I'm sure that's what the instructions mean. That lion won't go away until one of us wins the game.”
- 25 Peter stood next to the card table. “Can't we just call the zoo and have him taken away?” From upstairs came the sounds of growling and clawing at the bedroom door. “Or maybe we could wait till Father comes home.”
- 26 “No one would come from the zoo because they wouldn't believe us,” said Judy. “And you know how upset Mother would be if there was a lion in the bedroom. We started this game, and now we have to finish it.”
- 27 Peter looked down at the game board. What if Judy rolled a seven? Then there'd be two lions. For an instant Peter thought he was going to cry. Then he sat firmly in his chair and said, “Let's play.”

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.



GO ON

31

How do Peter’s feelings about the game change from the beginning of “Excerpt from *Jumanji*” to the end? What causes Peter’s feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Grade 3
2018
English Language Arts Test
Session 2
April 11–13, 2018

**THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2018 English Language Arts Tests Map to the Standards
Released Questions on EngageNY
Grade 3**

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:	Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
1	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.4	Reading	0.91		
2	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.3.3	Reading	0.56		
3	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.4	Reading	0.74		
4	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.7	Reading	0.71		
5	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.3.5	Reading	0.56		
6	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.3.2	Reading	0.48		
19	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.4	Reading	0.50		
20	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.3.6	Reading	0.63		
21	Multiple Choice	D	1	CCSS.ELA-Literacy.L.3.4	Reading	0.45		
22	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.3.2	Reading	0.49		
23	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.3.3	Reading	0.72		
24	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.3.3	Reading	0.51		
Session 2								
25	Constructed Response		2	CCSS.ELA-Literacy.RI.3.3	Writing to Sources		1.24	0.62
26	Constructed Response		2	CCSS.ELA-Literacy.RI.3.2	Writing to Sources		1.26	0.63
27	Constructed Response		2	CCSS.ELA-Literacy.RI.3.7	Writing to Sources		0.86	0.43
28	Constructed Response		2	CCSS.ELA-Literacy.RI.3.8	Writing to Sources		1.18	0.59
29	Constructed Response		2	CCSS.ELA-Literacy.RI.3.3	Writing to Sources		1.26	0.63
30	Constructed Response		2	CCSS.ELA-Literacy.RL.3.5	Writing to Sources		0.96	0.48
31	Constructed Response		4	CCSS.ELA-Literacy.RL.3.3	Writing to Sources		1.52	0.38

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two point and four point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions please refer to the rubrics shown in the Educator Guides.

Name: _____



New York State Testing Program

2019 English Language Arts Test Session 1

Grade 3

April 2–4, 2019

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice.

Directions
Read this story. Then answer questions 1 through 6.

Flying on Ice

by Valerie Hunter

- 1 Craig watched his older sister, Riley, and her friend Liz race up and down the lake on their skates, dodging the other hockey players. Their skate blades looked like silver smoke.
- 2 When the game was over, the girls skated up to the bench where Craig was sitting. Craig asked Riley what skating felt like.
- 3 “When I go really fast, I feel like I’m flying,” she said.
- 4 That’s silly, thought Craig. Flying is something birds do in the air, not something people do on ice skates. Then he watched Riley go back out on the ice. She skated around and around the edge of the lake with her arms pumping and her scarf trailing behind her. Soon she was going so fast that her arms looked like wings and her scarf looked like a feathery tail. Maybe skating really was like flying.
- 5 When Riley sat down to take her skates off, Craig said, “I wish I could fly.”
- 6 Riley retied her skate laces and crouched next to Craig. “Get on my back,” she said, and Craig did. Riley started skating, but Craig didn’t feel like he was flying. It just felt like a wobbly piggy-back ride.
- 7 “You’re too heavy,” Riley said. “I can’t go fast when I’m carrying you.” She skated slowly back to the bench. Craig got off her back.
- 8 “Even if you could go fast, I wouldn’t be flying,” he said sadly. “I need skates to fly.”
- 9 Riley didn’t say anything on the walk home, but a few days later she asked Craig if he wanted to go skating.
- 10 “To watch?” he asked.
- 11 “No, to skate,” she said cheerfully. “Mom and I found a pair of my old skates. They might fit you.”

GO ON

- 12 The skates were a little big, but when Riley stuffed newspaper in the toes, they fit. Craig couldn't stop smiling. He didn't want to take them off, but he had to so he could walk to the lake.
- 13 Riley and Liz went with him. They carried their hockey sticks, two orange cones, and a wooden chair. When they got to the lake, Craig put his skates back on and Riley helped him onto the ice. Then she put his hands on the back of the chair.
- 14 "Hang on to this and you won't fall," she said. "Just push it along in front of you, OK?"
- 15 Craig grinned. "OK." His feet felt wobbly, but he held on to the chair and he didn't fall. Riley and Liz cheered him on as he started to move forward. Then they set up the cones and practiced passing the puck to each other and shooting goals.
- 16 Craig watched them. They made skating look easy. He tried to skate like them, but when he let go of the chair he fell. So he grabbed on to it again and inched along. His skate blades went *scritch scritch scritch* instead of the *swish swish* sound that his sister's blades made. This wasn't like flying at all. It was like being a snail.
- 17 "Ready to go home?" Riley finally asked.
- 18 Craig nodded, frowning. Riley had never said how hard skating was.
- 19 "What's wrong?" she asked.
- 20 "I wanted to skate like you," Craig said. "I wanted to fly."
- 21 "Someday you will," Riley said. "It takes practice." She patted his shoulder. Then she whispered something to Liz, who grinned and winked at Craig. Each girl took one of Craig's hands.
- 22 "Someday you'll fly on your own," Riley said. "But today Liz and I will help you."
- 23 Riley and Liz started skating, pulling Craig with them. The edges of his skate blades just touched the ice. The girls went faster and faster, and so did he. When he looked down, his skate blades were a silver blur. His hat nearly blew off.
- 24 "I'm flying!" he yelled, and the words blew away in the wind like a bird's happy song.

