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Grade 3 English Language Arts/Literacy Practice Test

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Unit 1

Directions:

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

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

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

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign. Today you will read two stories titled "Johnny Chuck Finds the Best Thing in the World" and "Me First." As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled "Johnny Chuck Finds the Best Thing in the World." Then answer questions 1 through 3.

Johnny Chuck Finds the Best Thing in the World

by Thornton W. Burgess

- 1 Old Mother West Wind had stopped to talk with the Slender Fir Tree.
- 2 "I've just come across the Green Meadows," said Old Mother West Wind, "and there I saw the Best Thing in the World."
- 3 Striped Chipmunk was sitting under the Slender Fir Tree and he couldn't help hearing what Old Mother West Wind said. "The Best Thing in the World—now what can that be?" thought Striped Chipmunk. "Why, it must be heaps and heaps of nuts and acorns! I'll go and find it."
- 4 So Striped Chipmunk started down the Lone Little Path through the wood as fast as he could run. Pretty soon he met Peter Rabbit.
- 5 "Where are you going in such a hurry, Striped Chipmunk?" asked Peter Rabbit.
- 6 "Down in the Green Meadows to find the Best Thing in the World," replied Striped Chipmunk, and ran faster.
- 7 "The Best Thing in the World," said Peter Rabbit, "why, that must be a great pile of carrots and cabbage! I think I'll go and find it."
- 8 So Peter Rabbit started down the Lone Little Path through the wood as fast as he could go after Striped Chipmunk.
- 9 As they passed the great hollow tree Bobby Raccoon put his head out. "Where are you going in such a hurry?" asked Bobby Raccoon.
- 10 "Down in the Green Meadows to find the Best Thing in the World!" shouted Striped Chipmunk and Peter Rabbit, and both began to run faster.

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

- 26 So Johnny Chuck stayed at home and played all day among the flowers with the Merry Little Breezes of Old Mother West Wind and was as happy as could be.
- 27 But all day long Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk and Reddy Fox ran this way and ran that way over the Green Meadows trying to find the Best Thing in the World. The sun was very, very warm and they ran so far and they ran so fast that they were very, very hot and tired, and still they hadn't found the Best Thing in the World.
- 28 When the long day was over they started up the Lone Little Path past Johnny Chuck's house to their own homes. They didn't hurry now for they were so very, very tired! And they were cross—oh so cross! Striped Chipmunk hadn't found a single nut. Peter Rabbit hadn't found so much as the leaf of a cabbage. Bobby Raccoon hadn't found the tiniest bit of sweet milky corn. Jimmy Skunk hadn't seen a single beetle. Reddy Fox hadn't heard so much as the peep of a chicken. And all were as hungry as hungry could be.
- 29 Half way up the Lone Little Path they met Old Mother West Wind going to her home behind the hill. "Did you find the Best Thing in the World?" asked Old Mother West Wind.
- 30 "No!" shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk and Reddy Fox all together.
- 31 "Johnny Chuck has it," said Old Mother West Wind. "It is being happy with the things you have and not wanting things which some one else has. And it is called Con-tent-ment."

From OLD MOTHER WEST WIND by Thorton W. Burgess—Public Domain

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

- A excited
- B lost
- © upset
- scared

Part B

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

- ". . . hadn't found the Best Thing in the World."
- © "... they started up the Lone Little Path"
- They didn't hurry now"

How do the details in the story show the idea of "Con-tent-ment"?

- through describing what Johnny Chuck does at his home
- ® through the question that Johnny Chuck asks in the story
- © through the explanation of the animals' hunger after their search
- through the listing of all the animals that join the group

Part B

Which detail from "Johnny Chuck Finds the Best Thing in the World" supports the answer to Part A?

- "By and by they all came to the house of Johnny Chuck."
 (paragraph 22)
- ". . . played all day among the flowers with the Merry Little Breezes of Old Mother West Wind . . ." (paragraph 26)
- © "... Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk and Reddy Fox ran this way and ran that way over the Green Meadows trying to find the Best Thing in the World." (paragraph 27)
- "Peter Rabbit hadn't found so much as the leaf of a cabbage."
 (paragraph 28)

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

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

Part B

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

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

Read the story titled "Me First" by Helen Lester. Then answer questions 4 through 6.

