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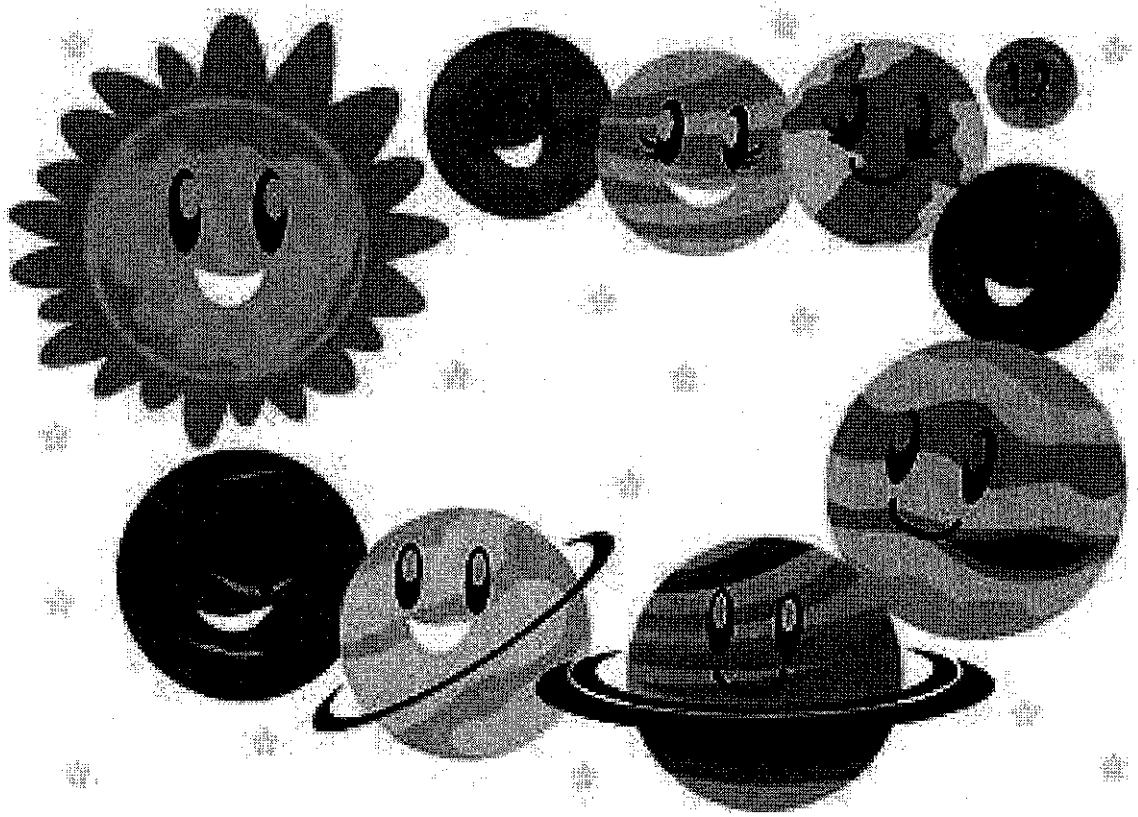
3rd Grade

Packet 6

BAILEY
EDUCATION GROUP, LLC

3rd Grade ELA



To Proficiency and Beyond!

Table of Contents

Glossary of Academic Terms

accurate – exact; correct

acquire– to learn or gain control of something

analyze – to examine in detail the structure or elements of a text

annotate – add notes to text to clarify understanding

antonym – a word opposite in meaning to another

appropriate– relevant

argument – a set of reasons to persuade that something is a correct or right choice

attributes - characteristics

author's point of view – the perspective or feeling of the author about characters, ideas, details

author's purpose – the author's reason for writing/creating text or features in text

background knowledge – information the reader has outside of the text

casts – creates, brings to the reader's attention

challenges – problems within the text

central idea – the message the author is trying to convey throughout the text; the author's main point; the author's claim

characterization – the construction of literary characters; the description of characters

cite – to quote text

claim – a statement of truth which can be backed up by reasons and evidence

clarify – to make clear

climax – the highest point of action/tension in a literary/fiction text

coherent – makes sense from start to finish; logical

compare – state similarities between things/ideas

concluding statement/ section – conclusion, final section

conflict- a struggle between two ideas/forces/characters in literature

context clues – hints the author gives to help with a difficult word or phrase

contrast – state differences between things/ideas

contributes - adds to, makes stronger

definition- meaning of a word/term

describe- to give details about an event, character, or idea

description– words used to give details about a part of a story/text

details – a particular item of information about a character, event, or idea in a text

determine – to discover

development of ideas – how the claim, central idea, or prompt answer in a piece of writing is created through evidence and support

dialogue – conversation between characters in a text

drama – literary text written in the form of a play for the theater

drama elements – all of the important parts of a play, such as the actors, script, stage directions, etc.

draw conclusion – come to a decision or inference

evaluate – judge or analyze

explain – describe in detail, giving important facts and ideas

explanatory – type of writing that describes, gives details, and provides information

explicit – word for word, clear

fact – a statement that can be proven true, a piece of evidence

falling action – the point in a story between the climax and the resolution

figurative language – the use of words or phrases outside of their literal, everyday meanings

figures of speech – a word or phrase used in a non-literal way

first person – a story or account told from the perspective of the speaker (using personal pronouns such as I, me, my, we, our)

genre – type of writing, category of art

graphics – features in informational text which provide additional information

imagery – the use of descriptive language to paint a picture for the reader

infer – to draw a conclusion based upon what is read and what is already known

inference – a conclusion reached by using what is read (evidence) and what is known (reasons)

influence – an effect on the creation of something

irrelevant information – information that is not important to the text

item – a MAAP question

key idea- the most important idea within a paragraph

literal language– word for word, when words mean exactly what they say; explicit

literary devices – a technique the author/writer uses to

literary text – a fictional book, story, or poem

logically – in a way that shows sound reasoning and makes sense

main idea – a statement which tells what the passage is mostly about.

metaphor – a comparison of unlike things which is not directly stated, it is implied

meter – the beat of poetry

narration – the story (in literature)

narrator – the character or voice who tells the events/story in a literary text.

nonliteral – figurative; inferred

opinion – how a writer feels about a certain topic, situation, or statement

structure – how writing/text is put together

paraphrase – to take a quote and rephrase it in one's own words

persuasive techniques– techniques a writer uses to explain his/her opinion (evidence, questions, examples).

personification – when an author gives human characteristics to a nonhuman thing

plot – the series of events in the text, the action in the text

plot structure – how the plot is organized

poem – a piece of writing, written in specific form or verses, which uses figurative language to achieve its purpose

point of view – how the author, a character, or the reader sees something or feels about something within the text

prose – stories, articles, opinions written in paragraph form

quote – a specific line or group of lines from text

question – confusion left in the readers' minds after reading the text.

reasons – they writer's justification of his opinion/claim.

recount – to relay the important ideas and facts in a text

relationships – connections between elements, ideas, or characters within a text.

relevant evidence – evidence that is directly connected to the argument, claim, or idea.

retell – to put the main points of the story in different words or tell the story from the perspective of a different character.

resolution – how the story ends, specifically how the conflict is solved.

rhymes – repeated sounds within poetry, usually at the end of a line.

rising action – all action leading up to the climax which builds suspense or tension in a story

setting – the location where the story or part of the story takes place

signal words – words which signal a change from one idea to another

similes – comparisons of unlike things by using the words like, as, or than

spatial order – a way to organize by describing the way items are arranged in the setting.

speaker – the narrator of a poem

stage directions – instructions from the author to the reader to help understand a play.

stanza – a group of lines in poetry which are set apart (like a paragraph in prose).

story elements – parts of a story, specifically devices or techniques used to tell the story (plot, setting, characters, structure, etc.)

structure – how a text is set up, ordered, and organized

summary – a brief statement, set of statements which go over the main points of a story, including the theme and/or central idea.

support – evidence which helps hold up the claim

synonym – a word with the exact meaning as another word.

text – a book, story, article, or other printed work

textual evidence – facts and details found in a text which support a claim or statement

text feature – pictures, captions, and graphs added in text to give additional information to help with understanding.

theme – the lesson or moral within the story, either major or minor

tone – the attitude of the writer

topic - a subject in a text

turning point – the turning point leads the rising action into the falling action; a change in the action of a story

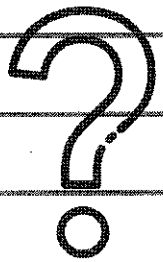
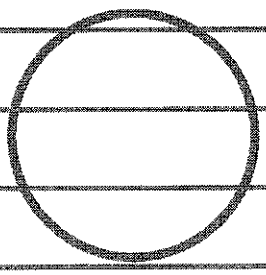
unfold – reveal or make clear

vivid language – words used to help the reader picture what is happening

word choice – the specific selection of words by an author to achieve an effect

TEXT ANNOTATIONS

USE TEXT ANNOTATIONS TO HELP YOU READ ACTIVELY AND REMEMBER KEY IDEAS. READERS MAKE NOTES OR HIGHLIGHT IMPORTANT DETAILS WHILE THEY ARE READING.

SYMBOLS	USE IT FOR...
	
	Important information or something that says "WOW!"
	Information that is confusing or that makes you have another question
	Parts of the passage you like
	Circle any unknown words

Vocabulary Practice Items – Grade 3

Source: MDE Practice Test Questar Practice Test 2016-2017

1. Read the sentence.

Then John Dolittle got a fine, big pair of green spectacles; and the plow-horse stopped going blind in one eye and could see as well as ever.

What does it mean that the plow-horse "could see as well as ever"?

A He could see just like a blind horse.

B He could see just like the other animals.

C He could see better than he had in a long time.

D He could see farther than before he had glasses.

2. Read the sentence.

"But animals don't always speak with their mouths," said the parrot in a high voice, raising her eyebrows.

What does the parrot mean by this sentence?

A Sometimes animals are quiet.

B Animals speak two different languages.

C The Doctor should understand what animals are saying.

D Animals use their whole bodies to share their feelings.

3. Read the sentence.

Mapmakers use the line to divide Earth into two halves.

What is the meaning of the word divide as it is used in the sentence?

A circle

B part

C split

D spot

4. Read the sentence.

The mantle is covered with a thin layer of rock, called the crust .

What is the meaning of crust as it is used in the sentence?

A Earth's outer layer

B Earth's inner mantle

C the layer of rock around Earth's core

D the layer of rock around Earth's mantle

5. Read these sentences from paragraph 1.

Peter Rabbit was puzzled. He stared at Lightfoot the Deer a wee bit suspiciously.

What does the word puzzled mean as it is used in the sentence?

A built

B confused

C looked upon

D pieced together

6. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence.

Peter was sitting up very straight, with his eyes fixed on Lightfoot's antlers as though he never had seen them before.

What does the word fixed mean as used in the sentence?

A open

B repaired

C uninterested

D unmoving

Part B

Which phrase from the sentence supports the answer in Part A?

A "was sitting up"

B "very straight"

C "on Lightfoot's antlers"

D "never had seen"

7. Read the sentence.

"What kind of a story are you trying to fill me up with?"

What does Peter Rabbit mean when he says fill me up with?

A read to

B pour into

C convince

D confuse

8. Read the sentence.

Egyptian hieroglyphs made a handsome background behind the queen.

What does the word handsome mean in the sentence?

A beautiful

B brave

C stiff

D strong

9. Read the sentence.

In ancient Egypt, the people made boats, sails, candles, cloth, mats, and more with it.

What is the meaning of the word ancient as it is used in the sentence?

A busy

B hot

C far away

D very old

10. Read the sentence.

Today, Dr. Ragab's family continues the tradition of making papyrus "paper."

What is the meaning of the word tradition as it is used in the sentence?

A education

B plan

C position

D practice

Which word from the sentence helps the reader understand the meaning of the word tradition?

A continues

B family

C making

D today

Source: MDE Questar Practice Item Sampler 2015-2016

11. Read this sentence.

The new tent filled up the living room like a big blue elephant.

