

Released Reading Selections, 2016

Grade

3

Primary Division • Language

READING BOOK



Education Quality and
Accountability Office



There's Not Enough Snow!



“*Snow!*” cried Sam, gazing out the window. 1

Snow lightly coated the sidewalk and dotted the trees and bushes. It looked like tiny diamonds sparkling in the sun. 2

Sam dashed to put on his boots, coat, hat and gloves. 3

“Where are you going?” asked his mom. 4

“Sledding!” Sam replied. 5

“There’s not enough snow,” his mother called. 6

“Yes, there is,” said Sam as he ran outside. 7

Sam grabbed his sled from the shed and hastened to the nearby hill. 8

“Hey, Sam! What are you doing?” called his neighbour Kim, gliding by on her scooter. 9

“I’m going sledding!” explained Sam. 10

“There’s not enough snow,” she said. 11

“Yes, there is,” said Sam. 12

Sam plunked his sled down atop the hill and stared down the slope. 13
He sat, feet first. He wiggled. He moved just a little. He pushed with his hands. He moved a little more. Sam stood up. Holding the sled against his chest, he ran and launched himself down the hill. He moved forward about 15 centimetres and ground to a halt.

There was not enough snow! 14

Sam smooshed some snow together to form a snowball. 15

“Hey, Sam! What are you doing?” called his brother, Drew, taking his 16
bike from the garage.

“I’m building a snowman!” 17

“There’s not enough snow,” Drew said. 18

“Yes, there is,” insisted Sam. 19



Sam rolled his little snowball on the snow-dusted 20
ground, but it didn’t increase much in size. He packed the snow tighter, but when he opened his hands, the powder crumbled and flakes drifted away.

Head down, he went inside, peeled off his soggy boots and gloves and 21
headed for the kitchen.

“How was the snow?” asked his mom. 22

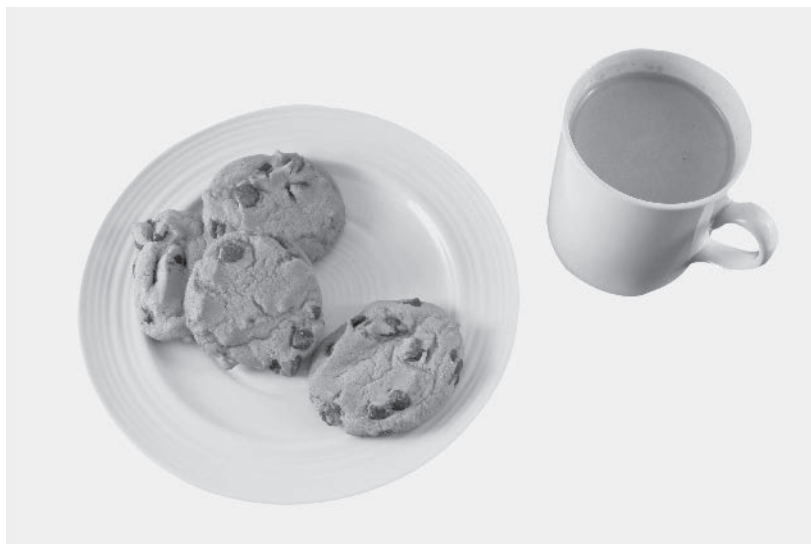
“There wasn’t enough for sledding or even for making a snowball.” 23

“That’s too bad,” said Mom. 24

Sam smiled. “But there *is* enough snow for one thing.” 25

“What’s that?” 26

“Cookies and hot chocolate!” 27



Backyard Acrobat

I made the birds a tasty treat,
With bagel, seeds and string
And peanut butter thickly spread
To make the birdseeds cling.

But before the backyard birds could sup 5
Upon this wintry feast
From far below came darting up
A different kind of beast.

He nimbly balanced on a branch 10
And stuffed his cheeks with seeds
Then swinging like an acrobat
He ate the whole trapeze!

And when he'd finally had his fill 15
Of my sticky birdseed ring
He scurried back from whence he came
Leaving only crumbs and string.



Taking an Ant Bath

If you sat on an anthill by accident and little black ants started to crawl all over you, would you stay there? Of course not! 1



Yet many birds actually look for dirt mounds full of busy ants and deliberately sit on them! Scientists call this unusual behaviour “anting.” Some scientists believe it helps birds stay healthy. Why? They know that ants, when in danger, spray a smelly substance called “formic acid.” This chemical kills the tiny insects that bother birds. 2

Robins, crows and blue jays are just a few of the birds who take ant baths. A robin might squat on top of an anthill, squirm around to annoy the ants then spread its wings and let the ants swarm through its feathers. This is called *passive* anting. 3

A crow is sometimes more forceful. It may clamp an ant in its beak and use the insect like a comb, carefully rubbing it under its wings and through its feathers. After it has squeezed all the juice out of the ant, the crow might eat the “comb.” This is called *active* anting. 4

A good time to watch birds anting is late in the summer when they are moulting, or shedding old feathers and growing new ones. It's possible that an ant bath soothes a bird's itchy skin in the same way that lotion helps you relieve itchiness caused by a skin rash or sunburn. 5

So the next time you see an anthill, just step back, stay quiet and see if you can observe a bird in the act of anting. 6

After each assessment, EQAO makes approximately half of the test items (questions) public. This allows EQAO to build a bank of assessment material that can be used in the future. Items that are not published in this booklet are replaced by their description. Test booklets and examples of student answers from the past five years are available at www.eqao.com.

Items that are not being published have been described below, with a reference to the skill they assessed.

READING SKILLS

Explicit: understanding explicitly stated information and ideas

Implicit: understanding implicitly stated information and ideas

Making Connections: making connections between information and ideas in a reading selection and personal knowledge and experience

Long Narrative

10 multiple-choice questions
(1 Explicit, 5 Implicit, 4 Making Connections)

2 open-response questions
(1 Implicit, 1 Making Connections)

Graphic Text

4 multiple-choice questions (4 Implicit)
2 open-response questions (2 Making Connections)

WRITING SKILLS

Content: identify and support the main idea of a paragraph; make revisions to improve clarity

Organization: identify the main idea and supporting details and group them in a paragraph using common organizational patterns

Grammar: use parts of speech to communicate clearly

Short-Writing Prompt

9 lines available for response

Long-Writing Prompt

18 lines available for response

Multiple-Choice Writing

8 multiple-choice questions
(a mix of Content, Organization and Grammar)

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Section A1: Reading

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Section A2: Reading

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Section B1: Reading

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