Me First

by Helen Lester



- 1 Pinkerton was pink, plump, and pushy. He would do anything to be first, even if it meant bouncing off bellies, stepping on snouts, or tying tails.
- 2 "Me first!" he cried when he had been last in line and finished first down the slide.
- 3 "Me first!" he cried at story time, settling on his round bottom with his big head right smack in front of the book.
- 4 And every day in the school trough-a-teria "Me first!" rang out and there was Pinkerton.



¹snouts—noses

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GO ON ►

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

²curtsied—bent her knees and bowed

- 20 All Pinkerton could say was "But I . . ."
- 21 Taking no notice, the Sandwitch continued, "You said, 'Me first.' You wanted to be the first to care for me. Well, congratulations! Now just come along to my sand castle." Grabbing Pinkerton firmly by the sleeve, she led him around a few bends.
- 22 Before he could say "But I . . ." again, the gate to her castle closed.
- 23 "All right, my pink, plump, pushy one, now you care for me. You may have the honor of being the FIRST to powder my nose and comb my toes."
- 24 Seeing no way out, Pinkerton powdered her nose and combed her toes.

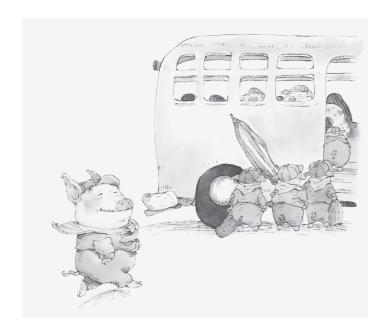


- 25 "Next," she crowed, "you may be the FIRST to put my supper in a bucket and feed me with a shovel." Pinkerton looked around. He had no choice. He put her supper in a bucket and fed her with a shovel.
- 26 Rubbing her tummy, the Sandwitch spoke on: "Finally, after you've had the privilege³ of being the FIRST to wash my dishes and sweep my castle and do my laundry and curl my hair and tuck me in, you may be the FIRST to tell me a bedtime story."
- 27 Pinkerton washed the dishes, swept the castle, did the laundry, curled the Sandwitch's hair and tucked her in.
- 28 The Sandwitch stretched and yawned loudly. "Now the story. I need my story." Pinkerton was so tired he could barely speak.
- 29 "I don't know any stories," he whimpered.

³privilege—special chance

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



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

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

What does the phrase **his teeth jiggled** in paragraph 14 show about Pinkerton?

- Pinkerton feels pain.
- B Pinkerton feels tired.
- © Pinkerton feels excited.
- Pinkerton feels nervous.

Part B

Which detail from "Me First" shows another example of the answer to Part A?

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



Part A

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

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

Part B

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

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

1

6. Part A

How do Pinkerton's actions lead him to be tricked by the Sandwitch?

- Pinkerton thinks only about himself, so he keeps the Scouts from meeting the Sandwitch.
- Pinkerton cares more about eating than helping his fellow Scouts, so
 he keeps the Sandwitch a secret.
- © Pinkerton wants to be better than the other Scouts, so he volunteers to help the Sandwitch.
- Pinkerton wants to arrive before everyone, so he runs ahead of the Scouts toward the sound of the Sandwitch's voice.

Part B

Which detail from "Me First" supports the answer to Part A?

- "Pinkerton was first on the bus and sat in the front row."
 (paragraph 5)
- "As the Pig Scouts marched across the sand, they heard a faint voice far in the distance." (paragraph 7)
- "'ME FIRST!' cried Pinkerton, kicking up sand and leaving the other Pig Scouts far behind." (paragraph 10)
- "A slab of cheese! A blob of mayo! A smear of mustard. All for ME! FIRST!" (paragraph 10)

Refer to the stories "Johnny Chuck Finds the Best Thing in the World" and "Me First." Then answer question 7.

7.	Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories.							
	Write an essay that explains how Old Mother West Wind's and the Sandwitch's words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.							

English Language Arts/Literacy

7.	Continued

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4

Read the passage from *Pordy's Prickly Problem*. Then answer questions 8 through 11.

from Pordy's Prickly Problem

by Janette Oke



- 1 It wasn't that I didn't want to climb. After all, porcupines are supposed to climb. It seemed that it would be fun up in the tree with Mother. And it wasn't that I wanted to stay on the ground all alone. It was scary being there all by myself.
- 2 But the tree was so tall and so straight. It seemed such a long, long way up to the lowest branch. The little nails on the ends of my toes felt too weak to dig into the bark and keep my body from falling. If I fell—it was such a long, long way down. And the ground, where I would land with a thump, was so hard. I just knew it would knock the wind right out of me.