What does the author mean by the words, "like a big blue elephant"?

A The tent was big like an elephant.

B The tent was shaped like an elephant.

C The tent did not fit in the living room.

D The tent looked funny in the living room.

12. Read this sentence.

From there a nerve sends out a signal that makes you take in a big gulp of air.

What word is closest in meaning to gulp?

A message

B swallow

C hiccup

D race

Source: MDE Practice Testlet February 2016

13. Read these sentences below.

Many things that people all over the world use were invented in Mississippi! Pine Sol, a product that many people use for cleaning, was invented in 1929 by a Jackson, Mississippi chemist.

Based on the information in the paragraph, what does the word invented mean?

a. to buy a product

b. to create something new

c. to use a popular product

d. to clean with a liquid

Source New York Practice Test

14. "The snow lay in waves and glistened like sugar."

The author uses the word sugar to show that

A the hare was thinking about food

B the snow looked sparkly

C sugar was on the snow

D the snow tasted sweet

15. Read this sentence.

"If soil crumbles between your fingers, then the weather has probably been dry."

Based on the text, the word crumbles means:

A softens

B itches

C washes away

D falls apart

16. Read the sentence.

"You need not be anxious," responded the man. "I told it the way, and it will be along in good time, as I said before."

What is the meaning of anxious as it is used in Passage 1?

A angry

B excited

C sad

D worried

17. What does the word weave mean as it is used in this sentence?

"As the ants weave themselves together, they don't even get their antennae wet."

A crowd

B float

C gather

D join

Source: Florida Practice Test 1

18. Read these sentences from the story.

With one more powerful swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all! But just as the bass was about to lunge for the bird, an otter came streaking through the water.

What is the meaning of the word lunge as used in the sentences above?

A to dive down and swim under him

B to move quickly forward and grab him

C to jump out of the pond and splash him

D to turn around and swim away from him

19. Read this sentence from the introduction.

His stunts, which included cooking his breakfast on a stove while he stood on a very high tightrope, were so extraordinary that his daring feats are still remembered today.

What does the word extraordinary mean?

A less than ordinary

B somewhat ordinary

C more than ordinary

D completely ordinary

20. Read this sentence from the article.

While here he visited Niagara Falls, and the idea at once struck him that, if he dared to cross those terrible waters on a rope, his fortune would be made.

What do the words the idea at once struck him mean as used in the sentence above?

F that the idea was sudden

G that the idea was powerful

H that the idea was upsetting

I that the idea was surprising

21. Read this sentence from the article.

He was not satisfied with merely walking across; he crossed again blindfolded, and then carrying a man on his back, and once again wheeling a barrow [cart] before him.

Which word means almost the SAME as satisfied?

A content

B familiar

C nervous

D popular

Source: Massachusetts Practice Test

22. Read the paragraph.

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

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

A The cola bottle was open and floating in the water.

B The cola was bubbling and spilling out.

C The cola bottle was moving around.

D The cola was hot.

Part B

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

A ". . . the cola was warm. . . ."

B ". . . jostled too much . . ."

C ". . . overflowed like lava."

D ". . . perched on our sleeping bags . . ."

23. Read the sentence.

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

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

A fly

B turn

C dive

D look

3rd Grade Vocabulary Questions

Answer Key

1. C
2. D
3. C
4. D
5. B
6. D,D
7. C
8. A
9. D
10. D,A
11. A
12. C
13. B
14. B
15. D
16. D
17. D
18. B
19. C
20. F
21. A
22. B,C
23. C

Flying on Ice

By Valerie Hunter

1 Craig watched his older sister, Riley, and her friend Liz race up and down the lake on their skates, dodging the other hockey players. Their skate blades looked like silver smoke.

2 When the game was over, the girls skated up to the bench where Craig was sitting. Craig asked Riley what skating felt like.

3 "When I go really fast, I feel like I'm flying," she said.

4 That's silly, thought Craig. Flying is something birds do in the air, not something people do on ice skates. Then he watched Riley go back out on the ice. She skated around and around the edge of the lake with her arms pumping and her scarf trailing behind her. Soon she was going so fast that her arms looked like wings and her scarf looked like a feathery tail. Maybe skating really was like flying.

5 When Riley sat down to take her skates off, Craig said, "I wish I could fly."

6 Riley retied her skate laces and crouched next to Craig. "Get on my back," she said, and Craig did. Riley started skating, but Craig didn't feel like he was flying. It just felt like a wobbly piggy-back ride.

7 "You're too heavy," Riley said. "I can't go fast when I'm carrying you." She skated slowly back to the bench. Craig got off her back.

8 "Even if you could go fast, I wouldn't be flying," he said sadly. "I need skates to fly."

9 Riley didn't say anything on the walk home, but a few days later she asked Craig if he wanted to go skating.

10 "To watch?" he asked.

11 "No, to skate," she said cheerfully. "Mom and I found a pair of my old skates. They might fit you."

12 The skates were a little big, but when Riley stuffed newspaper in the toes, they fit. Craig couldn't stop smiling. He didn't want to take them off, but he had to so he could walk to the lake.

13 Riley and Liz went with him. They carried their hockey sticks, two orange cones, and a wooden chair. When they got to the lake, Craig put his skates back on and Riley helped him onto the ice. Then she put his hands on the back of the chair.

14 "Hang on to this and you won't fall," she said. "Just push it along in front of you, OK?"

15 Craig grinned. "OK." His feet felt wobbly, but he held on to the chair and he didn't fall. Riley and Liz cheered him on as he started to move forward. Then they set up the cones and practiced passing the puck to each other and shooting goals.

16 Craig watched them. They made skating look easy. He tried to skate like them, but when he let go of the chair he fell. So, he grabbed on to it again and inched along. His skate blades went scritch scritch scritch instead of the swish swish sound that his sister's blades made. This wasn't like flying at all. It was like being a snail.

17 "Ready to go home?" Riley finally asked.

18 Craig nodded, frowning. Riley had never said how hard skating was.

19 "What's wrong?" she asked.

20 "I wanted to skate like you," Craig said. "I wanted to fly."

21 "Someday you will," Riley said. "It takes practice." She patted his shoulder. Then she whispered something to Liz, who grinned and winked at Craig. Each girl took one of Craig's hands.

22 "Someday you'll fly on your own," Riley said. "But today Liz and I will help you."

23 Riley and Liz started skating, pulling Craig with them. The edges of his skate blades just touched the ice. The girls went faster and faster, and so did he. When he looked down, his skate blades were a silver blur. His hat nearly blew off.

24 "I'm flying!" he yelled, and the words blew away in the wind like a bird's happy song.

1. What does the word "crouched" mean as it is used in paragraph 6?

A. spun around

B. bent down

C. stood up

D. fell over

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

A. She is thinking about how well she played hockey.

B. She is upset with Craig because he hurt her back.

C. She is thinking about how to get skates for Craig.

D. She is tired from skating in the hockey game.

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

A. Craig is too young to learn how to skate.

B. Craig is very excited about learning to skate.

C. Craig is unable to take the skates off by himself.

D. Craig is worried that his sister will take the skates back.

4. In paragraph 16, what does the phrase "like being a snail" help the reader to understand about Craig?

A. He skates very slowly.

B. He moves in a crooked line.

C. He searches for a place to hide.

D. He looks like all the other skaters.

5. Which sentence best describes how paragraph 6 relates to paragraph 23?

A. Paragraph 6 provides a problem and paragraph 23 provides a solution.

B. Paragraph 6 asks a question and paragraph 23 provides an answer.

C. Paragraph 6 provides a cause and paragraph 23 shows an effect.

D. Paragraph 6 provides similarities and paragraph 23 shows differences.

6. Which sentence best describes a central message of the story?

A. Change is normal and an important part of life.

B. Friendships often become stronger over time.

C. New experiences can be exciting and wonderful.

D. Natural talent is more important than practice.

A Book About Lightning

By Josepha Sherman

1 Flash! Lightning streaks from a dark cloud.

2 Crash! Thunder shakes our roofs and windows. A lightning storm dazzles the sky like flickering fireworks.

Lightning Begins

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

Lightning is Electricity

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

Thunder and Lightning

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

How Far Lightning Travels

6 Lightning can flash faster than you can blink. During a single flash, lightning can streak down to the ground and back up to the clouds. A lightning stroke that flashes down to earth can stretch up to nine miles (14 kilometers). That's taller than the world's highest mountain. Lightning flashes from cloud to cloud can travel even longer distances.

7 Ribbon lightning darts from the sky. It looks like jagged streaks side by side. Forked lightning looks like an upside-down tree. The branches of electricity reach through the clouds. Sheet lightning streaks inside a cloud. The cloud lights up like a bright, white sheet. Heat lightning happens during the hot summer. It looks like faraway flashes in the sky. Heat lightning is too far away for its thunder to be heard.

Lightning Around the World

8 Every day, lightning flashes from thousands of thunderstorms around the world. Every second, more than 100 lightning bolts hit the ground. Lightning can strike a tree or dry grass. When this happens, a wildfire can start. Lightning bolts can hit tall buildings. They also can hit electrical towers, houses, and cars.

9 Flash! Lightning is streaking through the clouds. Every flash is another display of nature's fireworks.

Fast Facts

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

Safety Tips

11 Windows, water faucets, pipes, telephones, and electrical outlets can be dangerous when there is lightning in the sky. You should not run water or talk on the phone if you see lightning. You could get an electrical shock.

12 Benjamin Franklin once flew a kite in a lightning storm. That is how he learned about electricity. But today, we know lightning is very dangerous. If you see lightning, you should go indoors right away.

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

A. Little drops of water move around in the sky.

B. Dark clouds appear in the sky.

C. Rain droplets start to fall from the clouds.

D. The air spreads because of heat from lightning.

2. What is the main idea of paragraph 6?

A. Lightning can reach from the sky to the ground.

B. A bolt of lightning can travel up to nine miles.

C. Flashes of lightning can jump from one cloud to another.

D. Lightning can move over large distances very quickly.

3. Which idea from the passage does the second illustration best support?

A. Lightning can be helpful for nature.

B. Lightning moves very quickly.

C. Lightning appears in different ways in the sky.

D. Lightning may strike before or after it rains.

4. What does the word "nutrient" mean as it is used in paragraph 10?

A. a type of lightning

B. a supply of heat

C. a kind of plant

D. a form of food

5. Which question does the section "Fast Facts" help to answer?

A. How does lightning help the earth?

B. How is lightning different in the summer?

C. How is electricity created in clouds?

D. How can someone avoid an electrical shock?

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

A. People see lightning before they hear thunder.

B. Wildfires can start when lightning touches the ground.

C. Heat from electricity is hotter than the surface of the sun.

D. Lightning bolts can hit tall trees and buildings.

Meet the Teacher

by Cecil Dzwowa

1 Tatenda is only 11 years old and someday he wants to be a doctor. But today his friends and schoolmates call him "teacher." Like most children in Sanyati, a small countryside town in western Zimbabwe, when Tatenda was not at school, he spent his time playing football (soccer) or looking after his father's cattle. One day when he arrived home from school, he noticed something very unfamiliar in the house.

2 At first he thought it was a television. When his mom told him it was a computer, Tatenda became very angry. What use was this machine? The computer sat idle. Tatenda did not know what to do with it. His father did not know what to do with it. In fact, nobody in the neighborhood knew what to do with it. Then one day Amina, Tatenda's cousin, came from her home in the capital city of Harare for a visit. She taught Tatenda how to use the computer.

3 At first it seemed like all nonsense to Tatenda. "I was always pressing the wrong button," he admits. But he persisted because he was very eager to learn how to use it properly. By the time Amina returned to Harare, Tatenda was able to use the computer on his own.

4 Meanwhile, Tatenda's friends were wondering what had happened to him. He no longer came out to play soccer with them and if he did come out to play, he only played for a short while. His friend, Saidi said, "He always had some reason to go home. We were all puzzled."

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

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

7 Word began to spread that an 11-year-old boy was operating a computer at his home. Kids from the villages nearby began flocking to Tatenda's house. They all had one request: teach us how to work on a

computer. "There were so many kids coming to see him," said Tatenda's mother, "we moved the computer from his small room to the back room, which is larger."

