

Grade 3  
English Language Arts/Literacy  
**Test Booklet**

*Practice Test*

ELA03FS

# Unit 1

**Directions:**

Today, you will take Unit 1 of the Grade 3 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

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*by* Thornton W. Burgess

- 11 "The Best Thing in the World," said Bobby Raccoon to himself, "why, that must be a whole field of sweet milky corn! I think I'll go and find it."
- 12 So Bobby Raccoon climbed down out of the great hollow tree and started down the Lone Little Path through the wood as fast as he could go after Striped Chipmunk and Peter Rabbit, for there is nothing that Bobby Raccoon likes to eat so well as sweet milky corn.
- 13 At the edge of the wood they met Jimmy Skunk.
- 14 "Where are you going in such a hurry?" asked Jimmy Skunk.
- 15 "Down in the Green Meadows to find the Best Thing in the World!" shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon. Then they all tried to run faster.
- 16 "The Best Thing in the World," said Jimmy Skunk. "Why, that must be packs and packs of beetles!" And for once in his life Jimmy Skunk began to hurry down the Lone Little Path after Striped Chipmunk and Peter Rabbit and Bobby Raccoon.
- 17 They were all running so fast that they didn't see Reddy Fox until he jumped out of the long grass and asked:
- 18 "Where are you going in such a hurry?"
- 19 "To find the Best Thing in the World!" shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk, and each did his best to run faster.
- 20 "The Best Thing in the World," said Reddy Fox to himself. "Why, that must be a whole pen full of tender young chickens, and I must have them."
- 21 So away went Reddy Fox as fast as he could run down the Lone Little Path after Striped Chipmunk, Peter Rabbit, Bobby Raccoon and Jimmy Skunk.
- 22 By and by they all came to the house of Johnny Chuck.
- 23 "Where are you going in such a hurry?" asked Johnny Chuck.
- 24 "To find the Best Thing in the World," shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk and Reddy Fox.
- 25 "The Best Thing in the World," said Johnny Chuck. "Why I don't know of anything better than my own little home and the warm sunshine and the beautiful blue sky."

- 



**1. Part A**

What does **cross** mean as it is used in paragraph 28 of “Johnny Chuck Finds the Best Thing in the World”?

- Ⓐ excited
- Ⓑ lost
- Ⓒ upset
- Ⓓ scared

**Part B**

Which statement **best** supports the answer to Part A?

- Ⓐ “. . . ran this way and ran that way . . .”
- Ⓑ “. . . hadn’t found the Best Thing in the World.”
- Ⓒ “. . . they started up the Lone Little Path . . . .”
- Ⓓ “They didn’t hurry now . . . .”



**3. Part A**

What is the moral of “Johnny Chuck Finds the Best Thing in the World”?

- Ⓐ Sometimes you can find happiness by following others.
- Ⓑ You will usually be happy when you are by yourself.
- Ⓒ Sometimes you must search for happiness.
- Ⓓ You can be happy with what you have.

**Part B**

Which detail from the story **best** supports the answer to Part A?

- Ⓐ ““Where are you going in such a hurry?’ asked Johnny Chuck.” (paragraph 23)
- Ⓑ ““Why I don’t know of anything better than my own little home and the warm sunshine and the beautiful blue sky.”” (paragraph 25)
- Ⓒ “The sun was very, very warm and they ran so far and they ran so fast . . . .” (paragraph 27)
- Ⓓ “When the long day was over they started up the Lone Little Path past Johnny Chuck’s house to their own homes.” (paragraph 28)