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- 3 I looked up at Mother again and whimpered in fright.
- 4 "Come on, Pordy," she coaxed for the tenth time. "Come on up. You're not safe down there."
- 5 I looked up at the tall tree with its branches that seemed to reach up to the sky. I felt a lot safer right where I was than where Mother wanted me to be.
- 6 I curled up in a tight ball, tucked my neck in, and shut my eyes to block out the sight of the tree and Mother.
- 7 "Come on," Mother called again.
- 8 "I can't," I insisted. I was just too scared.
- 9 I watched Mother back all the way down the trunk. At first she said nothing, just drew me close and held me until my body stopped shaking. Then, still holding me, she talked softly.
- 10 "Now, Pordy," she began. My name is really Pordillia, but Mother calls me Pordy. "Pordy, you have grown too big to stay in the nest on the ground. You must learn to eat from the trees now. We live up there." Mother pointed up the tree to the high branches.
- 11 "It is too dangerous for us on the ground. We cannot run as fast as the fox or deer. We can't hide as easily as the rabbits or weasels. We can't dash for a tree as quickly as the squirrels. So we stay up there. Safe. Up in the branches. We have everything we need up there. Food. Water from the dew. A safe place to sleep. Everything."
- 12 I nodded so Mother would know that I had been listening.
- 13 "You understand?" she prodded gently.
- 14 I nodded again.

"Pordy's Prickly Problem" copyright © 2001 by Janette Oke. Illustrated by Nancy Munger. Used by permission of Bethany House Publishers, a division of Baker Publishing Group. All rights reserved.

What does the phrase **it would knock the wind right out of me** mean in paragraph 2 of the passage from *Pordy's Prickly Problem*?

- A Hitting the ground would harm Pordy.
- ® Hitting the ground would surprise Pordy.
- © Hitting the ground would make a loud sound.
- Hitting the ground would cause a strong breeze.

Part B

Which **two** details from paragraph 2 **best** support the answer to Part A?

- "...dig into the bark"
- ⊚ "... keep my body from falling."
- ". . . such a long, long way down."
- ⑤ "... where I would land ..."
- ⑤ "... was so hard."

How do the ideas in paragraph 11 build on ideas from paragraph 4 in the passage from *Pordy's Prickly Problem*?

- Paragraph 4 tells where Pordy will be living, and paragraph 11 tells why.
- Paragraph 4 introduces the idea that Pordy is safe, and paragraph 11 explains why.
- © Paragraph 4 shows Pordy's mother is unhappy, and paragraph 11 describes some of the reasons why.
- Paragraph 4 tells why Pordy's mother wants her to climb the tree, and paragraph 11 gives more reasons why.

Part B

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

- ". . . she coaxed for the tenth time." (paragraph 4)
- © "You're not safe down there." (paragraph 4)
- "'We cannot run as fast as the fox'" (paragraph 11)
- © "So we stay up there." (paragraph 11)
- © "'Up in the branches.'" (paragraph 11)

Why is it dangerous for Pordy and her mother to stay on the ground?

- They have special nails that make it easy to climb trees but hard to walk on the ground.
- ® They are so large that they cannot make safe homes on the ground in the forest.
- © They can only find the things they need to live when they are in the trees.
- They do not have skills to protect themselves like other animals have.

Part B

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

- The little nails on the ends of my toes felt too weak" (paragraph 2)
- ""Pordy, you have grown too big to stay in the nest on the ground."
 (paragraph 10)
- © "You must learn to eat from the trees now." (paragraph 10)
- ""We can't hide as easily as the rabbits or weasels."
 (paragraph 11)

What is Pordy **most** afraid of in the passage from *Pordy's Prickly Problem*?

- getting into trouble
- B falling out of the tree
- being away from Mother
- staying on the ground alone

Part B

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

- ". . . the tree was so tall and so straight." (paragraph 2)
- © "I curled up in a tight ball, tucked my neck in, and shut my eyes" (paragraph 6)
- "I nodded so Mother would know" (paragraph 12)



You have come to the end of Unit 1 of the test.

- Review your answers from Unit 1 only.
- Then, close your test booklet and raise your hand to turn in your test materials.

STOP

Unit 2

Directions:

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

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

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

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign. Today you will do some research on animals and their natural environments. First, you will read an article about wolves in Yellowstone National Park. Then you will read an article titled "The Missing Lynx." As you read these sources, you will gather information and answer questions about animals and their environments so you can write a response.

Read the article "A Howling Success." Then answer questions 12 through 15.