1 What does the word “crouched” mean as it is used in paragraph 6?

- A** spun around
- B** bent down
- C** stood up
- D** fell over

2 In paragraph 9, what is the **most likely** reason Riley stays quiet as she and Craig walk home?

- A** She is thinking about how well she played hockey.
- B** She is upset with Craig because he hurt her back.
- C** She is thinking about how to get skates for Craig.
- D** She is tired from skating in the hockey game.

3 What does paragraph 12 help the reader understand about Craig?

- A** Craig is too young to learn how to skate.
- B** Craig is very excited about learning to skate.
- C** Craig is unable to take the skates off by himself.
- D** Craig is worried that his sister will take the skates back.

GO ON

4

In paragraph 16, what does the phrase “like being a snail” help the reader to understand about Craig?

- A He skates very slowly.
- B He moves in a crooked line.
- C He searches for a place to hide.
- D He looks like all the other skaters.

5

Which sentence **best** describes how paragraph 6 relates to paragraph 23?

- A Paragraph 6 provides a problem and paragraph 23 provides a solution.
- B Paragraph 6 asks a question and paragraph 23 provides an answer.
- C Paragraph 6 provides a cause and paragraph 23 shows an effect.
- D Paragraph 6 provides similarities and paragraph 23 shows differences.

6

Which sentence **best** describes a central message of the story?

- A Change is normal and an important part of life.
- B Friendships often become stronger over time.
- C New experiences can be exciting and wonderful.
- D Natural talent is more important than practice.

Directions
Read this passage. Then answer questions 7 through 12.

Excerpt from *Nature's Fireworks:* *A Book About Lightning*

by Josepha Sherman

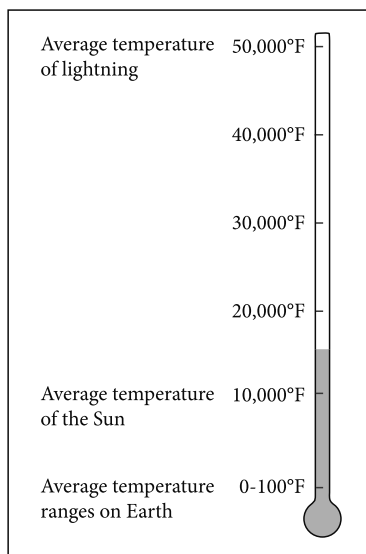
- 1 Flash! Lightning streaks from a dark cloud.
- 2 Crash! Thunder shakes our roofs and windows. A lightning storm dazzles the sky like flickering fireworks.

Lightning Begins

- 3 High above the ground, water droplets and ice crystals swirl and swarm inside the moving clouds. The tiny particles bump into one another. When the particles rush together, they become charged. Electricity is created.

Lightning is Electricity

- 4 A single stroke of lightning carries millions of volts of electricity. Each stroke heats the air in its path to as much as 50,000 degrees Fahrenheit (27,760 degrees Celsius). That is five times as hot as the surface of the sun.



GO ON

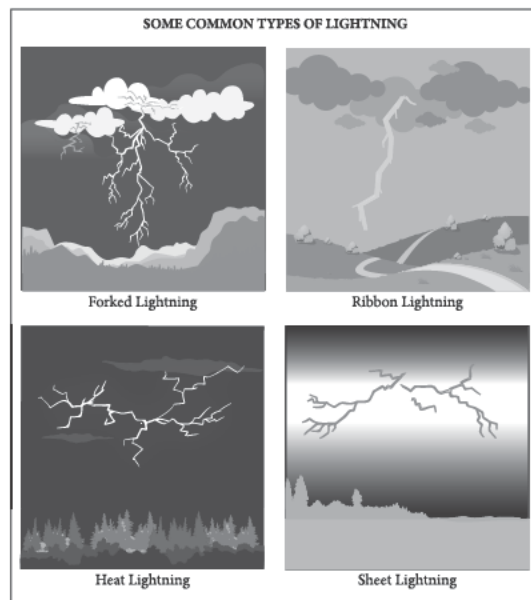
Thunder and Lightning

- 5 The heat from lightning makes the air expand quickly. Expanding air makes a booming, bursting sound like a firecracker. This is the sound of thunder. Thunder and lightning happen at the same time. Light travels faster than sound. This is why we often see the flash before we hear the boom.

expand = make larger

How Far Lightning Travels

- 6 Lightning can flash faster than you can blink. During a single flash, lightning can streak down to the ground and back up to the clouds. A lightning stroke that flashes down to earth can stretch up to nine miles (14 kilometers). That's taller than the world's highest mountain. Lightning flashes from cloud to cloud can travel even longer distances.
- 7 Ribbon lightning darts from the sky. It looks like jagged streaks side by side. Forked lightning looks like an upside-down tree. The branches of electricity reach through the clouds. Sheet lightning streaks inside a cloud. The cloud lights up like a bright, white sheet. Heat lightning happens during the hot summer. It looks like faraway flashes in the sky. Heat lightning is too far away for its thunder to be heard.