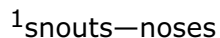




*by* Helen Lester



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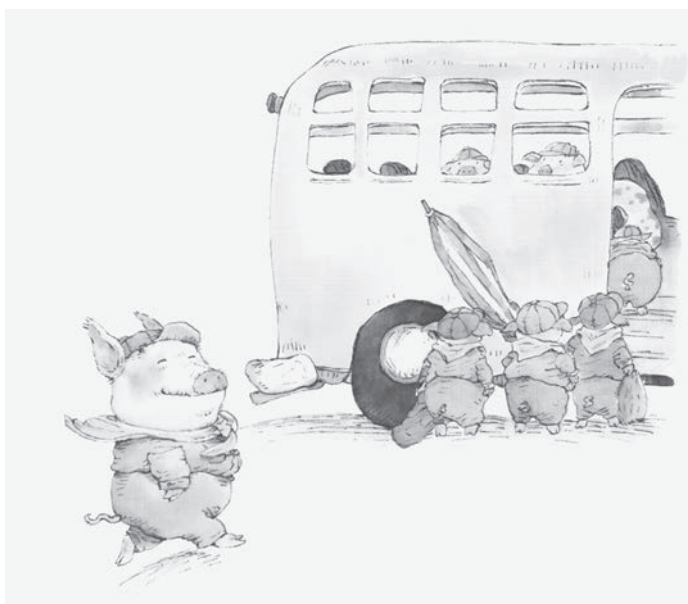


- 5 One Saturday, Pinkerton's Pig Scout troop went on a day trip to the beach. Pinkerton was first on the bus and sat in the front row.
- 6 He was first off the bus, first in the water, first out of the water, and first into the picnic basket.
- 7 After lunch the Pig Scouts decided to go for a hike. Off they went, with Pinkerton leading the line, of course. As the Pig Scouts marched across the sand, they heard a faint voice far in the distance.
- 8 The voice called out, "Who would care for a sandwich?" Pinkerton pricked up his pointy ears. Care for a sandwich? Oh yes, me first! he thought, and he began to trot ahead of the others.
- 9 Soon he heard the voice again, closer and louder this time. "WHO WOULD CARE FOR A SANDWICH?"
- 10 "ME FIRST!" cried Pinkerton, kicking up sand and leaving the other Pig Scouts far behind. His imagination almost burst. Peanut butter! Jelly! Two tomatoes! Seven pickles! A slab of cheese! A blob of mayo! A smear of mustard. All for ME! FIRST!
- 11 "WHO WOULD CARE FOR A SANDWICH?"
- 12 Now at a full gallop Pinkerton shrieked, "ME FIRST!" Over a sandy hill he flew and . . . *Kerplop*. He landed face to face with a small creature with a bump on her nose and fur on her toes.
- 13 "Am I glad to see you!" she cackled. "I sure could hear you coming: 'Me first. ME FIRST! ME FIRST!' I guess you *really* would care for a sandwich."
- 14 "Oh, yes indeed," replied Pinkerton. He jumped up and down so fast his teeth jiggled.
- 15 "Good!" cackled the small creature.
- 16 Pinkerton waited. One second. Two seconds. Three seconds. "Well?" he asked.
- 17 "Well what?" replied the small creature.
- 18 "The sandwich," begged Pinkerton. "Where's . . . the sandwich?"
- 19 The small creature curtsied.<sup>2</sup> "You're looking at her." She went on, "I am a Sandwich, and I live in the sand, and you said you would care for a Sandwich, so here I am. Care for me."

<sup>2</sup>curtsied—bent her knees and bowed



- 30 "Then how about making up something—oh, how about something concerning a pushy pig who always wanted to be first?"
- 31 Pinkerton sighed and began, "Once upon a time there lived a pig who always wanted to be first, until one day he met a wise Sandwich—"
- 32 "Wise and beautiful," cut in the Sandwich.
- 33 "—a wise and beautiful Sandwich who showed him that FIRST was not always BEST."
- 34 "Aha!" cackled the Sandwich. She gave Pinkerton a slow, serious, and meaningful wink. "Have you learned something?"
- 35 "Oh yes, yes, yes," said Pinkerton. "I promise I have."
- 36 "In that case, thanks for the care. Goodbye and good luck." She opened the gate and Pinkerton sped off so fast he didn't even notice the delicious sandwich she held out to him.



