# 2013-2015
# Released Test
## Aligned to the Standards

### CONTENT BUILDER FOR THE PLC

## Reading
### Grade 3

Passages start on page 67

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# Users Guide - IQ [Investigating the Questions] Released Tests

**Student Expectation Description**

TO DO: Discuss which part(s) of the student expectation has been tested

**Student Expectation and Reporting Category**

TO DO: Discuss how many times this standard has been assessed

| IQ Analysis Investigating the Question | SE # | RC: # |
|---|---|---|
| **SE #  Student Expectation** | **Units:** | |

**Units in which SE is included**

TO DO: Review prior to instruction

| SE # Student Expectation | Analysis of Assessed Standards | | |
|---|---|---|---|
| [Year] [Question #] | **Dual/Multiple Coding** | **Content** | |
| | | **Process** | |
| | **Stimulus** | | |
| | **Thinking** | | |
| | **Related SEs** | | |

**Dual/Multiple Coding**

TO DO: Review content and process standards assessed in each item

**Stimulus and Thinking**

TO DO: Note stimulus (visual representation), level of thinking, and other SEs related to the item

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | | | ☐ Guessing |
| B | | | ☐ Careless Error |
| C | | | ☐ Stopped too Early |
| F | | | ☐ Mixed Up Concepts |

**\* Correct answer**

**Item Data and Error Analyses**

TO DO: Add local data (state included), determine most common error patterns (see below)

### Implications for Instruction/Notes

**Implications**

TO DO: Note patterns/considerations for instruction

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**Error Analysis | Type of Errors**

The pattern of incorrect responses (highly chosen or distributed) indicates students may have made one or more of these error types:

- **Guessing**: Generally represented by equal distribution of incorrect answers. Students may not know how to start or may not know what the question is about.

- **Careless Errors:** Students cannot complete content specific procedures accurately. Make low-level, careless mistakes.

- **Stopped Too Early:** Students cannot transfer learning between contexts (item doesn't look like samples used in class), or they stop too early in problem solving.

- **Mixed Up Concepts:** Students misunderstand the underlying concepts. They may mix up concepts often related to academic vocabulary.

**3.4(A)** identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots

2015 – Q15 Passage #2

15 In paragraph 10, the reader can use the suffix "-less" to know that the word <u>effortless</u> means —

A  the result of trying hard

B  without having to try hard

C  a person who tries hard

D  the process of trying hard

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 11 | | ☐ Guessing |
| B* | 61 | | ☐ Careless Error |
| C | 16 | | ☐ Stopped too Early |
| D | 11 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.4(A)** identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots

2013 – Q24 Passage #3

24 In paragraph 3, what does the word <u>dissatisfied</u> mean?

F  Not satisfied

G  Satisfied before

H  Able to be satisfied

J  One who is satisfied

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 72 | | ☐ Guessing |
| G | 6 | | ☐ Careless Error |
| H | 10 | | ☐ Stopped too Early |
| J | 13 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

2015 – Q6 Passage #1

**6** In paragraph 7, the word <u>promoted</u> means —

**F** finished with a task

**G** discussed by others

**H** required to work more hours

**J** given a better job

\* Correct answer (J)

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 15 | | ☐ Guessing |
| G | 7 | | ☐ Careless Error |
| H | 14 | | ☐ Stopped too Early |
| J* | 63 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

2015 – Q11 Passage #2

**11** Which words from paragraph 3 help the reader understand the meaning of <u>excelled</u>?

**A** in school

**B** like most kids

**C** performed well

**D** at math and science

\* Correct answer (C)

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 7 | | ☐ Guessing |
| B | 7 | | ☐ Careless Error |
| C* | 63 | | ☐ Stopped too Early |
| D | 22 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

2015 – Q21 Passage #3

**21** In line 17, what does the word <u>stride</u> mean?

**A** Sleep

**B** Fall

**C** Build

**D** Walk

* **Correct answer (D)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 7 | | ☐Guessing |
| B | 16 | | ☐Careless Error |
| C | 6 | | ☐Stopped too Early |
| D* | 71 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

2015 – Q25 Passage #4

**25** Read the dictionary entry.

> **judge** \ˈjəj\ *verb*
> **1.** to listen to and decide a court case
> **2.** to choose the winner of a contest
> **3.** to form an opinion about someone
> **4.** to make a careful guess

Which meaning of <u>judge</u> is used in paragraph 9?

**A** Meaning 1

**B** Meaning 2

**C** Meaning 3

**D** Meaning 4

* **Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 14 | | ☐Guessing |
| B | 10 | | ☐Careless Error |
| C* | 68 | | ☐Stopped too Early |
| D | 8 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

## 2014 – Q2 Passage #1

2  Which words from paragraph 9 help the reader understand the meaning of <u>expand</u>?

  **F**  to the mountains

  **G**  new location

  **H**  swim and hike

  **J**  is so big

**\* Correct answer (J)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Readiness |
|---|---|---|
|  | Process |  |

| Stimulus |  |
|---|---|
| Thinking |  |
| Related SEs |  |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 3 |  | ☐Guessing |
| G | 10 |  | ☐Careless Error |
| H | 7 |  | ☐Stopped too Early |
| J* | 80 |  | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

## 2014 – Q5 Passage #1

5  In paragraph 2, <u>roamed</u> means —

  **A**  learned

  **B**  worked

  **C**  wandered

  **D**  hid

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Readiness |
|---|---|---|
|  | Process |  |

| Stimulus |  |
|---|---|
| Thinking |  |
| Related SEs |  |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 14 |  | ☐Guessing |
| B | 13 |  | ☐Careless Error |
| C* | 68 |  | ☐Stopped too Early |
| D | 4 |  | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

2014 – Q10 Passage #2

10  Read this dictionary entry.

**admit** \əd-ʹmit\ *verb*
1. to accept as a member of a group
2. to allow to go into a place
3. to allow to use as proof in a courtroom
4. to agree that something is true

Which meaning most closely matches the word <u>admitted</u> as it is used in paragraph 22?

**F**  Meaning 1

**G**  Meaning 2

**H**  Meaning 3

**J**  Meaning 4

**\* Correct answer (J)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 10 | | ☐Guessing |
| G | 5 | | ☐Careless Error |
| H | 11 | | ☐Stopped too Early |
| J* | 74 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

2014 – Q27 Passage #4

27  In line 29, <u>pleased</u> means —

**A**  looked

**B**  described

**C**  wanted

**D**  visited

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 7 | | ☐Guessing |
| B | 8 | | ☐Careless Error |
| C* | 77 | | ☐Stopped too Early |
| D | 8 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

## 2014 – Q35 Passage #5

**35** Which words from paragraph 4 help the reader understand what <u>retrieved</u> means in paragraph 5?

**A** *worried, pointing*

**B** *investigate, thought*

**C** *found, returned*

**D** *surprised, appear*

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 10 | | ☐ Guessing |
| B | 8 | | ☐ Careless Error |
| C* | 70 | | ☐ Stopped too Early |
| D | 11 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

## 2013 – Q2 Passage #1

**2** Read this dictionary entry for the word <u>free</u>.

**free** \ˈfrē\ *adjective*
**1.** not costing any money
**2.** not controlled by others
**3.** not exact
**4.** not busy

Which meaning of <u>free</u> is used in paragraph 9?

**F** Meaning 1

**G** Meaning 2

**H** Meaning 3

**J** Meaning 4

**\* Correct answer (G)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 9 | | ☐ Guessing |
| G* | 76 | | ☐ Careless Error |
| H | 4 | | ☐ Stopped too Early |
| J | 11 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

2013 – Q7 Passage #1

**7** What does the word <u>fortunate</u> mean in paragraph 1?

  **A** Wise

  **B** Happy

  **C** Lucky

  **D** Proud

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 18 | | ☐Guessing |
| B | 13 | | ☐Careless Error |
| C* | 63 | | ☐Stopped too Early |
| D | 6 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

2013 – Q14 Passage #2

**14** Read the dictionary entry below.

> **straight** \'strāt\ *adjective*
> **1.** honest
> **2.** correct
> **3.** without curves or bends
> **4.** following one after another

Which meaning best fits the way <u>straight</u> is used in paragraph 1?

  **F** Meaning 1

  **G** Meaning 2

  **H** Meaning 3

  **J** Meaning 4

**\* Correct answer (J)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 6 | | ☐Guessing |
| G | 5 | | ☐Careless Error |
| H | 22 | | ☐Stopped too Early |
| J* | 67 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.4(B)** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

**2013 – Q37 Passage #5**

37 What is the meaning of the word <u>hesitant</u> in paragraph 7?

  A  Unsure

  B  Annoyed

  C  Honored

  D  Hopeful

**\* Correct answer (A)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A* | 65 | | ☐Guessing |
| B | 10 | | ☐Careless Error |
| C | 11 | | ☐Stopped too Early |
| D | 13 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.4(C)** identify and use antonyms, synonyms, homographs, and homophones

**2015 – Q33 Passage #5**

33 Which of these is a synonym for the word <u>scattered</u> in paragraph 7?

  A  Found

  B  Buried

  C  Carried

  D  Spread

**\* Correct answer (D)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 9 | | ☐Guessing |
| B | 6 | | ☐Careless Error |
| C | 6 | | ☐Stopped too Early |
| D* | 80 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

| 3.4(C) identify and use antonyms, synonyms, homographs, and homophones | Analysis of Assessed Standards Genre: Expository | | |
|---|---|---|---|

**3.4(C)** identify and use antonyms, synonyms, homographs, and homophones

2014 – Q18 Passage #3

**18** Which word is a synonym for <u>ordinary</u> in paragraph 1?

   **F** Common

   **G** Fake

   **H** Important

   **J** Useful

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 64 | | ☐ Guessing |
| G | 11 | | ☐ Careless Error |
| H | 10 | | ☐ Stopped too Early |
| J | 14 | | ☐ Mixed Up Concepts |

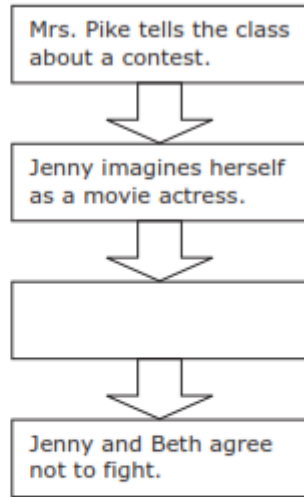### Implications for Instruction/Notes

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**3.8(A)** sequence and summarize the plot's main events and explain their influence on future events

**2015 – Q24 Passage #4**

24 Which sentence best shows Chelsea's problem in the story?

F *My dad always asks lots of questions.*

G *I didn't want to hurt his feelings, but I didn't want to go through another school year as a Chowderhead, either.*

H *Two days later I headed to my new school for the first day of class.*

J *But there were two kids, twin brothers, who didn't seem to talk to anyone but each other.*

**\* Correct answer (G)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 9 | | ☐ Guessing |
| G* | 73 | | ☐ Careless Error |
| H | 7 | | ☐ Stopped too Early |
| J | 11 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.8(A)** sequence and summarize the plot's main events and explain their influence on future events

**2015 – Q26 Passage #4**

26 Paragraphs 18 through 25 are important because they help the reader understand —

F how Chelsea thinks of ideas to talk about when meeting people

G why the twins don't make fun of Chelsea after they learn her name

H what activities the twins and Chelsea both find interesting

J when Chelsea plans to spend time with her new friends

**\* Correct answer (G)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 26 | | ☐ Guessing |
| G* | 44 | | ☐ Careless Error |
| H | 11 | | ☐ Stopped too Early |
| J | 19 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

## 3.8(A) sequence and summarize the plot's main events and explain their influence on future events

**2014 – Q8 Passage #2**

8   Look at this chart.

| Mrs. Pike tells the class about a contest. |
| --- |
| ↓ |
| Jenny imagines herself as a movie actress. |
| ↓ |
| |
| ↓ |
| Jenny and Beth agree not to fight. |

Which detail from the story belongs in the empty box?

F   Jenny remembers watching a filmstrip.

G   Jenny makes a drawing in her notebook.

H   Jenny tells Beth she wants to make a movie.

J   Jenny and Beth shake hands with each other.

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 3 | | ☐ Guessing |
| G | 5 | | ☐ Careless Error |
| H* | 82 | | ☐ Stopped too Early |
| J | 9 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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## 3.8(A) sequence and summarize the plot's main events and explain their influence on future events

**2014 – Q12 Passage #2**

12   Read the following list.

**Why Jenny Wants to Be a Director**

1. She can create a good story.
2. _____
3. She can tell everybody what to do.

Which detail from the story belongs in the blank?

F   She can make new friends in class.

G   She can draw pictures to use in the movie.

H   She can earn an award for her movie.

J   She can choose who she wants to be the actors.