A Howling Success

by Gerry Bishop

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



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

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

THE COMEBACK BEGINS

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

CATCH AND RELEASE

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

EARLY SUCCESS

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

 $^{^{1}}$ "lower 48"—the continental states of the United States excluding Alaska and Hawaii



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

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

TRACKING THE PACKS

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

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

- 15 But are the animals truly safe yet? Scientists are doing all they can to make sure they are. For instance, they're keeping track of the packs' movements and frequently checking the wolves' health. They're also watching the packs defend their territories. And they're studying elk and other wolf prey to see how they're surviving in a new kind of world—one where wolves often rule.
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What is the meaning of the word **thriving** as it is used in paragraph 14 of the article?

- watching
- B hunting
- © doing well
- naving fun

Part B

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

- ® "Elsewhere in the west . . ." (paragraph 14)
- © "... made an amazing comeback ..." (paragraph 14)
- ". . . are the animals truly safe . . ." (paragraph 15)

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

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

Part B

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

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

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

- **A THE COMEBACK BEGINS**
- **B** CATCH AND RELEASE
- © EARLY SUCCESS
- **(D)** TRACKING THE PACKS

Part B

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

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

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

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

Part B

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

- "WAITING GAME . . ."
- "... wolves pace nearby"
- © "...elk finds safety ..."
- "... the pack gives up the hunt"

Read the article "The Missing Lynx" and then answer question 16.

The Missing Lynx

by Kathy Kranking

- 1 Meet the most endangered wild cat in the world—the *Iberian* (eye-BEER-ee-un) *lynx*. A hundred years ago, thousands of these lynxes roamed Spain and nearby Portugal—part of the region that makes up Iberia. But by the 1990s, they were missing from almost the entire area. Fewer than 100 remained in the wild.
- 2 There are a number of reasons Iberian lynxes have become so rare. One reason is that some of the land they need has been taken for farming and building. Another is that roads cut through the lynxes' habitat, so the cats are sometimes hit by cars. Also, people illegally kill them.
- 3 But one of the biggest reasons the lynxes are disappearing has to do with their diet: These cats eat rabbits and little else. Unfortunately, in the last 60 years, rabbits in lynx areas have been almost wiped out by disease and hunting. As the rabbits disappeared, the lynxes have, too. So this is really as much a story about missing rabbits as it is about missing lynxes. To save the lynxes, scientists have to help the rabbits.
- 4 To help the lynxes, scientists came up with a plan to bring back the rabbits. They created "rabbitats." (The word is a cross between "rabbit" and "habitats.") In the rabbitats are artificial burrows—tubes that go underground in the way that real rabbits do.
- 5 The scientists put fences around big areas containing the rabbitats. The fences were high enough to keep out rabbit predators such as foxes, mongooses, and boars. But lynxes could easily jump over them. That meant they wouldn't have to compete with other predators for food.
- 6 Finally, the scientists released more than 1,000 rabbits into the rabbitats. The rabbits had been given shots to protect them from disease. With fewer predators and with ready-made burrows to live in, the rabbits would be able to start breeding right away.

OPERATION: LYNX

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

MAKING LYNXES WELCOME

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

HOPE FOR THE FUTURE

- 11 The lynxes have adapted well to their new home and are even having lots of babies. In addition to releasing captive-bred lynxes, scientists also moved some wild lynxes to new areas where there hadn't been any in a long time.
- 12 After all these efforts to rescue the Iberian lynx, there is some good news. In the last 10 years, the lynx population has tripled! Today more than 300 lynx roam free. There is still a long way to go, but the hope is that these special cats are on the road to recovery.
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What is the meaning of the phrase **wiped out** as it is used in paragraph 3 of the article "The Missing Lynx"?

- A destroyed
- ® made very tired
- © hidden
- pushed away

Part B

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

- A biggest
- diet
- © disappeared
- areas

Refer to the article "A Howling Success" and the article "The Missing Lynx." Then answer questions 17 and 18.

17. Part A

Which statement describes an important point found in **both** articles?

- A Scientists brought in smaller animals to help feed the larger animals.
- ® Scientists worked to return animals to their natural habitats.
- © Scientists warned hunters not to harm the endangered animals.
- Scientists had a difficult time saving the endangered animals.

Part B

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

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

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18.	You read the articles "A Howling Success" and "The Missing Lynx." Think about the key details in each article that show how people can help animals.
1	dililidis.
	Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use
1	specific details and examples from both articles to support your ideas.

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STOP

You have come to the end of Unit 2 of the test.