- 37 He was just in time to catch the bus. On he scooted—pink, plump, and glad to be last.

From ME FIRST by Helen Lester, illustrated by Lynn Munsinger. Text copyright © Helen Lester. Illustrations copyright © 1992 by Lynn Munsinger. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



Ⓐ Pinkerton feels pain.

Ⓑ Pinkerton feels tired.

Ⓒ Pinkerton feels excited.

Ⓓ Pinkerton feels nervous.

- Ⓐ "Soon he heard the voice again, closer and louder this time." (paragraph 9)
- Ⓑ "His imagination almost burst." (paragraph 10)
- Ⓒ "He landed face to face with a small creature. . . ." (paragraph 12)
- Ⓓ "Pinkerton waited. One second. Two seconds." (paragraph 16)

5.

**Part A**

Which statement **best** describes what the picture adds to the story?

- Ⓐ The picture shows that Pinkerton is hungry.
- Ⓑ The picture shows that the other Scouts are upset at Pinkerton.
- Ⓒ The picture shows that the Scouts take different items to the beach.
- Ⓓ The picture shows that Pinkerton has learned how to behave.

**Part B**

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

- Ⓐ "He would do anything to be first, even if it meant bouncing off bellies, stepping on snouts, or tying tails." (paragraph 1)
- Ⓑ "One Saturday, Pinkerton's Pig Scout troop went on a day trip to the beach." (paragraph 5)
- Ⓒ "After lunch the Pig Scouts decided to go for a hike." (paragraph 7)
- Ⓓ "He was just in time to catch the bus." (paragraph 37)





- Write an essay that explains how Old Mother West Wind's and the Sandwich's words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

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.



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# Unit 2

**Directions:**

Today, you will take Unit 2 of the Grade 3 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

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Read the article "A Howling Success." Then answer questions 8 through 11.

*by* Gerry Bishop

- 
- A black and white photograph of a wolf lying on a grassy hill, howling with its head tilted back. The wolf's fur is thick and textured, with dark and light patches visible. The background is dark and out of focus, suggesting a forest or a night scene. The lighting highlights the wolf's face and the texture of its fur.

© timfitzharris.com

- 22

**GO ON ►**

- 4 In fact, many American pioneers disliked wolves. They worried that the predators would attack their cows, sheep, horses—or even children. So they killed every wolf they could. The U.S. government even encouraged this widespread killing. As a result, by the mid-1900s, only about 400 wolves still survived in the “lower 48”<sup>1</sup> states.

### THE COMEBACK BEGINS

- 5 Then things began to change. In 1973, the Endangered Species Act became law. It helped protect gray wolves—and many other animals and plants that were in danger of becoming extinct.
- 6 But was it enough just to protect the few remaining wolves? Wouldn’t it be better to try to bring wolves back to some of the places they once lived? Many people thought so. And that’s where this success story really begins.

### CATCH AND RELEASE

- 7 Yellowstone National Park is one of the wildest places in the United States. But until a few years ago, something very important was missing: wolves! The ones that had lived there had all been wiped out. To set things right again, the U.S. government decided to bring wolves back to Yellowstone.
- 8 The plan took off in 1995, when scientists captured 14 wolves in Canada. (Wolves were still plentiful there.) Then they took the captured wolves to Yellowstone and put them into huge outdoor pens. As soon as the wolves got used to their surroundings, the scientists set them free in the wild. Finally, after about 70 years, wolves were roaming Yellowstone once again.

### EARLY SUCCESS

- 9 Within a few hours of leaving their pens, the wolves made their first kill. It was an elk—a kind of huge deer that had been their favorite prey in Canada. The wolves, it seems, were quickly making themselves right at home.
- 10 Elk had been living wolf-free in Yellowstone for many years. Their herds had grown bigger and bigger. More young grew into adults. Even the old and weak herd members managed to survive longer than usual. But from now on, the wolves would help to keep the number of elk under control.

