

# STAR Test Sample Questions

## 3rd Grade English - Language Arts

### Table of Contents

#### Literary Response and Analysis

##### Proficient Level Questions

- Question 1
- Question 2
- Question 3

##### Basic Level Questions

- Question 1
- Question 2
- Question 3

##### Below Basic Level Questions

- Question 1
- Question 2
- Question 3

#### Reading Comprehension

##### Advanced Level Questions

- Question 1

##### Proficient Level Questions

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5
- Question 6
- Question 7
- Question 8

##### Basic Level Questions

- Question 1
- Question 2
- Question 3
- Question 4

#### Word Analysis, Fluency, and Systematic Vocabulary Development

##### Proficient Level Questions

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5
- Question 6
- Question 7
- Question 8

##### Basic Level Questions

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5
- Question 6
- Question 7

##### Below Basic Level Questions

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5
- Question 6

More Questions



# STAR Test Sample Questions

## 3rd Grade English - Language Arts

### Writing Strategies

#### Advanced Level Questions

- Question 1

#### Proficient Level Questions

- Question 1
- Question 2
- Question 3

#### Basic Level Questions

- Question 1

### Written and Oral English Language Conventions

#### Advanced Level Questions

- Question 1
- Question 2

#### Proficient Level Questions

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5

#### Basic Level Questions

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5



Back

# Standardized Testing and Reporting - STAR

## Grade 3: English-Language Arts

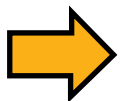
### Literary Response and Analysis (Performance Level: Proficient) – Question 01

#### *Frog and Coyote's Race* A Native American Tale

- 1 One afternoon, Coyote went hunting. He caught a mouse, and later, a squirrel. As a fat rabbit hopped by, Coyote grabbed him too and started home to cook his supper.
- 2 Suddenly, a large frog landed in front of him. Coyote pounced and pinned Frog to the ground.
- 3 Frog thought quickly and came up with a plan. "Brother Coyote," he called. "You must not eat me today!"
- 4 Coyote laughed loudly, "Why shouldn't I help myself to such a tasty morsel?"
- 5 "Why, I have a bet to make with you," Frog stated. "Tomorrow there is to be a race." Coyote's ears twitched. "A race?"
- 6 "Yes," Frog continued. "You and I will race. If you win, then you may eat me."
- 7 Coyote was never able to pass up dares, refuse bets, or miss a race. He agreed and loped away swiftly to enjoy his dinner. Frog hurried to the lake.
- 8 There he told his friends of his bet with Coyote. They laughed, knowing one little frog could never win against such a large, strong coyote. Frog hushed them and explained his clever plan. With some help, it was certain that Coyote would lose.



Continue



9 In the morning, the animals gathered to watch as Coyote and Frog agreed on the course they would run. They were to start at the large stone and circle all the way around the lake. The first one back to the stone would be the winner. When the sun reached the noonday mark, they were off. Coyote sprinted as quickly as he could. Frog bounded into the grass and waited. Coyote looked behind him. Seeing no sign of Frog, Coyote was sure he would win. As Coyote was beginning to tire, Frog's look-alike buddy jumped onto the course from behind an alder tree ahead. Coyote was surprised to see what he thought was Frog, and ran even faster, determined to win. Coyote dashed past him and called, "You may be fast, but I'm faster. I'll wait at the finish line to eat you up, Frog!"

10 When Coyote came in sight of the finish line, Frog had emerged from his hiding place and easily hopped across the line. "You may be fast, Coyote, but I've managed to beat you!" Frog joyfully called out. Silently, he added, "With the help of my friends."

11 Coyote went home puzzled and hungry again.

**Which word BEST describes Coyote in this passage?**

- ☒ A weak
- ☐ B foolish
- ☐ C afraid
- ☐ D tricky



## Grade 3: English-Language Arts

### Literary Response and Analysis (Performance Level: Proficient) – Question 02

#### *Cracks in an Old Clay Pot*

1 Warm, spicy smells filled Abuelita's house. Serafina took a long, deep breath. How happy she was to be here for dinner tonight!

2 Serafina gazed at the treasures on her grandmother's special table. There were many photographs of past and present family members, some living in the United States and others in Cuba. She liked the small wooden animals made by her grandfather, José, who had learned to carve as a boy in Guatemala. Behind the animals, flames glowed on white candles in glass holders from Spain. Most of all, though, Serafina loved the large clay pot. It was beautiful, painted in many colors.

3 "My mother gave it to me, and her mother gave it to her," Abuelita told Serafina. "Someday I will give it to your mother, and she will pass it on to you."

4 "May I hold it?" asked Serafina.

5 "Yes," said Abuelita, "but please be careful. It is very old." Abuelita picked up the pot with gentle hands. She gave it to Serafina, then went into the kitchen to prepare the rice.

6 Serafina decided to sit on the sofa. She wanted to hold the pot safely in her lap. The sofa was a few feet behind her. Serafina stepped backward. She did not know that her baby brother, Armando, had left his toy truck there. Whoosh! The truck rolled away when Serafina stepped on it. She fell back onto the couch. The clay pot flew out of her hands and up into the air! It landed on the tile floor.

7 Serafina could hear the clay crack. She held her hands tightly over her eyes. "No, no!" she cried. She heard Abuelita's footsteps coming toward her. How could she face her grandmother now?

8 "It's not so bad, Serafina," Abuelita said. "Come. You can repair the pot."

Continue



- 9 From a kitchen drawer, Abuelita brought a bottle of glue. She unscrewed the lid. Attached to it was a little brush, which she handed to Serafina. "Let me tell you a story about that pot."
- 10 Carefully, Serafina began gluing the pot back together. Abuelita pointed to another crack in the pot. Serafina had never noticed it before.
- 11 "My grandmother made this crack when she was about your age," said Abuelita. "She was carrying it back to the village on her head when it fell onto the road. It had been full of water, so she got all wet!"
- 12 She pointed to another crack. "My mother made this one. She was carrying flour to make bread, and she dropped it onto the floor. What a mess she had to clean up!"
- 13 The last crack looked like a branch growing off the one Serafina had just made. "This crack came when I dropped the pot on a big boat that brought us here from Cuba," said Abuelita, smiling. "So you see? You come from a long line of butterfingers!"
- 14 Serafina laughed and held up the fixed pot. She could see now how each crack had become part of the colorful design—and part of her family's story.

**How did the pot become cracked the FIRST time?**

- A It fell because there was too much
- B It fell onto the road from someone's head.
- C It fell while someone was traveling on a boat.
- D It fell onto the hard tile floor in a kitchen.





## Grade 3: English-Language Arts

### Literary Response and Analysis (Performance Level: Proficient) – Question 03

#### *Cracks in an Old Clay Pot*

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- 14 Serafina laughed and held up the fixed pot. She could see now how each crack had become part of the colorful design—and part of her family's story.

**Which of these is a theme in this story?**

- ☐ A Special things are not always perfect.
- ☐ B Family memories are something to be kept to ourselves.
- ☐ C Things sometimes get broken, but you can always buy new things.
- ☐ D What is most important in life is having nice things.





## Grade 3: English-Language Arts

### Literary Response and Analysis (Performance Level: Basic) – Question 01

#### Monkey Looks for Trouble

1 One fine day in Trinidad, an island in the West Indies, a woman walked along the road. From high in his treetop, Monkey watched her. He saw the large clay pot she was carrying. How alarmed he was when she tripped over a stone and dropped the pot! It broke into many pieces. It had been full of fluffy white cakes that scattered on the road.



- 2 “Oh, boy, have I ever got trouble now! I have so much trouble!” exclaimed the lady. She tried to gather the cakes in her colorful skirts, but they kept spilling out. Soon she gave up and left.
- 3 Monkey scurried down the tree trunk to the ground. “These are trouble?” he muttered to himself. “I will taste this trouble, for it looks quite delicious.” The cakes were coconut cakes, and they were indeed delicious. Monkey ate every one of them.
- 4 “I must find more trouble! I must find more trouble!” said Monkey. Off to the market he went, skittering down the road on his quick little feet.
- 5 Monkey went to a man standing at a market stall and asked, “Please, kind sir, may I have some trouble?”
- 6 “You’re looking for trouble?” said the man. Monkey nodded his head in an excited way. The man chuckled and went into a building. He came out with a bag and handed it to Monkey. “Here you go,” he said.

Continue



7 Monkey had trouble carrying the bag of trouble. It was so large and lumpy, and it was moving! He was so happy to have more trouble, though, that he didn't worry. He went down the road to a quiet spot and opened the bag, ready for a feast of trouble.

8 Out of the bag came three fierce little dogs! They barked and snapped and snarled at Monkey. Shaking with fear, Monkey climbed the nearest tree. How hungry he was! He took a fruit and plopped it into his mouth. Little did he know that the tree was a chili pepper tree. Suddenly his mouth felt full of fiery flames!

9 Monkey needed water! Below, though, those three fierce beasts were snapping and yapping at him. He had to wait until they grew bored and went away. Then Monkey quickly returned to the ground and ran, lickety-split, to a stream. He drank lots of cool water. After a while his burnt mouth felt better.

10 Monkey returned to his own quiet treetop and never looked for trouble again.

**What did Monkey do as soon as the dogs became bored and went away?**

- ☐ A He looked for something delicious to eat.
- ☐ B He stayed in the chili pepper tree to sleep.
- ☐ C He climbed down the tree and ran to a stream.
- ☐ D He opened the bag to see what was inside.



## Grade 3: English-Language Arts

### Literary Response and Analysis (Performance Level: Basic) – Question 02

#### Monkey Looks for Trouble

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10 Monkey returned to his own quiet treetop and never looked for trouble again.

**This story is BEST described as a**

A biography.

B folktale.

C poem.

D riddle.



## Grade 3: English-Language Arts

### Literary Response and Analysis (Performance Level: Basic) – Question 03

#### *Frog and Coyote's Race* A Native American Tale

- 1 One afternoon, Coyote went hunting. He caught a mouse, and later, a squirrel. As a fat rabbit hopped by, Coyote grabbed him too and started home to cook his supper.
- 2 Suddenly, a large frog landed in front of him. Coyote pounced and pinned Frog to the ground.
- 3 Frog thought quickly and came up with a plan. "Brother Coyote," he called. "You must not eat me today!"
- 4 Coyote laughed loudly, "Why shouldn't I help myself to such a tasty morsel?"
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11 Coyote went home puzzled and hungry again.

**This passage teaches readers that it is better to be**

A fast than slow.

B big than little.

C a rabbit than a mouse.

D clever than strong.