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

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

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

2. What is the main idea of the passage "Meet the Teacher"? Use two details from the passage to support your response.

Excerpt from Just the Right Gift

by Mary Penn

1 A boy on in-line skates zoomed around the corner and crashed into me before I could jump out of the way. We fell into a sprawling heap as the box I'd been carrying flew from my hands and landed in the street with a sickening thump. A moment later, a car whizzed past, sending the box spinning in circles.

2 The skater got up, mumbled sorry, and sped off around the corner.

3 "Are you OK, Emily?" Aiden asked.

4 "I think so." My arm had slapped the sidewalk hard. I stood and slowly moved it in circles.

5 "Oh no! Look at Mom's present!" Aiden's face was red.

6 I picked up the crushed box and opened it. The drinking glasses inside were broken. I closed the box and left it in a garbage can on the sidewalk, then started hurrying toward home. Aiden had to run at full speed to keep up with me.

7 When we got to the apartment, we plopped down on chairs in the kitchen.

8 "It isn't fair! Why did that happen?" Aiden said.

9 "I didn't even see that guy! He came out of nowhere," I huffed. Aiden's lower lip trembled. "Mom would've loved those glasses."

10 We'd saved our money for weeks to buy glasses with pink flowers on them for Mother's Day. We have other glasses, but not a full set that matches. I wished I could sling something against the wall and scream, but I knew I couldn't. I'm the older one. I had to hold it together.

11 "I wanted to make her happy," Aiden sputtered.

"We'll think of something else to give her for Mother's Day," I said, trying to cheer up Aiden.

13 "Like what?" he asked. "We don't have any money left."

14 I swallowed hard and knew I had to think of something fast. "Maybe we can make a present for Mom."

15 Aiden's eyes lit up. "At school we cut out pictures and glued them on paper. We could find pictures in old magazines and make her a Mother's Day card."

16 "Good thinking," I said. "And I'll come up with something else to make her happy, too." An idea was starting to form in my head.

17 The next morning, Aiden and I pulled Mom from her bedroom into the kitchen, where we had set out her favorite breakfast: yogurt with cereal and bananas. Mom put her hand over her heart. "I forgot it was Mother's Day."

18 "We have presents," Aiden said, handing her the card he'd made out of bright red construction paper with pictures of pink flowers scattered across it.

19 I waved a stack of index cards in the air. "And look, Mom. Every card has a riddle on it with the answer on the back. You used to love riddles."

20 When Aiden saw tears rolling down Mom's cheeks, he yelled, "I knew this was a bad idea!" and flung himself onto the floor.

21 "Aiden!" Mom pulled him to his feet and kissed him. "I love your presents. Your Mother's Day card is beautiful. You know I love pink flowers." She pulled me into a hug, too. "And I'll love reading the riddles. I'm crying because you've made me so happy."

22 The anger left Aiden's face as he took his card from Mom and turned it over and over, beaming with pride.

23 "What is black and white and red all over?" I read from one of my index cards.

24 "A newspaper?" Mom asked.

25 "Nope," I said as Aiden shouted, "A sunburned zebra!"

26 Mom looked at us and smiled. It was a quiet smile at first, but it grew big and bright.

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

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

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

Around the World

by Paula Morrow

1 "No one but a man can do this;' the business manager of the World, a New York newspaper, said to the young woman. The year was 1888. A popular book at the time told about a character who traveled around the world in 80 days. Now Nellie Bly, a young reporter for the newspaper, wanted to do it in real life.

2 "Very well;' said Nellie. "Start the man, and I'll start the same day for some other newspaper and beat him:'

3 In those days it was very unusual for a woman to travel alone. But Nellie Bly was an unusual woman. Her real name was Elizabeth Jane Cochran. When she was 20, she wrote a fiery letter to the editor of the Pittsburgh Dispatch. The editor was so impressed with her letter that he offered her a job as a writer.

4 It wasn't considered "proper" to use a woman's name in a newspaper. So, the editor signed Elizabeth's work Nellie Bly, a name from a popular song.

5 Back then, women were only supposed to write about things considered to be "women's topics:' such as fashion and society. But Nellie had other ideas. She reported on issues that were important, even controversial. Newspaper readers were fascinated-but they didn't believe that Nellie Bly was really a woman. They thought men were writing the articles!

6 After Nellie threatened to make the trip for another newspaper, her editor gave in and allowed her to do it for the World. One year after asking to do the trip, Nellie set out. Traveling east across the Atlantic, Nellie took just one bag in order to move quickly. As she traveled, she wrote. She telegraphed her articles about people and places to the newspaper. Schoolchildren followed her route across Europe and Asia. Geography became a national fad as readers tracked her around the world.

7 On day 68 of her trip, Nellie reached San Francisco. Quickly, she dashed across the country on a train hired by her newspaper. She reached New York in 4½ days.

8 She met her challenge! Along the way, every train stop was a "maze of happy greetings, happy wishes, congratulating telegrams, fruit, flowers, loud cheers, wild hurrahs, rapid hand-shaking:' she wrote. While traveling through France, Nellie was thrilled to meet Jules Verne, author of the book that inspired her trip, Around the World in 80 Days.

9 Nellie Bly beat the 80-day goal. She also invented a new style of journalism. She reported to her readers what she saw, thought, and felt during her adventure. She also proved that a woman is as competent and resourceful as a man. Her journey around the world was a journey toward equal opportunity for both women and men.

1. What does the phrase "set out" mean as it is used in paragraph 6 of the article?

A. grabbed her suitcase

B. began her journey

C. accepted work

D. started writing

2. Read this sentence from paragraph 6.

Traveling east across the Atlantic, Nellie took just one bag in order to move quickly.

How is this detail important to paragraph 1?

A. It shows how she is the same as the character in the book.

B. It shows one way to help her reach her goal.

C. It shows a young reporter exploring the world in real life.

D. It shows that a young woman taking a trip alone is unusual

3. How does the author organize the information in paragraphs 6 and 7?

A. by listing events in the order, they happened

B. by comparing and contrasting the places Nellie visited

C. by showing what caused Nellie to want to take the trip

D. by stating how the problem of traveling so far was solved

4. What does the word "journalism" mean as it is used in paragraph 9?

A. writing for newspapers

B. traveling for women

C. finding adventures

D. discovering opinions

5. Which detail from the article does the map support?

A. "Start the man, and I'll start the same day..." (paragraph 2)

B. "She reached New York in 4½ days..." (paragraph 7)

C. "She met her challenge!" (paragraph 8)

D. "She reported to her readers what she saw, thought, and felt..." (paragraph 9)

6. Which sentence best states the main idea of "Around the World"?

A. Traveling around the world in a short period of time is a difficult goal.

B. It was unusual for a woman to travel in the past.

C. Geography is an important subject to study.

D. A woman showed she can do anything.

Mouse Deer and the Tigers

retold by Marilyn Bolchunos

1 King Tiger thought he was the greatest tiger in the world. While I do not know if that was true, he was certainly the greediest. One day he said to himself, "I wonder if there is tasty food nearby on the Island of Borneo:'

2 He called three of his

strongest tigers and said to them, "I have a job for you. You must swim to Borneo and ask their tiger king for food. Tell them the King of All Tigers demands it. If they don't agree, we will attack:'

3 The King pulled out one of his large whiskers. "Show him this and he will see what kind of tiger he is dealing with:'

4 The three tigers swam over to Borneo, roaring all the way. Now, there were no tigers on Borneo, but all the animals hid when they heard the strange sounds and splashes. All except for Mouse Deer. He didn't hear them coming because he was busy eating his lunch of tender grass. Suddenly he looked up and saw three pairs of golden eyes staring at him.

5 "Brave little morsel, isn't he?" said one of the tigers. "We have a message for your tiger king. Where is he?"

6 Mouse Deer thought, we have no tiger king. We have no tigers. But if I tell them that, I will be lunch for these tigers. I must think fast or, or ... I will be lunch for these tigers.

7 He thought fast.

8 "I can take your message to our tiger king;' he said. "But you look tired. Rest in the shade, and I will get him:'

9 "Good idea;' said the biggest tiger. "Tell him that he must give us food, or we will attack. Show him King Tiger's whisker:'

10 The whisker was so big it made Mouse Deer tremble. But he bravely hurried away with it in his mouth.

11 If I promise them food, they may eat me, he thought. What should I do?

12 He bounded on. Finally, he had an idea. He found his friend Porcupine. "Friend, the King of All Tigers wants to attack Borneo;' he said. "He says we won't be able to fight him. Would you please let me have one of your quills?"

13 "Gladly;' said Porcupine.

14 Mouse Deer waited awhile so that the tigers would think he had traveled far. When he came back, they said, "Well?"

15 "O, Great Tigers:' said Mouse Deer, "when I reached our king, he was sharpening his claws between two mountains. I gave him your message. He said, 'Good. It is too quiet around here. I'd be happy to fight that tiger. Send him over.' Then he pulled out one of his whiskers for you to give your king:'

16 The tigers were astonished. They had never seen a whisker as big and thick as that. They turned and left for their long swim back.

17 Mouse Deer pranced off on his tiny hoofs.

18 As soon as the tigers reached their island, they went to the King of All Tigers.

19 "What took you so long?" he roared.

20 "Well;' one tiger said, "the King of Borneo looks forward to fighting the King of All Tigers. He sends his whisker:'

21 The King stared at it for a while. Then he spoke, "I have been thinking while you were gone. We should demand food from the Island of the Elephants instead of the Island of Borneo:'

22 And that is why, even today, there are no tigers on Borneo. There are plenty of mouse deer, but no tigers.

1. What does the word "demand" mean as it is used in paragraphs 2 and 21?

A. to correct

B. to look for

C. to work on

D. to insist

2. What does the reader know in paragraphs 6 through 8 that the tigers do not know?

A. King Tiger wants to take food from the Island of Borneo.

B. The Island of Borneo has no tiger king.

C. Mouse Deer is afraid of King Tiger's whisker.

D. The whisker from Mouse Deer is not from a tiger.

3. Paragraph 15 supports a theme of the story by showing that Mouse Deer...

A. honors the tigers

B. is clever and brave

C. is happy to be telling lies

D. finds his king

4. In paragraph 17, the phrase "pranced off" shows that Mouse Deer feels...

A. eager to run far away from the tigers

B. satisfied with how things went with the tigers

C. worried that the tigers will return with their king

D. surprised to see that the tigers could swim

5. Which sentence best describes how Mouse Deer causes the event in paragraph 21?

A. He sees three tigers looking at him.

B. He carries King Tiger's whisker in his mouth.

C. He asks Porcupine for one of his quills.

D. He waits so the tigers will think he went far.

6. What do the details in paragraph 21 suggest about King Tiger?

A. He wants to avoid showing that he is scared.

B. He believes there is more food on a different island.

C. He knows that it is important to plan ahead.

D. He thinks he is the greatest tiger in the world.

The Day I Rescued Einstein's Compass

by Shulamith Levey Oppenheim

1 "When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass." He peered at me. "You know what a compass is, of course?" I nodded. "Good." He continued, "It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass."

2 I took a deep breath. "Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle."

3 My sailing partner raised his bushy eyebrows. "Nearly correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so, I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . ."

4 At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit Fleet Felix smack against the side, knocking the compass from the professor's hand, right into the water!

5 He stared at his empty palm. "The compass, Theo. It is gone! Overboard?" Suddenly there was so much sadness in his eyes. "I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . ." His voice trailed off, and he was looking far into space.

6 But I could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.

7 I jumped into the water.

8 Then I started swimming farther away from the boat. Under and under and round and round. No compass. I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

9 I made another dive under the boat. As I came up for air, I felt something ever so gently hit my cheek. It was the compass, bobbing alongside Fleet Felix, just waiting to be rescued! Clutching it in my left hand, I grabbed hold of the boat with my right. Professor Einstein's eyes were closed.