<sup>1</sup>“lower 48”—the continental states of the United States excluding Alaska and Hawaii

**SERIAL #**

- 15 But are the animals truly safe yet? Scientists are doing all they can to make sure they are. For instance, they're keeping track of the packs' movements and frequently checking the wolves' health. They're also watching the packs defend their territories. And they're studying elk and other wolf prey to see how they're surviving in a new kind of world—one where wolves often rule.

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□

(A) watching  
 (B) hunting  
 (C) doing well  
 (D) having fun

Which phrase from the article helps the reader understand the meaning of the word **thriving**?

- 

**9. Part A**

What is a **main** idea of "A Howling Success"?

- Ⓐ Wolves have been missing from Yellowstone for over 70 years.
- Ⓑ Many people feared wolves and wanted them out of the park.
- Ⓒ Wolves helped control the number of elk living in the park.
- Ⓓ Scientists helped increase the number of wolves in Yellowstone.

**Part B**

Which detail from the article **best** supports the answer to Part A?

- Ⓐ "They worried that the predators would attack their cows, sheep, horses . . . " (paragraph 4)
- Ⓑ "Then things began to change." (paragraph 5)
- Ⓒ ". . . living wolf-free in Yellowstone for many years." (paragraph 10)
- Ⓓ ". . . captured 17 more adult wolves in Canada and released them into the park." (paragraph 12)



Which section from "A Howling Success" introduces how the scientists helped the wolves feel comfortable in the park?

- ## Part B

Which statement from the article supports the answer to Part A?

- Ⓐ Wolves were brought to Yellowstone and put in outdoor pens.
- Ⓑ Wolves released in Yellowstone are doing well.
- Ⓒ A law was passed in 1973 to protect endangered animals.
- Ⓓ Several wolf packs in Yellowstone had puppies.

Look at the second photograph. What additional information about wolves is learned from the photograph?

- Ⓐ Wolves sometimes howl before eating a meal.
- Ⓑ Elk sometimes enter a river to get away from wolves.
- Ⓒ Wolves follow their prey until the prey gets tired.
- Ⓓ Elk are better swimmers than wolves.

Which words from the caption **best** support the answer to Part A?

- Ⓐ "WAITING GAME . . ."
- Ⓑ ". . . wolves pace nearby . . ."
- Ⓒ ". . . elk finds safety . . ."
- Ⓓ ". . . the pack gives up the hunt . . ."

Read the article “The Missing Lynx” and then answer question 12.

## The Missing Lynx

by Kathy Kranking

Meet the most endangered wild cat in the world—the *Iberian* (eye-BEER-ee-un) *lynx*. A hundred years ago, thousands of these lynxes roamed Spain and nearby Portugal—part of the region that makes up Iberia. But by the 1990s, they were missing from almost the entire area. Fewer than 100 remained in the wild.

There are a number of reasons Iberian lynxes have become so rare. One reason is that some of the land they need has been taken for farming and building. Another is that roads cut through the lynxes’ habitat, so the cats are sometimes hit by cars. Also, people illegally kill them.

But one of the biggest reasons the lynxes are disappearing has to do with their diet: These cats eat rabbits and little else. Unfortunately, in the last 60 years, rabbits in lynx areas have been almost wiped out by disease and hunting. As the rabbits disappeared, the lynxes have, too. So this is really as much a story about missing rabbits as it is about missing lynxes. To save the lynxes, scientists have to help the rabbits.

To help the lynxes, scientists came up with a plan to bring back the rabbits. They created “rabbitats.” (The word is a cross between “rabbit” and “habitats.”) In the rabbitats are artificial burrows—tubes that go underground in the way that real rabbits do.

The scientists put fences around big areas containing the rabbitats. The fences were high enough to keep out rabbit predators such as foxes, mongooses, and boars. But lynxes could easily jump over them. That meant they wouldn’t have to compete with other predators for food.