Lightning Around the World

- 8 Every day, lightning flashes from thousands of thunderstorms around the world. Every second, more than 100 lightning bolts hit the ground. Lightning can strike a tree or dry grass. When this happens, a wildfire can start. Lightning bolts can hit tall buildings. They also can hit electrical towers, houses, and cars.
- 9 Flash! Lightning is streaking through the clouds. Every flash is another display of nature's fireworks.

Fast Facts

- 10 It does not have to be raining outside for lightning to strike. Lightning can strike both before and after the rain falls, or even when there is no rain at all. Lightning helps nature by putting nitrogen into the ground and air. Nitrogen is a nutrient. That means it feeds plants and helps them grow.

Safety Tips

- 11 Windows, water faucets, pipes, telephones, and electrical outlets can be dangerous when there is lightning in the sky. You should not run water or talk on the phone if you see lightning. You could get an electrical shock.
- 12 Benjamin Franklin once flew a kite in a lightning storm. That is how he learned about electricity. But today, we know lightning is very dangerous. If you see lightning, you should go indoors right away.

7

According to paragraph 5, what happens **right before** thunder can be heard?

- A Little drops of water move around in the sky.
- B Dark clouds appear in the sky.
- C Rain droplets start to fall from the clouds.
- D The air spreads because of heat from lightning.

8

What is the main idea of paragraph 6?

- A Lightning can reach from the sky to the ground.
- B A bolt of lightning can travel up to nine miles.
- C Flashes of lightning can jump from one cloud to another.
- D Lightning can move over large distances very quickly.

9

Which idea from the passage does the second illustration **best** support?

- A Lightning can be helpful for nature.
- B Lightning moves very quickly.
- C Lightning appears in different ways in the sky.
- D Lightning may strike before or after it rains.

10 What does the word “nutrient” mean as it is used in paragraph 10?

- A** a type of lightning
- B** a supply of heat
- C** a kind of plant
- D** a form of food

11 Which question does the section “Fast Facts” help to answer?

- A** How does lightning help the earth?
- B** How is lightning different in the summer?
- C** How is electricity created in clouds?
- D** How can someone avoid an electrical shock?

12 Which sentence shows a cause and effect relationship that is stated in the passage?

- A** People see lightning before they hear thunder.
- B** Wildfires can start when lightning touches the ground.
- C** Heat from electricity is hotter than the surface of the sun.
- D** Lightning bolts can hit tall trees and buildings.

GO ON

Grade 3
2019
English Language Arts Test
Session 1
April 2–4, 2019

Name: _____



New York State Testing Program

2019 English Language Arts Test Session 2

Grade 3

April 2–4, 2019

RELEASED QUESTIONS

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Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before writing your response.
- In writing your responses, be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided, but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

Directions
Read this passage. Then answer questions 25 and 26.

The events in this passage took place many years ago in Zimbabwe, a country in Africa.

Meet the Teacher

by Cecil Dzwowa

- 1 Tatenda is only 11 years old and someday he wants to be a doctor. But today his friends and schoolmates call him “teacher.” Like most children in Sanyati, a small countryside town in western Zimbabwe, when Tatenda was not at school, he spent his time playing football (soccer) or looking after his father’s cattle. One day when he arrived home from school, he noticed something very unfamiliar in the house.
- 2 At first he thought it was a television. When his mom told him it was a computer, Tatenda became very angry. What use was this machine? The computer sat idle. Tatenda did not know what to do with it. His father did not know what to do with it. In fact, nobody in the neighborhood knew what to do with it. Then one day Amina, Tatenda’s cousin, came from her home in the capital city of Harare for a visit. She taught Tatenda how to use the computer.
- 3 At first it seemed like all nonsense to Tatenda. “I was always pressing the wrong button,” he admits. But he persisted because he was very eager to learn how to use it properly. By the time Amina returned to Harare, Tatenda was able to use the computer on his own.
- 4 Meanwhile, Tatenda’s friends were wondering what had happened to him. He no longer came out to play soccer with them and if he did come out to play, he only played for a short while. His friend, Saidi said, “He always had some reason to go home. We were all puzzled.”

GO ON

5 So one day, Tatenda’s friends, Saidi, Themba, and Solomon, decided to pay him a surprise visit. When they arrived, Tatenda was so busy that he did not hear them coming. Tatenda was surprised to see his friends. But they were even more surprised to see not only a computer, but Tatenda working on it.

6 Tatenda’s friends were intrigued. Sometimes they would go to Tatenda’s house just to watch him operate the computer. Occasionally he would let them press a button or two, or shake the mouse just for the fun of it. Tatenda’s friends spent so much time with Tatenda that in a few months they were soon able to use the computer on their own.

intrigued = interested

7 Word began to spread that an 11-year-old boy was operating a computer at his home. Kids from the villages nearby began flocking to Tatenda’s house. They all had one request: teach us how to work on a computer. “There were so many kids coming to see him,” said Tatenda’s mother, “we moved the computer from his small room to the back room, which is larger.”