## Grade 3: English-Language Arts

### Literary Response and Analysis (Performance Level: Below Basic) – Question 01

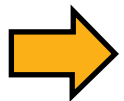
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10 Monkey returned to his own quiet treetop and never looked for trouble again.

**At the END of this story, how did Monkey solve his problem?**

- ☐ A He put the three dogs back into the bag.
- ☐ B He asked a man to help him.
- ☐ C He returned to the market.
- ☐ D He went back to his safe, quiet treetop.



## Grade 3: English-Language Arts

### Literary Response and Analysis (Performance Level: Below Basic) – Question 02

#### Monkey Looks for Trouble

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**Which saying BEST tells what Monkey learned in this story?**

- ☐ A You cannot please everyone.
- ☐ B Be careful what you ask for.
- ☐ C Slow and steady wins the race.
- ☐ D Do not judge a book by its cover.



## Grade 3: English-Language Arts

### Literary Response and Analysis (Performance Level: Below Basic) – Question 03

#### *Cracks in an Old Clay Pot*

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- 2 Serafina gazed at the treasures on her grandmother's special table. There were many photographs of past and present family members, some living in the United States and others in Cuba. She liked the small wooden animals made by her grandfather, José, who had learned to carve as a boy in Guatemala. Behind the animals, flames glowed on white candles in glass holders from Spain. Most of all, though, Serafina loved the large clay pot. It was beautiful, painted in many colors.
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- 14 Serafina laughed and held up the fixed pot. She could see now how each crack had become part of the colorful design—and part of her family's story.

**Which two words from the story rhyme?**

- A together, colorful  
B handed, noticed  
C family, footsteps  
D brother, mother

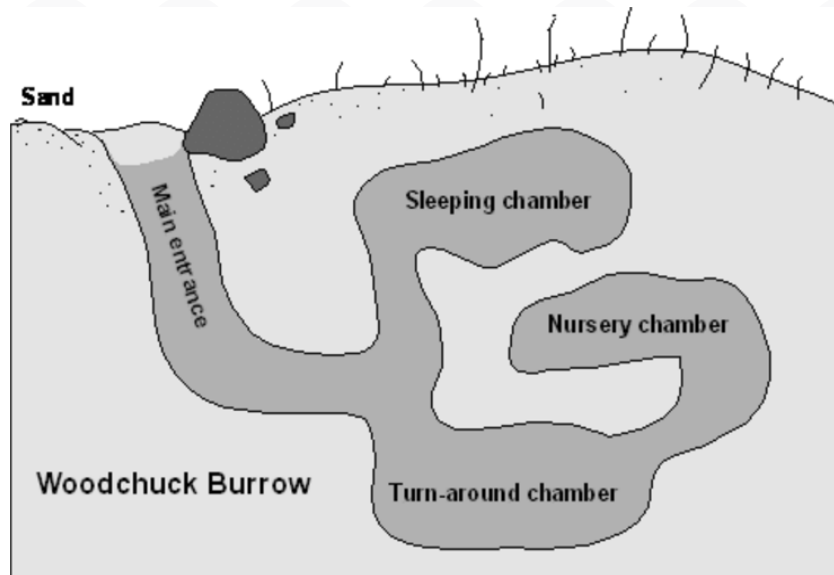




## Grade 3: English-Language Arts

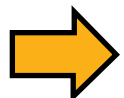
### Reading Comprehension (Performance Level: Advanced) – Question 01

*Not Just a Hole in the Ground*  
by Elizabeth C. McCarron



- 1 The woodchuck sits up on its hind legs, chewing a wild strawberry. Looking around, the chuck freezes when it spies the farmer's dog. The dog sniffs the air, spots the chuck, and charges toward it. The woodchuck watches the enemy coming closer and closer, then POOF! The chuck disappears from sight, and the dog is left puzzled. The woodchuck has dropped into its burrow to escape.
- 2 A woodchuck burrow is more than just a hole in the ground. It is a complex system of entrances, tunnels, and rooms called chambers. Burrows give woodchucks a place to sleep, raise young, and escape enemies. When a woodchuck hibernates (sleeps through the winter), it makes a simple burrow and plugs the entrance with sand.
- 3 A woodchuck uses its strong claws to dig its own burrow. In soft soil, a woodchuck can dig an entire burrow in one day.
- 4 Each summer burrow usually has several entrances. This lets the woodchuck roam and still have a safe hole nearby in case danger comes along.

Continue



- 5 For the main entrance, a chuck may choose the woods at the edge of a meadow. The hole must be hidden from view but close to food.
- 6 The plunge hole is a special burrow entrance. It goes straight down two or more feet. When an enemy comes near, the woodchuck may give a shrill whistle, then drop straight down into the hole. This is how the woodchuck “disappeared” from the dog’s sight!
- 7 Under the ground, tunnels and chambers connect the entrances. There is a sleeping chamber, a turn-around chamber, and a nursery chamber. A woodchuck burrow can even have a bathroom! A woodchuck may bury its waste in a chamber. Sometimes it adds waste to the mound of sand that marks the main entrance. This mound lets other animals know whether or not a burrow is active (being used).
- 8 Many animals look for empty woodchuck burrows. And why not? The burrows are warm in winter, cool in summer, and ready-made. Rabbits use empty burrows to avoid summer heat. They may even pop into an active burrow to escape an enemy. Skunks, weasels, and opossums use empty burrows as woodchucks do—for sleeping, hiding, and raising their young. Foxes may take over active burrows to raise their own young in the warm dens.
- 9 Now you can see that a burrow is more than just a hole in the ground. It’s the perfect place for woodchucks—or other animals—to sleep, hide, and raise young. To a woodchuck, there’s no place like its burrow!

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**A woodchuck finds a food source above the outer part of its burrow. What is the woodchuck MOST likely to do?**

- ☐ A dig another burrow
- ☐ B take over another burrow
- ☐ C hibernate for the winter
- ☐ D dig another entrance



## Grade 3: English-Language Arts

### Reading Comprehension (Performance Level: Proficient) – Question 01

Here is part of the index from a book about California Indians.

#### C

Cahuilla 20–25, 48

ceremony 100–106

*See also* dance

Chemehuevi 35, 44–46

chief 15–18, 68, 101

Chumash 52–59, 67, 96

clothing 60–65, 102

Coast Miwok *See* Miwok

Costanoan *See* Ohlone

Coyote 32–35, 97, 105

Cupeño 47–51

To learn what California Indians wore, you should turn to page

A 20.

B 40.

C 60.

D 80.

## Grade 3: English-Language Arts

### Reading Comprehension (Performance Level: Proficient) – Question 02

#### *Cracks in an Old Clay Pot*

- 1 Warm, spicy smells filled Abuelita's house. Serafina took a long, deep breath. How happy she was to be here for dinner tonight!
- 2 Serafina gazed at the treasures on her grandmother's special table. There were many photographs of past and present family members, some living in the United States and others in Cuba. She liked the small wooden animals made by her grandfather, José, who had learned to carve as a boy in Guatemala. Behind the animals, flames glowed on white candles in glass holders from Spain. Most of all, though, Serafina loved the large clay pot. It was beautiful, painted in many colors.
- 3 "My mother gave it to me, and her mother gave it to her," Abuelita told Serafina. "Someday I will give it to your mother, and she will pass it on to you."
- 4 "May I hold it?" asked Serafina.
- 5 "Yes," said Abuelita, "but please be careful. It is very old." Abuelita picked up the pot with gentle hands. She gave it to Serafina, then went into the kitchen to prepare the rice.
- 6 Serafina decided to sit on the sofa. She wanted to hold the pot safely in her lap. The sofa was a few feet behind her. Serafina stepped backward. She did not know that her baby brother, Armando, had left his toy truck there. Whoosh! The truck rolled away when Serafina stepped on it. She fell back onto the couch. The clay pot flew out of her hands and up into the air! It landed on the tile floor.
- 7 Serafina could hear the clay crack. She held her hands tightly over her eyes. "No, no!" she cried. She heard Abuelita's footsteps coming toward her. How could she face her grandmother now?
- 8 "It's not so bad, Serafina," Abuelita said. "Come. You can repair the pot."

Continue



9 From a kitchen drawer, Abuelita brought a bottle of glue. She unscrewed the lid.

Attached to it was a little brush, which she handed to Serafina. "Let me tell you a story about that pot."

10 Carefully, Serafina began gluing the pot back together. Abuelita pointed to another crack in the pot. Serafina had never noticed it before.

11 "My grandmother made this crack when she was about your age," said Abuelita.

"She was carrying it back to the village on her head when it fell onto the road. It had been full of water, so she got all wet!"

12 She pointed to another crack. "My mother made this one. She was carrying flour to make bread, and she dropped it onto the floor. What a mess she had to clean up!"

13 The last crack looked like a branch growing off the one Serafina had just made.

"This crack came when I dropped the pot on a big boat that brought us here from Cuba," said Abuelita, smiling. "So you see? You come from a long line of butterfingers!"

14 Serafina laughed and held up the fixed pot. She could see now how each crack had become part of the colorful design—and part of her family's story.

**Which line in the story tells the reader that something is about to happen to the pot?**

A She gave it to Serafina, then went into the kitchen to prepare the rice.

B She wanted to hold the pot safely in her lap.

C She did not know that her baby brother, Armando, had left his toy truck there.

D She held her hands tightly over her eyes.



## Grade 3: English-Language Arts

### Reading Comprehension (Performance Level: Proficient) – Question 03

#### *Design Your Own Mask*

##### *Introduction:*

Many people from all over the world enjoy making masks. They use masks when they have a celebration for special times like birthdays and holidays. Some masks look like animals. Some look like happy people. Others look like scary people. Think about a mask you could make. Here are directions for making your own mask.

##### *What You Will Need:*

- A clean, one-gallon plastic milk jug
- Paper towels or a brown paper bag
- White glue
- Sandpaper
- Paint
- Yarn, if desired

##### *What to Do:*

Step 1 With an adult's help, cut off the spout of a clean, one-gallon plastic milk jug. Cut the jug in half from the top to the bottom so that the handle is in the middle of one of the halves. The half with the handle will be the mask; the handle itself will be the nose.

Step 2 With an adult's help, cut holes for the eyes and a hole for the mouth. Use sand paper to smooth all rough edges of the mask.

Step 3 Cover your work area. Tear paper towels or a brown paper bag into one-inch squares. Soak them for a few minutes in a bowl containing a half-and-half mixture of white glue and water. Squeeze the excess glue from the pieces, one at a time, and place them on the mask. Cover the entire front of the mask and all of the edges. Let the mask dry completely. (It may take a day or two.)