**\* Correct answer (J)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 3 | | ☐ Guessing |
| G | 11 | | ☐ Careless Error |
| H | 21 | | ☐ Stopped too Early |
| J* | 65 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.8(A)** sequence and summarize the plot's main events and explain their influence on future events

## 2013 – Q11 Passage #2

11 Look at the diagram below.

| Mom comes into Judy's room. | → | Judy says she has the mumps. | → | | → | Mom takes Judy's temperature. |
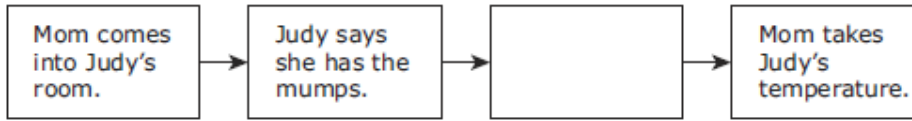
Which event belongs in the empty box?

A Judy puts a cough drop in her mouth.

B Stink knocks on Judy's door.

C Judy makes a promise to Mom.

D Mom tells Judy to get dressed for school.

\* Correct answer (C)

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A | 26 | | ☐ Guessing |
| B | 5 | | ☐ Careless Error |
| C* | 63 | | ☐ Stopped too Early |
| D | 6 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.8(A)** sequence and summarize the plot's main events and explain their influence on future events

## 2013 – Q35 Passage #5

35 Why is Kwan seeing Mrs. Gibbs at the grocery store important to this story?

A Mrs. Gibbs gets to meet Halmoni.

B Halmoni is able to explain what wrapping cloths are.

C It leads to Kwan sharing his talent with his classmates.

D It allows Kwan's classmates to learn how to carry their lunches in a cloth.

\* Correct answer (C)

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A | 14 | | ☐ Guessing |
| B | 18 | | ☐ Careless Error |
| C* | 60 | | ☐ Stopped too Early |
| D | 7 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

## 3.8(A) sequence and summarize the plot's main events and explain their influence on future events

**2013 – Q39 Passage #5**

**39** Look at the diagram below.



| Mrs. Gibbs asks Kwan to bring some wrapping cloths to school. | | Kwan shows the class his wrapping cloths. | Mrs. Gibbs suggests that Kwan show the class how to fold the wrapping cloths. |
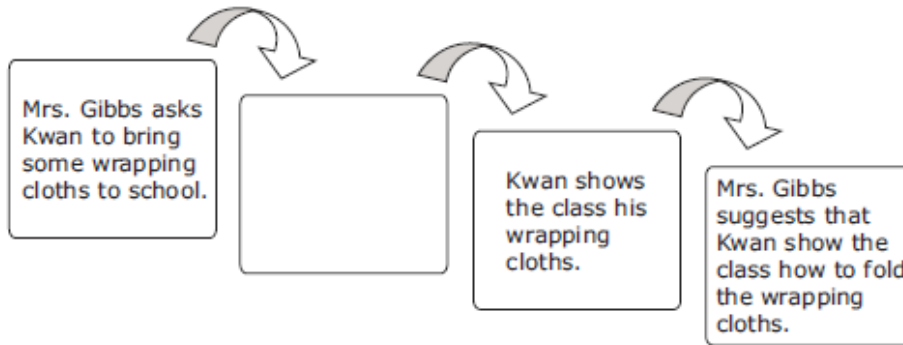
Which sentence best completes the diagram?

**A** David makes a joke in class.

**B** Halmoni sees Mrs. Gibbs at the grocery store.

**C** Halmoni tells Kwan why wrapping cloths are special.

**D** Some students decide how they want to use their cloth.

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 5 | | ☐Guessing |
| B | 13 | | ☐Careless Error |
| C* | 64 | | ☐Stopped too Early |
| D | 18 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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## 3.8(B) describe the interaction of characters including their relationships and the changes they undergo

**2015 – Q27 Passage #4**

**27** Chelsea's conversation with her father shows that he —

**A** understands how she feels about her name

**B** knows she will appreciate her name someday

**C** believes their name is more interesting than other names

**D** thinks she misunderstands what kids say about her name

**\* Correct answer (A)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A* | 67 | | ☐Guessing |
| B | 13 | | ☐Careless Error |
| C | 10 | | ☐Stopped too Early |
| D | 11 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**3.8(B)** describe the interaction of characters including their relationships and the changes they undergo

2014 – Q14 Passage #2

14 Jenny decides that she shouldn't argue with Beth because she —

    **F** does not want to make Mrs. Pike angry

    **G** wants to share the role of director

    **H** does not want to lose Beth as a friend

    **J** thinks that they can both make a movie

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 4 | | ☐ Guessing |
| G | 6 | | ☐ Careless Error |
| H* | 76 | | ☐ Stopped too Early |
| J | 14 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.8(B)** describe the interaction of characters including their relationships and the changes they undergo

2014 – Q15 Passage #2

15 Why does Jenny start drawing in her notebook when Mrs. Pike says that she has news for the class?

    **A** Jenny thinks the discussion will not be interesting.

    **B** Jenny is too busy thinking about the contest to listen.

    **C** Jenny is too upset with her best friend Beth to listen.

    **D** Jenny does not like being told what to do.

**\* Correct answer (A)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A* | 79 | | ☐ Guessing |
| B | 12 | | ☐ Careless Error |
| C | 3 | | ☐ Stopped too Early |
| D | 5 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.8(B)** describe the interaction of characters including their relationships and the changes they undergo

**2013 – Q10 Passage #2**

10 Which sentence best describes Judy and Stink's relationship?

   **F** They tease each other.

   **G** They are jealous of each other.

   **H** They tell each other everything.

   **J** They like to spend time together.

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| | |
|---|---|
| **Stimulus** | |
| **Thinking** | |
| **Related SEs** | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 80 | | ☐ Guessing |
| G | 8 | | ☐ Careless Error |
| H | 6 | | ☐ Stopped too Early |
| J | 6 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.8(B)** describe the interaction of characters including their relationships and the changes they undergo

**2013 – Q13 Passage #2**

13 Which sentence best shows that Judy is upset with her brother?

   **A** *"Just go to school without me."*

   **B** *"Well, you'll have to call me it at school 'cause you don't get to stay home."*

   **C** *Judy stuck out her cherry-red, no-mumps tongue at Stink.*

   **D** *She was down in the dumps.*

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| | |
|---|---|
| **Stimulus** | |
| **Thinking** | |
| **Related SEs** | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 13 | | ☐ Guessing |
| B | 24 | | ☐ Careless Error |
| C* | 56 | | ☐ Stopped too Early |
| D | 7 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**3.8 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2015 – Q31 Passage #4**

31 In the last paragraph, the reader learns that Chelsea —

  A  is not sure whether the twins really like her

  B  does not want Claire to find out how she feels about her name

  C  is not the only person who experiences her problem

  D  does not want to play with the twins after school

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 16 | | ☐ Guessing |
| B | 16 | | ☐ Careless Error |
| C* | 63 | | ☐ Stopped too Early |
| D | 5 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.8 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2014 – Q11 Passage #2**

11 Read these sentences from paragraphs 28 and 29.

> *Jenny shook Beth's hand. "May the best can collector win," she repeated.*
>
> *As long as it's me, she told herself.*

These sentences show that Jenny —

  A  believes that Beth will make a good movie director

  B  will do what is needed in order to win

  C  likes to encourage her friends to participate in school activities

  D  knows that Beth will not keep her promise to remain friends

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 16 | | ☐ Guessing |
| B* | 67 | | ☐ Careless Error |
| C | 9 | | ☐ Stopped too Early |
| D | 8 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**3.8 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2013 – Q15 Passage #2**

15 Why does Judy put her head under the pillow?

   A She does not want to listen to her brother.

   B She wants to look at her dictionary.

   C She feels like she has the mumps.

   D She wishes she could stay in bed.

**\* Correct answer (D)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
|  | Process |  |

| Stimulus |  |
|---|---|
| **Thinking** |  |
| **Related SEs** |  |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 14 |  | ☐ Guessing |
| B | 10 |  | ☐ Careless Error |
| C | 14 |  | ☐ Stopped too Early |
| D* | 62 |  | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.8 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2013 – Q16 Passage #2**

16 Why does Judy call her brother a name at the end of the story?

   F She wants Stink to be afraid of her.

   G Stink tells Mom that Judy took the cat's temperature.

   H She is angry that Stink ruined her plans.

   J Stink wants to stay home with Judy.

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
|  | Process |  |

| Stimulus |  |
|---|---|
| **Thinking** |  |
| **Related SEs** |  |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 4 |  | ☐ Guessing |
| G | 17 |  | ☐ Careless Error |
| H* | 72 |  | ☐ Stopped too Early |
| J | 7 |  | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.8 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2013 – Q17 Passage #2

**17** What can the reader conclude about Judy?

**A** She is usually dressed for school before her brother.

**B** She thinks it is fun to stay home from school.

**C** She has difficulty understanding mystery books.

**D** She has had the mumps before.

**Analysis of Assessed Standards**
**Genre: Fiction**

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A | 5 | | ☐Guessing |
| B* | 80 | | ☐Careless Error |
| C | 3 | | ☐Stopped too Early |
| D | 12 | | ☐Mixed Up Concepts |

**Implications for Instruction/Notes**

* Correct answer (B)

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**3.8 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2013 – Q36 Passage #5

**36** Which sentence from the story best explains why Kwan agrees to share his wrapping cloths with his classmates?

**F** *Then she saw the cloths wrapped around the groceries Kwan and his grandmother were loading into their van.*

**G** *His grandmother's wide smile showed how proud of him she would be for sharing this Korean custom.*

**H** *Kwan usually spent some time each evening working on a cloth, but that evening he did not.*

**J** *"When your grandfather and I were married, we received a gift from his mother wrapped in this cloth she made."*

**Analysis of Assessed Standards**
**Genre: Fiction**

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 19 | | ☐Guessing |
| G* | 50 | | ☐Careless Error |
| H | 11 | | ☐Stopped too Early |
| J | 20 | | ☐Mixed Up Concepts |

**Implications for Instruction/Notes**

* Correct answer (G)

## 3.8 Fig. 19(E) summarize information in text, maintaining meaning and logical order

**2015 – Q28 Passage #4**

**28** What is the best summary of this story?

**F** Chelsea talks to her father about how she feels about their last name. Chelsea's father tells her about the long history of their family name and gives her some advice.

**G** Chelsea is interested in changing her last name, but her father helps her understand why that is not a good idea. Chelsea goes to school and sits with twin brothers at lunch.

**H** Chelsea wants to change her last name before going to a new school. After talking to her father, she follows his advice and is able to make friends at her new school.

**J** Chelsea is nervous about going to a new school because she thinks it will be difficult to make new friends. When she goes to her new school, she meets a nice girl and feels much better.

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 12 | | ☐ Guessing |
| G | 22 | | ☐ Careless Error |
| H* | 51 | | ☐ Stopped too Early |
| J | 14 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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## 3.8 Fig. 19(E) summarize information in text, maintaining meaning and logical order

**2014 – Q13 Passage #2**

**13** What is the best summary of this story?

**A** Jenny's teacher tells the class that she has exciting news. Jenny starts to draw a picture in her notebook. Her teacher then tells the class about a can-collecting contest. Jenny and Beth like the idea.

**B** Jenny's class will collect cans for a contest at their school. The student who collects the most cans will win the contest. Jenny and her friend Beth are both determined to win.

**C** Jenny wants to be the director of the class movie. She says she has always wanted to direct a movie and thinks she will be good at it. She asks her friend Beth if she would like to be in the movie.

**D** Jenny is happy when her teacher tells the class about a contest. The whole school will collect empty tin cans to sell to a scrap-metal dealer. The class that collects the most cans will win the contest.

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Fiction

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 32 | | ☐ Guessing |
| B* | 37 | | ☐ Careless Error |
| C | 14 | | ☐ Stopped too Early |
| D | 17 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.8 Fig. 19(E)** summarize information in text, maintaining meaning and logical order

2013 – Q38 Passage #5

38  Which of these is the best summary of the story?

F  A boy has a special hobby he does with his grandmother. He keeps the hobby a secret until his teacher persuades him to share it with his classmates.

G  A teacher wants her student to tell the class about his special talent. The student worries about what his classmates will think. In class he realizes that they like learning about his talent.

H  A boy has to tell his class about his special talent. His grandmother encourages him to continue using his talent.

J  A grandmother and her grandson share a special hobby of embroidering cloths. The boy is very good at it and decides to show his classmates his talent.