- Review your answers from Unit 2 only.
- Then, close your test booklet and raise your hand to turn in your test materials.

Unit 3

Directions:

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

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

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

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

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

Read the story "A Once-in-a-Lifetime Experience." Then answer questions 19 through 23.

A Once-in-a-Lifetime Experience

by Sandra Beswetherick

- 1 It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.
- 2 "Great idea!" Dad said. "It'll be a once-in-a-lifetime experience for him, one he'll never forget."
- 3 Dad and I didn't realize how true that would turn out to be.
- 4 The car blew a tire on the way to our campsite. Not an impressive start.
- 5 "A minor setback, that's all," Dad said as Derrick and I tumbled out of the car to help.
- 6 It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze blowing off the lake.
- 7 Derrick shivered as he examined the sky. "That isn't snow, is it?"
- 8 "Snow?" I said.
- 9 "It never snows in March!" Dad protested.
- 10 But those big flakes fell fast and heavy, blanketing the ground.
- 11 I burst out laughing. Derrick grinned. But Dad was horrified. He hustled us into the tent so we wouldn't catch pneumonia¹ or something. But first he made sure we didn't track any snow into the tent with us.
- 12 "We need to keep the floor dry," Dad insisted. "There's nothing worse than sleeping in wet sleeping bags."

¹catch pneumonia—get sick

- 13 He passed out sandwiches after we settled in. "Minor setback," he assured Derrick. "The snow should be gone tomorrow." Dad reached for the large bottle of cola to pour us each a drink.
- 14 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 adrift² in a cola sea.
- 15 Derrick clapped both hands over his mouth. His face turned red, and his cheeks ballooned out as if *he* were about to explode, too. From behind his hands came the snuffling and snorting of trapped laughter.
- 16 I tried to keep a straight face, out of respect for Dad—not just because he'd insisted that we keep the tent floor dry, but because he'd wanted this trip to be perfect.
- 17 "Minor setback," Dad muttered as we soaked up cola with our towels.
- 18 The next morning dawned bright and beautiful, much to Dad's relief. Derrick stood at the water's edge, admiring the clear still lake, the tree-lined shore, and the cloudless sky.
- 19 "Wait until you catch your first fish, Derrick," Dad said as he got the boat ready. "That's an experience you won't forget." Dad turned to me. "Right, Steve?"
- 20 "Right, Dad," I answered.
- 21 "And wait until you taste some fried, freshly caught fish for breakfast," Dad said. "Right, Steve?"
- 22 "Right, Dad," I said, although I thought Dad was trying a little too hard.
- 23 But Derrick didn't catch his first fish. In fact, none of us felt even a nibble on our lines. This wasn't a minor setback for Dad. This was a major disaster.
- 24 The silence grew. The still air settled hot and heavy.
- 25 I leaned over the side of the boat. "Fishy," I sang into the depths of the lake. "Come on, I know you're down there." It sure beat sitting around in silence. And we weren't catching any fish anyway.

²adrift—floating

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



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

³bail—scoop water out of the boat

- 36 "I wonder what will happen next?" Derrick asked, putting another marshmallow on his stick.
- 37 "Yeah," I said. "I wonder."
- 38 As for Dad, he smiled a brave smile.



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Read paragraph 14 from the story.

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

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

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

Part B

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

- ® "...jostled too much ..."
- © "... over flowed like lava."
- "... perched on our sleeping bags ..."

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

- It helps Dad feel better, and he joins in.
- ® It upsets Dad, and the boat almost sinks.
- © It surprises Dad, and he lets go of the motor.
- It leads Dad to a solution, and they catch fish.

Part B

Choose **two** details from paragraphs 28 through 33 that support the answer to Part A.

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

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

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

Part B

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

- "You guys, bail!" (paragraph 32)
- © "... the boat sloshing with water." (paragraph 33)
- "Thanks for inviting me." (paragraph 34)

What is a central message of the story?

- People may be surprised by the weather.
- People can be happy even when things go wrong.
- © Sometimes it is easy to prepare for new things.
- Something that is here today may be gone soon.

Part B

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

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

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

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Read the passage from "What Is a Spacewalk?" Then answer questions 24 through 29.

from "What Is a Spacewalk?"

by NASA



JASA—Public

Ed White was the first American to perform a spacewalk.

Why Do Astronauts Go on Spacewalks?

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

How Do Astronauts Go on Spacewalks?

