



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

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**School Use Only**

**F State Student Identifier**

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**D Gender**

Female  Male

**E Date of Birth**

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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.





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



**1. Part A**

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

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

**Part B**

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

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



**3. Part A**

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

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

**Part B**

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

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



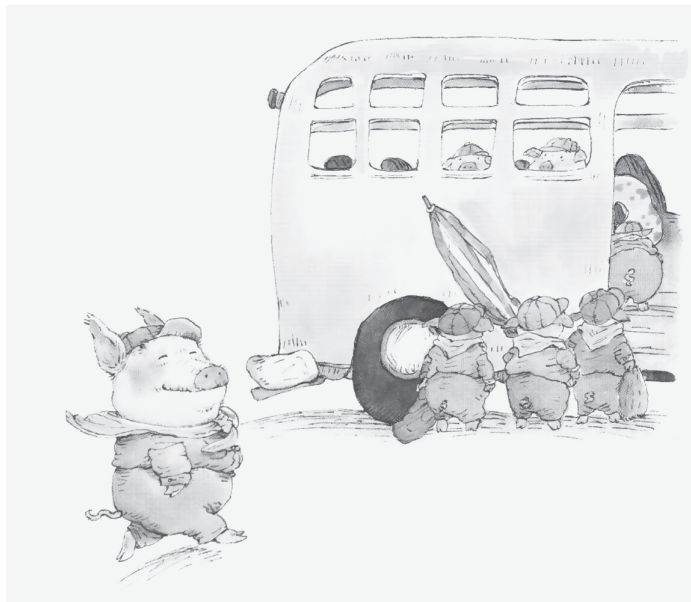
- 5 One Saturday, Pinkerton’s Pig Scout troop went on a day trip to the beach. Pinkerton was first on the bus and sat in the front row.
- 6 He was first off the bus, first in the water, first out of the water, and first into the picnic basket.
- 7 After lunch the Pig Scouts decided to go for a hike.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

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





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



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

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5.

**Part A**

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

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

**Part B**

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

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







**GO ON TO NEXT PAGE**





- 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.

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**9. Part A**

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?

- Ⓐ "Come on, Pordy, . . ." (paragraph 4)
- Ⓑ ". . . 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)



**11. Part A**

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

- Ⓐ getting into trouble
- Ⓑ 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?

- Ⓐ “. . . it would be fun up in the tree with Mother.” (paragraph 1)
- Ⓑ “. . . 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)





# Unit 2

**Directions:**

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

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

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

### **THE COMEBACK BEGINS**

5 Then things began to change. In 1973, the Endangered Species Act became law. It helped protect gray wolves—and many other animals and plants that were in danger of becoming extinct.

6 But was it enough just to protect the few remaining wolves? Wouldn’t it be better to try to bring wolves back to some of the places they once lived? Many people thought so. And that’s where this success story really begins.

### **CATCH AND RELEASE**

7 Yellowstone National Park is one of the wildest places in the United States. But until a few years ago, something very important was missing: wolves! The ones that had lived there had all been wiped out. To set things right again, the U.S. government decided to bring wolves back to Yellowstone.

8 The plan took off in 1995, when scientists captured 14 wolves in Canada. (Wolves were still plentiful there.) Then they took the captured wolves to Yellowstone and put them into huge outdoor pens. As soon as the wolves got used to their surroundings, the scientists set them free in the wild. Finally, after about 70 years, wolves were roaming Yellowstone once again.

### **EARLY SUCCESS**

9 Within a few hours of leaving their pens, the wolves made their first kill. It was an elk—a kind of huge deer that had been their favorite prey in Canada. The wolves, it seems, were quickly making themselves right at home.

10 Elk had been living wolf-free in Yellowstone for many years. Their herds had grown bigger and bigger. More young grew into adults. Even the old and weak herd members managed to survive longer than usual. But from now on, the wolves would help to keep the number of elk under control.

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



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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14. Part A

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

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

Part B

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

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



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.





16. Part A

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

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

Part B

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

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









**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.**





**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 pneumonia<sup>1</sup> or something. But first he made sure we didn't track any snow into the tent with us.
- 12 "We need to keep the floor dry," Dad insisted. "There's nothing worse than sleeping in wet sleeping bags."

<sup>1</sup>catch pneumonia—get sick





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



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

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



## 19. Part A

Read paragraph 14 from the story.

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

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

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

## Part B

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

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



**21. Part A**

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

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

**Part B**

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

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









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

## from "What Is a Spacewalk?"

by NASA



NASA—Public Domain

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

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

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

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

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



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



25. Part A

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

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

Part B

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

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



**27. Part A**

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

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

**Part B**

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

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





29. Part A

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)







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

*Practice Test*