\* **Correct answer (G)**

**SE: 3.13(A), 3.13(B), 3.13(C), 3.13(D), 3.13 Fig. 19(D)NT, 3.13 Fig. 19(E), 3.12 Fig. 19(D)**

Units:

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**3.13(A)** identify the details or facts that support the main idea

## 2015 – Q8 Passage #1

**8** In what way does Tama's presence at the train station help the nearby town?

**F** People in the town want to work at the train station.

**G** People in the town enjoy taking pictures with the visitors.

**H** People who come to see Tama often spend money in the town.

**J** People who come to see Tama want to move to the town.

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 10 | | ☐ Guessing |
| G | 12 | | ☐ Careless Error |
| H* | 68 | | ☐ Stopped too Early |
| J | 10 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.13(A)** identify the details or facts that support the main idea

## 2015 – Q36 Passage #5

**36** One reason the Pima Air and Space Museum has a paper airplane contest is to —

**F** give people a reason to visit the museum

**G** teach children how to make objects out of paper

**H** show visitors that there are different kinds of airplanes

**J** encourage children to become more interested in science

**\* Correct answer (J)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 12 | | ☐ Guessing |
| G | 23 | | ☐ Careless Error |
| H | 20 | | ☐ Stopped too Early |
| J* | 45 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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lead4ward

**3.13(A)** identify the details or facts that support the main idea

**Analysis of Assessed Standards**
**Genre: Expository**

2015 – Q38 Passage #5

**38** What happened to *Arturo's Desert Eagle* at the end of its flight?

   **F** It broke into pieces.

   **G** It got stuck in the sand.

   **H** It was carried away by a helicopter.

   **J** It was rebuilt to inspire other children.

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 74 | | ☐ Guessing |
| G | 9 | | ☐ Careless Error |
| H | 8 | | ☐ Stopped too Early |
| J | 8 | | ☐ Mixed Up Concepts |

**Implications for Instruction/Notes**

* Correct answer (F)

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**3.13(A)** identify the details or facts that support the main idea

**Analysis of Assessed Standards**
**Genre: Expository**

2015 – Q40 Passage #1

**40** Arturo won the paper airplane contest because his plane —

   **F** flew the greatest distance

   **G** reached the fastest speed

   **H** had the most original design

   **J** had the fewest number of folds

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 73 | | ☐ Guessing |
| G | 16 | | ☐ Careless Error |
| H | 5 | | ☐ Stopped too Early |
| J | 4 | | ☐ Mixed Up Concepts |

**Implications for Instruction/Notes**

* Correct answer (F)

**3.13(A)** identify the details or facts that support the main idea

2014 – Q19 Passage #3

19  Read the diagram.
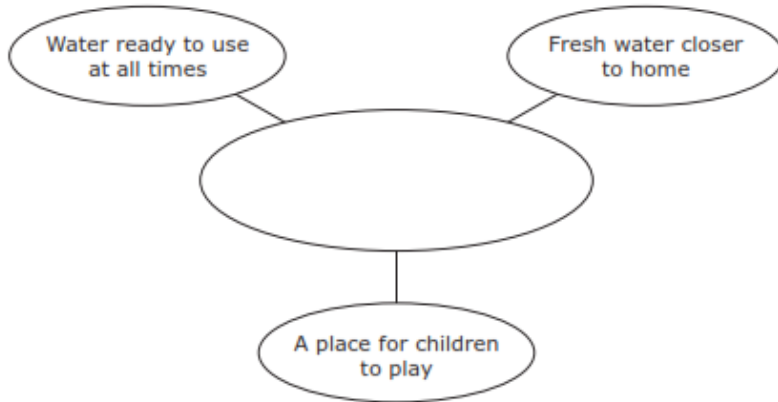


Which of the following correctly completes the diagram?

A  How to Get Drinking Water

B  How PlayPumps Work

C  How Children Stay Active

D  How PlayPumps Help People

**\* Correct answer (D)**

---

**3.13(A)** identify the details or facts that support the main idea

2014 – Q23 Passage #3

23  The main reason for building PlayPumps in southern Africa is to —

A  give children a new playground

B  bring more money to a community

C  give businesses a place to put messages

D  bring clean water to more people

**\* Correct answer (D)**

**3.13(A)** identify the details or facts that support the main idea

## 2014 – Q36 Passage #5

36  What is paragraph 8 mostly about?

    **F**  The reaction of wildlife experts to the joey

    **G**  What happened to the joey after his rescue

    **H**  How the joey acts with other kangaroos

    **J**  The dog that found the joey

**\* Correct answer (G)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
| --- | --- | --- |
|  | Process |  |

| Stimulus |  |
| --- | --- |
| Thinking |  |
| Related SEs |  |

### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 27 |  | ☐ Guessing |
| G* | 46 |  | ☐ Careless Error |
| H | 14 |  | ☐ Stopped too Early |
| J | 13 |  | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.13(A)** identify the details or facts that support the main idea

## 2013 – Q1 Passage #1

1  Which detail from the selection suggests that Jessica is smart?

    **A**  She has become comfortable with the family dogs.

    **B**  She figured out how to unlock a door.

    **C**  She spends time with other hippos.

    **D**  She stayed afloat on the river.

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
| --- | --- | --- |
|  | Process |  |

| Stimulus |  |
| --- | --- |
| Thinking |  |
| Related SEs |  |

### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A | 5 |  | ☐ Guessing |
| B* | 90 |  | ☐ Careless Error |
| C | 4 |  | ☐ Stopped too Early |
| D | 2 |  | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

| 3.13(A) identify the details or facts that support the main idea | Analysis of Assessed Standards<br>Genre: Expository |
|---|---|

**2013 – Q9 Passage #1**

9 According to the selection, the problem with having Jessica in the house was that she —

A ate food that was not good for her

B wanted to be left alone

C bothered the family dogs

D broke things

**Dual Coding**

| | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 2 | | ☐ Guessing |
| B | 1 | | ☐ Careless Error |
| C | 3 | | ☐ Stopped too Early |
| D* | 94 | | ☐ Mixed Up Concepts |

**Implications for Instruction/Notes**

**\* Correct answer (D)**

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| 3.13(A) identify the details or facts that support the main idea | Analysis of Assessed Standards<br>Genre: Expository |
|---|---|

**2013 – Q20 Passage #3**

20 What is the section titled "An Accidental Success" mainly about?

F How restaurants first came to serve potato chips

G How the first potato chips came to be made

H Why someone wanted to make the first potato chips

J Why someone complained about some fried potatoes

**Dual Coding**

| | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 24 | | ☐ Guessing |
| G* | 54 | | ☐ Careless Error |
| H | 8 | | ☐ Stopped too Early |
| J | 14 | | ☐ Mixed Up Concepts |

**Implications for Instruction/Notes**

**\* Correct answer (G)**

**3.13(A)** identify the details or facts that support the main idea

**2013 – Q21 Passage #3**

21  How were potato chips first sold in some grocery stores?

A  In baskets that sat on tables

B  In piles that were on plates

C  In wax-coated paper bags that were ironed shut

D  In paper bags that were filled from a barrel

**\* Correct answer (D)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
|  | Process |  |

| Stimulus |  |
|---|---|
| Thinking |  |
| Related SEs |  |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 12 |  | ☐Guessing |
| B | 7 |  | ☐Careless Error |
| C | 20 |  | ☐Stopped too Early |
| D* | 61 |  | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

**2015 – Q1 Passage #1**

1  Read this sentence from paragraph 4.

> *Instead of paying Tama with money, the company pays her with cat food.*

This sentence helps the reader know that the train company —

A  treats Tama well

B  has too much food

C  does not think Tama looks healthy

D  wants to find a new home for Tama

**\* Correct answer (A)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
|  | Process |  |

| Stimulus |  |
|---|---|
| Thinking |  |
| Related SEs |  |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A* | 90 |  | ☐Guessing |
| B | 4 |  | ☐Careless Error |
| C | 2 |  | ☐Stopped too Early |
| D | 4 |  | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

2015 – Q2 Passage #1

**2** Throughout the selection, the author describes Tama as being —

**F** adventurous

**G** brave

**H** friendly

**J** clever

* **Correct answer (H)**

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 5 | | ☐ Guessing |
| G | 7 | | ☐ Careless Error |
| H* | 75 | | ☐ Stopped too Early |
| J | 12 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

2015 – Q5 Passage #1

**5** The reader can tell that Tama is allowed to stay at the station because she —

**A** cares for other cats

**B** walks people to the train

**C** sits inside the ticket booth

**D** attracts more passengers

* **Correct answer (D)**

Analysis of Assessed Standards
Genre: Expository

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A | 3 | | ☐ Guessing |
| B | 5 | | ☐ Careless Error |
| C | 12 | | ☐ Stopped too Early |
| D* | 79 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**3.13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence**

## 2015 – Q7 Passage #1

**7** Which sentence shows that people are interested in learning about Tama?

**A** She spent most of her time at Kishi Station.

**B** She walks around the station in her uniform and greets passengers.

**C** Tama has been featured in many newspaper and magazine articles as well as on television shows and in video clips.

**D** From stray cat to famous stationmaster, life is sweet for Tama!

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 12 | | ☐Guessing |
| B | 15 | | ☐Careless Error |
| C* | 60 | | ☐Stopped too Early |
| D | 13 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence**

## 2015 – Q39 Passage #5

**39** How is the paper airplane in "Ken Blackburn's Simple Paper Airplane" different from the paper airplane Arturo made in the contest?

**A** It has staples.

**B** It uses paper clips.

**C** It is folded many times.

**D** It uses one piece of paper.

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 6 | | ☐Guessing |
| B* | 51 | | ☐Careless Error |
| C | 19 | | ☐Stopped too Early |
| D | 23 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

**2014 – Q20 Passage #3**

20 Which sentence from the article tells something that could be a problem with PlayPumps?

F It's a PlayPump, and it's unlike the merry-go-round you may see at a park.

G Getting clean water in some areas of Africa is difficult.

H Making sure the pumps work correctly can be expensive.

J The pumps are usually located near schools or community centers.

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 15 | | ☐Guessing |
| G | 23 | | ☐Careless Error |
| H* | 54 | | ☐Stopped too Early |
| J | 8 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

**2014 – Q33 Passage #5**

33 After reading paragraph 6, the reader can conclude that Allan was —

A entertained by the way Rex and the joey played together

B unhappy with the name she selected for the joey

C concerned about having to speak to a newspaper reporter

D thankful that Rex was able to find a joey in her neighborhood

**\* Correct answer (A)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A* | 67 | | ☐Guessing |
| B | 4 | | ☐Careless Error |
| C | 9 | | ☐Stopped too Early |
| D | 19 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

## 2014 – Q37 Passage #5

37 The pointer breed of dog most likely got its name because of its ability to —

   **A** get along with other animals

   **B** avoid dangerous situations

   **C** locate wildlife

   **D** be gentle with wildlife

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 24 | | ☐Guessing |
| B | 8 | | ☐Careless Error |
| C* | 47 | | ☐Stopped too Early |
| D | 20 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

## 2014 – Q40 Passage #5

40 Which word best describes Rex's behavior toward the joey?

   **F** Protective

   **G** Confusing

   **H** Expected

   **J** Nervous

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 72 | | ☐Guessing |
| G | 10 | | ☐Careless Error |
| H | 11 | | ☐Stopped too Early |
| J | 7 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

2013 – Q4 Passage #1

4  The reader can conclude that it is unusual for —

   F  a hippo to live with humans

   G  a hippo to appear on TV

   H  mother hippos to have their babies in the water

   J  people to fear large animals

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 76 | | ☐Guessing |
| G | 8 | | ☐Careless Error |
| H | 12 | | ☐Stopped too Early |
| J | 4 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

---

**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

2013 – Q8 Passage #1

8  Which sentence best explains why Joubert was able to provide the care Jessica needed?

   F  *He had nursed many orphaned animals back to health.*

   G  *He knew the baby hippo was very young and weak.*

   H  *He carried the 26-pound animal into his house and named her Jessica.*

   J  *He mixed egg yolks and cream and fed it to Jessica from a bottle.*

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 63 | | ☐Guessing |
| G | 15 | | ☐Careless Error |
| H | 6 | | ☐Stopped too Early |
| J | 16 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

**2013 – Q19 Passage #3**

19  When Crum learned that the customer was pleased with the batch of crispy fried potatoes, he most likely felt —

   **A**  curious

   **B**  thankful

   **C**  surprised

   **D**  bothered

* Correct answer (C)

### Analysis of Assessed Standards
#### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| | |
|---|---|
| **Stimulus** | |
| **Thinking** | |
| **Related SEs** | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 7 | | ☐ Guessing |
| B | 29 | | ☐ Careless Error |
| C* | 60 | | ☐ Stopped too Early |
| D | 3 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.13(B)** draw conclusions from the facts presented in text and support those assertions with textual evidence

**2013 – Q22 Passage #3**

22  Which sentence from the selection best supports the idea that there have been many changes made to potato chips?

   **F**  *It was not long before people wanted potato chips without having to go to a restaurant to get them.*

   **G**  *Over the years many more people began making and selling potato chips.*

   **H**  *Bigger and better kinds of packages were designed, and different flavors of chips started appearing.*

   **J**  *What an unusual history the potato chip has, from its accidental beginning in New York State to being perhaps the most popular snack food in the world.*

* Correct answer (H)

### Analysis of Assessed Standards
#### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| | |
|---|---|
| **Stimulus** | |
| **Thinking** | |
| **Related SEs** | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 18 | | ☐ Guessing |
| G | 15 | | ☐ Careless Error |
| H* | 54 | | ☐ Stopped too Early |
| J | 12 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

| 3.13(C) identify explicit cause and effect relationships among ideas in texts | Analysis of Assessed Standards<br>Genre: Expository |
|---|---|

**2015 – Q3 Passage #1**

3  Why did the train company decide to operate the station without workers?

A  The train company was unable to find a person who wanted the job of stationmaster.