10 He opened his eyes. "So," he said with a smile, "this is why I became a physicist," continuing as if nothing had happened. "As you know, a physicist studies the forces in nature that we cannot know directly, only we know they are there from what we observe, like the compass needle or," he paused.

11 "Or gravity?" I offered, a bit tentatively.

12 "Bravo, young man. Or gravity. All these forces keep our planet running quite smoothly most of the time. And thank you, dear Theo. For me, you are the most famous boy alive!"

13 His eyes were merry again. I was still trying to catch my breath, but I had to ask another question. "Would you say it is because of the compass that you are now the most famous man alive?"

14 He sat very still. "The compass was my first mystery, and all my life I have worked to solve mysteries:' He put the compass in his pocket- the one with the hole in it. "And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know."

1. In the story, how does Einstein feel about the compass his father gave him? Use two details from the story to support your response.

2. What does paragraph 6 show about Theo's point of view? Use two details from the story to support your response.

3. Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use two details from the story to support your response.

Saving Snow Leopards

by Pamela Crowe

"Mountain Ghost"

1 The snow leopard is rarely seen by humans. This mysterious cat lives in 12 Asian countries among the world's tallest mountains.

2 The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia. It weighs as much as a cheetah but is shorter and stockier. The cat's compact shape and thick fur help keep it warm in glacier-chilled air. Dark markings dapple its light-gray coat, camouflaging it in rocky terrain. Big paws make padding over snow easier. An extra-long tail provides balance on steep, rugged ground.

3 You might think the snow leopard would be safe living in such harsh, remote places. But it faces multiple threats from humans. The cat has lost important stretches of habitat. (A habitat is the place that fills an animal's needs-mainly food, shelter, and mates.) Mining, wars, and overgrazing by farm animals have all led to this loss of habitat.

Protecting the Herd

4 The loss of habitat has caused a food shortage. Snow leopards eat wild goats and sheep. When farm animals eat too much vegetation, wild plant eaters can't find enough food to stay healthy. Females don't have enough babies. Over time, the numbers of wild goats and sheep go down, and snow leopards have less to eat. Then the big cats eat livestock, and the herders kill the leopards to protect their livelihoods.

5 Agencies are working to save the cats and help herders at the same time. Some agencies give herders wire mesh and wood to keep snow leopards from entering their stables at night. Some pay herders for the animals they lose to snow leopards. In exchange, the herders stop killing snow leopards and leave more room and plants for the wild goats and sheep.

6 Are the conservation programs working? Researchers estimate that only 3,500 to 7,500 snow leopards are alive today. But they need more reliable ways to count leopards before they will know.

7 That's where scientists like Dr. Kyle McCarthy are needed. He traveled to Kyrgyzstan to test ways of estimating snow leopard numbers. He camped

in the mountains with Dr. Jennifer McCarthy (his wife) and other co-workers. They saw no leopards, but they hadn't expected to. Instead, they looked for evidence the cats left behind. "You have to find something related to them: poops, scrapes (claw marks), and pee;' Dr. Kyle McCarthy says.

8 The group collected scat (poop) for DNA analysis. Along with the waste material of digestion, scat contains cells from the animal's own body. DNA is material inside those cells that, like fingerprints, can identify an individual animal.

9 The team also used automatic cameras. The scientists placed motion-and- heat-sensitive cameras along a mountain ridge. When a snow leopard neared one of these "camera traps;' the camera snapped its picture.

1o Each snow leopard's spot pattern is different. Researchers compared patterns in the photos to identify cats. The cameras had taken photos of 15 different snow leopards at two study sites.

A Close Encounter

11 Shannon Kachel, Dr. Kyle McCarthy's graduate assistant, has searched for snow leopards in Tajikistan, where he almost saw one. "I was hiking along a ridgeline in the late afternoon and came around the corner of a rock outcropping to find a steaming, fresh kill site with snow leopard signs all round;' Kachel says. "I could see and hear where the cat had knocked some rocks loose as it ran away from me, but even though I waited until it was nearly dark, I never saw the cat:'

12 "Most people will never see a snow leopard, yet it has a right to exist;' Dr. Kyle McCarthy says. "It's too magnificent to think about losing."

THREATS TOSNOW LEOPARDS	
illegal hunting	• Snow leopards are hunted for their fur and bones.
Loss of habitat	• People and livestock move into snowleopard range.
Loss of prey	• Fewer prey are available to snow leopards when wild sheep and goats are hunted. • Livestock compete with the wild sheep and goats for food and the number of wild animals is reduced.
Killed by herders	• Sheep and goat herders kill the leopards when the leopards eatlivestock.
Lack of effective protection	• The areas in which the snow leopards live are too large to protect. • Many countries cannot afford to pay for protection.
Lack of awareness and support	• Herders do not understand the importance of snow leopards to the ecosystem.

1. What does the word "conservation" mean as it is used in paragraph 6?

A. action

B. education

C. preparation

D. protection

2. How does paragraph 9 connect to paragraph 6 in the article?

A. by describing a method for counting snow leopards

B. by describing what it is like to see a snow leopard

C. by explaining why snow leopards are rarely seen by humans

D. by explaining how scientists identify individual snow leopards

3. Which idea best explains why Dr. McCarthy and his co-workers traveled to Kyrgyzstan?

A. "The loss of habitat has caused a food shortage" (paragraph 4)

B. "But they need more reliable ways to count leopards before they will know" (paragraph 6)

C. "They saw no leopards, but they hadn't expected to" (paragraph 7)

D. "Researchers compared patterns in the photos to identify cats" (paragraph 10)

4. Which idea from the article best supports the main idea?

A. "The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia" (paragraph 2)

B. "Researchers estimate that only 3,500 to 7,500 snow leopards are alive today" (paragraph 6)

C. "Each snow leopard's spot pattern is different" (paragraph 10)

D. "The cameras had taken photos of 15 different snow leopards at two study sites" (paragraph 10)

5. How is the article mainly organized?

A. compare

B. sequence of events

C. question then answer

D. cause and effect

6. How does the table at the end of "Saving Snow Leopards" support the main idea of the article?

A. by showing reasons why snow leopards are struggling to survive

B. by listing ways to better protect snow leopards

C. by presenting new information about the habitat of snow leopards

D. by providing evidence that there are fewer snow leopards alive now than in the past

The Scarlet Ribbon

by Emily Hoffman

1 Long ago, in Australia, there lived a girl named Kanikiya. From the time she was small, Kanikiya loved to dance. She moved as gracefully as the brolgas, the tall, slender cranes that courted along the riverbank. The people in the camp would often see Kanikiya dancing down by the water, for she wore a scarlet ribbon around her neck, and it floated as she moved. People believed she danced like moonlight shining on the running river.

2 Dancing was fine for a young child, but by the time she was twelve, the people in the camp did not approve of such frivolity in a young woman. She should be working, they insisted. Only the youngest children danced away the day.

3 Kanikiya's mother, hearing disapproval around the camp, warned her that she must stop dancing. "Remember the story of the lazy girl who would not work;' she said. "She turned into a dingo. The rest of her life she ran with packs of wild dogs, preying on sheep at night:'

4 Kanikiya, who knew the camp legends, shivered at her mother's words. Such tales frightened her. But she knew she wasn't lazy. It wasn't laziness that made her forget her work. The need to dance surged through her. She could not stop dancing any more than she could stop breathing. She feared that if she stopped doing either, she would die.

5 Flocks of silvery gray brolgas stopped near Kanikiya's camp during their migration in the spring and fall of each year. Then, more than any other time, Kanikiya would forget her work, steal to the river, and watch the birds dance as the day darkened. As if impelled by a strong, mysterious force, Kanikiya would join in their dance at the river's edge, her scarlet ribbon flying behind her. If only I could dance with the cranes all my life, thought Kanikiya as she trudged back to the camp, then I would be at peace. One spring evening Kanikiya's mother found her daughter dancing near the river before she had finished gathering cabbage palms for their evening meal.

6 "I can do nothing with you, Kanikiya!" her mother shouted. "I have decided. You must not leave the camp until the brolgas have left. I feel they have powers over you that must be broken ' While her mother spoke, Kanikiya felt tears gather. She sensed the eyes of the brolgas upon her.

Glancing up, she marveled as they dipped their heads and danced a slow, mournful dance. They understand my sorrow, Kanikiya thought, the knowledge warming her.

7 Her mother grabbed her arm, pulling her toward the camp. Within Kanikiya's heart something died as she left the river that evening. Plodding up the bank, she felt her life begin to ebb away. The next day, instead of going out to gather food, Kanikiya stayed in the camp. She wove baskets from the reeds the other children collected. Day followed day in a mournful blur. She couldn't eat. She wouldn't smile. The heaviness in her heart grew, and because of that she became weaker. As she worked, she listened to the happy calls of the brolgas and imagined herself dancing with them, twirling, dipping, and free. At night she danced with the birds in her dreams.

8 If only I could dance with them again, she'd think each morning upon waking, then I would find rest for my soul. Soon the call of the brolgas became too strong for Kanikiya to deny. One morning before dawn she heard them calling her. Slipping out of the camp, she rushed down to the riverbank to dance with the cranes.

9 Just this one time, she thought as she whirled, her scarlet ribbon floating behind her. Just this once, then peace will visit me again. Later that morning, she was not found at her weaving. Her mother looked for her throughout the camp and, not finding her there, searched near the river.

10 As Kanikiya's mother neared the water, she found dozens of wild brolgas dancing and dipping to the sound of the wind in the trees. Fearful of their savage dance, she turned to go. But before she started up the path, she noticed one graceful crane in the center of the flock, a scarlet ribbon tied around her neck, dipping her head in greeting.

1. Which detail from paragraph 1 best supports a theme of the story?

A. The folktale takes place long ago.

B. Kanikiya likes to wear a scarlet ribbon.

C. The brolgas are birds that live along the river.

D. Kanikiya has a talent that is recognized by others

2. Read this sentence from paragraph 6.

They understand my sorrow, Kanikiya thought, the knowledge warming her.

What does the phrase "the knowledge warming her" suggest?

A. a feeling of comfort

B. sadness and disappointment

C. a feeling of anger

D. wisdom and clear thinking

3. What does the word "mournful" mean as it is used in paragraph 7?

A. angry

B. bored

C. nervous

D. sad

4. Which sentence from the story best shows how a character's actions help to develop the story?

A. "You must not leave the camp until the brolgas have left:' (paragraph 6)

B. "She wove baskets from the reeds the other children collected:'(paragraph 7)

C. "Slipping out of the camp, she rushed down to the riverbank to dance with the cranes:' (paragraph 8)

D. "Her mother looked for her throughout the camp and, not finding her there, searched near the river:' (paragraph 9)

5. Which statement best describes how Kanikiya changes from the beginning to the end of the story?

A. She realizes that she must leave her home to find happiness.

B. She learns that the most important thing is to obey the rules.

C. She discovers that the birds love her more than she loves them.

D. She is frightened by camp tales and then sees that they are untrue.

6. Which detail would be most important to include in a summary of the story?

A. Kanikiya is often seen near the river by others.

B. Kanikiya's mother tells her a story about a girl.

C. Kanikiya feels like she must dance.

D. Kanikiya weaves baskets.

KEY: 3rd Grade Comprehension Passage 1

"Flying on Ice"

	Item Type	Correct Answer		Standard
1	Multiple Choice	B	1	L 3.4
2	Multiple Choice	C	1	RL 3.3
3	Multiple Choice	B	1	RL 3.3
4	Multiple Choice	A	1	RL 3.4
5	Multiple Choice	A	1	RL 3.5
6	Multiple Choice	C	1	RL 3.2

KEY: 3rd Grade Comprehension Passage 2

"A Book About Lightning"

	Item Type	Correct Answer		Standard
1	Multiple Choice	D	1	RI 3.3
2	Multiple Choice	D	1	RI 3.2
3	Multiple Choice	C	1	RI 3.7
4	Multiple Choice	D	1	RI 3.4
5	Multiple Choice	A	1	RI 3.5
6	Multiple Choice	B	1	RI 3.3

KEY: 3rd Grade Comprehension Passage 3

"Around the World"