Continue





Step 4 Paint the mask and let it dry.

*After You Have Finished:*

You can hang the mask on a wall as a decoration or punch holes in the sides (with an adult's help), tie a piece of yarn to each hole, and wear the mask as part of a costume for a made-up drama.

**What does the author mean when she says a “half-and-half” mixture in Step 3?**

- ☐ A Use half of the glue.
- ☐ B Use half a cup of water.
- ☐ C Use equal amounts of glue and water.
- ☐ D Use glue on half the squares and water on the other half.



## Grade 3: English-Language Arts

### Reading Comprehension (Performance Level: Proficient) – Question 04

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**Paragraph 1 tells you**

- A what masks look like.
- B how much masks cost.
- C who made the first mask.
- D where most masks are made.



## Grade 3: English-Language Arts

### Reading Comprehension (Performance Level: Proficient) – Question 05

#### *Design Your Own Mask*

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Continue



Step 4 Paint the mask and let it dry.

*After You Have Finished:*

You can hang the mask on a wall as a decoration or punch holes in the sides (with an adult's help), tie a piece of yarn to each hole, and wear the mask as part of a costume for a made-up drama.

**If you wanted to place the mask on a shelf rather than wear it, you would NOT have to**

A paint the mask.

B soak the paper.

C dry the mask.

D punch holes for yarn.



## Grade 3: English-Language Arts

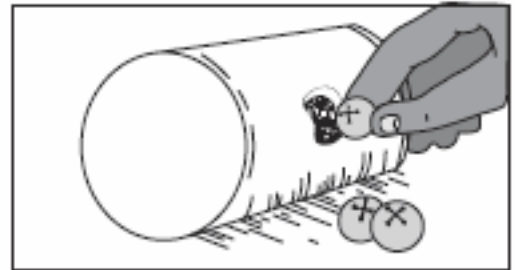
### Reading Comprehension (Performance Level: Proficient) – Question 06

#### *It's Fun to Be a Toymaker*

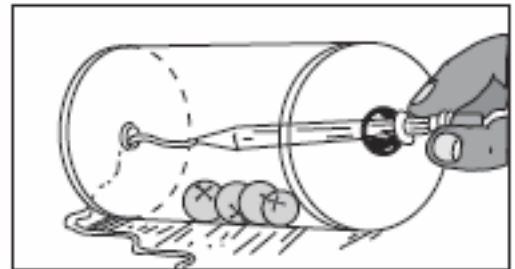
1 Jimmy Brown's toy factory is a kitchen table and chair. Jimmy's two hands are the machines. The tools are ordinary things like scissors and crayons. Jimmy's baby brother thinks the Jimmy Brown Toy Factory is the world's finest. Here are some of the toys that Jimmy's brother likes best.

#### Ring-the-Bell Roller

2 From a round oatmeal box, four tiny bells, string, and poster paints, Jimmy made a pull-toy. He cut a small hole in the middle of the box—just big enough to slip bells through—and he cut smaller holes in the top and in the bottom.



3 After placing the bells in the box, he wrapped string around a pencil and poked the pencil through the holes in the box to get the string through. Then he tied the ends of the string together in a knot and taped up the bigger hole. He painted the box with bright poster paints. After the paint dried, Jimmy tied a long string in the middle of the first string for pulling the ring-the-bell roller.



Continue



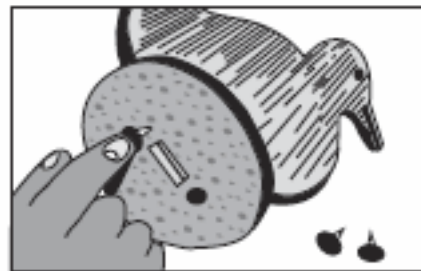


## Corky the Duck

4 Jimmy made Corky out of a piece of thin cardboard; a thick, round cork; wax crayons; and two thumbnails. He drew the outline of a duck on the cardboard and cut it out. Then he colored it all over with crayons, being careful not to miss any spot, because the wax crayons make the cardboard waterproof. (If every bit of paper or cardboard is colored, it will shed water as the feathers on a duck's back do.)

5 Then he cut a slit in the very center of the cork. He fitted the duck into the slit.

6 Then he pushed the thumbnails through the bottom of the cork and into the duck to help keep it from falling over in the water. One time Jimmy made ships instead of ducks—a whole fleet of them.



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### The section "Corky the Duck" tells how

- A to draw different parts of a toy.
- B to keep a toy from falling over in water.
- C to place a pencil through small holes.
- D to put bells inside a box.



## Grade 3: English-Language Arts

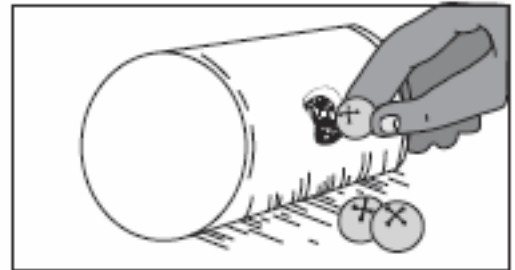
### Reading Comprehension (Performance Level: Proficient) – Question 07

#### *It's Fun to Be a Toymaker*

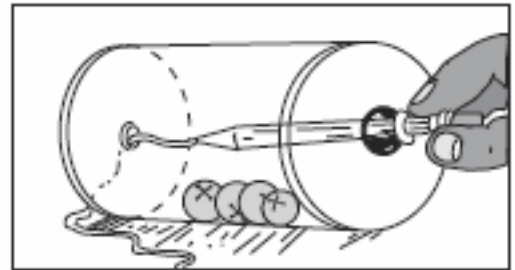
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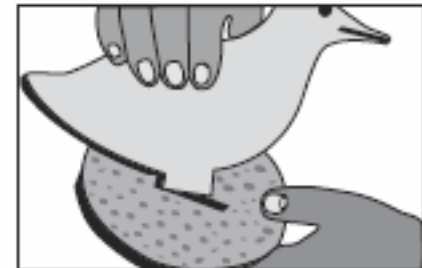


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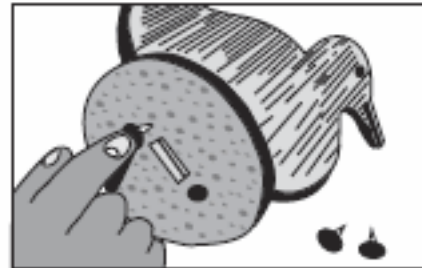
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**Which book could a student read to learn more about making toys?**

A Everything You Need to Know About Collecting Toys

B Well-Known Toymakers

C Machines That Build: Cranes, Dump Trucks and Bulldozers

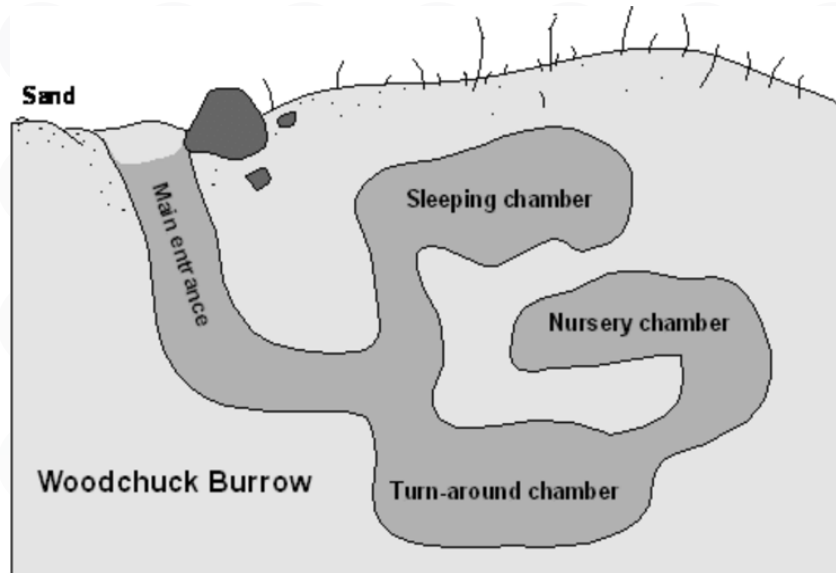
D Easy-to-Build Wooden Toys



## Grade 3: English-Language Arts

### Reading Comprehension (Performance Level: Proficient) – Question 08

*Not Just a Hole in the Ground*  
by Elizabeth C. McCarron



- 1 The woodchuck sits up on its hind legs, chewing a wild strawberry. Looking around, the chuck freezes when it spies the farmer's dog. The dog sniffs the air, spots the chuck, and charges toward it. The woodchuck watches the enemy coming closer and closer, then POOF! The chuck disappears from sight, and the dog is left puzzled. The woodchuck has dropped into its burrow to escape.
- 2 A woodchuck burrow is more than just a hole in the ground. It is a complex system of entrances, tunnels, and rooms called chambers. Burrows give woodchucks a place to sleep, raise young, and escape enemies. When a woodchuck hibernates (sleeps through the winter), it makes a simple burrow and plugs the entrance with sand.
- 3 A woodchuck uses its strong claws to dig its own burrow. In soft soil, a woodchuck can dig an entire burrow in one day.
- 4 Each summer burrow usually has several entrances. This lets the woodchuck roam and still have a safe hole nearby in case danger comes along.

Continue



5 For the main entrance, a chuck may choose the woods at the edge of a meadow. The hole must be hidden from view but close to food.

6 The plunge hole is a special burrow entrance. It goes straight down two or more feet. When an enemy comes near, the woodchuck may give a shrill whistle, then drop straight down into the hole. This is how the woodchuck “disappeared” from the dog’s sight!

7 Under the ground, tunnels and chambers connect the entrances. There is a sleeping chamber, a turn-around chamber, and a nursery chamber. A woodchuck burrow can even have a bathroom! A woodchuck may bury its waste in a chamber. Sometimes it adds waste to the mound of sand that marks the main entrance. This mound lets other animals know whether or not a burrow is active (being used).

8 Many animals look for empty woodchuck burrows. And why not? The burrows are warm in winter, cool in summer, and ready-made. Rabbits use empty burrows to avoid summer heat. They may even pop into an active burrow to escape an enemy. Skunks, weasels, and opossums use empty burrows as woodchucks do—for sleeping, hiding, and raising their young. Foxes may take over active burrows to raise their own young in the warm dens.

9 Now you can see that a burrow is more than just a hole in the ground. It’s the perfect place for woodchucks—or other animals—to sleep, hide, and raise young. To a woodchuck, there’s no place like its burrow!

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**Which sentence BEST tells how the woodchuck lives through the winter?**

A The woodchuck has dropped into its burrow to escape.