B  The people who came to the train station were there only to see the stationmaster cat.

C  The train station was located in an area where people did not want to work.

D  The train company was not earning enough money to pay people.

* Correct answer (D)

### Analysis of Assessed Standards — Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 6 | | ☐ Guessing |
| B | 21 | | ☐ Careless Error |
| C | 2 | | ☐ Stopped too Early |
| D* | 70 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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| 3.13(C) identify explicit cause and effect relationships among ideas in texts | Analysis of Assessed Standards<br>Genre: Expository |
|---|---|

**2015 – Q4 Passage #1**

4  Tama has been given two cat assistants because she —

F  is too busy to work

G  is too famous to work

H  needs more time to rest

J  needs more time to eat

* Correct answer (H)

### Analysis of Assessed Standards — Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 11 | | ☐ Guessing |
| G | 7 | | ☐ Careless Error |
| H* | 79 | | ☐ Stopped too Early |
| J | 3 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.13(C)** identify explicit cause and effect relationships among ideas in texts

## 2014 – Q16 Passage #3

**16** Look at the diagram below.

| Cause: | → | Effect: The pump forces water into a storage tank. |
|---|---|---|
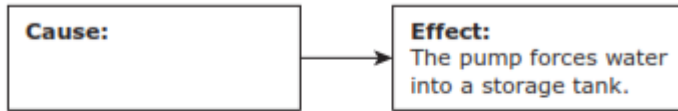
Which of the following completes the diagram?

**F** Water is underground.

**G** Children push the merry-go-round.

**H** Pipes drain extra water back underground.

**J** People get water for drinking.

**\* Correct answer (G)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 16 | | ☐ Guessing |
| G* | 71 | | ☐ Careless Error |
| H | 8 | | ☐ Stopped too Early |
| J | 5 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.13(C)** identify explicit cause and effect relationships among ideas in texts

## 2014 – Q32 Passage #5

**32** Why did Allan worry when Rex went to investigate?

**F** She did not want to stop working in her yard.

**G** She knew he was tired after their walk.

**H** She thought he might get lost.

**J** She did not want him to put himself in danger.

**\* Correct answer (J)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 5 | | ☐ Guessing |
| G | 6 | | ☐ Careless Error |
| H | 15 | | ☐ Stopped too Early |
| J* | 75 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

## 3.13(C) identify explicit cause and effect relationships among ideas in texts

### 2013 – Q3 Passage #1

3  Look at the diagram below.

| CAUSE | | EFFECT |
|---|---|---|
| Joubert had worked with animals in the past. | → | |
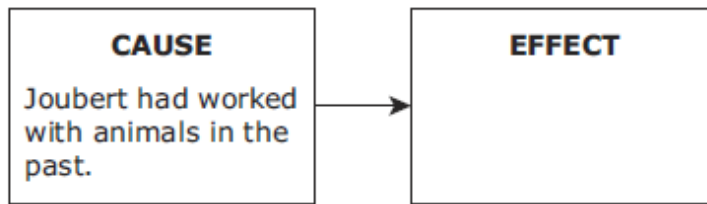
Which sentence best completes the diagram?

A  Joubert encouraged Jessica to play with his dogs.

B  Joubert discovered where in the river Jessica was born.

C  Joubert knew how to make the milk Jessica needed.

D  Joubert told Jessica's fans about her on a website.

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 5 | | ☐ Guessing |
| B | 15 | | ☐ Careless Error |
| C* | 71 | | ☐ Stopped too Early |
| D | 9 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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## 3.13(C) identify explicit cause and effect relationships among ideas in texts

### 2013 – Q18 Passage #3

18  William Tappenden started making potato chips at home and selling them to grocery stores because he knew that —

F  people would like to buy chips without having to go to a restaurant

G  people liked fried potatoes but wished they could be sliced thinner

H  people could get chips only if they made them from their own potatoes

J  people were tired of buying chips that never stayed fresh and crispy

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 86 | | ☐ Guessing |
| G | 5 | | ☐ Careless Error |
| H | 4 | | ☐ Stopped too Early |
| J | 5 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.13(C)** identify explicit cause and effect relationships among ideas in texts

**2013 – Q27 Passage #3**

27  Read the diagram.



| Cause | | Effect |
|---|---|---|
| A customer complains a second time about his fried potatoes. | → | |
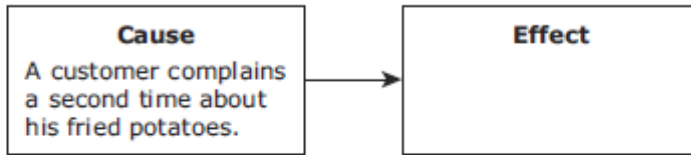
Which sentence best completes the diagram?

A  Crum sends the thick potatoes back to the customer.

B  Crum tries to please the customer.

C  Crum fries very thin potato slices until they are crisp.

D  Crum apologizes to the customer.

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 14 | | ☐Guessing |
| B | 12 | | ☐Careless Error |
| C\* | 67 | | ☐Stopped too Early |
| D | 6 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.13(D)** use text features (e.g., bold print, captions, key words, italics) to locate  information and make and verify predictions about contents of text

**2015 – Q32 Passage #5**

32  Which section provides information about the rules of the contest?

F  The Great Paper Airplane Fly-Off

G  *Arturo's Desert Eagle*

H  The Museum Display

J  Ken Blackburn's Simple Paper Airplane

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F\* | 70 | | ☐Guessing |
| G | 9 | | ☐Careless Error |
| H | 6 | | ☐Stopped too Early |
| J | 15 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**3.13(D)** use text features (e.g., bold print, captions, key words, italics) to locate  information and make and verify predictions about contents of text

2014 – Q22 Passage #3

22  Which text feature in the article helps the reader understand how water flows from underground to people?

  **F**  The photograph next to paragraph 3

  **G**  The title of the article

  **H**  The arrows in the diagram after paragraph 6

  **J**  The photograph next to the title

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| | |
| --- | --- |
| **Stimulus** | |
| **Thinking** | |
| **Related SEs** | |

### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 17 | | ☐ Guessing |
| G | 5 | | ☐ Careless Error |
| H* | 72 | | ☐ Stopped too Early |
| J | 5 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.13 Fig. 19(E)** summarize information in text, maintaining meaning and logical order

2015 – Q34 Passage #5

34  What is the best summary of the section titled "*Arturo's Desert Eagle*"?

  **F**  A team built a giant paper airplane. It could fly higher and farther than a small paper airplane. A helicopter was used to release the giant paper airplane into the air.

  **G**  Arturo Valdenegro won the paper airplane contest after several rounds of competition. He worked with experts at the museum to build a giant paper airplane. It was called *Arturo's Desert Eagle*.

  **H**  After the contest a team built a giant paper airplane. It was based on the design of the winning paper airplane. A helicopter released the paper airplane into the air. After a short flight the paper airplane crashed into the desert.

  **J**  A boy named Arturo Valdenegro won a paper airplane contest. Winning the contest meant that his airplane design would be used to build a giant paper airplane. The giant paper airplane was called *Arturo's Desert Eagle*.

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
| --- | --- | --- |
| | Process | |

| | |
| --- | --- |
| **Stimulus** | |
| **Thinking** | |
| **Related SEs** | |

### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 18 | | ☐ Guessing |
| G | 21 | | ☐ Careless Error |
| H* | 38 | | ☐ Stopped too Early |
| J | 22 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

## 3.13 Fig. 19(E) summarize information in text, maintaining meaning and logical order

### 2014 – Q38 Passage #5

**38** What is the best summary of the selection?

**F** One day after walking with her dog Rex, Leonie Allan noticed that he was trying to show her something down the road. Then Rex went off and returned holding a joey gently in his mouth. After spending some time in a wildlife sanctuary, the joey was returned to the wild.

**G** After Leonie Allan took her dog Rex for a walk on a spring morning, he was acting strangely. He kept looking down the road and using his nose to show Allan something. She was concerned about how Rex was acting. Then he came to her with a joey in his mouth.

**H** One spring day Leonie Allan took her dog for a walk. After their walk Rex found a joey down the road. Allan and wildlife experts were thankful that Rex rescued the joey.

**J** After a walk one morning, Leonie Allan's dog Rex rescued a four-month-old joey. That afternoon Rex and the joey played together until the joey was taken to a wildlife sanctuary. There the joey received care for a year and a half.

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 54 | | ☐ Guessing |
| G | 16 | | ☐ Careless Error |
| H | 12 | | ☐ Stopped too Early |
| J | 17 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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## 3.13 Fig. 19(E) summarize information in text, maintaining meaning and logical order

### 2013 – Q6 Passage #1

**6** Which of these is the best summary of the selection?

**F** Tonie Joubert found a weak baby hippo near his house and decided to take care of her. With Joubert's help, the hippo grew big and strong. The hippo seems to like staying with Joubert, and she is treated like a member of the family.

**G** Tonie Joubert decided to keep a baby hippo he found lying next to a river. The hippo became friendly with the family dogs and now visits other hippos in the area.

**H** When Tonie Joubert found a baby hippo, he realized that she needed to be cared for. He fed the hippo a special kind of milk until she became healthy. The hippo became very large and began to break furniture in Joubert's house.

**J** When a baby hippo was in danger, Tonie Joubert knew just what to do. Joubert named the hippo and let her stay in his house. When the hippo grew too large for the house, she slept on the back porch.

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 53 | | ☐ Guessing |
| G | 13 | | ☐ Careless Error |
| H | 26 | | ☐ Stopped too Early |
| J | 8 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.13 Fig. 19(E)** summarize information in text, maintaining meaning and logical order

**2013 – Q25 Passage #3**

25 Which of these is the best summary of the selection?

A Potato chips had an unusual start, but they soon became a well-known snack. They were sold at restaurants first and then at grocery stores. Today potato chips come in many flavors. They are enjoyed by people around the world.

B Potato chips are crunchy and salty. They are one of the most popular snacks in the world. They have also been around for a long time. The first chips were made because of a complaining customer.

C After potato chips were first made, it did not take long before many people wanted them. However, it was not always easy to get potato chips. Soon, though, people could buy potato chips at many grocery stores.

D After potato chips were first made, many people decided to start making and selling their own potato chips. Today potato chips are made in different ways around the world and are seasoned using a variety of flavors.

**\* Correct answer (A)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A* | 63 | | ☐Guessing |
| B | 13 | | ☐Careless Error |
| C | 12 | | ☐Stopped too Early |
| D | 13 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.12 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2015 – Q9 Passage #1**

9 The author wrote this selection most likely to —

A show the reader how cats are different from other animals

B explain why some stray cats like to be around people

C share an opinion about why cats make great pets

D inform the reader about a special cat that lives in an unusual place

**\* Correct answer (D)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 10 | | ☐Guessing |
| B | 13 | | ☐Careless Error |
| C | 9 | | ☐Stopped too Early |
| D* | 68 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**3.12 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2014 – Q21 Passage #3

21  The author wrote this article mainly to —

   A  show readers how to build a PlayPump

   B  tell about a different process to pump and store water

   C  provide readers with information about the cost of a PlayPump

   D  tell about an inventor who thought of a creative idea

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 9 | | ☐ Guessing |
| B\* | 50 | | ☐ Careless Error |
| C | 16 | | ☐ Stopped too Early |
| D | 24 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.12 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2014 – Q34 Passage #5

34  The author included paragraph 7 most likely to —

   F  explain that the actions of Rex and the joey were unusual

   G  describe where wildlife experts provided care for the joey

   H  share an opinion about how Rex should behave around his owner

   J  give reasons why Rex and the joey got along with each other

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F\* | 38 | | ☐ Guessing |
| G | 36 | | ☐ Careless Error |
| H | 7 | | ☐ Stopped too Early |
| J | 19 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.6(A)** describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)

2015 – Q23 Passage #3

**23** Which of these lines from the poem rhyme?

**A** Lines 2 and 4

**B** Lines 8 and 9

**C** Lines 11 and 13

**D** Lines 15 and 16

**\* Correct answer (C)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A | 10 | | ☐ Guessing |
| B | 7 | | ☐ Careless Error |
| C* | 72 | | ☐ Stopped too Early |
| D | 11 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.6(A)** describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)

2014 – Q30 Passage #4

**30** This poem is an example of narrative poetry mostly because it —

**F** tells a story

**G** has a funny ending

**H** describes feelings

**J** has lines that rhyme

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F* | 35 | | ☐ Guessing |
| G | 4 | | ☐ Careless Error |
| H | 32 | | ☐ Stopped too Early |
| J | 29 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

## 3.6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)

### 2013 – Q31 Passage #4

31  Which of these lines from the poem rhyme?

A  Lines 2 and 4

B  Lines 5 and 7

C  Lines 11 and 12

D  Lines 23 and 24

**\* Correct answer (A)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A* | 70 | | ☐ Guessing |
| B | 11 | | ☐ Careless Error |
| C | 9 | | ☐ Stopped too Early |
| D | 10 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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## 3.6 Fig. 19(D) make inferences about text and use textual evidence to support understanding

### 2015 – Q18 Passage #3

18  Lines 10 through 13 show that the speaker —

F  is not certain when she will stop climbing

G  knows of a perfect spot to rest while climbing

H  agrees with what others say about climbing trees

J  is not bothered by the challenges of climbing trees

**\* Correct answer (J)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 14 | | ☐ Guessing |
| G | 13 | | ☐ Careless Error |
| H | 9 | | ☐ Stopped too Early |
| J* | 63 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.6 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2015 – Q19 Passage #3

**19** What part of the tree is compared to a road?

   **A** The trunk

   **B** The leaves

   **C** The bark

   **D** The twigs

**\* Correct answer (A)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| | |
|---|---|
| Stimulus | |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A* | 83 | | ☐Guessing |
| B | 4 | | ☐Careless Error |
| C | 9 | | ☐Stopped too Early |
| D | 4 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

---

**3.6 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2015 – Q20 Passage #3

**20** According to the speaker, climbing a tree can be difficult because —

   **F** the bark on the tree is rough

   **G** there are too many people trying to climb the tree

   **H** there is not a lot of space to move around in some areas of the tree

   **J** the leaves on the tree do not provide enough shade from the sun

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| | |
|---|---|
| Stimulus | |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 33 | | ☐Guessing |
| G | 4 | | ☐Careless Error |
| H* | 56 | | ☐Stopped too Early |
| J | 6 | | ☐Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.6 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2014 – Q29 Passage #4**

29 Read these lines from the poem.

> 11  I said, "They might, they surely might.
>     To know I'll have to try."
>
> 15  I said, "I don't know that at all,
>     and I won't until I try."