	Item Type	Correct Answer		Standard
1	Multiple Choice	B	1	RI 3.4
2	Multiple Choice	B	1	RI 3.3
3	Multiple Choice	A	1	RI 3.5
4	Multiple Choice	A	1	RI 3.4
5	Multiple Choice	C	1	RI 3.7
6	Multiple Choice	D	1	RI 3.2

KEY: 3rd Grade Comprehension Passage 4

"Mouse Deer and the Tigers"

	Item Type	Correct Answer		Standard
1	Multiple Choice	D	1	L 3.4
2	Multiple Choice	B	1	RL 3.6
3	Multiple Choice	B	1	RL 3.2
4	Multiple Choice	B	1	RL 3.4
5	Multiple Choice	C	1	RL 3.3
6	Multiple Choice	A	1	RL 3.3

KEY: 3rd Grade Comprehension Passage 5

"Saving Snow Leopards"

	Item Type	Correct Answer		Standard
1	Multiple Choice	D	1	RI 3.4
2	Multiple Choice	A	1	RI 3.3
3	Multiple Choice	B	1	RI 3.3
4	Multiple Choice	B	1	RI 3.2
5	Multiple Choice	D	1	RI 3.5
6	Multiple Choice	A	1	RI 3.7

KEY: 3rd Grade Comprehension Passage 6

"The Scarlet Ribbon"

	Item Type	Correct Answer		Standard
1	Multiple Choice	D	1	RL 3.2
2	Multiple Choice	A	1	RL 3.4
3	Multiple Choice	D	1	L 3.4
4	Multiple Choice	C	1	RL 3.3
5	Multiple Choice	A	1	RL 3.3
6	Multiple Choice	C	1	RL 3.2

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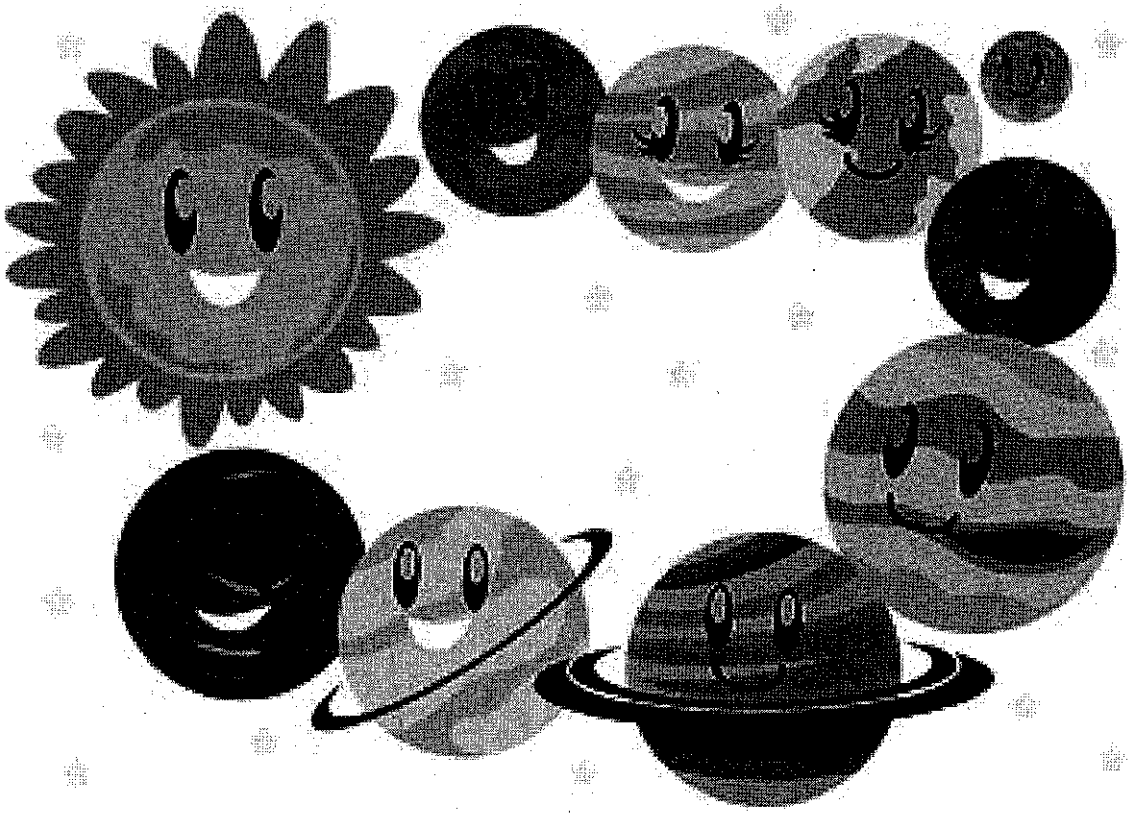
3rd Grade Math



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10 Free Math Learning Websites

- **IXL**
  - https://www.ixl.com/inspiration/family-learning
  - **Math practice on each and every math skill.**

- **Khan Academy**
  - https://www.khanacademy.org/signup?isparent=1
  - **Math practice and interactive videos to help your child learn math.**

- **Eureka Math**
  - https://gm.greatminds.org/en-us/knowledgeonthego
  - **Content videos and student practice on math skills.**

- **Learn Zillion**
  - https://learnzillion.com/resources/73932
  - Interactive learning videos for math!

- **Education.Com**
  - **www.education.com**
  - **Math practice worksheets and interactive lessons!**

- **Fun Brain**
  - **www.funbrain.com**
  - **Play games while practicing math and reading skills!**

- **Cool Math**
  - https://www.coolmathgames.com/
  - **Cool math games for learning!**

- **Hooda Math**
  - https://www.hoodamath.com/
  - **Math games by grade level for math learning fun!**

- **Splash Learn**
  - **https://www.splashlearn.com/**
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3rd Grade Tutorial Packet Contents

I. Operations and Algebraic Thinking Packet and Answer Key

II. Numbers and Operations with Fractions Packet and Answer Key

III. Performance Task Packet and Answer Key

IV. iReady Comprehensive Practice Tests and Answer Keys

MDE Testlet Practice Items

1

Directions: Read each statement below, and determine if they are true or false. Select one bubble in each row.

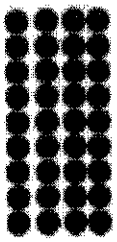
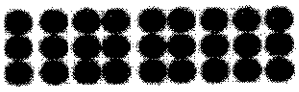
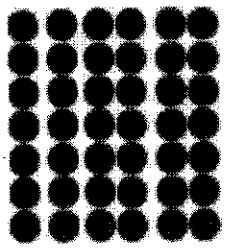
Number Operations Table

Statement	True	False
Because a number multiplied by 0 is equal to the number, $8 \times 0 = 8$.	O	O
Because the way the factors are grouped does not change the product, $2 \times (3 \times 5) = (2 \times 3) \times 5$.	O	O
Because the order of the factors does not change the product, $3 \times 4 = 4 \times 3$.	O	O
Because a factor can be written as the sum of two numbers, $7 \times 4 = (5 \times 4) + (2 \times 4)$.	O	O

2. **Directions: Draw a line between each situation and the picture that matches it.**

2

Row	Situation
A.	Lisa's dog eats 3 cups of food a day. If Lisa goes out of town for 9 days, how much food should she leave?
B.	Tabitha is planning her birthday party. She plans to buy party hats for each of her guests. There are 6 hats in each package. If Tabitha buys 7 packages, how many hats will she have?
C.	Jack knows that there are four tires on a car. While he was waiting for a ride home, he counted all the tires in the parking lot. If he counted 36 tires on cars, how many cars were in the parking lot?

Row	Picture
1.	
2.	
3.	

3 . **Which question below can be answered using the expression 42 ÷ 7?**

A. **Susan has 42 model cars on her display shelf. She places 7 more model cars on the shelf. How many model cars are on the display shelf now?**

B. **Michael bakes 42 cookies for his friends. He will give his 7 best friends the same number of cookies. How many cookies will each friend get?**

C. **The elementary school is going on a field trip to the zoo. There are 42 students on each bus. There are 7 buses going on the trip. How many students are going to the zoo?**

D. **Nathan has 42 pieces of candy. If his little brother eats 7 pieces, how many pieces of candy does Nathan have?**

4 **Directions: Match each equation on the left to the missing number on the right that will make the equation true.**

Row	Equation
A.	8 x ? = 40
B.	96 ÷ 12 = ?
C.	6 = 24 ÷ ?
D.	9 x ? = 63

Row	Missing Number
1.	4
2.	5
3.	7
4.	8

5

Which sentence below correctly explains why any multiple of six can be decomposed into two equal addends?

A. **Six is an even number and it can be added to itself to make 12.**

B. **A multiple of any number can be broken into equal shares that are whole numbers.**

C. **Any multiple of six is an even number, and all even numbers can be broken into equal shares that are whole numbers.**

D. **Some multiples of six are odd numbers, and odd numbers can be broken into equal shares that are whole numbers.**

6

Kerry has been saving up her money to buy a new backpack. She saved $19.00 last month and saved $14.00 this month. The backpack that she really wants to buy costs $42.00. How much more money does Kerry need to buy the backpack?

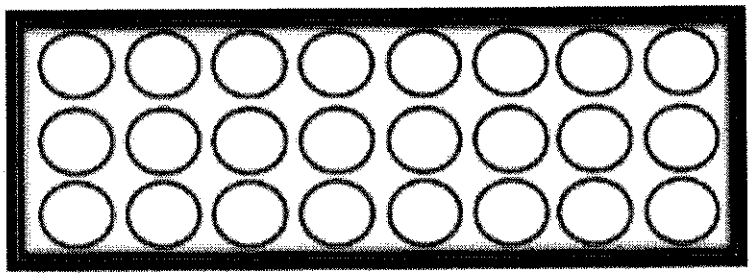
A. **$9.00; because $42.00 – ($19.00 + $14.00) = $9.00.**

B. **$37.00; because $14.00 - $19.00 + $42.00 = $37.00.**

C. **$47.00; because $42.00 + ($19.00 - $14.00) = $47.00.**

D. **$75.00; because $19.00 + $14.00 + $42.00 = $75.00.**

7 . **Jose created the array below.**



Which situations match the array Jose has created?

A. 3×8

B. $3+3+3$

C. $8+8+8$

D. $3+3+3+3+3+3+3+3$

E. $8+8+8+8+8+8+8+8$

8

There were 36 people lined up in equal rows. Select each arrangement that can be used.

A. 4 rows of 9 people

B. 12 rows of 3 people

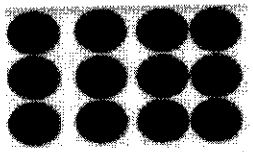
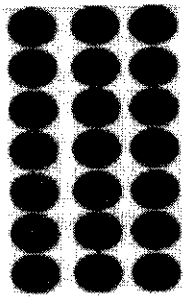
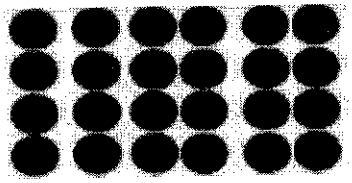
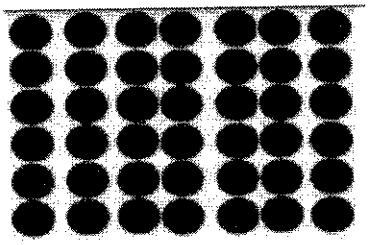
C. 8 rows of 7 people

D. 6 rows of 6 people

E. 2 rows of 18 people

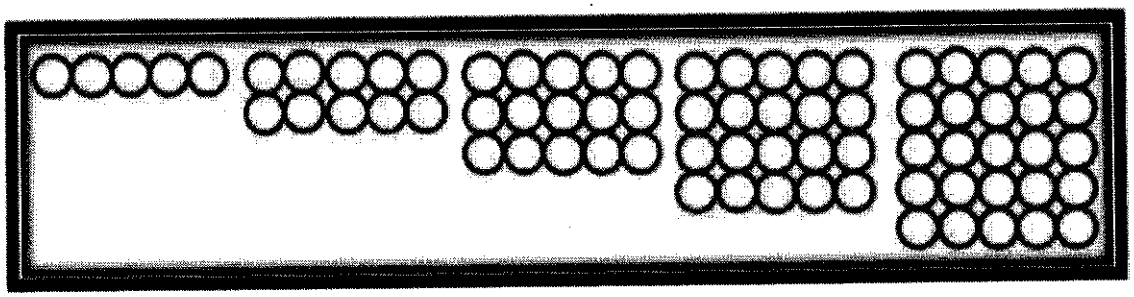
9

Directions: Match each array below to the expression it could represent. Each array will be used two times.