Finally, the scientists released more than 1,000 rabbits into the rabbitats. The rabbits had been given shots to protect them from disease. With fewer predators and with ready-made burrows to live in, the rabbits would be able to start breeding right away.

## OPERATION: LYNX

- 7 Putting back the rabbits was one part of the puzzle. Putting back the lynxes was another.
- 8 When scientists first saw how endangered the Iberian lynx had become, they took some wild lynxes and brought them to breeding centers. There the animals could mate and have babies in safety. The goal was to have more lynxes to release back into the wild.
- 9 Over the years, the lynxes in the breeding centers multiplied. Finally, it was time to release some of them.

## MAKING LYNXES WELCOME

- 10 But before that could happen, scientists needed to work with landowners to stop them from killing lynxes that came onto their properties. The landowners wanted to hunt the rabbits for themselves and didn't want the lynxes to get them first. Now scientists have been able to convince many landowners to allow lynxes to live on their land. The scientists explained to the landowners that lynxes keep other rabbit predators out of their territory. That means there can still be plenty of rabbits for both the lynxes and the hunters. Once many landowners had agreed, the lynxes were released.

## HOPE FOR THE FUTURE

- 11 The lynxes have adapted well to their new home and are even having lots of babies. In addition to releasing captive-bred lynxes, scientists also moved some wild lynxes to new areas where there hadn't been any in a long time.
- 12 After all these efforts to rescue the Iberian lynx, there is some good news. In the last 10 years, the lynx population has tripled! Today more than 300 lynx roam free. There is still a long way to go, but the hope is that these special cats are on the road to recovery.

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**12. Part A**

What is the meaning of the phrase **wiped out** as it is used in paragraph 3 of the article "The Missing Lynx"?

- Ⓐ destroyed
- Ⓑ made very tired
- Ⓒ hidden
- Ⓓ pushed away

**Part B**

Which word from paragraph 3 helps the reader understand the meaning of **wiped out**?

- Ⓐ biggest
- Ⓑ diet
- Ⓒ disappeared
- Ⓓ areas

### 13. Part A

Ⓐ Scientists brought in smaller animals to help feed the larger animals.

Ⓑ Scientists worked to return animals to their natural habitats.

Ⓒ Scientists warned hunters not to harm the endangered animals.

Ⓓ Scientists had a difficult time saving the endangered animals.

Which detail from “The Missing Lynx” supports the answer to Part A?

- Ⓐ “. . . roads cut through the lynxes’ habitat, so the cats are sometimes hit by cars.” (paragraph 2)
- Ⓑ “. . . released more than 1,000 rabbits into the rabbitats.” (paragraph 6)
- Ⓒ “The landowners wanted to hunt the rabbits for themselves . . . .” (paragraph 10)
- Ⓓ “. . . also moved some wild lynxes to new areas . . . .” (paragraph 11)

- Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use specific details and examples from both articles to support your ideas.

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**Today you will read the story “A Once-in-a-Lifetime Experience.” Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.**

Read the story “A Once-in-a-Lifetime Experience.” Then answer questions 15 through 19.

## A Once-in-a-Lifetime Experience

*by Sandra Beswetherick*

- 1 It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.
- 2 “Great idea!” Dad said. “It’ll be a once-in-a-lifetime experience for him, one he’ll never forget.”
- 3 Dad and I didn’t realize how true that would turn out to be.
- 4 The car blew a tire on the way to our campsite. Not an impressive start.
- 5 “A minor setback, that’s all,” Dad said as Derrick and I tumbled out of the car to help.
- 6 It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze blowing off the lake.
- 7 Derrick shivered as he examined the sky. “That isn’t snow, is it?”
- 8 “Snow?” I said.
- 9 “It never snows in March!” Dad protested.
- 10 But those big flakes fell fast and heavy, blanketing the ground.
- 11 I burst out laughing. Derrick grinned. But Dad was horrified. He hustled us into the tent so we wouldn’t catch pneumonia<sup>1</sup> or something. But first he made sure we didn’t track any snow into the tent with us.
- 12 “We need to keep the floor dry,” Dad insisted. “There’s nothing worse than sleeping in wet sleeping bags.”