The poet uses these lines mainly to show that the speaker —

A  is confused about what she has made

B  wants to test her idea for herself

C  does not want anyone's help

D  is excited about showing the wings to others

**\* Correct answer (B)**

**3.6 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2014 – Q31 Passage #4**

31 By the end of the poem, the reader realizes that the speaker —

A  is able to fly as fast as the birds

B  does not know how to use her wings correctly

C  needs the wind to help her fly

D  uses her imagination to feel like she is flying

**\* Correct answer (D)**

**3.6 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2013 – Q29 Passage #4**

29 Why does the poet use the exclamation points in the first stanza?

    **A** To express the speaker's joy

    **B** To describe the speaker's thoughts

    **C** To show the speaker's fear

    **D** To emphasize the speaker's surprise

**\* Correct answer (D)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A | 12 | | ☐ Guessing |
| B | 17 | | ☐ Careless Error |
| C | 28 | | ☐ Stopped too Early |
| D* | 43 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.6 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2013 – Q32 Passage #4**

32 Read lines 17 and 18 from the poem.

> *Oh, please, I thought, don't tell my mom what I did yesterday!*

These lines best support the idea that the speaker —

    **F** is hoping to talk about something other than school

    **G** wants to be the one who tells his mother what happened at school

    **H** wants to get home as quickly as possible

    **J** knows he did something wrong at school

**\* Correct answer (J)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 26 | | ☐ Guessing |
| G | 11 | | ☐ Careless Error |
| H | 14 | | ☐ Stopped too Early |
| J* | 48 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.6 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2013 – Q33 Passage #4

33 How does the speaker feel throughout the poem?

A Silly

B Angry

C Excited

D Uncomfortable

* Correct answer (D)

## Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| | |
|---|---|
| Stimulus | |
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 6 | | ☐ Guessing |
| B | 5 | | ☐ Careless Error |
| C | 7 | | ☐ Stopped too Early |
| D* | 82 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.6 Fig. 19(E)** summarize information in text, maintaining meaning and logical order

2014 – Q26 Passage #4

26 The speaker in this poem is a young girl who —

F likes spending time exploring the outdoors

G settles a disagreement with her brother

H creates something to play with from ordinary things

J finds a clever solution to a problem

* Correct answer (H)

## Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| | |
|---|---|
| Stimulus | |
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 25 | | ☐ Guessing |
| G | 4 | | ☐ Careless Error |
| H* | 65 | | ☐ Stopped too Early |
| J | 6 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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No test questions 2013 – 2015

## 3.9 Fig. 19(D) make inferences about text and use textual evidence to support understanding

2015 – Q10 Passage #2

**10** The details in paragraph 8 show that Adams believes that —

**F** sometimes doctors cannot make people laugh

**G** sometimes humor can help people heal

**H** doctors should be required to wear funny costumes

**J** patients should be required to joke with doctors

**\* Correct answer (G)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 9 | | ☐ Guessing |
| G* | 72 | | ☐ Careless Error |
| H | 12 | | ☐ Stopped too Early |
| J | 8 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

## 3.9 Fig. 19(D) make inferences about text and use textual evidence to support understanding

2015 – Q12 Passage #2

**12** What is the most likely reason Adams opened his own hospital?

**F** He wanted to work in a hospital that had an unusual name.

**G** He needed a place where he could treat patients while writing a book.

**H** He wanted to provide medical care to patients in the way he believed was best.

**J** He needed a place where he could teach medical workers how to make patients laugh.

**\* Correct answer (H)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 5 | | ☐ Guessing |
| G | 3 | | ☐ Careless Error |
| H* | 66 | | ☐ Stopped too Early |
| J | 26 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**3.9 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2015 – Q16 Passage #2**

16 The author ends the selection with the information in paragraph 11 in order to —

F share advice about how the reader can help sick people

G describe one way Adams makes people laugh

H provide the reader with information on how to become a doctor

J identify the number of books Adams has written

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 59 | | ☐ Guessing |
| G | 21 | | ☐ Careless Error |
| H | 10 | | ☐ Stopped too Early |
| J | 11 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.9 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2014 – Q6 Passage #1**

6 Millan believes it is important for dog owners to —

F show their dogs that they are in charge

G watch how other people control their dogs

H teach their dogs unusual tricks

J speak quietly to their dogs

**\* Correct answer (F)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Readiness |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 69 | | ☐ Guessing |
| G | 18 | | ☐ Careless Error |
| H | 8 | | ☐ Stopped too Early |
| J | 4 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**3.9 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2014 – Q7 Passage #1

**7** With which statement would the author most likely agree?

**A** Millan has a special talent for dealing with all kinds of dogs.

**B** Millan understands that some dogs are too difficult to train.

**C** Millan is disappointed that he was not able to train dogs for the movies.

**D** Millan wants to give all people the chance to own a dog of their own.

**\* Correct answer (A)**

No test questions 2013 – 2015

**3.2(B)** ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

2015 – Q17 Passage #3

**17** The speaker is tickled when —

**A** the wind blows leaves against her

**B** twigs get tangled in her hair

**C** she walks through a field

**D** she climbs a hill

**\* Correct answer (A)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A* | 81 | | ☐ Guessing |
| B | 11 | | ☐ Careless Error |
| C | 4 | | ☐ Stopped too Early |
| D | 4 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.2(B)** ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

2014 – Q1 Passage #1

**1** Millan earned the nickname "El Perrero" because he —

**A** liked to clean and brush the family dogs

**B** enjoyed watching wild dogs on the ranch

**C** hoped to move in order to train dogs

**D** wanted to train dogs for famous people

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Supporting |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A | 5 | | ☐ Guessing |
| B* | 82 | | ☐ Careless Error |
| C | 7 | | ☐ Stopped too Early |
| D | 5 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.2(B)** ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

2014 – Q25 Passage #4

25 What does the speaker's sister do when she learns about the Styrofoam wings?

A She tells the speaker that she thinks the wings are cute.

B She asks the speaker to bring her something from the flight.

C She wonders if the wings will really work.

D She asks the speaker to make her some wings too.

**Analysis of Assessed Standards**
**Genre: Poetry**

| Dual Coding | Content | Supporting |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| A | 9 | | ☐Guessing |
| B* | 67 | | ☐Careless Error |
| C | 19 | | ☐Stopped too Early |
| D | 4 | | ☐Mixed Up Concepts |

**Implications for Instruction/Notes**

* Correct answer (B)

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**3.5(A)** paraphrase the themes and supporting details of fables, legends, myths, or stories

2015 – Q30 Passage #4

30 Which sentence best expresses the theme of the story?

F *I asked my dad if I could change my name.*

G *"I get teased all the time."*

H *"But you shouldn't change who you are."*

J *In no time at all we were laughing and talking.*

**Analysis of Assessed Standards**
**Genre: Fiction**

| Dual Coding | Content | Supporting |
| --- | --- | --- |
| | Process | |

| Stimulus | |
| --- | --- |
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
| --- | --- | --- | --- |
| F | 25 | | ☐Guessing |
| G | 13 | | ☐Careless Error |
| H* | 52 | | ☐Stopped too Early |
| J | 9 | | ☐Mixed Up Concepts |

**Implications for Instruction/Notes**

* Correct answer (H)

## 3.5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories

2013 – Q12 Passage #2

**12** What lesson does Judy learn?

  **F** It is difficult to fool your mother.

  **G** You can still have fun on a rainy day.

  **H** It is difficult to go to school on a rainy day.

  **J** Mothers expect their children to do well in school.

**\* Correct answer (F)**

### Analysis of Assessed Standards
#### Genre: Fiction

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 74 | | ☐ Guessing |
| G | 11 | | ☐ Careless Error |
| H | 7 | | ☐ Stopped too Early |
| J | 8 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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## 3.5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories

2013 – Q40 Passage #5

**40** What is the main theme of the story?

  **F** People are often unwilling to try something new.

  **G** Don't be afraid to show people who you really are.

  **H** People enjoy learning about other cultures.

  **J** You can teach people some things more easily than other things.

**\* Correct answer (G)**

### Analysis of Assessed Standards
#### Genre: Fiction

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 10 | | ☐ Guessing |
| G* | 62 | | ☐ Careless Error |
| H | 15 | | ☐ Stopped too Early |
| J | 12 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.10(A)** identify language that creates a graphic visual experience and appeals to the senses

### Analysis of Assessed Standards
### Genre: Poetry

2015 – Q22 Passage #3

22  Which line from the poem helps the reader imagine the speaker's experience while climbing the tree?

F  through tunnels of leaves that sway

G  that's where I make my way

H  where the hills are wide

J  But the trunk of a tree

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 51 | | ☐ Guessing |
| G | 18 | | ☐ Careless Error |
| H | 11 | | ☐ Stopped too Early |
| J | 20 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**\* Correct answer (F)**

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**3.10(A)** identify language that creates a graphic visual experience and appeals to the senses

### Analysis of Assessed Standards
### Genre: Fiction

2014 – Q9 Passage #2

9  Read this sentence from paragraph 15.

> The whole class was buzzing now.

This sentence shows that the students in the class were —

A  eager to go to lunch

B  nervous about collecting cans

C  curious about the details of the contest

D  excited about Mrs. Pike's news

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 14 | | ☐ Guessing |
| B | 10 | | ☐ Careless Error |
| C | 19 | | ☐ Stopped too Early |
| D* | 57 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**\* Correct answer (D)**

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**3.10(A)** identify language that creates a graphic visual experience and appeals to the senses

## 2014 – Q28 Passage #4

**28** In the poem, which words help the reader imagine the speaker's experience?

**F** And I thought to myself

**G** those things upon my back

**H** with great big trusting eyes

**J** the cool of the gentle breeze

**\* Correct answer (J)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 21 | | ☐ Guessing |
| G | 10 | | ☐ Careless Error |
| H | 14 | | ☐ Stopped too Early |
| J* | 55 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.10(A)** identify language that creates a graphic visual experience and appeals to the senses

## 2013 – Q30 Passage #4

**30** Read lines 15 and 16 from the poem.

> So many rows of jars and cans.
> So little room to hide.

The poet uses these lines to show —

**F** that the speaker is surprised by how big the store is

**G** how badly the speaker wants to avoid being seen by his teacher

**H** that the speaker is shy around his teacher

**J** how worried the speaker is that his mom will find him

**\* Correct answer (G)**

### Analysis of Assessed Standards
### Genre: Poetry

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 8 | | ☐ Guessing |
| G* | 67 | | ☐ Careless Error |
| H | 18 | | ☐ Stopped too Early |
| J | 7 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**3.5 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2015 – Q13 Passage #2

13  How can the reader identify this selection as a biography?

  A  It tells about a book that Adams wrote.

  B  It tells about important events from Adams's life.

  C  It explains details about a hospital Adams helped start.

  D  It describes the training that doctors receive at Adams's hospital.

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 8 | | ☐ Guessing |
| B* | 69 | | ☐ Careless Error |
| C | 15 | | ☐ Stopped too Early |
| D | 8 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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**3.5 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2014 – Q3 Passage #1

3  What is one theme presented in the selection?

  A  Watching others is the easiest way to learn.

  B  Focusing on a goal can lead to success.

  C  Finding a personal interest is difficult.

  D  Making friends can take a long time.