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

- 5 Once in their suits, astronauts breathe pure oxygen for a few hours. Breathing only oxygen gets rid of all the nitrogen in an astronaut's body. If they didn't get rid of the nitrogen, the astronauts might get gas bubbles in their body when they walked in space. These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists and knees. This pain is called getting "the bends" because it affects the places where the body bends. Scuba divers can also get "the bends."
- 6 Astronauts are now ready to get out of their spacecraft. They leave the spacecraft through a special door called an airlock. The airlock has two doors. When astronauts are inside the spacecraft, the airlock is airtight so no air can get out. When astronauts get ready to go on a spacewalk, they go through the first door and lock it tight behind them. They can then open the second door without any air getting out of the spacecraft. After a spacewalk, astronauts go back inside through the airlock.



ASA—Public Domai

Astronauts on the International Space Station exit their spacecraft for a spacewalk through the Quest airlock.

How Do Astronauts Stay Safe During Spacewalks?

7 When on a spacewalk, astronauts use safety tethers to stay close to their spacecraft. Tethers are like ropes. One end is hooked to the spacewalker. The other end is connected to the vehicle. The safety tethers keep astronauts from floating away into space. Astronauts also use tethers to keep tools from floating away. They tether their tools to their spacesuits.

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

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

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

- A ropes that connect
- ® machines that power
- spacesuits that protect
- bags that hold tools

Part B

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

- ". . . is worn like a backpack." (paragraph 8)
- © "... fly back to the spacecraft." (paragraph 8)
- ". . . with a small joystick . . ." (paragraph 8)

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

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

Part B

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

- Once in their suits, astronauts breathe pure oxygen for a few hours."
 (paragraph 5)
- © "These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists and knees." (paragraph 5)
- The safety tethers keep astronauts from floating away into space." (paragraph 7)

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

- A Paragraphs 4 and 5 compare the air in a spacesuit to the air in the spacecraft.
- Paragraphs 4 and 5 show the sequence of steps astronauts take to prepare for a spacewalk.
- © Paragraph 4 shows the solution to the problem of having gas bubbles in the blood described in paragraph 5.
- Paragraph 4 shows the effects of staying in a spacesuit too long and paragraph 5 shows the causes.

Part B

Choose **one** detail from paragraph 4 and **one** detail from paragraph 5 that **best** support the answer to Part A.

- ". . . hours before a spacewalk." (paragraph 4)
- © "... the suits are filled with oxygen." (paragraph 4)
- ". . . gets rid of all the nitrogen in an astronaut's body." (paragraph 5)
- "... can cause astronauts to feel pain ..." (paragraph 5)
- © "... affects the places where the body bends." (paragraph 5)

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

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

Part B

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

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

What is one kind of important work that astronauts do when they are on a spacewalk?

- Astronauts fly through space to explore during spacewalks.
- Astronauts hook tools onto their spacecraft during spacewalks.
- © Astronauts can make repairs to objects during spacewalks.
- Astronauts do scientific tests on their bodies during spacewalks.

Part B

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

- ". . . lets scientists learn how being in space affects different things."
 (paragraph 1)
- ". . . fix things instead of bringing them back to Earth to fix."
 (paragraph 2)
- © ". . . can cause astronauts to feel pain in their shoulders, elbows, wrists and knees." (paragraph 5)
- ". . . to let an astronaut move around in space." (paragraph 8)

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What is the relationship between the airlock doors and the safety of the astronauts on the spacecraft?

- By making a special place between the inside of the spacecraft and outer space, the airlock doors make sure that air stays inside the spacecraft for the astronauts to breathe safely.
- The airlock doors provide a safe place for astronauts to connect themselves to the spacecraft with special rope so they do not float away while on a spacewalk.
- © The airlock doors provide a safe place for astronauts to prepare for a spacewalk where they can breathe pure oxygen so they do not get "the bends."
- By making a special place between the air on the spacecraft and outer space, astronauts can safely check that their suits are working before they go into space.

Part B

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

- "... put on their spacesuits several hours before a spacewalk."
 (paragraph 4)
- ". . . astronauts breathe pure oxygen for a few hours." (paragraph 5)
- © "... without any air getting out of the spacecraft." (paragraph 6)
- "... astronauts use safety tethers to stay close to their spacecraft." (paragraph 7)



You have come to the end of Unit 3 of the test.

- Review your answers from Unit 3 only.
- Then, close your test booklet and raise your hand to turn in your test materials.

STOP



Grade 3 English Language Arts/Literacy Test Booklet

Practice Test

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