

# Illinois IAR Grade 3 English Language Arts Practice

Exam Materials  
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Answer Key Materials  
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# 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.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Be sure to keep your response within the provided space. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.



*by* Thornton W. Burgess

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- 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."

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**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

20 All Pinkerton could say was "But I . . ."

21 Taking no notice, the Sandwich continued, "You said, 'Me first.' You wanted to be the first to care for me. Well, congratulations! Now just come along to my sand castle." Grabbing Pinkerton firmly by the sleeve, she led him around a few bends.

22 Before he could say "But I . . ." again, the gate to her castle closed.

23 "All right, my pink, plump, pushy one, now you care for me. You may have the honor of being the FIRST to powder my nose and comb my toes."

24 Seeing no way out, Pinkerton powdered her nose and combed her toes.



25 "Next," she crowed, "you may be the FIRST to put my supper in a bucket and feed me with a shovel." Pinkerton looked around. He had no choice. He put her supper in a bucket and fed her with a shovel.

26 Rubbing her tummy, the Sandwich spoke on: "Finally, after you've had the privilege<sup>3</sup> of being the FIRST to wash my dishes and sweep my castle and do my laundry and curl my hair and tuck me in, you may be the FIRST to tell me a bedtime story."

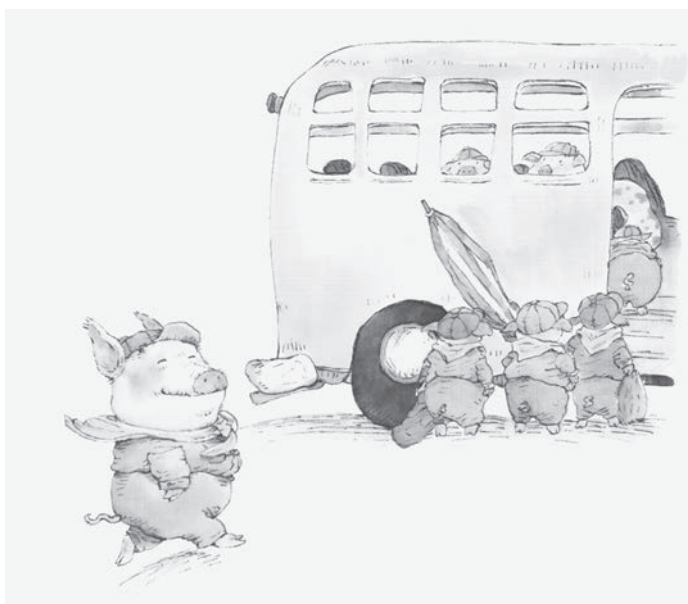
27 Pinkerton washed the dishes, swept the castle, did the laundry, curled the Sandwich's hair and tucked her in.

28 The Sandwich stretched and yawned loudly. "Now the story. I need my story." Pinkerton was so tired he could barely speak.

29 "I don't know any stories," he whimpered.

<sup>3</sup>privilege—special chance

- 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.

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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.

[illegible]



[illegible]



Today you will do some research on animals and their natural environments. First, you will read an article about wolves in Yellowstone National Park. Then you will read an article titled "The Missing Lynx." As you read these sources, you will gather information and answer questions about animals and their environments so you can write a response.

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

## A Howling Success

by Gerry Bishop

- 1 *In Yellowstone National Park, a gray wolf sends its eerie call into the wild. You might say that it's howling for joy.*
- 2 When you look at this photo and think about wolves, what words come to mind? Wild? Scary? Awesome?



© timfitzharris.com

- 3 Over time, people have had all kinds of feelings about wolves. Some people have admired and even worshipped them. But far too often, people have feared or really hated them.

- ## THE COMEBACK BEGINS

- ## CATCH AND RELEASE

- ## EARLY SUCCESS

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



© Donald M. Jones

**WAITING GAME:** As some wolves pace nearby, an elk finds safety in an icy stream. Later, the pack gives up the hunt to bed down, while the elk dashes to safety.

- 11 With so many “meals-on-hoofs”<sup>2</sup> running around, life was good for the wolves. Plenty of food meant they could raise plenty of pups. During their first year in the wilds of Yellowstone, the wolves gave birth to a grand total of nine little ones.
- 12 Meanwhile, scientists captured 17 more adult wolves in Canada and released them into the park. In the spring of 1997, nine different Yellowstone wolf packs had a total of 67 new pups.
- 13 Scientists were going to capture and bring still more wolves to the park. But, with the wolf numbers already growing so quickly, they decided that this was no longer necessary. The plan was working out even better than they had hoped.

### TRACKING THE PACKS

- 14 Over the past 13 years, wolves have been thriving in Yellowstone National Park. Today, more than 170 of them are scattered among 11 packs there. Elsewhere in the West, wolves have made an amazing comeback, too.

<sup>2</sup>“meals-on-hoofs”—a play on words referring to the program Meals On Wheels, that delivers meals to individuals at home who are unable to purchase or prepare their own meals

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**8. Part A**

What is the meaning of the word **thriving** as it is used in paragraph 14 of the article?

- Ⓐ watching
- Ⓑ hunting
- Ⓒ doing well
- Ⓓ having fun

**Part B**

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

- Ⓐ "... scattered among 11 packs . . ." (paragraph 14)
- Ⓑ "Elsewhere in the west . . ." (paragraph 14)
- Ⓒ "... made an amazing comeback . . ." (paragraph 14)
- Ⓓ "... are the animals truly safe . . ." (paragraph 15)

## 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)



**10. Part A**

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

- Ⓐ **THE COMEBACK BEGINS**
- Ⓑ **CATCH AND RELEASE**
- Ⓒ **EARLY SUCCESS**
- Ⓓ **TRACKING THE PACKS**

**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 questions 12 and 13.

## The Missing Lynx

by Kathy Kranking

- 1 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.
- 2 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.
- 3 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.
- 4 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.
- 5 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.
- 6 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

- Putting back the rabbits was one part of the puzzle. Putting back the lynxes was another.
- 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.
- 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



- 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.

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.

13. Continued

Lined writing area for item 13.



**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: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RI1; RI2; RI9
7 VH176770	<b>Item Type: PCR</b> Refer to Grade 3 Scoring Rubric	RI1; RI3; RI9 W2; W4-10