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Literary NF

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 13 | | ☐ Guessing |
| B* | 77 | | ☐ Careless Error |
| C | 8 | | ☐ Stopped too Early |
| D | 2 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.10 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2015 – Q29 Passage #4

29 Read this sentence from paragraph 10.

> *Her face lit up, and she explained that she made them herself.*

The author includes this description of Claire to show that she is —

A embarrassed that Chelsea notices her bracelets

B unsure why Chelsea asks about her bracelets

C worried that Chelsea might make better bracelets

D pleased that Chelsea is interested in her bracelets

**Analysis of Assessed Standards**
**Genre: Fiction**

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 17 | | ☐Guessing |
| B | 12 | | ☐Careless Error |
| C | 8 | | ☐Stopped too Early |
| D* | 63 | | ☐Mixed Up Concepts |

**Implications for Instruction/Notes**

* Correct answer (D)

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**3.10 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2013 – Q28 Passage #4

28 Read line 8 from the poem.

> I thought that I would die!

The poet uses this line to show that the speaker is —

F careless

G disappointed

H embarrassed

J angry

**Analysis of Assessed Standards**
**Genre: Poetry**

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

**Data Analysis**

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 8 | | ☐Guessing |
| G | 16 | | ☐Careless Error |
| H* | 71 | | ☐Stopped too Early |
| J | 5 | | ☐Mixed Up Concepts |

**Implications for Instruction/Notes**

* Correct answer (H)

**3.16 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2015 – Q14 Passage #2

**14** The photographs are included in the selection to show —

　**F** different costumes Adams wears to amuse people

　**G** how Adams trains people who work at his hospital

　**H** how Adams raises money for new hospitals

　**J** different reactions people have when Adams wears a costume

**\* Correct answer (F)**

### Analysis of Assessed Standards
**Genre: Literary NF**

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| | |
|---|---|
| Stimulus | |
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F* | 56 | | ☐ Guessing |
| G | 10 | | ☐ Careless Error |
| H | 10 | | ☐ Stopped too Early |
| J | 23 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.16 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

2014 – Q4 Passage #1

**4** The photograph included in the selection shows readers that Millan —

　**F** keeps a lot of dogs as his own pets

　**G** sometimes trains more dogs than he can handle

　**H** has fun when he takes care of dogs

　**J** thinks it is best to walk dogs in the street

**\* Correct answer (H)**

### Analysis of Assessed Standards
**Genre: Literary NF**

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| | |
|---|---|
| Stimulus | |
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 7 | | ☐ Guessing |
| G | 20 | | ☐ Careless Error |
| H* | 69 | | ☐ Stopped too Early |
| J | 5 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**3.15(B)** locate and use specific information in graphic features of text

## 2014 – Q24 Passage #3

24  Which number on the diagram at the end of the article shows the place where people can get water to drink?

F  Number 1

G  Number 4

H  Number 5

J  Number 6

**Analysis of Assessed Standards**
**Genre: Expository**

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 5 | | ☐ Guessing |
| G | 11 | | ☐ Careless Error |
| H* | 70 | | ☐ Stopped too Early |
| J | 13 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**\* Correct answer (H)**

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**3.15(B)** locate and use specific information in graphic features of text

## 2013 – Q23 Passage #3

23  What can the reader conclude from the information after Step 5 of the recipe?

A  Fresh-baked potato chips are tastier than those bought at a store.

B  An adult is needed to add extra seasonings to the potato chips.

C  Adding ingredients to the potato chips increases the baking time.

D  The taste of the potato chips can be easily changed.

**Analysis of Assessed Standards**
**Genre: Expository**

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 15 | | ☐ Guessing |
| B | 19 | | ☐ Careless Error |
| C | 19 | | ☐ Stopped too Early |
| D* | 46 | | ☐ Mixed Up Concepts |

### Implications for Instruction/Notes

**\* Correct answer (D)**

| 3.15(B) locate and use specific information in graphic features of text |
|---|

**2013 – Q26 Passage #3**

26 According to the directions in the recipe, which step requires assistance?

F Step 1

G Step 2

H Step 3

J Step 4

* Correct answer (G)

### Analysis of Assessed Standards
#### Genre: Expository

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| F | 6 | | ☐ Guessing |
| G* | 69 | | ☐ Careless Error |
| H | 14 | | ☐ Stopped too Early |
| J | 11 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

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| 3.15 Fig. 19(D) make inferences about text and use textual evidence to support understanding |
|---|

**2015 – Q35 Passage #5**

35 The photographs included in the section titled "Ken Blackburn's Simple Paper Airplane" help the reader —

A choose the best design for a paper airplane

B understand the steps for making a paper airplane

C understand how a paper airplane should be thrown

D select the best kind of paper for making a paper airplane

* Correct answer (B)

### Analysis of Assessed Standards
#### Genre: Expository

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

#### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 12 | | ☐ Guessing |
| B* | 74 | | ☐ Careless Error |
| C | 6 | | ☐ Stopped too Early |
| D | 8 | | ☐ Mixed Up Concepts |

#### Implications for Instruction/Notes

**3.16 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2015 – Q37 Passage #5**

**37** Which sentence from the selection is best supported by the photograph next to paragraph 7?

**A** The goal of the contest is to help children learn more about how airplanes fly and to encourage them to explore science and inventing.

**B** At 800 pounds this plane was too heavy to throw like a typical paper airplane.

**C** During its short flight the plane reached a speed of 98 miles per hour.

**D** The museum plans to continue offering its paper airplane contest to young scientists.

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 19 | | ☐Guessing |
| B* | 61 | | ☐Careless Error |
| C | 12 | | ☐Stopped too Early |
| D | 8 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.16 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2014 – Q17 Passage #3**

**17** The photograph next to paragraph 3 shows that —

**A** PlayPumps pump a lot of water

**B** children enjoy playing on a PlayPump

**C** PlayPumps work only during the day

**D** it is difficult to move a PlayPump

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 14 | | ☐Guessing |
| B* | 79 | | ☐Careless Error |
| C | 3 | | ☐Stopped too Early |
| D | 4 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**3.16 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2014 – Q39 Passage #5**

39 Which sentence best explains what is happening in the photograph?

   **A** *Picking up an animal was unusual behavior for Rex, since he had not been trained to do so.*

   **B** *"The joey was snuggling up to him, jumping up to him, and Rex was sniffing and licking him—it was quite cute," Allan told a newspaper reporter.*

   **C** *A year and a half later, he was released back into the wild in an area where he could be monitored by workers at the sanctuary.*

   **D** *"His progress and release went well," Gordon commented.*

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 24 | | ☐Guessing |
| B* | 61 | | ☐Careless Error |
| C | 8 | | ☐Stopped too Early |
| D | 6 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

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**3.16 Fig. 19(D)** make inferences about text and use textual evidence to support understanding

**2013 – Q5 Passage #1**

5 The photograph best supports which idea from the selection?

   **A** Jessica was on a special diet when she was a baby.

   **B** Jessica sometimes seeks the company of other hippos.

   **C** Jessica's story has made her famous around the world.

   **D** Jessica's size makes keeping her as a pet difficult.

**\* Correct answer (B)**

### Analysis of Assessed Standards
### Genre: Expository

| Dual Coding | Content | Supporting |
|---|---|---|
| | Process | |

| Stimulus | |
|---|---|
| Thinking | |
| Related SEs | |

### Data Analysis

| Item | State | Local | Error Analysis |
|---|---|---|---|
| A | 14 | | ☐Guessing |
| B* | 7 | | ☐Careless Error |
| C | 36 | | ☐Stopped too Early |
| D | 43 | | ☐Mixed Up Concepts |

### Implications for Instruction/Notes

**Units:**

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## Analysis of Assessed Standards

| Dual Coding | Content | |
| | Process | |
| PLC for PLC Analysis | Stimulus | |
| | Thinking | |
| Related SEs | | |

### Data Analysis

| SE Level Data | | State | Local |
| | | | |

| Item | State | Local | Error Type |
| A/F | | | ☐ Procedural |
| B/G | | | ☐ Application |
| C/H | | | ☐ Conceptual |
| D/J | | | ☐ Guessing |

### Instructional Analysis

| Evidence of Transfer | ☐ Similar to examples (taught) ☐ Requires application (learned) |
| Depth of Knowledge | ☐ Level 1  ☐ Level 2  ☐ Level 3  ☐ Level 4 |
| Concept | |

**\* Correct answer**

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## Analysis of Assessed Standards

| Dual Coding | Content | |
| | Process | |
| PLC for PLC Analysis | Stimulus | |
| | Thinking | |
| Related SEs | | |

### Data Analysis

| SE Level Data | | State | Local |
| | | | |

| Item | State | Local | Error Type |
| A/F | | | ☐ Procedural |
| B/G | | | ☐ Application |
| C/H | | | ☐ Conceptual |
| D/J | | | ☐ Guessing |

### Instructional Analysis

| Evidence of Transfer | ☐ Similar to examples (taught) ☐ Requires application (learned) |
| Depth of Knowledge | ☐ Level 1  ☐ Level 2  ☐ Level 3  ☐ Level 4 |
| Concept | |

**\* Correct answer**

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## Analysis of Assessed Standards

| So What? | |
| Now What? | |

# Grade 3 Reading Passages

## 2015 Passages

## Passage #1 – Expository (Questions 1-9)

# A Hardworking Cat

1   A stationmaster is a person who keeps a train station running smoothly. At Kishi Station in western Japan, however, the stationmaster is not a person at all—it is a cat named Tama!

2   As a kitten Tama was a stray without a real home. She spent most of her time at Kishi Station. A nearby grocery store owner gave her food. Although she had no real owner or home, Tama seemed to enjoy watching people at the station. Tama also enjoyed the attention and affection she received from passengers.

3   In the early 2000s, the train company that ran Kishi Station was losing money. Not enough people were riding the trains. By April 2006 the company could no longer afford to pay the people who worked at the station. With no employees to help them, passengers now had to manage their own travel.

4   Even though the employees were gone, Tama stayed at the station. She continued to greet train riders with a warm nuzzle and a purr. Soon visitors shared stories with others about the cat at Kishi Station. People wanted to see the sweet cat that was always on duty. The train company had fun with the unusual situation. It gave Tama the title of "Kishi stationmaster." The job even came with a stationmaster's uniform. It is a simple black cap. Tama wears the hat every day at work. Instead of paying Tama with money, the company pays her with cat food.

5   Perhaps Tama's title was originally meant as a joke, but Tama continues to perform her job wonderfully, like any hardworking employee. She walks around the station in her uniform and greets passengers. The black, white, and orange cat allows passengers to pet her and take photographs with her. People continue to visit the station just to see Tama.



Tama sits at the ticket gate at Kishi Station.

6   When people come to Kishi Station to meet Tama, they spend money on train tickets and gift items that will remind them of her. This helps the train station. The visitors that Tama attracts also help the town near the station. Visitors spend money at local shops and restaurants. The money from these purchases adds up. In 2007, Tama's presence brought about 10 million dollars to her region of Japan. Most importantly, this hardworking cat has helped the Kishi Station remain open and provide transportation for community members.

7   Tama was such a good stationmaster that she was promoted. Now called the "super stationmaster," Tama has her own small office. It is an empty ticket booth. Since Tama is getting older and now likes to nap more, she has been given two assistants that help her greet passengers. They are both cats, of course.

8   Tama's fame continues to grow. Tama has been featured in many newspaper and magazine articles as well as on television shows and in video clips. There is even a picture book called *Diary of Tama the Station Master,* which includes photographs of Tama at work.

9   From stray cat to famous stationmaster, life is sweet for Tama!

# Grade 3 Reading Passages

## Passage #2 – Literary NF (Questions 10-16)

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

# Healing with Happiness

1 Dr. Hunter "Patch" Adams decided early in his life that he wanted to help make the world better. Many of the patients who have visited his hospital would agree that he has done just that.

2 Adams was born in Washington, D.C., but lived in many parts of the world while growing up. His father was in the army, so the family moved often. Moving to new places helped Adams become good at making friends and accepting people for who they are.

3 As a child Adams performed well in school. He especially <u>excelled</u> at math and science. Above all, like most kids, Adams liked to play and have fun.

4 Adams decided to become a doctor. During his medical training he developed his own style of working with patients. When he talked with sick people, he wanted to understand how they were feeling. He was friendly and thought of ways to make them laugh, hoping to make them feel better. Some of Adams's teachers were not pleased with his way of treating patients. These teachers believed that being friends with patients could get in the way of being a good doctor.

5 Adams did not let his teachers' attitude stop him from trying to make patients laugh. One day he dressed in a clown costume. His bright clothes and red nose made patients smile. After that, Adams continued to wear silly costumes while studying to be a doctor.

6 After he finished medical school, Adams and 20 of his friends opened their own hospital. They converted a large house with six bedrooms into a hospital, where they provided free medical care. They named their hospital the Gesundheit! Institute. *Gesundheit* means "health" in the German language. It is also a funny-sounding word, which makes it a perfect name for Adams's hospital.