B Burrows give woodchucks a place to sleep, raise young, and escape enemies.

C When a woodchuck hibernates, it makes a simple burrow and plugs the entrance with sand.

D The hole must be hidden from view but close to food.





## Grade 3: English-Language Arts

### Reading Comprehension (Performance Level: Basic) – Question 01

#### *Frog and Coyote's Race* A Native American Tale

- 1 One afternoon, Coyote went hunting. He caught a mouse, and later, a squirrel. As a fat rabbit hopped by, Coyote grabbed him too and started home to cook his supper.
- 2 Suddenly, a large frog landed in front of him. Coyote pounced and pinned Frog to the ground.
- 3 Frog thought quickly and came up with a plan. "Brother Coyote," he called. "You must not eat me today!"
- 4 Coyote laughed loudly, "Why shouldn't I help myself to such a tasty morsel?"
- 5 "Why, I have a bet to make with you," Frog stated. "Tomorrow there is to be a race." Coyote's ears twitched. "A race?"
- 6 "Yes," Frog continued. "You and I will race. If you win, then you may eat me."
- 7 Coyote was never able to pass up dares, refuse bets, or miss a race. He agreed and loped away swiftly to enjoy his dinner. Frog hurried to the lake.
- 8 There he told his friends of his bet with Coyote. They laughed, knowing one little frog could never win against such a large, strong coyote. Frog hushed them and explained his clever plan. With some help, it was certain that Coyote would lose.



Continue





9 In the morning, the animals gathered to watch as Coyote and Frog agreed on the course they would run. They were to start at the large stone and circle all the way around the lake. The first one back to the stone would be the winner. When the sun reached the noonday mark, they were off. Coyote sprinted as quickly as he could. Frog bounded into the grass and waited. Coyote looked behind him. Seeing no sign of Frog, Coyote was sure he would win. As Coyote was beginning to tire, Frog's look-alike buddy jumped onto the course from behind an alder tree ahead. Coyote was surprised to see what he thought was Frog, and ran even faster, determined to win. Coyote dashed past him and called, "You may be fast, but I'm faster. I'll wait at the finish line to eat you up, Frog!"

10 When Coyote came in sight of the finish line, Frog had emerged from his hiding place and easily hopped across the line. "You may be fast, Coyote, but I've managed to beat you!" Frog joyfully called out. Silently, he added, "With the help of my friends."

11 Coyote went home puzzled and hungry again.

**What is Frog's problem in this passage?**

- ☐ A He is hungry.
- ☐ B He is in danger.
- ☐ C He has no friends.
- ☐ D He thinks too slowly.



## Grade 3: English-Language Arts

### Reading Comprehension (Performance Level: Basic) – Question 02

#### *Frog and Coyote's Race* A Native American Tale

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**How does Frog solve his problem in this passage?**

- ☐ A He hides.
- ☐ B He runs away.
- ☐ C He outsmarts Coyote.
- ☐ D He becomes friends with Coyote.



## Grade 3: English-Language Arts

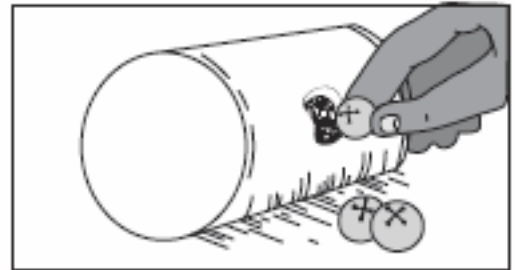
### Reading Comprehension (Performance Level: Basic) – Question 03

#### *It's Fun to Be a Toymaker*

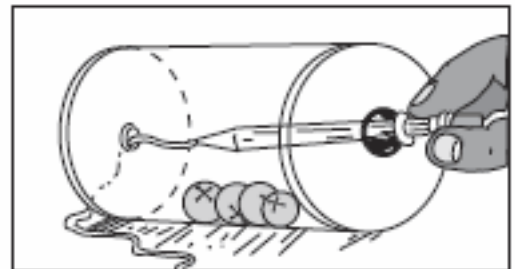
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Continue

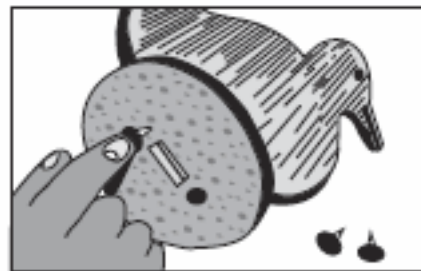


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### The first thing Jimmy does to make the pull-toy is

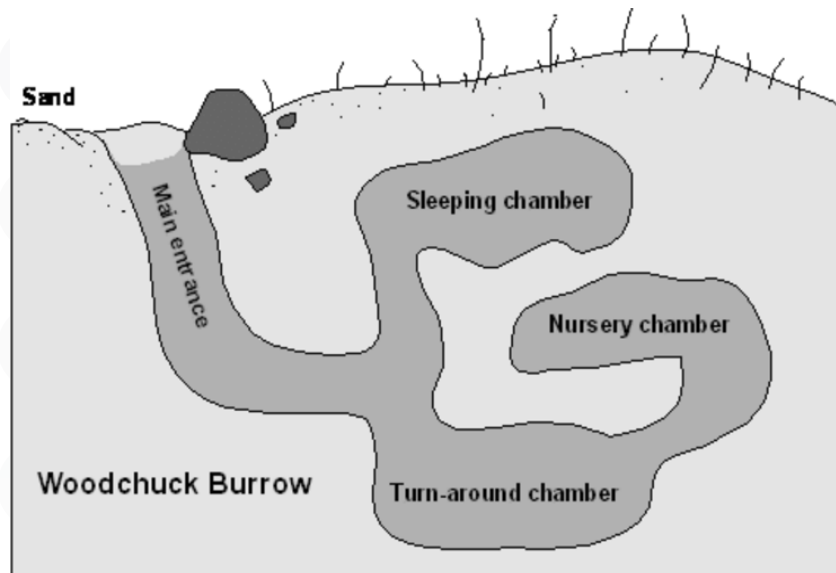
- A poke a pencil through the box.
- B cut a small hole in the box.
- C put bells inside the box.
- D tape up the hole in the box.



## Grade 3: English-Language Arts

### Reading Comprehension (Performance Level: Basic) – Question 04

*Not Just a Hole in the Ground*  
by Elizabeth C. McCarron



- 1 The woodchuck sits up on its hind legs, chewing a wild strawberry. Looking around, the chuck freezes when it spies the farmer's dog. The dog sniffs the air, spots the chuck, and charges toward it. The woodchuck watches the enemy coming closer and closer, then POOF! The chuck disappears from sight, and the dog is left puzzled. The woodchuck has dropped into its burrow to escape.
- 2 A woodchuck burrow is more than just a hole in the ground. It is a complex system of entrances, tunnels, and rooms called chambers. Burrows give woodchucks a place to sleep, raise young, and escape enemies. When a woodchuck hibernates (sleeps through the winter), it makes a simple burrow and plugs the entrance with sand.
- 3 A woodchuck uses its strong claws to dig its own burrow. In soft soil, a woodchuck can dig an entire burrow in one day.
- 4 Each summer burrow usually has several entrances. This lets the woodchuck roam and still have a safe hole nearby in case danger comes along.

Continue





5 For the main entrance, a chuck may choose the woods at the edge of a meadow. The hole must be hidden from view but close to food.

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7 Under the ground, tunnels and chambers connect the entrances. There is a sleeping chamber, a turn-around chamber, and a nursery chamber. A woodchuck burrow can even have a bathroom! A woodchuck may bury its waste in a chamber. Sometimes it adds waste to the mound of sand that marks the main entrance. This mound lets other animals know whether or not a burrow is active (being used).

8 Many animals look for empty woodchuck burrows. And why not? The burrows are warm in winter, cool in summer, and ready-made. Rabbits use empty burrows to avoid summer heat. They may even pop into an active burrow to escape an enemy. Skunks, weasels, and opossums use empty burrows as woodchucks do—for sleeping, hiding, and raising their young. Foxes may take over active burrows to raise their own young in the warm dens.

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**Why would a woodchuck make a burrow with several entrances?**

A to have many views of the meadow

B so the woodchuck can escape danger more quickly

C so the temperature in the tunnels will remain cool

D to let other animals know the holes are being used



## Grade 3: English-Language Arts

*Word Analysis, Fluency, and Systematic Vocabulary Development*  
(Performance Level: Proficient)

### Question 01

Which of the following suffixes can be added at the end of the word travel to make a new word that means “someone who travels”?

- ☐ A -er
- ☐ B -ed
- ☐ C -ing
- ☐ D -est

### Question 02

Which two words are **ANTONYMS**?

- ☐ A talk, speak
- ☐ B pretend, imagine
- ☐ C ocean, sea
- ☐ D gentle, fierce

### Question 03

Which word is a main heading for the other three words?

- ☐ A grandchild
- ☐ B family
- ☐ C father
- ☐ D grandmother

## Grade 3: English-Language Arts

### Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 04

#### *Cracks in an Old Clay Pot*

- 1 Warm, spicy smells filled Abuelita's house. Serafina took a long, deep breath. How happy she was to be here for dinner tonight!
- 2 Serafina gazed at the treasures on her grandmother's special table. There were many photographs of past and present family members, some living in the United States and others in Cuba. She liked the small wooden animals made by her grandfather, José, who had learned to carve as a boy in Guatemala. Behind the animals, flames glowed on white candles in glass holders from Spain. Most of all, though, Serafina loved the large clay pot. It was beautiful, painted in many colors.
- 3 "My mother gave it to me, and her mother gave it to her," Abuelita told Serafina. "Someday I will give it to your mother, and she will pass it on to you."
- 4 "May I hold it?" asked Serafina.
- 5 "Yes," said Abuelita, "but please be careful. It is very old." Abuelita picked up the pot with gentle hands. She gave it to Serafina, then went into the kitchen to prepare the rice.
- 6 Serafina decided to sit on the sofa. She wanted to hold the pot safely in her lap. The sofa was a few feet behind her. Serafina stepped backward. She did not know that her baby brother, Armando, had left his toy truck there. Whoosh! The truck rolled away when Serafina stepped on it. She fell back onto the couch. The clay pot flew out of her hands and up into the air! It landed on the tile floor.
- 7 Serafina could hear the clay crack. She held her hands tightly over her eyes. "No, no!" she cried. She heard Abuelita's footsteps coming toward her. How could she face her grandmother now?
- 8 "It's not so bad, Serafina," Abuelita said. "Come. You can repair the pot."