Row	Array
A.	
B.	
C.	
D.	

Row	Expression
1.	3×4
2.	4×6
3.	$42 \div 7$
4.	$12 \div 3$
5.	7×3
6.	$24 \div 4$
7.	6×7
8.	$21 \div 7$

10 **The first five terms of a shape pattern are shown below.**



A. The rule of the pattern is that the number of circles increases by _____.

B. The number of circles in the 6th term would be_____.

Questar Practice Items

11

Which groupings represent 36 apples placed equally into baskets? Select <u>two</u> answer choices.

Ⓐ 6 apples in 4 baskets

Ⓑ 6 apples in 6 baskets

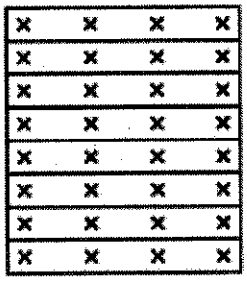
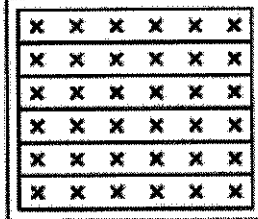
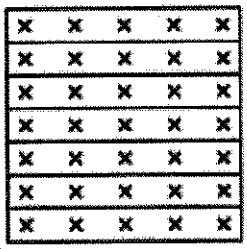
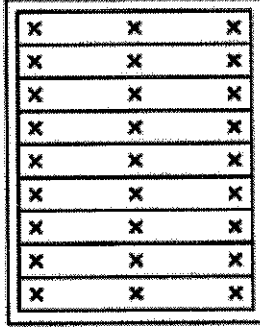
Ⓒ 7 apples in 4 baskets

Ⓓ 8 apples in 3 baskets

Ⓔ 9 apples in 4 baskets

12

Select the box in each row to identify the expression represented by each model.

	6 × 6	7 × 5	8 × 4	9 × 3
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○

13

If 30 ÷ ☐ = 5, what is the missing factor?

Ⓐ 6

Ⓑ 7

Ⓒ 25

Ⓓ 35

14

What number makes the equation true?

8 × ☐ = 48

Ⓐ 5

Ⓑ 6

Ⓒ 7

Ⓓ 8

15 **Select the product that correctly completes each equation.**

$7 \times 2 =$

- ○ 5
- ○ 9
- ○ 14

$12 \times 2 =$

- ○ 10
- ○ 12
- ○ 24

16 **Select the answer that makes each statement true.**

When you add two odd numbers together, the answer is

- ○ Even
- ○ Odd

When you add two even numbers together, the answer is

- ○ Even
- ○ Odd

When you add an even and an odd number together, the answer is

- ○ Even
- ○ Odd

17

Karen is working the multiplication problem shown.

19 × 3 = □

Which expression represents a strategy that Karen would use to calculate her answer?

Ⓐ (10 + 3) + (9 + 3)

Ⓑ (10 + 9) + (10 + 3)

Ⓒ (10 × 3) + (9 × 3)

Ⓓ (10 × 9) + (10 × 3)

18

Joe has $60 to buy 7 new shirts. If each shirt costs $8, which equation represents the amount of money (*m*) Joe will have left?

Ⓐ $60 - 15 = m$

Ⓑ $60 - 56 = m$

Ⓒ $60 + 15 = m$

Ⓓ $60 + 56 = m$

19

A teacher has 56 pencils and wants to put an equal number of pencils in 8 buckets. Which equations can be used to find the number of pencils (n) in each bucket? Select <u>two</u> answer choices.

Ⓐ $56 + 8 = n$

Ⓑ $56 - 8 = n$

Ⓒ $56 + 8 = n$

Ⓓ $8 \times n = 56$

Ⓔ $8 + n = 56$

20

John had 24 pieces of candy to give his three teachers. He gave each teacher the same amount of candy. How many pieces of candy did he give each teacher?

Ⓐ 6 pieces

Ⓑ 8 pieces

Ⓒ 21 pieces

Ⓓ 27 pieces

21

Use the table to answer the question.

Box Tops Collected

Grade	Number of Box Tops
3	102
4	348

The students at North Elementary School set a goal to collect 900 box tops. To reach their goal, how many more box tops do the students need to collect?

Ⓐ 450

Ⓑ 550

Ⓒ 652

Ⓓ 662

22

Select the missing factor that correctly completes each equation.

26 + ○ 4 / ○ 12 / ○ 28 = 7

45 + ○ 8 / ○ 9 / ○ 11 = 5

23

Bailey takes $42 to the movies. She spends $8 on the movie ticket and $7 on snacks. How much money does she have left?

Write the answer in the box.

$ ☐

24

Which statement represents the expression 63÷9?

Ⓐ **Riley has 63 coins. He gives his sister 9 coins.**

Ⓑ **Riley has 63 coins. His friend Jane gives him 9 coins.**

Ⓒ **Riley has 63 coins. He places the same number of coins in each of his 9 containers.**

Ⓓ **Riley has 63 coins. He places a different number of coins in each of his 9 containers.**

25

Find the product.

9 × 6

Write the answer in the box.

26

Which grouping represents the product 16?

Ⓐ 4 groups with 4 objects each

Ⓑ 4 groups with 7 objects each

Ⓒ 6 groups with 4 objects each

Ⓓ 8 groups with 8 objects each

27

The following question has two parts. First, answer Part A. Then, answer Part B.

Zalia ordered 5 pizzas. Each pizza is cut into 8 slices.

Part A

How many total slices of pizza does Zalia have?

Write the answer in the box.

☐ slices

Part B

If Zalia wants to share the pizza between herself and 9 friends, how many slices of pizza will each person receive?

Write the answer in the box.

☐ slices

28

Lee created the arithmetic pattern shown.

12, 25, 38, _____

Which statement is true about Lee's pattern?

Ⓐ The next number in the pattern will be 41 because 3 is added to the previous number.

Ⓑ The next number in the pattern will be 48 because 10 is added to the previous number.

Ⓒ The next number in the pattern will be 50 because 12 is added to the previous number.

Ⓓ The next number in the pattern will be 51 because 13 is added to the previous number.

North Carolina Practice Items

29 **Tammy has 6 vases of tulips. There are 9 tulips in each vase. What is the total number of tulips in the vases?**

A 15

B 36

C 54

D 63

30 **What number is the solution to the equation below?**

$$3 = \Delta + 9$$

A 3

B 12

C 18

D 27

31

Sally ran 2 miles each day for 4 days. Then she ran 3 miles each day for the next 4 days. How many miles did Sally run altogether in the 8 days?

A 12

B 17

C 20

D 24

32

Kim and Sara sold bags of cookies.

- **Each bag had 8 cookies.**
- **Kim sold 4 bags of cookies.**
- **Sara sold 5 bags of cookies.**

What is the total number of cookies Kim and Sara sold?

A 72

B 60

C 52

D 17

33

At the store, one package of 3 pencils costs $1.

Anna spent $7 on pencils. How many pencils did Anna buy?

A 7

B 10

C 11

D 21

34

Which value for *N* makes the equation correct?

$$N + 7 = 9$$

A 81

B 63

C 54

D 45

35

There are 24 boxes. Two of the boxes are empty. Each of the other boxes contains 2 erasers. How many erasers are there altogether?

A 22

B 24

C 44

D 48

36

Gina has a total of 32 marbles.

- **She has an equal number of pink, yellow, green, and white marbles.**
- **She will put the marbles into 2 cups.**
- **She will put an equal number of each color marble into each cup.**

How many *green* marbles will be in each cup?

A 2

B 4

C 6

D 8

37

Which expression is equal to 12 × 5?

A $2 + (10 \times 5)$

B $(6 + 5) \times (6 + 5)$

C $(6 \times 5) + (6 \times 5)$

D $(10 + 5) \times (2 + 5)$

38

Mrs. Parrish has 3 sisters.

- She mailed 2 cards to each of her sisters in October.
- She mailed 4 cards to each of her sisters in November.
- The expression $(2 \times 3) + (4 \times 3)$ could be used to find the total number of cards Mrs. Parrish mailed to her sisters.

Which expression shows another way to find the total number of cards Mrs. Parrish mailed to her sisters?

A $2 \times 3 + 7$

B $(2 + 3) \times 4$

C $3 \times 2 + 4$

D $3 \times (2 + 4)$

39

Which rule can be used to create the following list of numbers?

101, 114, 127, 140, 153, 166, 179

A **Add 13.**

B **Add 14.**

C **Add 78.**

D **Add 79.**

40

Pam's grandparents pay Pam to help them each week.

- **They pay her $12 each week to mow their yard.**
- **They pay her $2 each week to wash their dog.**

Which expression shows how much Pam's grandparents will pay her in 7 weeks?

A $(12 + 7) + (12 \times 2)$

B $(2 \times 7) + (12 \times 2)$

C $(12 \times 7) + (2 \times 7)$

D $(12 + 7) \times (2 + 7)$

41

Which expression can be used to find the value of *n* in the table below?

Input	Output
3	9
4	12
5	15
6	*n*
7	21

A 6×3

B $6 + 3$

C $6 + 6$

D 6×6

42

What rule is used to make the pattern below?

72, 64, 56, 48, 40, . . .

A Add 8 each time.

B Subtract 8 each time.

C Multiply by 8 each time.

D Divide by 8 each time.

Answer Key

1. A2, B1, C1, D1
2. A2, B3, C1
3. B
4. A2, B4, C1, D3
5. C
6. A
7. A, C, D
8. A, B, D, E
9. A1, A4; B5, B8; C2, C6; D3, D7
10. A. 5; B. MULTIPLY OF 5
11. B, E
12. 1C, 2A, 3B, 4D
13. A
14. B
15. 3, 3
16. 1, 1, 2
17. C
18. B
19. A, D
20. B
21. A
22. 1, 2
23. 27
24. C
25. 54
26. A
27. 40, 4
28. D
29. C
30. D
31. C
32. A
33. D
34. B
35. C
36. B
37. C
38. D
39. A
40. C
41. A
42. B

MDE Testlet Practice Items

1 **Which fractions below are equivalent to $\frac{1}{3}$?**

A. $\frac{2}{6}$

B. $\frac{3}{6}$

C. $\frac{3}{12}$

D. $\frac{4}{12}$

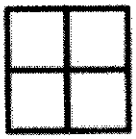
E. $\frac{5}{15}$

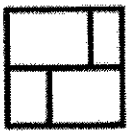
2 **Compare the two fractions in the table below. Select the symbol that represents the correct relationship between the two fractions.**

	>	<
$\frac{1}{8}$ and $\frac{1}{4}$	o	o
$\frac{2}{6}$ and $\frac{3}{6}$	o	o
$\frac{5}{6}$ and $\frac{5}{8}$	o	o
$\frac{3}{3}$ and $\frac{2}{3}$	o	o

3 **Select all figures that have parts equal to $\frac{1}{4}$ of the area for the entire figure.**

A. 

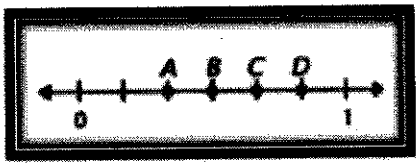
C. 

B. 

D. 

E. 

4 **Directions: Use the image below to answer the question.**
Which letter corresponds to the fraction $\frac{2}{6}$ on the number line?



