

Released Reading Selections, 2015

Grade

3

Primary Division • Language

READING BOOK



Education Quality and
Accountability Office



Wind Storm

“Storm coming!” Dad yelled across the water. “Swim back to shore quickly!” 1

We sped from the island at once and started swimming. 2

Clouds hung low in the sky. Treetops whipped madly back and forth in the wind. Waves splashed intensely against my face, and water got up my nose. 3

“Hurry up, Sammy!” cried Tim. 4

“Need some help?” Owen inquired. 5



I reassured him. “I’m OK!” I kept my eye on my swimming tree, the tall pine I always kept in sight, ever since I was little and first learned to swim across the lake. I held it in my gaze until I reached the other side. 6

From the west, cool air blew in from the mountains. We hugged towels tightly around our shoulders and raced to the house. Inside, we latched windows, checked flashlights and filled jugs with water. 7

I made sandwiches. Tim packed them in the cooler and Owen built a fire. 8

That night, the skies howled loudly. The house shook, and the windows rattled. Branches sharpened their tips against the glass. 9

“Wow! One hundred kilometres an hour!” Dad said. “Those winds sure are blowing! Faster than driving on the highway. Faster than riding on the train.” 10

Huge gusts ripped branches off trees with cracks like thunder. Down the chimney whooshed a blast of cold air. It fed the flames and made them roar intensely. We all huddled in front of the fire—my father, my brothers and I. 11

Before long, the storm passed. I fell asleep to the sounds of the gentle rain. 12



The next morning, all was still. A woodpecker tip-tapped on a broken tree. We collected sticks, stacked branches and dragged logs aside. I raked up pine cones. Tim fixed the picnic table, and Owen used the saw. 13

Then, at the water’s edge, we all looked out—my father, my brothers and I. Trees, like shipwrecks, lay abandoned along the shore. 14

The swimming tree was gone. Only its fallen trunk remained. 15

“Anyone for a swim?” asked Dad. 16

“But my tree...,” I protested. 17

“Oh, Sammy,” sighed Owen. 18

“Last one in...!” called Tim as he sped carefully to the dock. 19

We all dove off the dock into clear, still water and swam to our swimming raft. 20



Coming back, I stared into 21

the empty space where the swimming tree had been.

There, in a spotlight of sun, a small pine, just a puffball of light green needles, shook softly in the breeze.

I kept my eye on the little 22

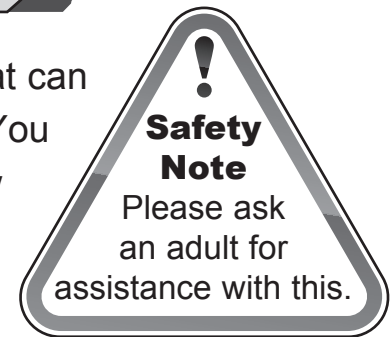
pine as I swam back to shore.

Then, sitting next to the 23

swimming tree, I quietly cleared away old leaves and broken sticks, just to make sure the little pine would get enough sun.

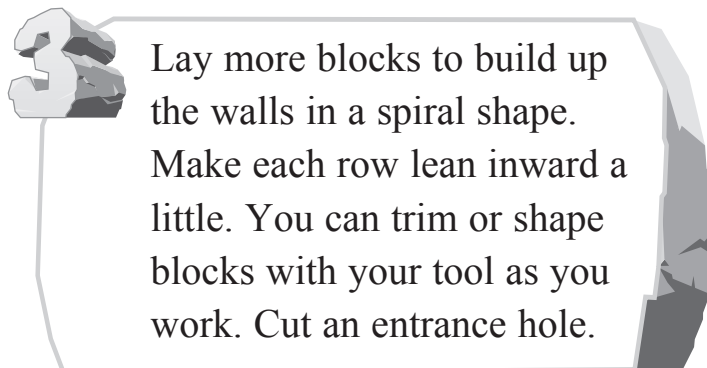
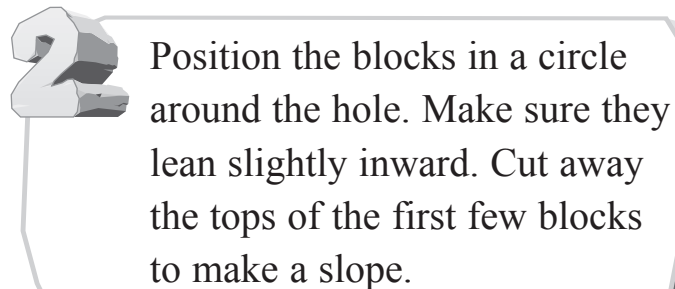
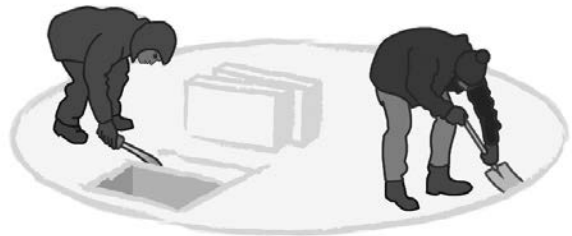
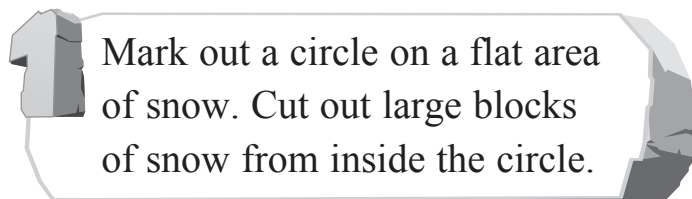
Making an IGLOO