Continue



9 From a kitchen drawer, Abuelita brought a bottle of glue. She unscrewed the lid.

Attached to it was a little brush, which she handed to Serafina. "Let me tell you a story about that pot."

10 Carefully, Serafina began gluing the pot back together. Abuelita pointed to another crack in the pot. Serafina had never noticed it before.

11 "My grandmother made this crack when she was about your age," said Abuelita.

"She was carrying it back to the village on her head when it fell onto the road. It had been full of water, so she got all wet!"

12 She pointed to another crack. "My mother made this one. She was carrying flour to make bread, and she dropped it onto the floor. What a mess she had to clean up!"

13 The last crack looked like a branch growing off the one Serafina had just made.

"This crack came when I dropped the pot on a big boat that brought us here from Cuba," said Abuelita, smiling. "So you see? You come from a long line of butterfingers!"

14 Serafina laughed and held up the fixed pot. She could see now how each crack had become part of the colorful design—and part of her family's story.

**Read this sentence from the story.**

There were many photographs of past and present family members, some living in the United States and others in Cuba.

**Which of the following words from this sentence could be spelled differently and have a different meaning?**

A there

B many

C living

D others



## Grade 3: English-Language Arts

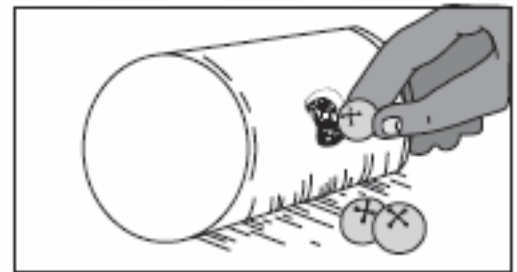
### Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 05

#### *It's Fun to Be a Toymaker*

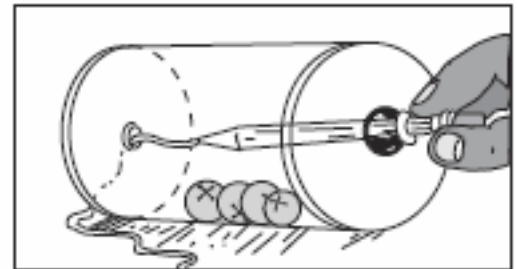
1 Jimmy Brown's toy factory is a kitchen table and chair. Jimmy's two hands are the machines. The tools are ordinary things like scissors and crayons. Jimmy's baby brother thinks the Jimmy Brown Toy Factory is the world's finest. Here are some of the toys that Jimmy's brother likes best.

#### Ring-the-Bell Roller

2 From a round oatmeal box, four tiny bells, string, and poster paints, Jimmy made a pull-toy. He cut a small hole in the middle of the box—just big enough to slip bells through—and he cut smaller holes in the top and in the bottom.



3 After placing the bells in the box, he wrapped string around a pencil and poked the pencil through the holes in the box to get the string through. Then he tied the ends of the string together in a knot and taped up the bigger hole. He painted the box with bright poster paints. After the paint dried, Jimmy tied a long string in the middle of the first string for pulling the ring-the-bell roller.

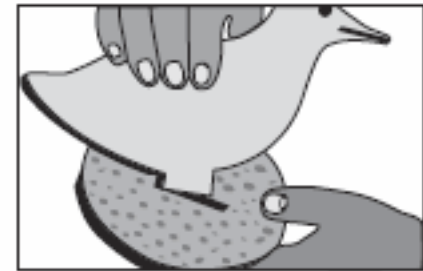


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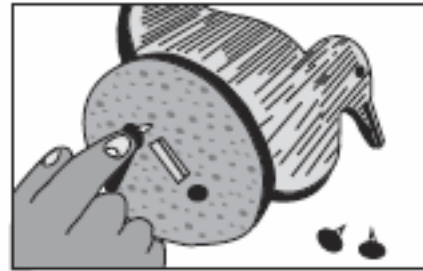


## Corky the Duck

4 Jimmy made Corky out of a piece of thin cardboard; a thick, round cork; wax crayons; and two thumbnails. He drew the outline of a duck on the cardboard and cut it out. Then he colored it all over with crayons, being careful not to miss any spot, because the wax crayons make the cardboard waterproof. (If every bit of paper or cardboard is colored, it will shed water as the feathers on a duck's back do.)



5 Then he cut a slit in the very center of the cork. He fitted the duck into the slit.



6 Then he pushed the thumbnails through the bottom of the cork and into the duck to help keep it from falling over in the water. One time Jimmy made ships instead of ducks—a whole fleet of them.

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**What is the correct way to divide waterproof into syllables?**

- ☐ A water-proof
- ☐ B wa-ter-pro-of
- ☐ C wa-ter-proof
- ☐ D wat-er-pr-oof

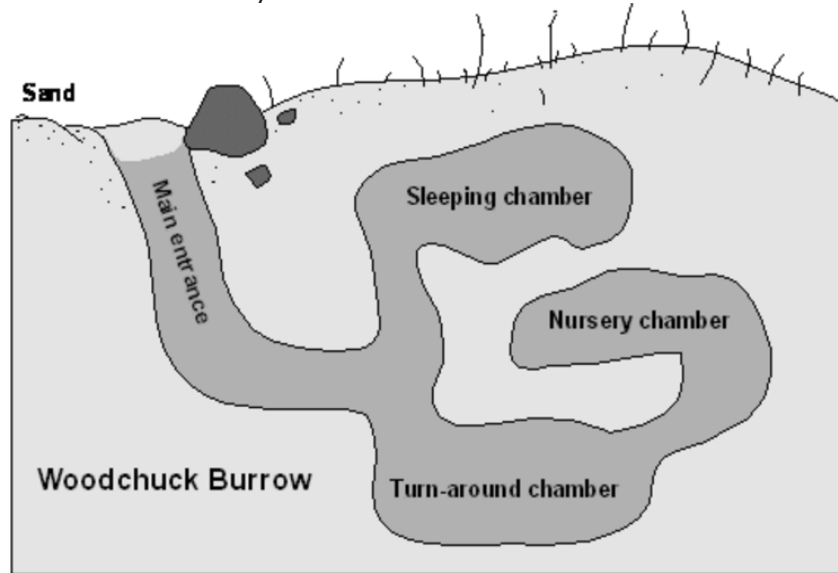




## Grade 3: English-Language Arts

### Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 06

*Not Just a Hole in the Ground*  
by Elizabeth C. McCarron



- 1 The woodchuck sits up on its hind legs, chewing a wild strawberry. Looking around, the chuck freezes when it spies the farmer's dog. The dog sniffs the air, spots the chuck, and charges toward it. The woodchuck watches the enemy coming closer and closer, then POOF! The chuck disappears from sight, and the dog is left puzzled. The woodchuck has dropped into its burrow to escape.
- 2 A woodchuck burrow is more than just a hole in the ground. It is a complex system of entrances, tunnels, and rooms called chambers. Burrows give woodchucks a place to sleep, raise young, and escape enemies. When a woodchuck hibernates (sleeps through the winter), it makes a simple burrow and plugs the entrance with sand.
- 3 A woodchuck uses its strong claws to dig its own burrow. In soft soil, a woodchuck can dig an entire burrow in one day.
- 4 Each summer burrow usually has several entrances. This lets the woodchuck roam and still have a safe hole nearby in case danger comes along.
- 5 For the main entrance, a chuck may choose the woods at the edge of a meadow. The hole must be hidden from view but close to food.

Continue



6 The plunge hole is a special burrow entrance. It goes straight down two or more feet. When an enemy comes near, the woodchuck may give a shrill whistle, then drop straight down into the hole. This is how the woodchuck “disappeared” from the dog's sight!

7 Under the ground, tunnels and chambers connect the entrances. There is a sleeping chamber, a turn-around chamber, and a nursery chamber. A woodchuck burrow can even have a bathroom! A woodchuck may bury its waste in a chamber. Sometimes it adds waste to the mound of sand that marks the main entrance. This mound lets other animals know whether or not a burrow is active (being used).

8 Many animals look for empty woodchuck burrows. And why not? The burrows are warm in winter, cool in summer, and ready-made. Rabbits use empty burrows to avoid summer heat. They may even pop into an active burrow to escape an enemy. Skunks, weasels, and opossums use empty burrows as woodchucks do—for sleeping, hiding, and raising their young. Foxes may take over active burrows to raise their own young in the warm dens.

9 Now you can see that a burrow is more than just a hole in the ground. It's the perfect place for woodchucks—or other animals—to sleep, hide, and raise young. To a woodchuck, there's no place like its burrow!

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Use this dictionary entry to answer the following question.

pop, verb 1. to make a short, sharp sound

2. to move quickly

3. to open wide

4. to let go of

**Read this sentence from paragraph 8 of the passage.**

They may even pop into an active burrow to escape an enemy.

**Which dictionary entry gives the BEST meaning for the word pop as it is used in the sentence in the box?**

A to make a short, sharp sound

B to move quickly

C to open wide

D to let go of



### Question 07

The word wise ends in -ise. Which one of these letters can be added to -ise to form another word?

A d

B l

C r

D t

## Grade 3: English-Language Arts

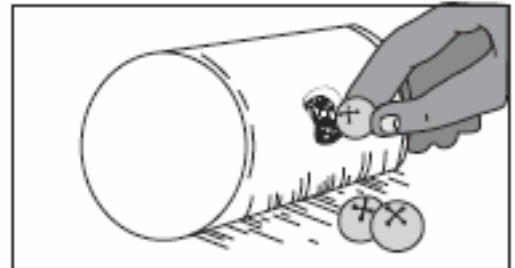
**Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 08**

### *It's Fun to Be a Toymaker*

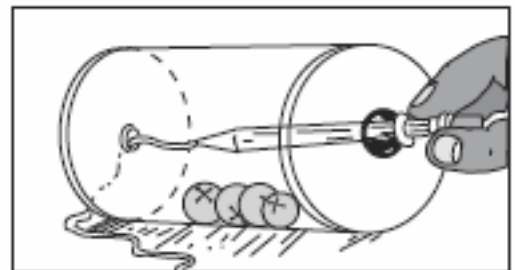
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Continue



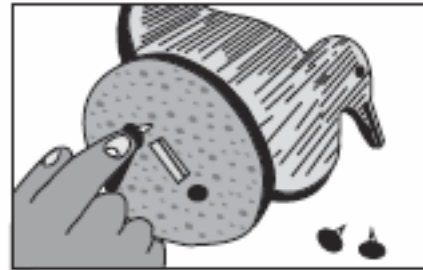
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**Which word has the same vowel sound as the underlined part of crayon?**

- A table
- B wrapped
- C wax
- D back



## Grade 3: English-Language Arts

*Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Basic)*

### Question 01

**Something that is expensive**

- A costs a lot.
- B is protected.
- C weighs a lot.
- D is broken.