A. **Point A**

B. **Point B**

C. **Point C**

D. **Point D**

5 **Which answers below are representations of $\frac{5}{6}$? Select all that apply.**

A. $\frac{1}{5}+\frac{1}{5}+\frac{1}{5}+\frac{1}{5}+\frac{1}{5}+\frac{1}{5}$

B. 

C. A piece of ribbon cut into six equal pieces, with five pieces being used.

D. $\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}$

E. 

6 **Look at the two fractions below.**

$\frac{4}{1}$ $\frac{4}{8}$

Which statement is true?

A. $\frac{4}{1}=\frac{4}{8}$

B. $\frac{4}{1}>\frac{4}{8}$

C. $\frac{4}{1}<\frac{4}{8}$

D. **You cannot compare them because they have different denominators.**

7 Which number line models $\frac{10}{5}$?

A. 

B. 

C. 

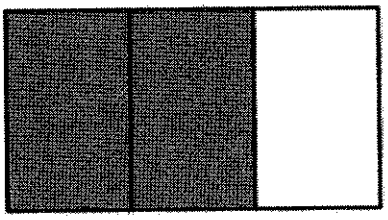
D. 

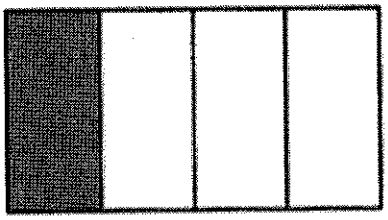
Questar Practice Items

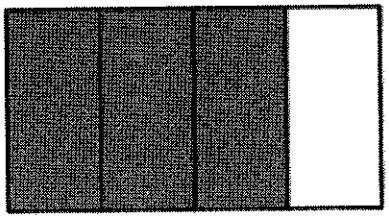
8 **Which expressions or models represent the fraction $\frac{2}{3}$? Select <u>two</u> answer choices.**

Ⓐ $\frac{1}{3}+\frac{1}{3}$

Ⓑ $\frac{1}{3}+\frac{1}{3}+\frac{1}{3}$

Ⓒ 

Ⓓ 

Ⓔ 

9 **What number makes the equation true?**

$8 \times \square = 48$

Ⓐ 5

Ⓑ 6

Ⓒ 7

Ⓓ 8

10 **Which number line shows a point at $\frac{3}{8}$?**

Ⓐ 

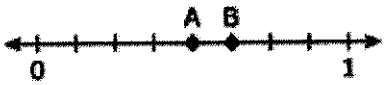
Ⓑ 

Ⓒ 

Ⓓ 

11

A number line is shown.

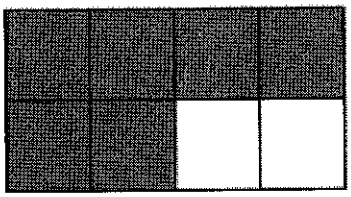


Select the box in each row to identify if each statement about the number line is True or False.

	True	False
The number line is divided into eight equal parts.	○	○
Point B is at $\frac{6}{8}$.	○	○
Each section represents $\frac{1}{8}$ of the whole.	○	○
Point A is at $\frac{4}{8}$.	○	○

12

Which expression describes the shaded area of the rectangle?



Ⓐ $\frac{1}{6}+\frac{1}{6}$

Ⓑ $\frac{1}{8}+\frac{1}{8}$

Ⓒ $\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}$

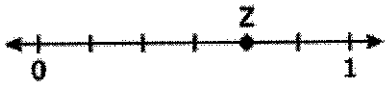
Ⓓ $\frac{1}{8}+\frac{1}{8}+\frac{1}{8}+\frac{1}{8}+\frac{1}{8}+\frac{1}{8}$

13 **What number makes the comparison statement true?**

$$\frac{2}{3} = \frac{\square}{6}$$

Write the answer in the box.

14 **What fraction represents point Z on the number line shown?**



Ⓐ $\frac{1}{4}$

Ⓑ $\frac{1}{5}$

Ⓒ $\frac{4}{6}$

Ⓓ $\frac{6}{4}$

15 **Which point is equivalent to $\frac{1}{2}$ on the number line?**

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

North Carolina Practice Items

16 **At which point is $\frac{3}{4}$ located on the number line?**

A *P*

B *Q*

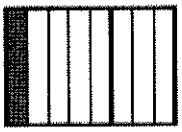
C *R*

D *S*

17

There are 8 children on the playground. One-fourth of the children are on the swings. In which fraction model does the shaded part represent the children who are on the swings?

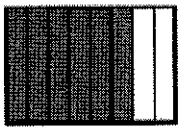
A



B

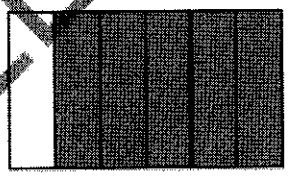
C

D



18

What fraction of the figure is shaded?



A $\frac{1}{6}$

B $\frac{3}{4}$

C $\frac{1}{5}$

D $\frac{5}{6}$

19 **Which fraction is equal to 1?**

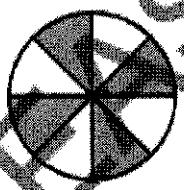
A $\frac{1}{4}$

B $\frac{4}{1}$

C $\frac{4}{3}$

D $\frac{4}{4}$

20 **Jenna shaded $\frac{4}{8}$ of the circle below.**



What is another way to name the fraction of the figure that is shaded?

A $\frac{1}{2}$

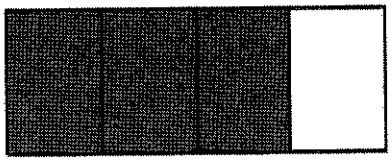
B $\frac{1}{3}$

C $\frac{1}{4}$

D $\frac{1}{8}$

21

Jim is planting flowers in the garden shown below. He has already planted flowers in the sections that are shaded.



What fraction of Jim's garden still needs flowers to be planted?

A $\frac{1}{4}$

B $\frac{1}{3}$

C $\frac{2}{3}$

D $\frac{3}{4}$

22

The number line below is divided into equal parts.

What is the distance from *R* to *T* on the number line?

A $\frac{1}{4}$

B $\frac{1}{3}$

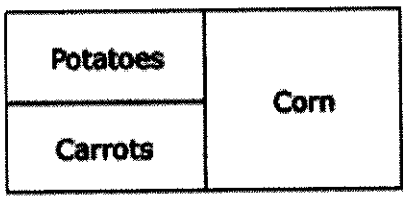
C $\frac{2}{4}$

D $\frac{3}{4}$

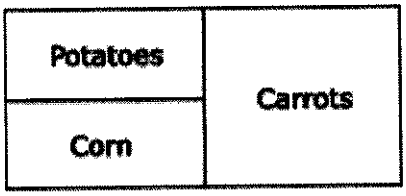
23

One-fourth of a garden is planted with potatoes. One-half of the garden is planted with corn. Another one-fourth of the garden is planted with carrots. Which choice shows how the garden could be planted?

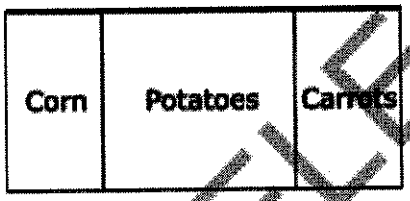
A



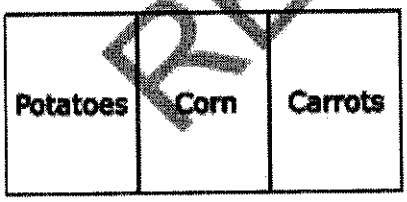
B



C



D



24 **What is the distance from 0 to point *G* on the number line below?**

A $\frac{1}{2}$

B $\frac{1}{3}$

C $\frac{2}{3}$

D $\frac{2}{2}$

25 **Which fraction could replace the *R* on the number line shown below?**

A $\frac{2}{3}$

B $\frac{4}{5}$

C $\frac{5}{8}$

D $\frac{6}{8}$

Answer Key

1. A, D, E
2. A2, B2, C1, D1
3. A, C, D
4. A
5. C, D, E
6. B
7. D
8. A, C
9. C
10. B
11. 1A, 2B, 3A, 4A
12. D
13. 4
14. C
15. A
16. C
17. B
18. D
19. D
20. A
21. A

3rd Grade

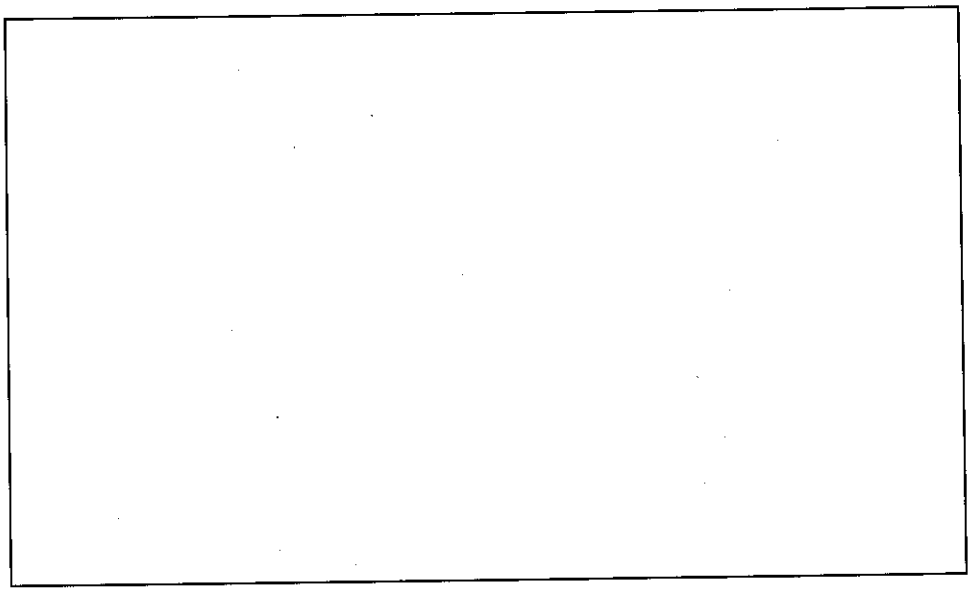
MAAP Tested Area

Performance Tasks

State-Tested Performance Task Standard

Task 1 - Ben's Backyard

Ben is drawing plans for his new backyard. He wants to partition his yard into thirds. One third will be a garden. One third of the yard will be grass, and one third will be a pool. Show one way Ben could partition his backyard.



Ben's Backyard

How can you prove that your drawing is equally partitioned into thirds?

How many other ways could Ben partition his yard?
Show your solutions on the back of your paper.

State-Tested Performance Task Standard

Task 2 - Pattern Block Relationships

1. How many triangles are in one rhombus? _____

   What part of the rhombus is one triangle? _____

2. How many triangles are in one trapezoid? _____

   What part of the trapezoid is two triangles? _____

3. How many triangles are in one hexagon? _____

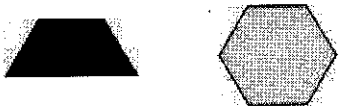
   What part of the hexagon is 4 triangles? _____

4. How many rhombuses are in one hexagon? _____

   What part of the hexagon is 3 rhombuses? _____

5. How many trapezoids are in one hexagon? _____

   What part of the hexagon is one trapezoid? _____



6. What other fraction observations can you make using the pattern blocks? List them below.

State-Tested Performance Task Standard

Task 3 - Walking Along the Pond

Gloria is walking on a 1-mile trail along the side of a pond.

- At 1/6 of a mile, she stopped to take a picture of a turtle.
- Then, Gloria stopped again at 4/6 of a mile to take a picture of some tadpoles.
- At the end of the mile, Gloria took a picture of some fish.

Use a number line to record Gloria's walk, including the places that she stopped.