7 Like at all hospitals, the doctors and nurses at Adams's hospital worked to make sick patients well again. But Adams's hospital also provided fun activities for patients. They could garden and fish. They could watch a play or see a dance performance. Adams thought the patients would begin to feel better if they were engaged in things they enjoyed doing.

Hunter "Patch" Adams often wears clown clothes in public.

UNC Pembroke Photo

8 The doctors and nurses at Adams's hospital were also trained to be funny and kind to patients. According to Adams, humor is very important. He thinks laughter and joy can sometimes help a sick person as much as any medicine. Some days Adams dresses as a clown and rides a unicycle through the halls of the hospital! He believes taking the time to be friendly and silly with people shows them that someone cares.

9 In the 1980s, Adams took his red clown nose and left the United States to visit other countries. His goal was to make people around the world feel better by providing them with medical care. He hoped to make patients feel comfortable by talking with them and telling jokes. He also brought medical supplies to the places that needed them most. Whether Adams was giving medical care or supplies, he made sure there was always a friendly smile under that bright red nose!

10 Cracking funny jokes and making people laugh is an <u>effortless</u> talent for some. However, it does not come naturally to everyone. For those doctors who feel they need help, Adams spends time teaching them how to be friendly and silly with their patients. He gives speeches all over the world, and he still wears a clown costume. The

Adams and a Child in a Colombian Hospital

© Carlo Duma Araujo/epa/CORBIS

Gesundheit! Institute is raising money to build a teaching center and a bigger hospital. This hospital will also provide free care for patients. And of course, Adams wants it to be a fun and playful place.

11 Adams has written books about his style of healing patients. He writes that you don't have to be a doctor to help someone feel better. The most important thing anyone can do is visit people who are sick. Sometimes letting someone know you care can be the most powerful cure of all.

Source: Texas Education Agency STAAR™ Released Test Questions

**Passage #3 – Poetry (Questions 17-23)**

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

# Climbing

*by Aileen Fisher*

The trunk of a tree
is the road for me
on a sunny summer day.

Up the bark
5   that is brown and dark
through tunnels of leaves that sway
and tickle my knees
in the trembly breeze,
that's where I make my way.

10  Leaves in my face
and twigs in my hair
in a squeeze of a place,
but I don't care!

*Some* people talk
15  of a summer walk
through clover and weeds and hay.

*Some* people <u>stride</u>
where the hills are wide
and the rocks are speckled gray.

20  But the trunk of a tree
is the road for me
on a sunny summer day.

# Grade 3 Reading Passages

## Passage #4 – Fiction (Questions 24-31)

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

# Good Question, Chowderhead

*by Melissa Herr*

1  My name is Chelsea Chowderhead. A chowder is a stew or thick soup. My father says that our early ancestors may have invented chowder. I wonder if our early ancestors got made fun of all the time, too. For me, the last name teasing began as soon as I started school. So when my family moved to South Carolina, I decided that it was my chance for a fresh start. I asked my dad if I could change my name.

2  "But the Chowderhead name has a long and rich history—," Dad started.

3  "I know, I know. We were makers of thick soups or stews."

4  "Why do you want to change it?" he asked. My dad always asks lots of questions.

5  I didn't want to hurt his feelings, but I didn't want to go through another school year as a Chowderhead, either. "I get teased all the time. Even a compliment like 'Good idea, Chowderhead' sounds mean."

6  "I know it's not always easy being a Chowderhead," said Dad. "I've been a Chowderhead my whole life, and I've been teased a lot. But you shouldn't change who you are. Let people get to know you first and your name later."

7  "How can people get to know me before they know my name?" I asked.

8  He said, "Ask good questions."

9  I looked at him blankly. He went on, "When you meet someone new, ask them a question. It can't be a mean question, and it has to be something that you're really curious about. Once people start talking about themselves, they don't <u>judge</u> you. They're just happy that someone is interested in what they have to say."

10  Two days later I headed to my new school for the first day of class. As soon as I got to my classroom, a girl named Claire introduced herself. I noticed that Claire was wearing pretty woven bracelets. I asked her where she got them. Her face lit up, and she explained that she made them herself. She'd gotten a bracelet-making kit for her birthday, and these were her first try. She offered to make me one.

11  By lunch, I'd talked to lots of people and was getting the hang of finding the right question. But there were two kids, twin brothers, who didn't seem to talk to anyone but each other. When they looked at me, I felt as if they already knew that I was a Chowderhead. Still, my dad's advice had worked out well, so I decided to give it one more try. I asked Claire if we should sit with the twins. She looked a little surprised, but shrugged her shoulders and followed me.



12  "Do you mind if we sit with you?" I asked. The twins stared at us. I sat down and opened my milk. No one said anything. I realized that if the twins never said anything, I'd never think of a question. Claire didn't say anything, either. I looked at their lunches for some kind of clue and noticed that the lunchboxes were identical. That's when it came to me.

# Grade 3 Reading Passages

## Passage #4 Continued – Fiction (Questions 24-31)

13    "What's it like being a twin?" I asked.

14    The twins looked astonished. Then they both started talking at the same time.

15    "No one has ever asked us that!" one said.

16    "Most of the time it's good," the other said.

17    It turns out that being a twin is as complicated as being a Chowderhead. When you're a twin you always have someone to talk to and have lunch with, but people think that you're exactly alike.

18    In no time at all we were laughing and talking. Then one of the brothers said, "I'm Nicholas, and this is my brother, Nathaniel. What's your name?"

19    I gulped, took a deep breath, and said, "I'm Chelsea Chowderhead."

20    "Chowder? Like the soup?" asked Nathaniel.

21    "Yes," I replied, looking down and blushing. "Like a thick soup or stew."

22    "Hey, cool. Do you and Claire want to come over after school and play basketball with us?" Nathaniel asked.

23    "I'd love to," I said.

24    "Me too," Claire agreed.

25    And that is how I learned to ask good questions and became friends with Nicholas and Nathaniel Noodlenoggin.

## Passage #5 – Expository (Questions 32-40)

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

# One Giant Paper Airplane

1 The Wright brothers made their famous first airplane flight in North Carolina in 1903. More than 100 years later, 12-year-old Arturo Valdenegro enjoyed his own kind of fame when a giant paper airplane that he helped design flew over the desert in Arizona.

**The Great Paper Airplane Fly-Off**

2 Arturo's adventure started with a contest called the Great Paper Airplane Fly-Off. It was organized by the Pima Air and Space Museum in Tucson, Arizona. The goal of the contest is to help children learn more about how airplanes fly and to encourage them to explore science and inventing.

3 The rules of the contest say that all airplanes have to be constructed from one piece of letter-size paper. The paper can be folded and cut as many times as needed. But the finished plane cannot contain any glue, tape, staples, or paper clips.

4 Arturo and about 200 other children ages 6 to 14 entered the contest. The winner of the contest would be the person who made the paper airplane that flew the farthest.

5 The 2012 Great Paper Airplane Fly-Off had four rounds of competition. In the first three rounds, the children were put into small groups and took turns flying their planes. The plane that flew the farthest in each group was the winner of the round. Each winner went to the next round and repeated the same process. But the final round was different. The children did not fly their own paper airplanes. Instead, a paper-airplane Guinness World Record holder named Ken Blackburn flew each of the planes. Arturo's paper airplane flew the farthest. He won the contest. But winning was just the start of his adventure.

*Arturo's Desert Eagle*

6 As part of the contest, the winner's plane design was used to create a giant paper airplane. The museum brought together a team of experts to build a much larger version of Arturo's airplane, with Arturo's help. They used a similar design but with materials that could fly higher and farther than a small paper airplane. The team built the huge plane out of a strong type of paper. By the time the plane was finished, it was 45 feet long and weighed 800 pounds. They named it *Arturo's Desert Eagle*.

7 The next step was to see whether the giant paper airplane could fly. At 800 pounds this plane was too heavy to throw like a typical paper airplane. Instead, a helicopter lifted the plane into the air with a strong chain. Once the plane reached a height of 2,703 feet, it was released over an open, unpopulated area in the desert. During its short flight the plane reached a speed of 98 miles per hour. Then it crashed into the desert. It was a messy landing, with broken parts scattered all over the ground. But because the plane flew for six seconds, the team had a reason to celebrate.


© Joshua Lott/Reuters

**The Museum Display**

8 *Arturo's Desert Eagle* will not be forgotten. A part of the wing and several other pieces are now on permanent display at the Pima Air and Space Museum. The museum plans to continue offering its paper airplane contest to young scientists. The museum hopes that *Arturo's Desert Eagle* will inspire young paper airplane designers to practice their skills. Just like Arturo, their winning designs may soar into history one day!

## Passage #5Continued – Expository (Questions 32-40)

### Ken Blackburn's Simple Paper Airplane

1. Get a piece of typing paper and crease it length-wise

2. Fold one corner to the center crease

3. Fold the other corner to the center line

4. Fold in half

5. Fold one wing down

6. Fold the other wing down

7. Fold the wings out, and add paper clips to nose (3 small, 2 big)

8. Bend the back of the wing up a little bit

Throw it gently forward. If it needs adjusting, try another paper clip on the nose, and adjust the amount you bend the back of the wing up.

© Ken Blackburn www.PaperPlane.org

# Grade 3 Reading Passages

## 2014 Passages

## Passage #1 – Literary NF (Questions 1-7)

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

# Leading the Pack

1   Owning a dog can be a lot of fun. But taking care of a dog is a lot of work. Dogs need their owners to walk them, feed them, and play with them. According to Cesar Millan, a dog owner also has to be a strong leader so that the dog knows that the owner is the boss. Millan should know. After all, he's known as the Dog Whisperer.

2   As a young boy growing up in Mexico, Millan spent a lot of time at his grandfather's ranch. He loved watching the pack, or group, of wild dogs that roamed there. In fact, Millan spent so much time watching the dogs that he was given the nickname "El Perrero." This means "dog boy" in Spanish. Millan also watched dogs in television shows and movies. His favorite show was about a dog named Lassie. As a teenager Millan dreamed of going to Hollywood to train animals for the movies.

3   Millan came to the United States in 1990. He was 21 years old, alone in a new country, and had no place to live. A month after arriving in California, Millan found a job as a dog groomer. He calmed the dogs as he cleaned and brushed them. Many of the dog owners noticed this. Some even asked Millan if he could train their dogs in addition to grooming them.

4   Soon Millan moved to another city and got a job washing cars. This wasn't Millan's dream job, so he decided to start his own business. Millan noticed that many people had trouble getting their dogs to behave. He knew he could help. He saved his money and bought a van. The van became an office on wheels, where he began his dog-training business.

5   Millan was a hard worker. Sometimes he kept difficult dogs with him full-time for weeks in order to train them. Millan's success with the dogs got the attention and admiration of dog owners. Soon he had many dogs to train, and his business grew.

6   In 1998 Millan opened the Dog Psychology Center, where he was able to help a greater number of dogs. The goal of Millan's center was to help dogs with behavior problems. Some of the dogs were brought there by their owners, but many of the dogs were strays.



People have gotten used to seeing Millan on skates leading a pack of dogs.

7   News of Millan's skills quickly spread. In 2002 he was mentioned in an article in *People* magazine. The article was about a famous movie director and his two dogs. The director told the magazine that his dogs used to bite. After Millan trained them, they were well-behaved.

8   Through his dog training, Millan met many other famous people. These relationships led to a new job for Millan. The job wasn't training dogs to be television stars like Lassie. Instead, it was Millan who became the star! His reality show, *Dog Whisperer with Cesar Millan*, first appeared on television in 2004. Each episode features Millan working with a different dog and its owner. Millan uses exercise, discipline, and love in order to teach the dogs to behave. While training the dogs, Millan also trains the owners. Learning to be calm and strong helps owners show their dogs that they are the pack leader. Dogs usually respect the leader of their pack.

9   In 2007, Millan moved the Dog Psychology Center to the mountains. The new location is so big that Millan was able to expand the size of the center. The center now has room for Millan to swim and hike with the dogs. More than 50 dogs can stay at the center at one time. Millan also travels to other cities to teach dog owners about dogs and about being a pack leader. Dog owners who can't go to see Millan in person can learn about his training methods in his magazine, DVDs, and books. Although he isn't training animals for movies the way he dreamed of doing as a child, it's easy to see that Millan enjoys what he does. His ability to train dogs and their owners proves that he is the leader of the pack.

# Grade 3 Reading Passages

## Passage #2 – Fiction (Questions 8-15)

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

## from
# Can Do, Jenny Archer

*by Ellen Conford*

1    "I have some exciting news, class," said Mrs. Pike.

2    It was almost lunchtime, and Jenny Archer was starving. She drew a piece of apple pie in her notebook. Sometimes Mrs. Pike's exciting news wasn't very exciting.

3    Once, Mrs. Pike had said it would be exciting to watch a filmstrip called *Tommy Tooth and the Whole Truth About Teeth*. But it wasn't.

4    She had said it would be exciting to study how wheat is turned into bread. But it wasn't.

5    Jenny drew a scoop of ice cream on the apple pie.

6    "We're going to have a contest," said Mrs. Pike.