### Question 02

**Which word names a group that includes the other three words?**

- A violin
- B instrument
- C piano
- D drum

## Grade 3: English-Language Arts

### Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Basic) – Question 03

#### Frog and Coyote's Race A Native American Tale

- 1 One afternoon, Coyote went hunting. He caught a mouse, and later, a squirrel. As a fat rabbit hopped by, Coyote grabbed him too and started home to cook his supper.
- 2 Suddenly, a large frog landed in front of him. Coyote pounced and pinned Frog to the ground.
- 3 Frog thought quickly and came up with a plan. "Brother Coyote," he called. "You must not eat me today!"
- 4 Coyote laughed loudly, "Why shouldn't I help myself to such a tasty morsel?"
- 5 "Why, I have a bet to make with you," Frog stated. "Tomorrow there is to be a race." Coyote's ears twitched. "A race?"
- 6 "Yes," Frog continued. "You and I will race. If you win, then you may eat me."
- 7 Coyote was never able to pass up dares, refuse bets, or miss a race. He agreed and loped away swiftly to enjoy his dinner. Frog hurried to the lake.
- 8 There he told his friends of his bet with Coyote. They laughed, knowing one little frog could never win against such a large, strong coyote. Frog hushed them and explained his clever plan. With some help, it was certain that Coyote would lose.



Continue





9 In the morning, the animals gathered to watch as Coyote and Frog agreed on the course they would run. They were to start at the large stone and circle all the way around the lake. The first one back to the stone would be the winner. When the sun reached the noonday mark, they were off. Coyote sprinted as quickly as he could. Frog bounded into the grass and waited. Coyote looked behind him. Seeing no sign of Frog, Coyote was sure he would win. As Coyote was beginning to tire, Frog's look-alike buddy jumped onto the course from behind an alder tree ahead. Coyote was surprised to see what he thought was Frog, and ran even faster, determined to win. Coyote dashed past him and called, "You may be fast, but I'm faster. I'll wait at the finish line to eat you up, Frog!"

10 When Coyote came in sight of the finish line, Frog had emerged from his hiding place and easily hopped across the line. "You may be fast, Coyote, but I've managed to beat you!" Frog joyfully called out. Silently, he added, "With the help of my friends."

11 Coyote went home puzzled and hungry again.

**Read this sentence from paragraph 9 of the passage.**

Coyote sprinted as quickly as he could.

**What does sprinted mean in this sentence?**

- ☐ A searched
- ☐ B won
- ☐ C thought
- ☐ D raced



## Grade 3: English-Language Arts

### Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Basic) – Question 04

#### *Cracks in an Old Clay Pot*

- 1 Warm, spicy smells filled Abuelita's house. Serafina took a long, deep breath. How happy she was to be here for dinner tonight!
- 2 Serafina gazed at the treasures on her grandmother's special table. There were many photographs of past and present family members, some living in the United States and others in Cuba. She liked the small wooden animals made by her grandfather, José, who had learned to carve as a boy in Guatemala. Behind the animals, flames glowed on white candles in glass holders from Spain. Most of all, though, Serafina loved the large clay pot. It was beautiful, painted in many colors.
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- 5 "Yes," said Abuelita, "but please be careful. It is very old." Abuelita picked up the pot with gentle hands. She gave it to Serafina, then went into the kitchen to prepare the rice.
- 6 Serafina decided to sit on the sofa. She wanted to hold the pot safely in her lap. The sofa was a few feet behind her. Serafina stepped backward. She did not know that her baby brother, Armando, had left his toy truck there. Whoosh! The truck rolled away when Serafina stepped on it. She fell back onto the couch. The clay pot flew out of her hands and up into the air! It landed on the tile floor.
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- 8 "It's not so bad, Serafina," Abuelita said. "Come. You can repair the pot."

Continue



- 9 From a kitchen drawer, Abuelita brought a bottle of glue. She unscrewed the lid. Attached to it was a little brush, which she handed to Serafina. "Let me tell you a story about that pot."
- 10 Carefully, Serafina began gluing the pot back together. Abuelita pointed to another crack in the pot. Serafina had never noticed it before.
- 11 "My grandmother made this crack when she was about your age," said Abuelita. "She was carrying it back to the village on her head when it fell onto the road. It had been full of water, so she got all wet!"
- 12 She pointed to another crack. "My mother made this one. She was carrying flour to make bread, and she dropped it onto the floor. What a mess she had to clean up!"
- 13 The last crack looked like a branch growing off the one Serafina had just made. "This crack came when I dropped the pot on a big boat that brought us here from Cuba," said Abuelita, smiling. "So you see? You come from a long line of butterfingers!"
- 14 Serafina laughed and held up the fixed pot. She could see now how each crack had become part of the colorful design—and part of her family's story.

**In paragraph 2, Abuelita's things are probably called "treasures" because**

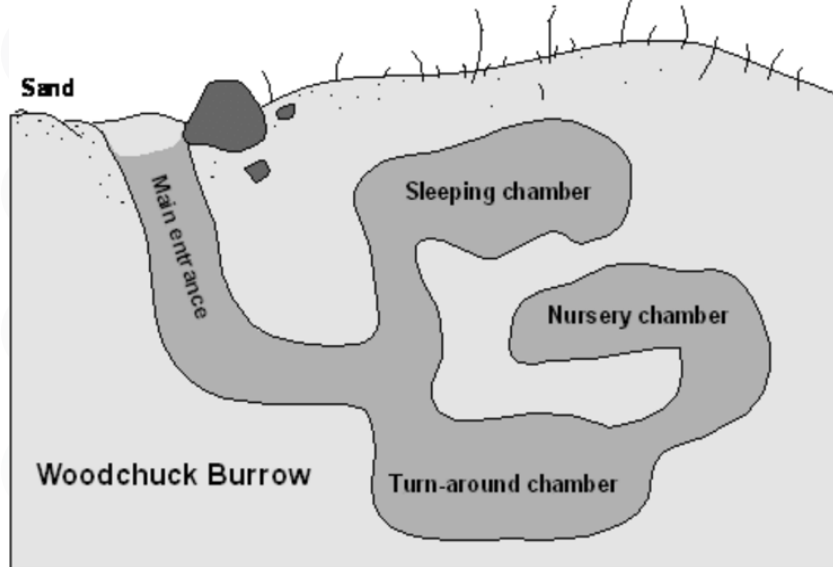
- ☐ A they are expensive.
- ☐ B she cares very much about them.
- ☐ C she has so many of them.
- ☐ D they are very small.



## Grade 3: English-Language Arts

### Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Basic) – Question 05

*Not Just a Hole in the Ground*  
by Elizabeth C. McCarron



- 1 The woodchuck sits up on its hind legs, chewing a wild strawberry. Looking around, the chuck freezes when it spies the farmer's dog. The dog sniffs the air, spots the chuck, and charges toward it. The woodchuck watches the enemy coming closer and closer, then POOF! The chuck disappears from sight, and the dog is left puzzled. The woodchuck has dropped into its burrow to escape.
- 2 A woodchuck burrow is more than just a hole in the ground. It is a complex system of entrances, tunnels, and rooms called chambers. Burrows give woodchucks a place to sleep, raise young, and escape enemies. When a woodchuck hibernates (sleeps through the winter), it makes a simple burrow and plugs the entrance with sand.
- 3 A woodchuck uses its strong claws to dig its own burrow. In soft soil, a woodchuck can dig an entire burrow in one day.
- 4 Each summer burrow usually has several entrances. This lets the woodchuck roam and still have a safe hole nearby in case danger comes along.
- 5 For the main entrance, a chuck may choose the woods at the edge of a meadow. The hole must be hidden from view but close to food.

Continue



6 The plunge hole is a special burrow entrance. It goes straight down two or more feet. When an enemy comes near, the woodchuck may give a shrill whistle, then drop straight down into the hole. This is how the woodchuck “disappeared” from the dog's sight!

7 Under the ground, tunnels and chambers connect the entrances. There is a sleeping chamber, a turn-around chamber, and a nursery chamber. A woodchuck burrow can even have a bathroom! A woodchuck may bury its waste in a chamber. Sometimes it adds waste to the mound of sand that marks the main entrance. This mound lets other animals know whether or not a burrow is active (being used).

8 Many animals look for empty woodchuck burrows. And why not? The burrows are warm in winter, cool in summer, and ready-made. Rabbits use empty burrows to avoid summer heat. They may even pop into an active burrow to escape an enemy. Skunks, weasels, and opossums use empty burrows as woodchucks do—for sleeping, hiding, and raising their young. Foxes may take over active burrows to raise their own young in the warm dens.

9 Now you can see that a burrow is more than just a hole in the ground. It's the perfect place for woodchucks—or other animals—to sleep, hide, and raise young. To a woodchuck, there's no place like its burrow!

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**Read this sentence from paragraph 1 of the passage.**

The woodchuck watches the enemy coming closer and closer, then POOF!

**In the sentence above, the author uses the word closer to show that the enemy is**

- A approaching the woodchuck.
- B struggling with the woodchuck.
- C circling the woodchuck.
- D blocking the woodchuck.



**Question 06**

**Read this sentence.**

A giraffe is tall\_\_ than a kangaroo.

**Which suffix should be added to the word tall to make this sentence true?**

- A -ful
- B -est
- C -ing
- D -er

**Question 07**

**Read this sentence.**

Because her legs felt \_\_\_\_\_, she was afraid she \_\_\_\_\_ fall.

**Which pair of words makes the sentence correct?**

- A week, might
- B weak, mite
- C week, mite
- D weak, might



## Grade 3: English-Language Arts

### Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Below Basic) – Question 01

#### Monkey Looks for Trouble

1 One fine day in Trinidad, an island in the West Indies, a woman walked along the road. From high in his treetop, Monkey watched her. He saw the large clay pot she was carrying. How alarmed he was when she tripped over a stone and dropped the pot! It broke into many pieces. It had been full of fluffy white cakes that scattered on the road.



2 “Oh, boy, have I ever got trouble now! I have so much trouble!” exclaimed the lady. She tried to gather the cakes in her colorful skirts, but they kept spilling out. Soon she gave up and left.

3 Monkey scurried down the tree trunk to the ground. “These are trouble?” he muttered to himself. “I will taste this trouble, for it looks quite delicious.” The cakes were coconut cakes, and they were indeed delicious. Monkey ate every one of them.