8 Then the computer began to experience some problems. Tatenda’s father did not have enough money to get it fixed. Tatenda was very worried. But he had an idea. He decided to charge the kids for the lessons. Those whose parents did not have enough money paid with goats or chickens. Tatenda hoped to buy a better computer for his students with the money he earned giving computer lessons.

9 Many children and adults have learned from Tatenda how to use a computer. “He is a bright kid and a good teacher,” said Magumise, one of the teachers who is receiving lessons from him. In Sanyati, Tatenda has single-handedly introduced computers to the villagers. Many more in this remote place who would never have had a chance to use a computer are now looking forward to their lessons with Tatenda. It seems that the people of Sanyati are calling this boy “the teacher” for good reason.

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

GO ON

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

GO ON

Directions

Read this story. Then answer questions 27 through 29.

Excerpt from *Just the Right Gift*

by Mary Penn

- 1 A boy on in-line skates zoomed around the corner and crashed into me before I could jump out of the way. We fell into a sprawling heap as the box I'd been carrying flew from my hands and landed in the street with a sickening thump. A moment later, a car whizzed past, sending the box spinning in circles.
- 2 The skater got up, mumbled sorry, and sped off around the corner.
- 3 "Are you OK, Emily?" Aiden asked.
- 4 "I think so." My arm had slapped the sidewalk hard. I stood and slowly moved it in circles.
- 5 "Oh no! Look at Mom's present!" Aiden's face was red.
- 6 I picked up the crushed box and opened it. The drinking glasses inside were broken. I closed the box and left it in a garbage can on the sidewalk, then started hurrying toward home. Aiden had to run at full speed to keep up with me.
- 7 When we got to the apartment, we plopped down on chairs in the kitchen.
- 8 "It isn't fair! Why did that happen?" Aiden said.
- 9 "I didn't even see that guy! He came out of nowhere," I huffed. Aiden's lower lip trembled. "Mom would've loved those glasses."
- 10 We'd saved our money for weeks to buy glasses with pink flowers on them for Mother's Day. We have other glasses, but not a full set that matches. I wished I could sling something against the wall and scream, but I knew I couldn't. I'm the older one. I had to hold it together.
- 11 "I wanted to make her happy," Aiden sputtered.

GO ON

- 12 “We’ll think of something else to give her for Mother’s Day,” I said,
trying to cheer up Aiden.
- 13 “Like what?” he asked. “We don’t have any money left.”
- 14 I swallowed hard and knew I had to think of something fast. “Maybe we
can *make* a present for Mom.”
- 15 Aiden’s eyes lit up. “At school we cut out pictures and glued them on
paper. We could find pictures in old magazines and make her a Mother’s
Day card.”
- 16 “Good thinking,” I said. “And I’ll come up with something else to make
her happy, too.” An idea was starting to form in my head.
- 17 The next morning, Aiden and I pulled Mom from her bedroom into the
kitchen, where we had set out her favorite breakfast: yogurt with cereal and
bananas. Mom put her hand over her heart. “I forgot it was Mother’s Day.”
- 18 “We have presents,” Aiden said, handing her the card he’d made out of
bright red construction paper with pictures of pink flowers scattered across
it.
- 19 I waved a stack of index cards in the air. “And look, Mom. Every card
has a riddle on it with the answer on the back. You used to love riddles.”
- 20 When Aiden saw tears rolling down Mom’s cheeks, he yelled, “I knew
this was a bad idea!” and flung himself onto the floor.
- 21 “Aiden!” Mom pulled him to his feet and kissed him. “I love your
presents. Your Mother’s Day card is beautiful. You know I love pink
flowers.” She pulled me into a hug, too. “And I’ll love reading the riddles.
I’m crying because you’ve made me so happy.”
- 22 The anger left Aiden’s face as he took his card from Mom and turned it
over and over, beaming with pride.
- 23 “What is black and white and red all over?” I read from one of my index
cards.
- 24 “A newspaper?” Mom asked.
- 25 “Nope,” I said as Aiden shouted, “A sunburned zebra!”
- 26 Mom looked at us and smiled. It was a quiet smile at first, but it grew big
and bright.