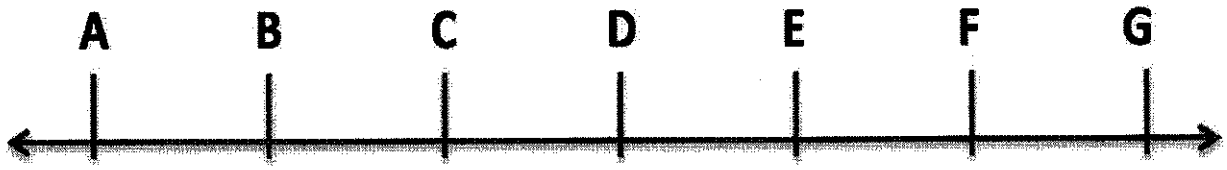
Write a sentence to explain how you determined the location of each location.

State-Tested Performance Task Standard

Task 4 - All the Jumps

Part 1: During recess, some students had a contest to see how far they could jump across the hallway. Kayden jumped 3/6 of the way across, Darren jumped 4/6 of the way and Cameron jumped 6/6 of the way across.

Part 2: Which letter represents how far Kayden, Darren, and Cameron jumped?



Explain how you found your answer for each person with pictures, numbers or words.

Part 3: If you put Kayden and Darren's jumps together, would it be more or less than Cameron's jump? Explain how you found your answer with pictures, numbers or words.

State-Tested Performance Task Standard

Task 5 - Plotting Number Lines

Materials: Strips of paper

Part One:
Fold the paper strip into four equal parts. Draw a picture of a number line divided into fourths.

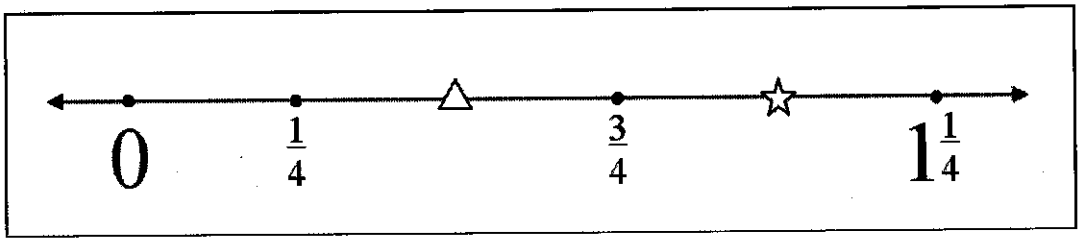
Part Two:
Fold the paper strip divided into eight equal parts. Draw a picture of a number line divided into eighths.

Part Three:
What do you notice about the places where fourths are marked in terms of where eighths are marked?

State-Tested Performance Task Standard

Task 6 - Placing Fractions

Use this number line to answer each question.



1. Billy, Ray, and Miley were writing fractions on this number line.
   - Billy said that the value of the triangle on this number line is 1/2.
   - Ray said that Billy is wrong; the value of the triangle is 2/4.
   - Miley said that both boys' answers are right.

   Explain who is correct using objects, pictures, numbers, or words.

2. Miley looked at the star on the number line, and said, "I can think of three different ways to write the value of the star." How many different ways can you write the value of the star? Explain why your answers are correct using objects, pictures, numbers, or words.

State-Tested Performance Task Standard

Task 7 - Measuring Daily Rainfall

Since the local weatherman predicted rain for the whole week, Ms. Moore's class decided to measure the amount of daily rainfall. The chart below shows their data.

Use this chart to answer each question.

Daily Rainfall	
Day	Inches of Rain
Sunday	$\frac{1}{4}$
Monday	$\frac{2}{6}$
Tuesday	$\frac{1}{8}$
Wednesday	$\frac{4}{6}$
Thursday	$\frac{4}{8}$
Friday	$\frac{?}{2}$
Saturday	$\frac{4}{4}$

1. Did more rain fall on Sunday or Tuesday?

2. Which day had less rain: Monday or Wednesday?

3. Someone erased part of Friday's measurement! If an equal amount of rain fell on Thursday and Friday, what is Friday's measurement? Prove that your answer is correct using objects, drawings, a number line, or words.

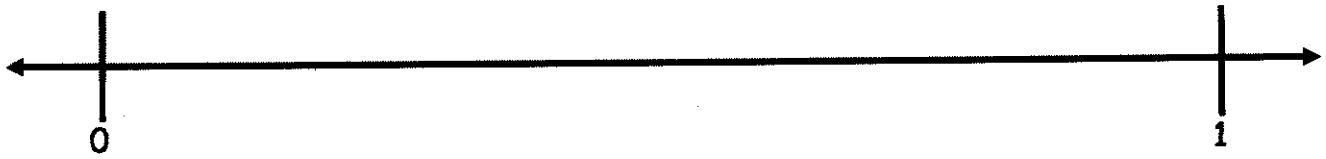
4. What is another way to record the amount of rain that fell on Saturday? Use objects, drawings, a number line, or words to explain why you can represent this measurement in more than one way.

State-Tested Performance Task Standard

Task 8 - Understanding Fractions

Place each fraction on the number line.

$\frac{2}{4}$



$\frac{2}{3}$

Are these fractions equivalent? Tell how you know.

State-Tested Performance Task Standard

Task 9 - Jon and Charlie's Run

Jon and Charlie plan to run together. They are arguing about how far to run. Charlie says,

I run $^{3}/_{6}$ of a mile each day.

Jon says,

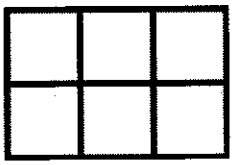
I can only run $^{1}/_{2}$ of a mile.

If Charlie runs $^{3}/_{6}$ of a mile and Jon runs $^{1}/_{2}$ of a mile, explain why it's silly for them to argue. Draw a picture or a number line to support your reasoning.

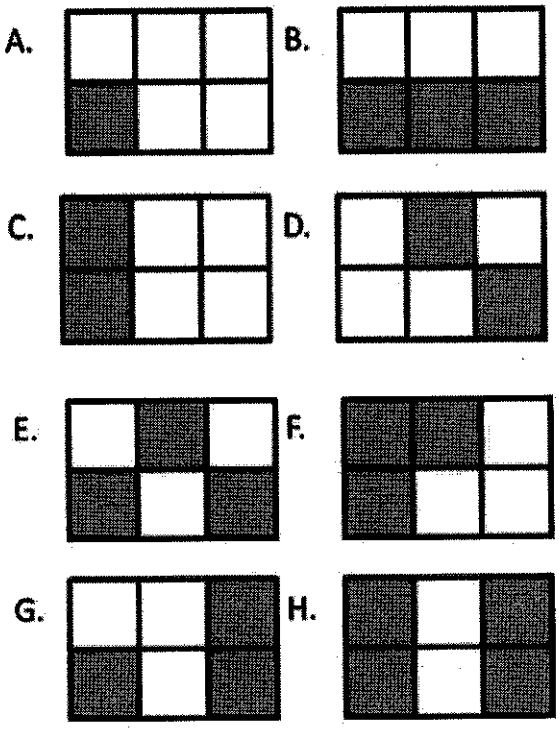
State-Tested Performance Task Standard

Task 10 - Halves, Thirds, and Sixths

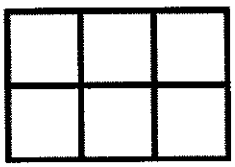
1. A small square is a square unit. What is the area of this rectangle? Explain.



2. What fraction of the area of each rectangle is shaded blue? Name the fraction in as many ways as you can. Explain your reasoning.

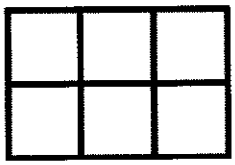


3. Shade ½ of the area of this rectangle in a way that is different from the rectangles above.



Task 10 (cont.)

4. Shade $^{2}/_{3}$ of the area of this rectangle in a way that is different from the rectangles above.



State-tested Performance Task Standards

Answer Key

Task 1: Ben's Backyard

- Limited Performance
  - ✓ Student is unable to partition Ben's yard into thirds.
  - ✓ Student provides little to no explanation.
- Not Yet Proficient
  - ✓ Student does 1-2 of the following:
    - o Student partitions Ben's yard into thirds.
    - o Student accurately proves that the backyard is equally partitioned into thirds using precise language and clear mathematical reasoning.
    - o Student identifies additional ways to partition Ben's backyard.
- Proficient in Performance
  - ✓ Student partitions Ben's yard into thirds.
  - ✓ Student accurately proves that the backyard is equally partitioned into thirds using precise language and clear mathematical reasoning.
  - ✓ Student identifies additional ways to partition Ben's backyard.

Task 2: Pattern Block Relationships

1. 2; ½
2. 3; $^2/_3$
3. 6; $^4/_6$
4. 3; $^3/_3$
5. 2; ½
6. Answers will vary.

State-tested Performance Task Standards

Task 3: Walking Along the Pond

- Limited Performance
  - ✓ Student uses inappropriate solution strategy and does not obtain the correct solution.
- Not Yet Proficient
  - ✓ Student places some fractions in the correct location, but does not have sound reasoning to prove the solution strategies.
- Proficient in Performance
  - ✓ Student accurately places all fractions on the number line.
  - ✓ Student correctly explains why each fraction is placed in its correct location.

Task 4: All the Jumps

- Limited Performance
  - ✓ Incorrect answer and work
- Not Yet Proficient
  - ✓ Finds the correct answer, but there may be inaccuracies or incomplete justification of solution **OR**
  - ✓ Uses partially correct work but does not have a correct solution
- Proficient in Performance
  - ✓ Accurately solves Part 2:
    - o Kayden D, Darren is E, Cameron is G.
  - ✓ Accurately solves Part 3:
    - o Kayden and Darren's jumps together are more than Cameron's
  - ✓ Writes clear and appropriate explanations.

Task 5: Plotting Number Lines

- Limited Performance
  - ✓ Students make more than 2 errors.
- Not Yet Proficient
  - ✓ Students make 1 or 2 errors **OR**
  - ✓ Their explanation is not accurate.
- Proficient in Performance
  - ✓ Parts 1 and 2:
    - o Number lines are drawn correctly **and**
    - o Paper is folded correctly.
  - ✓ Part 3: Students talk about how the fourths can also be renamed in terms of eighths, e.g., three-fourths is the same place as six-eighths.

State-tested Performance Task Standards

Task 6: Placing Fractions

- Limited Performance
  - ✓ Student is unable complete either part of the task.
  - ✓ Students work is off-task or incomplete.
- Not Yet Proficient
  - ✓ Student does one of the following:
    - o Student correctly completes one part of the task.
    - o Student partially completes both parts of the task.
- Proficient in Performance
  - ✓ Student identifies that the value of the triangle could be written as 1/2 or 2/4 **and** explains that these are equivalent fractions.
  - ✓ Student identifies multiple ways to write the value of the star (1, 1/1, 2/2, 4/4) **and** explains that these are all equivalent values.

Task 7: Measuring Daily Rainfall

- Limited Performance
  - ✓ Student work is inaccurate, incomplete, or off-task.
- Not Yet Proficient
  - ✓ Student does 1-3 of the following:
    - o Identifies that more rain fell on Sunday
    - o Identifies that less rain fell on Wednesday
    - o Determines that ½ inch of rain fell on Friday **and** justifies solution
    - o Identifies a fraction or whole number equal to 4/4 **and** explains that any equivalent fraction can be used to name this amount.
- Proficient in Performance
  - ✓ Student does all of the following:
    - o Identifies that more rain fell on Sunday
    - o Identifies that less rain fell on Wednesday
    - o Determines that ½ inch of rain fell on Friday **and** justifies solution
    - o Identifies a fraction or whole number equal to 4/4 **and** explains that any equivalent fraction can be used to name this amount.

State-tested Performance Task Standards

Task 8: Understanding Fractions

- Limited Performance
  - ✓ The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success.
- Not Yet Proficient
  - ✓ Part of the task is accomplished, but there is lack of evidence of understanding
  - ✓ Errors are minor
- Proficient in Performance:
  - ✓ Student independently and successfully completes task with no errors
  - ✓ Student clearly communicates ideas

Task 9: Jon and Charlie's Run

It's silly for Jon and Charlie to argue about the length of their run because the two lengths are equal. The rectangle below represents 1 mile divided into 6 equal pieces. The shaded part represents $^1/_2$ and $^3/_6$.