<sup>1</sup>catch pneumonia—get sick



- 26 Derrick joined in. "Fishy," he crooned, looking down into the water. "Here, fish, fish." When he turned back to me, his eyes were bulged, his mouth was puckered, and he was gulping down air the way a fish gulps water. The perfect fish-face!
- 27 I let out a whoop and made a fish-face of my own, my open hands on either side of my head for gills. "Fishy!"
- 28 Derrick and I turned our fish-faces toward Dad. There sat Dad with the goggled eyes and downturned frown of his favorite fish, the largemouth bass. "Fishy, fishy, bite my hook," he chanted in a throaty voice, "so I can take you home to cook."
- 29 Derrick hooted with laughter and fell into the bottom of the boat. Dad's bass frown upturned into a grin.
- 30 Lucky that Dad's mood improved when it did, because it was about then that the boat started sinking.
- 31 "Mr. Adams," Derrick asked, "should there be this much water in your boat?"



- 32 "Holy mackerel!" Dad yelled. He reached for the motor. "You guys, bail!<sup>3</sup>"
- 33 We barely reached shore, the boat sloshing with water.
- 34 That night, as we sat around the campfire toasting marshmallows, Derrick admitted he'd been worried about coming on the trip. "But it's been incredible," he said. "I'll never forget it. Thanks for inviting me."
- 35 "You're welcome," said Dad. "We're glad you came."

<sup>3</sup>bail—scoop water out of the boat

38 As for Dad, he smiled a brave smile.



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**15. Part A**

Read paragraph 14 from the story.

Maybe the cola was warm, or maybe it had been jostled too much, because when Dad opened it, that bottle erupted like Mount Vesuvius. Cola overflowed like lava. Dad dropped the bottle. It rolled across the tent floor spewing its contents, and we ended up perched on our sleeping bags like castaways adrift in a cola sea.

What does **that bottle erupted like Mount Vesuvius** mean as used in the paragraph?

- Ⓐ The cola bottle was open and floating in the water.
- Ⓑ The cola was bubbling and spilling out.
- Ⓒ The cola bottle was moving around.
- Ⓓ The cola was hot.

**Part B**

Which detail from paragraph 14 supports the answer to Part A?

- Ⓐ "... the cola was warm . . . ."
- Ⓑ "... jostled too much . . ."
- Ⓒ "... over flowed like lava."
- Ⓓ "... perched on our sleeping bags . . ."

Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?

- ## Part B

- Ⓐ "... his favorite fish, the largemouth bass."
- Ⓑ "'Fishy, fishy, bite my hook,' he chanted . . . ."
- Ⓒ "Dad's bass frown upturned into a grin."
- Ⓓ "... the boat started sinking."
- Ⓔ "... should there be this much water in your boat?"
- Ⓕ "We barely reached shore . . . ."

**17. Part A**

Derrick asks if there should be water in the boat. How does Dad respond to this event?

- Ⓐ Dad starts to feel better.
- Ⓑ Dad talks about how much fun it is to catch fish.
- Ⓒ Dad is sad that the trip was not a success.
- Ⓓ Dad gets everyone to work together to make it safely back to shore.

**Part B**

Which detail from the story supports the answer to Part A?

- Ⓐ “And wait until you taste some fried, freshly caught fish . . . .” (paragraph 21)
- Ⓑ “You guys, bail!” (paragraph 32)
- Ⓒ “. . . the boat sloshing with water.” (paragraph 33)
- Ⓓ “Thanks for inviting me.” (paragraph 34)



What is a central message of the story?

What is a central message of the story?

- ## Part B

Which sentence from the story supports the answer to Part A?