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

GO ON

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

GO ON

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

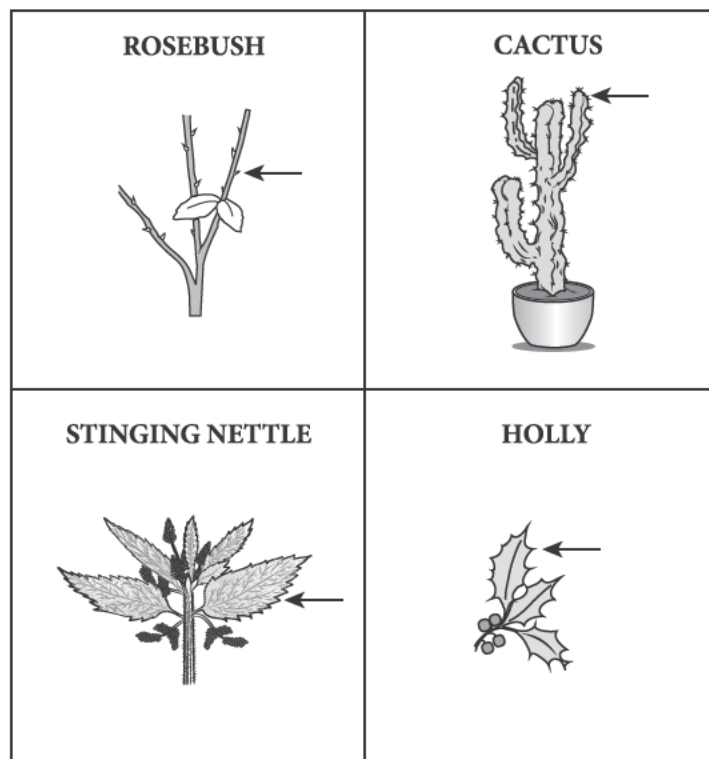
GO ON

Directions
Read this passage. Then answer questions 30 and 31.

Don't Touch Me!

by Elizabeth Preston

- 1 Plants can't run away from hungry animals. So some of them fight back. They have defenses to keep creatures from eating them. These plants can scratch you or stab you. Some of them can make you sick. Others make you itch like crazy. Don't get too close, or you'll be sorry!



Ow

- 2 Do you have a rose bush in your yard? Then you know these pretty flowers are better for sniffing than touching. Roses have sharp prickles on their stems. Some other plants, like the hawthorn, have woody thorns.
- 3 And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They're poisonous!)

GO ON

Ow Ow Ow

- 4 Cactus plants keep animals away with spines. Some cacti have arms, but hugging them is a bad idea.

Yowch!

- 5 A stinging nettle doesn't look as dangerous as a spiny cactus. But it's covered with sharp hairs called trichomes. The hairs are like tiny needles. If you touch them, they poke your skin with chemicals that sting and itch. You might get a nasty rash.

Itch

- 6 Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, "Leaves of three, let it be!"

Shy Plants

- 7 The sensitive or touch-me-not plant doesn't stab you, poison you, or make you itch. If you touch it, the plant quickly folds up its leaves.

Plants with Ants

- 8 Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it.

GO ON

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

Planning Page

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 15 and 16.



GO ON

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2019 English Language Arts Tests Map to the Standards
Grade 3 Released Questions on EngageNY

Question	Type	Key	Points	Standard	Strand	Subscore
Session 1						
1	Multiple Choice	B	1	CCSS.ELA-Literacy.L.3.4	Language Standards	Reading
2	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.3	Reading Standards for Literature	Reading
3	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.3.3	Reading Standards for Literature	Reading
4	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.3.4	Reading Standards for Literature	Reading
5	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.3.5	Reading Standards for Literature	Reading
6	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.2	Reading Standards for Literature	Reading
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.3	Reading Standards for Informational Text	Reading
8	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.2	Reading Standards for Informational Text	Reading
9	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.3.7	Reading Standards for Informational Text	Reading
10	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.4	Reading Standards for Informational Text	Reading
11	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.5	Reading Standards for Informational Text	Reading
12	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.3.3	Reading Standards for Informational Text	Reading
Session 2						
25	Constructed Response		2	CCSS.ELA-Literacy.RI.3.3	Reading Standards for Informational Text	Writing to Sources
26	Constructed Response		2	CCSS.ELA-Literacy.RI.3.2	Reading Standards for Informational Text	Writing to Sources
27	Constructed Response		2	CCSS.ELA-Literacy.RL.3.5	Reading Standards for Literature	Writing to Sources
28	Constructed Response		2	CCSS.ELA-Literacy.RL.3.3	Reading Standards for Literature	Writing to Sources
29	Constructed Response		2	CCSS.ELA-Literacy.RL.3.2	Reading Standards for Literature	Writing to Sources
30	Constructed Response		2	CCSS.ELA-Literacy.RI.3.4	Reading Standards for Informational Text	Writing to Sources
31	Constructed Response		4	CCSS.ELA-Literacy.RI.3.3	Reading Standards for Informational Text	Writing to Sources

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2019 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.



Nebraska State Accountability

Grade 3 English Language Arts Practice Test

Name:

Directions:

On the following pages of your test booklet are passages and questions for the Grade 3 *Nebraska State Accountability–English Language Arts (NeSA–ELA)*.

Read these directions carefully before beginning the test.

This test will include several different types of questions. Some questions are based on one or two passages. Other questions are independent and will be answered based on the information provided in the question. Record all of your answers in the answer document.

The test will include questions that will ask you to provide your answer in a variety of ways.

- Some questions will ask you to select an answer from among four choices.
- Some questions will have two parts and require that you choose an answer or answers to each part.
- Some questions will ask you to construct an answer by following the directions given.

When you come to the word STOP at the end of the test, you have finished the Grade 3 English Language Arts Test. You may review the test to check your answers. Make sure you have marked all of your answers clearly and that you have completely erased any marks you do not want. When you are finished, put your answer sheet inside your test booklet and close your test booklet.

1. This question has two parts. Answer part A, and then answer part B.

Read the paragraph.