4 “I must find more trouble! I must find more trouble!” said Monkey. Off to the market he went, skittering down the road on his quick little feet.

5 Monkey went to a man standing at a market stall and asked, “Please, kind sir, may I have some trouble?”

6 “You’re looking for trouble?” said the man. Monkey nodded his head in an excited way. The man chuckled and went into a building. He came out with a bag and handed it to Monkey. “Here you go,” he said.

Continue



7 Monkey had trouble carrying the bag of trouble. It was so large and lumpy, and it was moving! He was so happy to have more trouble, though, that he didn't worry. He went down the road to a quiet spot and opened the bag, ready for a feast of trouble.

8 Out of the bag came three fierce little dogs! They barked and snapped and snarled at Monkey. Shaking with fear, Monkey climbed the nearest tree. How hungry he was! He took a fruit and plopped it into his mouth. Little did he know that the tree was a chili pepper tree. Suddenly his mouth felt full of fiery flames!

9 Monkey needed water! Below, though, those three fierce beasts were snapping and yapping at him. He had to wait until they grew bored and went away. Then Monkey quickly returned to the ground and ran, lickety-split, to a stream. He drank lots of cool water. After a while his burnt mouth felt better.

10 Monkey returned to his own quiet treetop and never looked for trouble again.

**Read this sentence from the story.**

Off to the market he went, skittering down the road on his quick little feet.

**What does the word skittering mean in this sentence?**

- ☐ A running
- ☐ B dragging
- ☐ C driving
- ☐ D crawling



## Grade 3: English-Language Arts

*Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Below Basic)*

### Question 02

**Read this sentence.**

There were lemonade and cookies on the refreshment table.

**What does the underlined word mean?**

A food and drink

B new

C fun and games

D meeting

## Grade 3: English-Language Arts

### Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Below Basic) – Question 03

#### Frog and Coyote's Race A Native American Tale

- 1 One afternoon, Coyote went hunting. He caught a mouse, and later, a squirrel. As a fat rabbit hopped by, Coyote grabbed him too and started home to cook his supper.
- 2 Suddenly, a large frog landed in front of him. Coyote pounced and pinned Frog to the ground.
- 3 Frog thought quickly and came up with a plan. "Brother Coyote," he called. "You must not eat me today!"
- 4 Coyote laughed loudly, "Why shouldn't I help myself to such a tasty morsel?"
- 5 "Why, I have a bet to make with you," Frog stated. "Tomorrow there is to be a race." Coyote's ears twitched. "A race?"
- 6 "Yes," Frog continued. "You and I will race. If you win, then you may eat me."
- 7 Coyote was never able to pass up dares, refuse bets, or miss a race. He agreed and loped away swiftly to enjoy his dinner. Frog hurried to the lake.
- 8 There he told his friends of his bet with Coyote. They laughed, knowing one little frog could never win against such a large, strong coyote. Frog hushed them and explained his clever plan. With some help, it was certain that Coyote would lose.



Continue



9 In the morning, the animals gathered to watch as Coyote and Frog agreed on the course they would run. They were to start at the large stone and circle all the way around the lake. The first one back to the stone would be the winner. When the sun reached the noonday mark, they were off. Coyote sprinted as quickly as he could. Frog bounded into the grass and waited. Coyote looked behind him. Seeing no sign of Frog, Coyote was sure he would win. As Coyote was beginning to tire, Frog's look-alike buddy jumped onto the course from behind an alder tree ahead. Coyote was surprised to see what he thought was Frog, and ran even faster, determined to win. Coyote dashed past him and called, "You may be fast, but I'm faster. I'll wait at the finish line to eat you up, Frog!"

10 When Coyote came in sight of the finish line, Frog had emerged from his hiding place and easily hopped across the line. "You may be fast, Coyote, but I've managed to beat you!" Frog joyfully called out. Silently, he added, "With the help of my friends."

11 Coyote went home puzzled and hungry again.

**Read this sentence from the passage.**

Coyote laughed loudly, "Why shouldn't I help myself to such a tasty morsel?"

**In this sentence, you can tell that a morsel is something**

A to eat.

B to chase.

C to laugh at.

D to help out.



#### Question 04

##### Read this sentence.

If you have trouble understanding the directions, you should ask the teacher to assist you.

##### What does the underlined word mean?

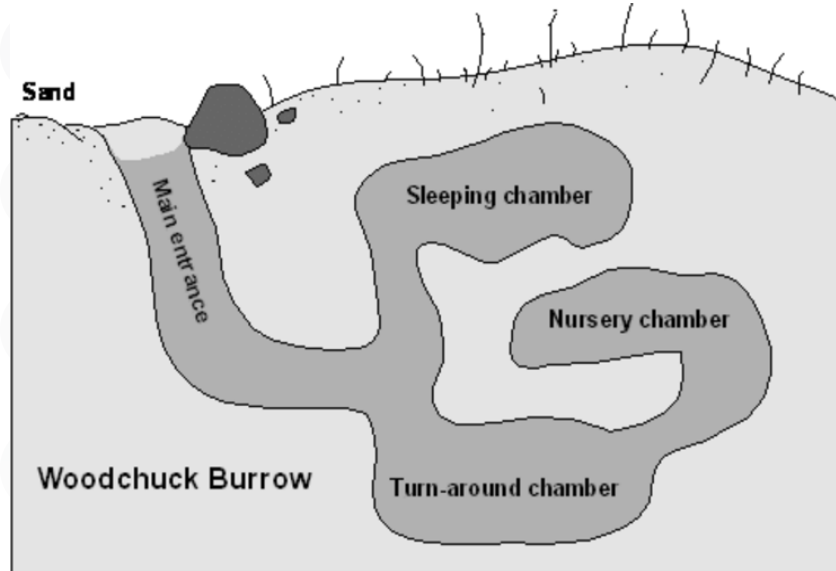
- ☐ A hug
- ☐ B help
- ☐ C delay
- ☐ D skip



## Grade 3: English-Language Arts

### Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Below Basic) – Question 05

*Not Just a Hole in the Ground*  
by Elizabeth C. McCarron



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- 5 For the main entrance, a chuck may choose the woods at the edge of a meadow. The hole must be hidden from view but close to food.

Continue



- 6 The plunge hole is a special burrow entrance. It goes straight down two or more feet. When an enemy comes near, the woodchuck may give a shrill whistle, then drop straight down into the hole. This is how the woodchuck “disappeared” from the dog’s sight!
- 7 Under the ground, tunnels and chambers connect the entrances. There is a sleeping chamber, a turn-around chamber, and a nursery chamber. A woodchuck burrow can even have a bathroom! A woodchuck may bury its waste in a chamber. Sometimes it adds waste to the mound of sand that marks the main entrance. This mound lets other animals know whether or not a burrow is active (being used).
- 8 Many animals look for empty woodchuck burrows. And why not? The burrows are warm in winter, cool in summer, and ready-made. Rabbits use empty burrows to avoid summer heat. They may even pop into an active burrow to escape an enemy. Skunks, weasels, and opossums use empty burrows as woodchucks do—for sleeping, hiding, and raising their young. Foxes may take over active burrows to raise their own young in the warm dens.
- 9 Now you can see that a burrow is more than just a hole in the ground. It’s the perfect place for woodchucks—or other animals—to sleep, hide, and raise young. To a woodchuck, there’s no place like its burrow!

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**How should the word chambers be divided into syllables?**

- ☐ A cham-b-ers
- ☐ B cham-bers
- ☐ C ch-am-bers
- ☐ D cha-mbers



**Question 06**

**Which word is an ANTONYM for slow?**

- A noisy
- B dull
- C easy
- D quick

## Grade 3: English-Language Arts

### Writing Strategies (Performance Level: Advanced) – Question 01

The following is a rough draft of a student's report. It contains errors.

#### *Field Trip to the Zoo*

- (1) Last week, we had a great time on a field trip to the San Diego Zoo. (2) My school is in Vista California so our trip took an hour. (3) Visiting the zoo was worth the long ride each way.
- (4) Before we went on the trip, we read a book called Watching Gorillas with Jane Goodall. (5) Most of my friends liked the gorilla exhibit the best because of the book. (6) It's like an amazing african rain forest. (7) We saw gorillas, waterfalls, and beautiful plants, and we also heard a recording of the sounds of a real rain forest. (8) We watched the gorillas sitting near the waterfall.
- (9) I liked the gorillas, but I liked the polar bears even better. (10) We looked through a big window and watch the polar bears swim in the cold water. (11) Our guide told us many interesting facts about polar bears. (12) She said that most of them live far north, in places like Alaska, Canada, Greenland, and Russia. (13) One bear as we watched the bears, swam right up to the glass. (14) I won't forget the day that I came face to face with a huge polar bear!

**Which encyclopedia volume should the student use to find more information about polar bears?**

- A Volume I Aa–At
- B Volume IX Ce–Cu
- C Volume XV Ou–Qu
- D Volume XVII Sh–Ta

## Grade 3: English-Language Arts

### Writing Strategies (Performance Level: Proficient) – Question 01

Tara's teacher asked the students to write a paragraph. Here is the first draft of Tara's paragraph. It contains errors.

#### *Australia*

(1) Australia is a good place. (2) For one thing, I would like to see kangaroos hopping around as you go down the highway. (3) Would also like to see koalas. (4) It is fun to see these animals in zoos, but I would rather see them free. (5) Besides having interesting animals, Australia has many kinds of land. (6) There are great beaches. (7) I've also seen pictures of strange rock shapes in the middle of the wild land. (8) I'd love to see them up close! (9) Finally, I would like to meet many Australian people. (10) I think Australia would be a great place to visit.

**Which sentence would provide more details about the beaches in Australia?**

- ☐ A The beaches are pretty.
- ☐ B Australia has long, sandy beaches.
- ☐ C Australia has lots of beaches.
- ☐ D Beaches are everywhere.

## Grade 3: English-Language Arts

### Writing Strategies (Performance Level: Proficient) – Question 02

Tara's teacher asked the students to write a paragraph. Here is the first draft of Tara's paragraph. It contains errors.

#### *Australia*

(1) Australia is a good place. (2) For one thing, I would like to see kangaroos hopping around as you go down the highway. (3) Would also like to see koalas. (4) It is fun to see these animals in zoos, but I would rather see them free. (5) Besides having interesting animals, Australia has many kinds of land. (6) There are great beaches. (7) I've also seen pictures of strange rock shapes in the middle of the wild land. (8) I'd love to see them up close! (9) Finally, I would like to meet many Australian people. (10) I think Australia would be a great place to visit.