- Ⓐ "There was a stiff, icy breeze blowing off the lake." (paragraph 6)
- Ⓑ "'The snow should be gone tomorrow.'" (paragraph 13)
- Ⓒ "'We're glad you came.'" (paragraph 35)
- Ⓓ "As for Dad, he smiled a brave smile." (paragraph 38)

Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

[illegible]

[illegible]

Read the passage from “What Is a Spacewalk?” Then answer questions 20 through 23.

## from “What Is a Spacewalk?”

by NASA



NASA—Public Domain

**Ed White was the first American to perform a spacewalk.**

### **Why Do Astronauts Go on Spacewalks?**

- 1 Astronauts go on spacewalks for many reasons. Spacewalks let astronauts work outside their spacecraft while still in space. Astronauts can do science experiments on a spacewalk. Experiments can be placed on the outside of a spacecraft. This lets scientists learn how being in space affects different things.
- 2 Spacewalks also let astronauts test new equipment. They can repair satellites or spacecraft that are in space. By going on spacewalks, astronauts can fix things instead of bringing them back to Earth to fix.

### **How Do Astronauts Go on Spacewalks?**

- 3 When astronauts go on spacewalks, they wear spacesuits to keep themselves safe. Inside spacesuits, astronauts have the oxygen they need to breathe. They have the water they need to drink.
- 4 Astronauts put on their spacesuits several hours before a spacewalk. The suits are pressurized. This means that the suits are filled with oxygen.

- 
- A black and white photograph of an astronaut inside the International Space Station. The astronaut is wearing a white spacesuit with an American flag patch on the chest and is working on a large, complex piece of equipment. The equipment has many cables and connectors. The astronaut is floating in the air, and the background shows the interior of the station with various panels and equipment.

NASA—Public Domain

## How Do Astronauts Stay Safe During Spacewalks?

- 49

**GO ON ►**

8 Another way astronauts stay safe during spacewalks is by wearing a SAFER. SAFER stands for Simplified Aid for EVA Rescue. SAFER is worn like a backpack. It uses small jet thrusters to let an astronaut move around in space. If an astronaut were to become untethered and float away, SAFER would help him or her fly back to the spacecraft. Astronauts control SAFER with a small joystick, like on a video game.

from "What Is a Spacewalk?" by NASA—Public Domain

What does the word **thrusters** mean as it is used in paragraph 8 of the passage?

- Ⓐ ropes that connect
- Ⓑ machines that power
- Ⓒ spacesuits that protect
- Ⓓ bags that hold tools

Which detail from the passage helps the reader understand the meaning of **thrusters**?

- Ⓐ "... hooked to the spacewalker." (paragraph 7)
- Ⓑ "... is worn like a backpack." (paragraph 8)
- Ⓒ "... fly back to the spacecraft." (paragraph 8)
- Ⓓ "... with a small joystick . . ." (paragraph 8)

**21. Part A**

How does the first picture in the passage support the idea that spacewalks can be dangerous for astronauts?

- Ⓐ by showing how thin and light the spacesuits are
- Ⓑ by showing an astronaut doing work in space
- Ⓒ by showing how an astronaut is connected to a spacecraft
- Ⓓ by showing a tool used on a spacewalk

**Part B**

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

- Ⓐ "They can repair satellites or spacecraft that are in space."  
(paragraph 2)
- Ⓑ "Once in their suits, astronauts breathe pure oxygen for a few hours."  
(paragraph 5)
- Ⓒ "These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists and knees." (paragraph 5)
- Ⓓ "The safety tethers keep astronauts from floating away into space."  
(paragraph 7)



What is the connection between paragraphs 4 and 5 of the passage?

- ## Part B

- Ⓐ "... put on their spacesuits . . ." (paragraph 4)
- Ⓑ "... hours before a spacewalk." (paragraph 4)
- Ⓒ "... the suits are filled with oxygen." (paragraph 4)
- Ⓓ "... gets rid of all the nitrogen in an astronaut's body." (paragraph 5)
- Ⓔ "... can cause astronauts to feel pain . . ." (paragraph 5)
- Ⓕ "... affects the places where the body bends." (paragraph 5)

**23. Part A**

What is the main idea of the passage from "What Is a Spacewalk?"