I like many kinds of pets, but I think dogs are the best. Dogs can learn to obey when their owners say, “Sit,” or “Come.” Dogs wag their tails or bark when they are excited. They are easy to feed because they seem to like almost everything. Dogs need to go for walks, and walks are good exercise for dog owners.

Part A

Which sentence BEST concludes the paragraph?

- A. Cats are good pets too.
- B. All in all, dogs are the best pets.
- C. Some dogs shed lots of fur in the spring.
- D. In the end, every pet is someone’s favorite.

Part B

Why is your choice in part A the BEST choice?

- A. It is a fact.
- B. It restates the opinion.
- C. It states another opinion.
- D. It gives a fact that supports the opinion.

2. Jen is taking notes for a paragraph about how to make orange juice.

Select the **three** notes that BEST support the topic. Select **three**.

- A. tastes good
- B. has vitamin C
- C. need a pitcher
- D. use cold water
- E. stir with a spoon
- F. made from citrus fruit

3. A student is writing a research report about trees. Read the sentences from the student's report and the directions that follow.

Trees are important, and we should plant more of them. Trees give people and animals food. Apples, peaches, nuts, and other foods grow on trees. Trees can give shade in hot weather. They help an area stay cool, so less electricity is used. Not only are trees useful, but they are beautiful. If you are able to help plant a tree, you should do it.

The student took additional notes about trees. Choose **two** notes that support the student's opinion. Choose **two**.

- A. Trees take many years to grow tall.
- B. Trees provide a place for animals to live.
- C. The trunk of a tree is protected by its bark.
- D. Trees put oxygen in the air for us to breathe.
- E. Many kinds of trees grow in parks around our country.
- F. You should give a tree plenty of water after planting it.

Luke's Paper Crane

Luke sat down and opened his reading book. A folded paper crane fell out. Luke picked it up and held it in his hand. His *ojiichan* (grandfather) had made it for him when he came to visit from Japan. Ojiichan had taken the paper wrapped around a pair of wooden chopsticks that he used to eat meals and folded it into a crane. He was always making things out of pieces of paper. Luke missed his grandfather.

He held up his grandfather's gift. The crane had been flattened between the pages of his book, so Luke gently pulled to straighten its neck. As he folded down its wings, his friend Brian noticed.

"Luke, what's that?" Brian asked.

"It's something my grandfather made me," he said, showing it to Brian. Now all the kids in the class wanted to see it too.

"Luke, what do you have that's more interesting than reading?" his teacher, Mr. Cruz, asked.

"Sorry," Luke said, putting his paper crane away. When Mr. Cruz returned to his desk, Luke took another peek at his paper crane.

"Luke," Mr. Cruz said, "may I please have that? You may have it back after school."

8 Luke could hardly wait for the school day to end. When it was finally over, he sped like a racecar up to Mr. Cruz's desk. "Mr. Cruz, may I have my paper crane back?"

"Of course, Luke," Mr. Cruz said, smiling. He opened his drawer and took out the paper crane. "I just hope next time you will pay more attention in class."

"Yes, Mr. Cruz," Luke said. Then he gently flattened the paper crane and carefully tucked it between the pages of his books.

"Did you make that crane, Luke?" his teacher asked. "It's very nice."

"No, my grandfather made it for me," Luke said proudly. "It reminds me of him, so I like to keep it with me."

"Ah, yes, Luke," Mr. Cruz said. "I understand. I also have one of those specially folded birds made by my grandfather. He could make all kinds of paper animals."

"Did your grandfather grow up in Japan, like mine, Mr. Cruz?" Luke asked.

"Oh, no," he said, laughing. "My grandfather grew up in Spain. A long time ago, the Spanish learned how to fold paper animals from the Japanese. In Spanish, we call a paper crane a *pajarita*. My grandfather folded paper animals his whole life. I always think of him when I make one myself."

"He sounds just like my grandfather," Luke said, smiling and tucking his paper crane into his book.

The next day, Luke opened his book in class. His paper crane was missing! He looked under the table and in his desk.

Luke was so upset. He couldn't wait until he could look for it after class. When all the kids had gone out to recess, Luke stayed behind.

"Luke, aren't you going to go outside?" Mr. Cruz asked.

"I've lost my grandfather's paper crane," he said, trying not to show he was upset.

"Oh, Luke," Mr. Cruz said, feeling bad, "let me help you look for it." Mr. Cruz and Luke looked all over the classroom but couldn't find it.

"Would it help to make one yourself?" Mr. Cruz asked Luke.

"No," he said, shaking his head. "I never learned how to make one from my grandfather."

"Would you like to learn, Luke?" Mr. Cruz asked. "I can teach you."

"Could you?" Luke asked excitedly. "I would really like to send one to my grandfather."

"Of course, Luke." Mr. Cruz reached into his desk. He took out several pairs of wooden chopsticks wrapped in paper.

Luke's eyes grew wide. He was so happy. "Thank you, Mr. Cruz!" he said, smiling at his teacher.

4. This question has two parts. Answer part A, and then answer part B.

Part A

What is the meaning of the word **crane** as it is used in the story?

- A. tool
- B. bird
- C. paper
- D. present

Part B

Which sentence from the story supports the answer in part A?

- A. He was always making things out of pieces of paper.
- B. As he folded down its wings, his friend Brian noticed.
- C. “It’s something my grandfather made me.”
- D. “Luke, what do you have that is more interesting than reading?”