**After sentence 9, Tara should add a sentence that explains**

- A what kinds of animals can be seen in Australia.
- B which countries she has already visited.
- C why she would like to meet Australian people.
- D where she would



## Grade 3: English-Language Arts

### Writing Strategies (Performance Level: Proficient) – Question 03

Eric's teacher asked the students to write a paragraph about starfish. Here is the first draft of Eric's paragraph. It may contain errors.

#### Starfish

(1) After visiting the beach, I wanted to learn about starfish. (2) Of course, starfish aren't really stars. (3) This name comes from their shape. (4) They're not fish either, though they start their lives in water pools by the seashore. (5) They can take care of themselves even when they are young. (6) Young starfish know what to eat. (7) Some starfish can later live deep in the sea, though they can't swim. (8) They move by using their legs and tube feet. (9) Large starfish also use their tube feet to grab and pull open the shells of clams and other sea animals. (10) A starfish has no head or tail, just its five legs. (11) If a leg falls off, it grows right back. (12) The amazing starfish has become my favorite animal.

**Eric wants to learn more about different kinds of starfish. He would find MOST of his information**

A in a telephone book under "starfish."

B in the dictionary under "starfish."

C under the heading "starfish" in an encyclopedia article.

D under the word "starfish" in a reference book about word choices.

## Grade 3: English-Language Arts

### Writing Strategies (Performance Level: Basic) – Question 01

The following is a rough draft of a student's report. It contains errors.

#### *Field Trip to the Zoo*

- (1) Last week, we had a great time on a field trip to the San Diego Zoo. (2) My school is in Vista California so our trip took an hour. (3) Visiting the zoo was worth the long ride each way.
- (4) Before we went on the trip, we read a book called Watching Gorillas with Jane Goodall. (5) Most of my friends liked the gorilla exhibit the best because of the book. (6) It's like an amazing african rain forest. (7) We saw gorillas, waterfalls, and beautiful plants, and we also heard a recording of the sounds of a real rain forest. (8) We watched the gorillas sitting near the waterfall.
- (9) I liked the gorillas, but I liked the polar bears even better. (10) We looked through a big window and watch the polar bears swim in the cold water. (11) Our guide told us many interesting facts about polar bears. (12) She said that most of them live far north, in places like Alaska, Canada, Greenland, and Russia. (13) One bear as we watched the bears, swam right up to the glass. (14) I won't forget the day that I came face to face with a huge polar bear!

#### **Read this sentence.**

One bear as we watched the bears, swam right up to the glass.

#### **What is the BEST way to revise this sentence to fit with the main idea of the passage?**

- A Right as we watched the bears, to the glass one bear swam up.
- B As we watched the bears, one bear swam right up to the glass.
- C As we watched the bears, right up to the glass one bear swam.
- D Right as one bear swam up to the glass we watched the bears.

## Grade 3: English-Language Arts

### Written and Oral English Language Conventions (Performance Level: Advanced) – Question 01

**Which sentence is divided correctly into its subject and predicate?**

- ☐ A The shiny black kitten licks / his clean, soft fur.
- ☐ B Stars are shining / in the midnight sky.
- ☐ C A tall tree stands in the / middle of the park.
- ☐ D Five small children / dance to the lively music.

## Grade 3: English-Language Arts

### Written and Oral English Language Conventions (Performance Level: Advanced) – Question 02

The following is a rough draft of a student's report. It contains errors.

#### *Field Trip to the Zoo*

- (1) Last week, we had a great time on a field trip to the San Diego Zoo. (2) My school is in Vista California so our trip took an hour. (3) Visiting the zoo was worth the long ride each way.
- (4) Before we went on the trip, we read a book called Watching Gorillas with Jane Goodall. (5) Most of my friends liked the gorilla exhibit the best because of the book. (6) It's like an amazing african rain forest. (7) We saw gorillas, waterfalls, and beautiful plants, and we also heard a recording of the sounds of a real rain forest. (8) We watched the gorillas sitting near the waterfall.
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#### **Read this sentence.**

My school is in Vista California so our trip took an hour.

#### **What is the correct way to punctuate the underlined part of this sentence?**

- A My school is in Vista California,
- B My school is in Vista, California,
- C My school is in, Vista, California
- D Leave as is.

## Grade 3: English-Language Arts

### Written and Oral English Language Conventions (Performance Level: Proficient)

#### Question 01

Which group of words is in alphabetical order?

A banana, bargain, bath, base

B fan, faint, fasten, fault

C necklace, net, neat, ninety

D roast, robber, robe, rooster

#### Question 02

Read this part of a sentence.

My dog can sleep through \_\_\_\_\_

What is the correct way to write the missing part of the sentence?

A engines, blasting, timers, beeping and doorbells, ringing.

B engines blasting timers, beeping, and, doorbells ringing.

C engines blasting, timers beeping, and doorbells ringing.

D engines blasting timers, beeping and doorbells ringing.

## Grade 3: English-Language Arts

### Written and Oral English Language Conventions (Performance Level: Proficient)

#### – Question 03

Tara's teacher asked the students to write a paragraph. Here is the first draft of Tara's paragraph. It contains errors.

*Australia*

(1) Australia is a good place. (2) For one thing, I would like to see kangaroos hopping around as you go down the highway. (3) Would also like to see koalas. (4) It is fun to see these animals in zoos, but I would rather see them free. (5) Besides having interesting animals, Australia has many kinds of land. (6) There are great beaches. (7) I've also seen pictures of strange rock shapes in the middle of the wild land. (8) I'd love to see them up close! (9) Finally, I would like to meet many Australian people. (10) I think Australia would be a great place to visit.

**Which of these is NOT a complete sentence?**

- A Australia is a good place.
- B There are great beaches.
- C Would also like to see koalas.
- D I'd love to see them up close!



## Grade 3: English-Language Arts

### Written and Oral English Language Conventions (Performance Level: Proficient)

#### – Question 04

Tara's teacher asked the students to write a paragraph. Here is the first draft of Tara's paragraph. It contains errors.

*Australia*

(1) Australia is a good place. (2) For one thing, I would like to see kangaroos hopping around as you go down the highway. (3) Would also like to see koalas. (4) It is fun to see these animals in zoos, but I would rather see them free. (5) Besides having interesting animals, Australia has many kinds of land. (6) There are great beaches. (7) I've also seen pictures of strange rock shapes in the middle of the wild land. (8) I'd love to see them up close! (9) Finally, I would like to meet many Australian people. (10) I think Australia would be a great place to visit.

#### Which sentence is written correctly?

- A I saw pictures of Australian people in a book called 'Places to See in Australia.'
- B I saw pictures of Australian people in a book called "Places to See in Australia."
- C I saw pictures of Australian people in a book called Places to See in Australia.
- D I saw pictures of Australian people in a book called Places to See in Australia.

## Grade 3: English-Language Arts

### Written and Oral English Language Conventions (Performance Level: Proficient) – Question 05

Tara's teacher asked the students to write a paragraph. Here is the first draft of Tara's paragraph. It contains errors.

*Australia*

(1) Australia is a good place. (2) For one thing, I would like to see kangaroos hopping around as you go down the highway. (3) Would also like to see koalas. (4) It is fun to see these animals in zoos, but I would rather see them free. (5) Besides having interesting animals, Australia has many kinds of land. (6) There are great beaches. (7) I've also seen pictures of strange rock shapes in the middle of the wild land. (8) I'd love to see them up close! (9) Finally, I would like to meet many Australian people. (10) I think Australia would be a great place to visit.

**In sentence 2, hopping should be spelled**

- A hoping.
- B hooping.
- C hoppin.
- D Leave as is.

## Grade 3: English-Language Arts

### Written and Oral English Language Conventions (Performance Level: Basic)

#### Question 01

Which sentence is written correctly?

- A On Independence Day, we'll be in washington, d.c.!
- B On independence day, we'll be in Washington, D.C.!
- C On Independence Day, we'll be in Washington, D.C.!
- D On independence Day, we'll be in washington, d.c.!

#### Question 02

Read this sentence.

Some people enjoys getting up early each morning.

What is the correct way to write the underlined words?

- A people is enjoying
- B people enjoy
- C people has enjoyed
- D Leave as is.

#### Question 03

Read this part of a sentence.

My cousin Jamie and I \_\_\_\_\_

Which of these could NOT be used to complete this sentence?

- A built a sandcastle at the beach.
- B live on the same street.
- C at school in the afternoon.
- D like to play at the park.

## Grade 3: English-Language Arts

### Written and Oral English Language Conventions (Performance Level: Basic) – Question 04

The following is a rough draft of a student's report. It contains errors.

#### *Field Trip to the Zoo*

- (1) Last week, we had a great time on a field trip to the San Diego Zoo. (2) My school is in Vista California so our trip took an hour. (3) Visiting the zoo was worth the long ride each way.
- (4) Before we went on the trip, we read a book called Watching Gorillas with Jane Goodall. (5) Most of my friends liked the gorilla exhibit the best because of the book. (6) It's like an amazing african rain forest. (7) We saw gorillas, waterfalls, and beautiful plants, and we also heard a recording of the sounds of a real rain forest. (8) We watched the gorillas sitting near the waterfall.
- (9) I liked the gorillas, but I liked the polar bears even better. (10) We looked through a big window and watch the polar bears swim in the cold water. (11) Our guide told us many interesting facts about polar bears. (12) She said that most of them live far north, in places like Alaska, Canada, Greenland, and Russia. (13) One bear as we watched the bears, swam right up to the glass. (14) I won't forget the day that I came face to face with a huge polar bear!

#### **Read this sentence.**

We looked through a big window and watch the polar bears swim in the cold water.

#### **Which of the following shows the correct tense for the underlined verb?**

- ☐ A watching
- ☐ B watched
- ☐ C was watching
- ☐ D will watch

## Grade 3: English-Language Arts

### Written and Oral English Language Conventions (Performance Level: Basic) – Question 05

The following is a rough draft of a student's report. It contains errors.

#### *Field Trip to the Zoo*

- (1) Last week, we had a great time on a field trip to the San Diego Zoo. (2) My school is in Vista California so our trip took an hour. (3) Visiting the zoo was worth the long ride each way.
- (4) Before we went on the trip, we read a book called Watching Gorillas with Jane Goodall. (5) Most of my friends liked the gorilla exhibit the best because of the book. (6) It's like an amazing african rain forest. (7) We saw gorillas, waterfalls, and beautiful plants, and we also heard a recording of the sounds of a real rain forest. (8) We watched the gorillas sitting near the waterfall.
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**Read this sentence.**

It's like an amazing african rain forest.

**Which underlined part should be capitalized?**

- A an
- B amazing
- C african
- D rain forest