- Ⓐ Astronauts wear spacesuits that allow them to breathe and move in space.
- Ⓑ Astronauts need special machines to study outer space.
- Ⓒ Astronauts go on spacewalks to do important experiments.
- Ⓓ Astronauts have special tools to stay safe and work in space.

**Part B**

Which **two** details from the passage support the answer to Part A?

- Ⓐ "Astronauts go on spacewalks for many reasons." (paragraph 1)
- Ⓑ "This lets scientists learn how being in space affects different things." (paragraph 1)
- Ⓒ "They can repair satellites or spacecraft that are in space." (paragraph 2)
- Ⓓ "Once in their suits, astronauts breathe pure oxygen for a few hours." (paragraph 5)
- Ⓔ "This pain is called getting 'the bends' because it affects the places where the body bends." (paragraph 5)
- Ⓕ "When on a spacewalk, astronauts use safety tethers to stay close to their spacecraft." (paragraph 7)



**ELA/Literacy: Grade 3**  
**Paper Practice Test Answer and Alignment Document**

<b>Unit 1</b>		
<b>Items 1-7</b>		
<b>Task:</b> Literary Analysis (LAT)		
<b>Passage 1:</b> “Johnny Chuck Finds the Best Thing In the World” by Thornton Burgess		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
1 VH057949	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL1; RL4
2 VH055457	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RL1; RL2; RL3
3 VH055453	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RL1; RL2
<b>Passage 2:</b> “Me First” by Helen Lester		
4 VH055449	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL1; RL4; L4
5 VH177725	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RL1; RL7
6 VH055456	<b>Item Type:</b> TECR <b>Part A:</b> D <b>Part B:</b> C	RL1; RL3
<b>Passage 1:</b> “Johnny Chuck Finds the Best Thing In the World” by Thornton Burgess and <b>Passage 2:</b> “Me First” by Helen Lester		
7 VH055714	<b>Item Type:</b> PCR Refer to Grade 3 Scoring Rubric	RL1; RL3; W2; W4-10
<b>Unit 2</b>		
<b>Items 1-7</b>		
<b>Task:</b> Research Task (RST)		
<b>Passage 1:</b> “A Howling Success” by Gerry Bishop		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
1 VH176659	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> C	RI1; RI4
2 VH176663	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D	RI1; RI2
3 VH176672	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RI1; RI5
4 VH176680	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RI1; RI7
<b>Passage 2:</b> “The Missing Lynx” by Kathy Kranking		
5 VH176479	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RI1; L4

<b>Passage 1:</b> “A Howling Success” by Gerry Bishop and <b>Passage 2:</b> “The Missing Lynx” by Kathy Kranking		
6 VH176730	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RI1; RI2; RI9
7 VH176770	<b>Item Type:</b> PCR Refer to Grade 3 Scoring Rubric	RI1; RI3; RI9 W2; W4-10
<b>Unit 3</b>		
<b>Items 1-5</b>		
<b>Task:</b> Narrative Writing (NWT)		
<b>Passage:</b> “A Once-in-a-Lifetime Experience” by Sandra Beswetherick		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
1 VH055463	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RL1; RL4; RL5
2 VH055461	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B and C	RL1; RL3
3 VH185513	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RL1; RL2
4 VH055431	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	L1; RL2
5 VH055465	<b>Item Type:</b> PCR Refer to Grade 3 Scoring Rubric	W3-10
<b>Items 6-11</b>		
<b>Passage Type:</b> Informational S/M		
<b>Passage:</b> from “What is a Spacewalk?” by NASA		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
6 A1490	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RI1; RI4; L4
7 A1493	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D	RI1; RI7
8 A1494	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> C, D	RI1; RI8
9 A1498	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D, F	RI1; RI2