5. In paragraph 8, how does the author use a literary device?
- A. The author uses a simile to show how quickly Luke moved.
 - B. The author uses personification to compare Luke’s speed to a racecar.
 - C. The author uses an idiom to explain why Luke wanted the school day to end.
 - D. The author uses onomatopoeia to describe the sound Luke’s feet make as he moves.

6. Choose **two** sentences from the story that BEST show the paper crane is important to Luke. Choose **two**.
- A. "I just hope next time you will pay more attention in class."
 - B. "Yes, Mr. Cruz," Luke said.
 - C. Then he gently flattened the paper crane and carefully tucked it back between the pages of his book.
 - D. "Did you make that crane, Luke?" his teacher asked. "It's very nice."
 - E. "No, my grandfather made it for me," Luke said proudly.
7. Which detail from the story BEST shows that Mr. Cruz is an understanding person?
- A. He wants all students in the class to finish their work.
 - B. He helps a student who has lost a special paper crane.
 - C. He knows how people in different countries learned to fold paper.
 - D. He can create a paper crane using the paper that is wrapped around chopsticks.
8. Which comparison between cultures is made in the story?
- A. languages
 - B. school
 - C. friends
 - D. artwork
9. What is the author's purpose for writing "Luke's Paper Crane"?
- A. to persuade the reader to visit a different country
 - B. to explain to the reader how to fold a paper crane
 - C. to entertain the reader by telling about a child's paper crane
 - D. to inform the reader about a grandfather's life in a different country

10. What is the BEST summary of the story?

- A. Luke shows his friend a paper crane that his grandfather made him. Luke's teacher takes the paper crane because Luke is supposed to be reading. The paper crane gets lost and Luke is upset.
- B. Luke has a special paper crane that his grandfather made for him. He takes the paper crane to school and loses it. His teacher helps him look for it at recess. When they cannot find the paper crane, Luke's teacher offers to teach him how to make a new one.
- C. Luke takes a paper crane to school. His grandfather made it for him. His teacher takes the paper crane. All of the kids in Luke's class want to see the paper crane and it gets lost. Luke is upset that he lost the paper crane. It reminds him of his grandfather who lives in Japan.
- D. Luke misses his grandfather who lives in Japan. Luke carries a paper crane with him to remind him of his grandfather. Luke would like to learn how to fold a paper crane so he can send one to his grandfather. Luke's teacher knows how to make a paper crane and offers to teach Luke how to make one.

The next two passages are paired. Read the first passage and then read the second passage.

Safe Slumber

Sleep is one of the most important things people do. It allows our bodies to heal themselves. Sleep also allows our bodies to rest. Without sleep, even simple jobs can be difficult. Other animals need sleep too!

A big problem for animals that live in the wild is staying safe while they sleep. Animals take care of this problem in different ways. Many animals hide themselves. Others have special ways of protecting themselves while they sleep.

A Safe Sleeping Bag

Parrotfish live among coral reefs in oceans. Finding a safe place to sleep at night can be tricky because many predators are active at night, like moray eels. At night, parrotfish usually sleep close to the rock in sheltered places like cracks. Some parrotfish go one step further to protect themselves by making a slime layer that covers their whole bodies. This covering acts like a sleeping bag and can provide a barrier that helps keep the parrotfish safe.

Set the Alarm

- 4 Anolis lizards live in many areas including tropical rain forests. They often sleep on leaves at the end of long branches. A leaf might seem like a strange bed, but it works like an alarm to keep the lizard safe. If a hungry snake wiggles a branch, the lizard wakes up and leaps to safety.

Building a Bed

Chimpanzees take their sleep very seriously. They want a comfortable bed that will allow them to have a good night's sleep. Scientists believe that chimpanzees carefully choose a tree that is strong. In this tree they build a nest. The nest is built using branches and leaves. Each day a chimpanzee builds itself a new, comfortable bed to sleep in.

Sleeping on the Job

Bottle-nosed dolphins have a special problem. They need to sleep, but they have to be on the ocean's surface to breathe. They also need to watch over their young so that nothing will harm them. What do they do? While half of the dolphin's brain sleeps, the other half stays awake. This allows a dolphin to rest while slowly swimming along, breathing at the surface and watching over its young. After a couple of hours, the sleeping half of the dolphin's brain wakes up while the other half **snoozes**.

The most amazing sleep belongs to a seabird called the sooty tern. Sooty terns nest on islands. When they are not nesting, they live for many years in the sky and on the surface of the sea. When and where can they sleep? Scientists believe that the sooty terns are able to sleep while they are flying. This allows them to rest while staying out of the reach of predators.

Scientists still have a lot to learn about sleep. One thing is sure, though: most animals need sleep to stay healthy. Remember that the next time you want to stay up late.

Now read the second passage.

Where Do Animals Sleep?

Many people sleep snugly in their beds. But where do the animals that live in the wild sleep? Many wild animals sleep in the same area that they spend their days. Their habitats, or places where the animals live, are where animals are most safe.

Animals That Sleep in Trees

Sleeping in a tree can help to keep an animal safe. High up in the treetop, many animals are able to keep a distance from their enemies. It is not surprising that many birds choose to sleep in trees. Some hide in holes. Others find a branch to rest on.