Well-built igloos are comfortable, sturdy shelters that can last a long time. They take time to build, however. You also need a snow saw, and it's useful to have a few friends and adults to help, too!



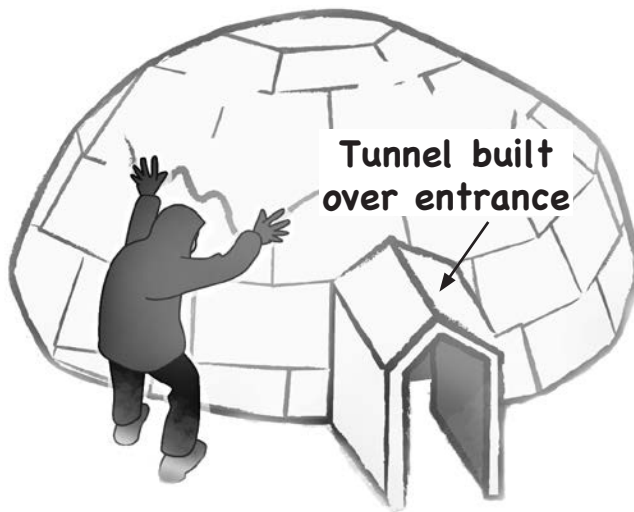
Build Your Own Igloo

You will need to use hard, compacted snow to make an igloo. If the snow around you seems too soft, stamp on it to pack it down, and then leave it to refreeze.



4

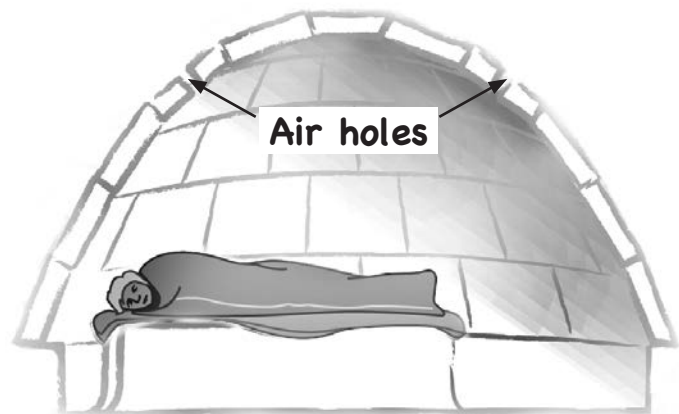
To fill the gap in the top of the dome, place a block on top that is bigger than the hole. Then go inside and trim it to fit in place.

**5**

Smooth the walls inside. Then cover the outside with loose snow to fill the cracks. This will freeze overnight and make the igloo stronger.

6

Make several air holes in the igloo. Build a raised bed of snow to sleep on and line it with warm blankets or clothes.



GO TO

Language
ANSWERS**D1**

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

Short Narrative

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

Poem

- 4 multiple-choice questions
(1 Explicit, 2 Implicit, 1 Making Connections)
- 2 open-response questions (1 Implicit, 1 Making Connections)

Informational Text

- 4 multiple-choice questions
(1 Explicit, 1 Implicit, 2 Making Connections)
- 2 open-response questions
(1 Explicit, 1 Making Connections)

Permissions and Credits

Section C1: Reading

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Section D1: Reading

Adapted from “Making an Igloo,” from *Making Shelter*, by Neil Champion and illustrated by Guy Callaby, published by Saunders Book Company, 2011. Reprinted with permission.

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

Multiple-Choice Writing

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