Other animals sleep in trees too. Many chimpanzees build nests out of branches and vines in the trees. Each night a chimpanzee will build itself a new nest. Some kinds of squirrels also sleep in trees. Their nests are often made of leaves.

Animals That Sleep Upside Down

Some animals sleep upside down. Sloths hold on by their toes or claws and hang upside down from tree branches. Hanging upside down helps the sloth hide from predators.

Bats sleep hanging upside down too. They sleep inside caves, trees, or even barns or attics. By hanging upside down, bats are ready to take flight if they are in danger.

Insects That Sleep on Flowers or Plants

Some animals use their colors to blend in. This way, they cannot be seen while they sleep. Some butterflies sleep on flowers. Some bees sleep inside flowers or under leaves. These two insects blend in with flowers very well.







Animals That Sleep in the Water

Some birds that live in or near water will sleep standing in the water. It is believed that sleeping on their feet allows these birds to take off quickly if they are in any danger. When birds sleep with only their feet in the water, it may help them to look like sticks in the water. This tricks predators into thinking they are sticks and not something the predators would like to eat.

Fishes sleep in many different ways. Some rest on the lake or sea bottom, and some bury themselves in the sand or mud. This way of sleeping also works as a disguise. It can help fishes to hide from their enemies. Fishes sleep with their eyes open because they have no eyelids.

Fishes and mammals, insects and birds—each creature on the planet has its own special place to sleep. Sweet dreams!

How Much Sleep Do Animals Need Each Day?

 giraffe	 bottle-nosed dolphin	 chimpanzee	 sloth	 squirrel	 brown bat
about 2 hours	about 10 hours	about 10 hours	about 14 hours	about 15 hours	about 20 hours

11. How is the information organized in paragraph 4 of “Safe Slumber”?
- A. Description is used to show what a special type of lizard looks like.
 - B. Sequence is used to explain one lizard’s process for going to sleep.
 - C. Cause and effect is used to explain what can happen when a lizard sleeps on a leaf.
 - D. Compare and contrast is used to show how a lizard’s sleep is different than other animals.
12. Based on the suffix **–able**, what is the meaning of **comfortable**?
- A. produces comfort
 - B. has the most comfort
 - C. without comfort
 - D. one who can comfort
13. Which word is a synonym for **snoozes** as used in “Safe Slumber”?
- A. swims
 - B. slows
 - C. stays
 - D. sleeps

14. This question has two parts. Answer part A, and then answer part B.

Part A

What is the main idea of “Where Do Animals Sleep”?

- A. Animals sleep just like people.
- B. Animals sleep where they can stay safe.
- C. Animals that sleep in trees build nests.
- D. Animals can trick predators by blending in.

Part B

Select **two** details that support the main idea. Select **two**.

- A. Many people sleep snugly in their beds.
- B. High up in the treetop, many animals are able to keep a distance from their enemies.
- C. Each night a chimpanzee will build itself a new nest.
- D. Hanging upside down helps the sloth hide from predators.
- E. Fishes sleep with their eyes open because they have no eyelids.

15. Based on the chart in “Where Do Animals Sleep,” which animals need the same amount of sleep each day?
- A. bottle-nosed dolphin and chimpanzee
 - B. bottle-nosed dolphin and squirrel
 - C. sloth and chimpanzee
 - D. sloth and squirrel

16. Choose whether each idea is supported by information in “Safe Slumber,” “Where Do Animals Sleep,” or BOTH passages. Record the answers on the answer document.

	1. “Safe Slumber”	2. “Where Do Animals Sleep”	3. BOTH
a. Some insects have special ways of blending in.			
b. Sooty terns are able to sleep while flying.			
c. Chimpanzees build nests in trees.			

17. What makes BOTH passages nonfiction?
- A. Both passages teach important lessons.
 - B. Both passages are written using paragraphs.
 - C. Both passages include facts about animal sleep.
 - D. Both passages tell a story about sleeping animals.

18. Both “Safe Slumber” and “Where Do Animals Sleep” tell about ways that different animals sleep. Explain why animals sleep in different ways. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

**Writer’s Checklist for the
Text-Dependent Analysis Question**

PLAN before you write

- Read the prompt carefully.
- Read the text(s) carefully.
- Think about how the prompt relates to the text(s).
- Organize your ideas on scratch paper. You may use a thought map, outline, or other prewriting activity to plan your response.

FOCUS while you write

- Analyze the information from the text(s) as you write.
- Use relevant and accurate evidence from the text(s) to support your response.
- Organize your response with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my final draft in the response box.
- ☐ I wrote my response in English.
- ☐ I stayed focused on answering the question.
- ☐ I used/cited evidence from the text(s) to support my response.
- ☐ I corrected errors in capitalization, spelling, sentence structure, punctuation, and word choice.

**Grade 3
ELA Practice Test
Answer Key**

1.	Part A: B Part B: B
2.	C, D, E
3.	B, D
4.	Part A: B Part B: B
5.	A
6.	C,E
7.	B
8.	D
9.	C
10.	B
11.	C
12.	A
13.	D
14.	Part A: B Part B: B, D
15.	A
16.	a. 2, b. 1, c. 3
17.	C
18.	refer to TDA rubric

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