7    Jenny put down her pencil. She pushed her glasses back on her nose.

8    "The whole school will take part," Mrs. Pike went on. "We're going to collect empty tin cans to sell to a scrap-metal dealer. We'll use the money to buy a video camcorder[1] and a TV monitor for the school."

9    "What kind of contest is that?" asked Clifford Stern. "Just collecting cans?"

10    "The class that collects the most cans," said Mrs. Pike, "will use the camera first. We will make our own class movie. You could all be stars!"

---

[1]A video camcorder is a small device that is both a camera and a video recorder that records picture and sound.

11    Me, a movie star! Jenny thought. Now, that was exciting. She pictured herself accepting an Academy Award. She would say, "It all started when I was in a little school . . ."

12    "The person in the class who brings in the most cans will direct the first movie," Mrs. Pike finished.

13    Wow! Directing a movie might be even better than starring in one. The director could make up the whole story. She would choose the actors and tell everybody what to do. Jenny loved to make up stories. And she was good at telling people what to do.

14    She was sure she'd be a great director.

15    The whole class was buzzing now. Jenny forgot she was starving. She looked over at her friend Beth. Beth's eyes were bright. She thought this was a great idea, too.

16    "You can be the star of my movie," Jenny whispered to her.

17    "What do you mean, *your* movie?" Beth asked.

18    "When I win the contest," Jenny said.

19    "What if *I* win the contest?" Beth said.

20    "But I have to win," answered Jenny. "I've always wanted to make a movie."

21    "Since when?"

22    "Well, I just realized it now," Jenny admitted. "But don't you think I'd make a good director?"

23    "I think *I* might make a good director," Beth said. "Why should you be the director?"

24    Beth was one of Jenny's two best friends. Jenny didn't want to fight with her. But she really wanted to win this contest. She just had to direct the class movie.

25    Yet, someday, when she was a famous moviemaker, she would still want Beth to be her friend.

26    "Let's not fight," Jenny said. "We'd both be good directors."

27    "You're right." Beth grinned. "We won't fight. Let's just say, may the best can collector win."

28    Jenny shook Beth's hand. "May the best can collector win," she repeated.

29    *As long as it's me*, she told herself.

# Grade 3 Reading Passages

## Passage #3 – Expository (Questions 16-24)

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

# A New Way to Play

*January 2007*

1  Children grasp metal bars as the merry-go-round spins. One child jumps off and gives his friends a push. This is not an ordinary merry-go-round, however. It's a PlayPump, and it's unlike the merry-go-round you may see at a park. These PlayPumps offer hope to people in southern Africa.

2  Getting clean water in some areas of Africa is difficult. PlayPumps make it easier to get water needed for cooking, bathing, and drinking. This new water system can bring fresh, healthful water to many people living in southern Africa. A man named Trevor Field wanted to do something to help people in the parts of Africa where clean water can be hard to find. So he teamed up with an inventor, and together they created PlayPump.

3  The way a PlayPump works is simple. Children push the merry-go-round, and the energy the merry-go-round makes helps draw water up from deep underground. The water then travels to a large tower, where it is stored in a tank. Finally the water is routed to a tap that controls the flow of the water. People in the community are able to use the tap to get the fresh water they need.

Children play on a PlayPump that helps bring water to the holding tank.

4  Making sure the pumps work correctly can be expensive. However, Field found a creative way to help maintain them.

Since the storage tank is tall and rectangular, he thought that all four of its sides could be used to advertise to the community or make public announcements. Two sides of the tank may show tips for good health, such as how to wash your hands. The other two sides show advertisements from businesses. These businesses pay to have their messages on the tank. The money they pay is used to help keep the pumps working properly.

5  PlayPumps can be used in areas where there is already a water source nearby. The pumps are usually located near schools or community centers. This allows families to collect water whenever they choose. Having clean water close by helps families stay healthy. PlayPumps also give children a chance to play.

6  People in southern Africa are excited about the PlayPumps. Not only do the pumps make clean water readily available, but the water is also easy to access. Several other companies have also decided to build and install these pumps in some countries in southern Africa. With PlayPumps, clean water just may be one spin closer.

**How PlayPumps Work**
1. Children play on the merry-go-round.
2. The pump begins working.
3. Underground water is brought up through pipes.
4. The water is stored in a tank.
5. The tap allows people to get the water.
6. Any extra water in the tank drains down a pipe and back underground to keep it clean.
7. Companies and communities add messages to the outside of the tank.
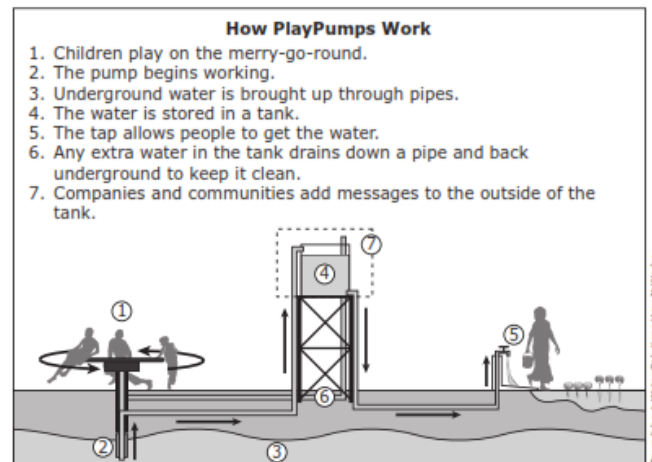
# Grade 3 Reading Passages

## Passage #4 – Poetry (Questions 25-31)

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

# Styrofoam Wings

*by Karma Wilson*

Mom got a package, a great big package.
Inside were these Styrofoam things.
And I thought to myself, "I just might fly
if I made some Styrofoam wings."

5  So I got myself some wrapping tape
and a ball of old kite string.
And I put those things upon my back,
and I made myself some wings.

My parents said, "How very cute,
10  but, honey, they won't fly."
I said, "They might, they surely might.
To know I'll have to try."

My brother said, "You nutty kid.
You know those things won't fly."

15  I said, "I don't know that at all,
and I won't until I try."

And my little sister looked at me
with great big trusting eyes.
And she said, "Please bring me something back
20  from wherever you go fly."

And then she said, "Good-bye."

I went outside and I flapped real fast,
I watched as the larks went flying past,
I jumped to give myself a blast,
25  and then I started to fly at last.

I flew through the sky above the trees,
I fluttered along with the birds and the bees,
I felt the cool of the gentle breeze,
and I knew I could fly wherever I <u>pleased</u>.

30  And all because I tried.

## Passage #5 – Expository (Questions 32-40)

**Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.**

# The Dog and the Joey

1   One spring morning Leonie Allan took her dog Rex for a walk. She thought the walk down the road and back would be simple. Instead, the walk changed her from pet owner to wildlife rescuer.

2   Allan lives in an area of Australia where people often find wildlife grazing in their yards. While people living in the United States might find deer, raccoons, and skunks roaming their yards, people in Australia might see kangaroos.

3   Allan's walk was uneventful that morning, but Rex was acting strangely afterward. As Allan worked in the yard, Rex kept looking down the road they had taken on their walk. Then he began standing very still, with his nose pointing toward what he wanted Allan to notice. Rex, a mixed breed, is part pointer. Pointers are dogs that naturally stand very still and point with their entire body in the direction of wildlife they see or smell. They are trained not to chase animals but simply to point to where they are. They are excellent tracking dogs and can find animals with their keen sense of smell.

4   Allan became worried when Rex began pointing. When Rex left to investigate, Allan thought he might have found something dangerous. She called the dog back. But when Rex returned, in his mouth he had a joey, a baby kangaroo about four months old. Picking up an animal was unusual behavior for Rex, since he had not been trained to do so. Allan was surprised that Rex had picked up the joey so gently. The baby didn't appear to be afraid at all.

5   "He obviously sensed the baby 'roo was still alive," Allan said, "and somehow had gently grabbed it by the neck, gently <u>retrieved</u> it, and brought it to me."

6   Rex and the joey, which Allan named Rex Jr., spent the afternoon playing together. "The joey was snuggling up to him, jumping up to him, and Rex was sniffing and licking him—it was quite cute," Allan told a newspaper reporter.

7   Wildlife experts were amazed, too. Tehree Gordon works at the wildlife sanctuary[1] where the joey was later taken. She was surprised that Rex had been so careful with the joey and knew to take it to his owner. She was also amazed that the joey was not afraid of Rex and did not think he was a predator.



8   Rex Jr. was bottle-fed and raised at the wildlife sanctuary. A year and a half later, he was released back into the wild in an area where he could be monitored by workers at the sanctuary. "His progress and release went well," Gordon commented. Now Rex Jr. is part of a group of kangaroos, called a mob, living a normal kangaroo life—thanks to Rex, a gentle dog that knew how to point.

[1]A wildlife sanctuary is a place that provides a safe environment for animals.

## 2013 Passages

## Passage #1 – Expository (Questions 1-9)



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## Jessica the Hippo

1    Many people will offer their home to a stray cat or dog. But few people would adopt a lost hippopotamus. Most wouldn't even know what to feed it. When disaster struck and a baby hippo got lost, it was <u>fortunate</u> to find just the right home.

2    Hippos have their babies underwater. One day a mother hippo went into the Blyde River in Africa to give birth while the river was flooding. The rushing water moved so fast that it swept the newborn hippo away from its mother.

3    No one knows how far the baby hippo traveled down the river before it washed up on the lawn of Tonie Joubert. Joubert was taking a walk. He was surprised to see a baby hippo lying next to the river.

4    It's a good thing that the baby hippo was found by someone who could save its life. Joubert was a retired game warden.[1] He had nursed many orphaned animals back to health. He knew the baby hippo was very young and weak. He carried the 26-pound animal into his house and named her Jessica.

_____
[1]A game warden is a person whose job is to protect wildlife.

5    Newborn hippos need a special type of milk, and Joubert knew just how to make it. He mixed egg yolks and cream and fed it to Jessica from a bottle. She was very hungry and drank well. Joubert let Jessica sleep on his bed so that he could feed and take care of her throughout the night. Soon Jessica was healthy.

6    Joubert knew that his experience with animals made him well qualified to care for Jessica. He decided to keep Jessica, and she became an official member of the family.

7    At first Jessica lived in Joubert's house. She made friends with the family dogs and seemed happy. When she got bigger, Joubert moved her bed onto the back porch. Still, Jessica was able to wander in and out of the house as she pleased—that is, until she started breaking the furniture!

8    By the time she was three years old, Jessica had grown so large that she broke a couch. Soon after, she broke another couch. Then she broke a bed. Joubert decided it was best to lock the back door when he went outside. That way he could be sure Jessica stayed off the furniture when he was not able to watch her in the house. But Joubert made the mistake of leaving the key in the lock. Within a week Jessica had learned how to turn the key and open the door. Even after Joubert removed the key, Jessica forced her way in. Finally, Joubert bought a superstrong security door. Now Jessica comes inside only when invited.

9    Hippos are social animals, but no one can tell whether Jessica thinks she is human or thinks the rest of her family are hippos. Today Jessica is fully grown and spends time with other hippos. Some nights she will wander down to the river to visit wild hippos when they come by. Jessica is <u>free</u> to leave anytime, but it seems she would rather stay with Joubert and the dogs.

10    Jessica's story has made worldwide news. People around the globe are interested in learning about her. She has appeared in a South African film. She has also starred in an *Animal Planet* TV special called "Jessica the Hippo." Joubert has created a website with information about Jessica, and she even has a fan club. People from all areas of the world enjoy hearing about how Jessica's scary situation turned into such a positive one!

## Passage #2 – Fiction (Questions 10-17)

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

## M.D. = A Moody Day

*from the book* Judy Moody, M.D.: The Doctor Is In!
*by Megan McDonald*

1    *PLIP!* Judy Moody woke up. *Drip, drip, drip* went rain on the roof. *Blip, blip, blip* went drops on the window. Not again! It had been raining for seven days <u>straight</u>. Bor-ing!

2    She, Judy Moody, was sick and tired of rain.

3    Judy put her head under the pillow. If only she was sick. Being sick was the greatest. You got to stay home and drink pop for breakfast and eat toast cut in special strips and watch TV in your room. You got to read Cherry Ames, Student Nurse, mysteries all day. And you got to eat yummy cherry cough drops. Hey! Maybe Cherry Ames was named after a cough drop!

4    Judy took out her mom's old Cherry Ames book and popped a cough drop in her mouth anyway.

5    "Get up, Lazybones!" said Stink, knocking on her door.

6    "Can't," said Judy. "Too much rain."

7    "What?"

8    "Never mind. Just go to school without me."

9    "Mom, Judy's skipping school!" Stink yelled.

10    Mom came into Judy's room. "Judy, honey. What's wrong?"

11    "I'm sick. Of *rain*," she whispered to Mouse.

12    "Sick? What's wrong? What hurts?" asked Mom.

13    "My head, for one thing. From all that noisy rain."

14    "You have a headache?"

15    "Yes. And a sore throat. And a fever. And a stiff neck."

16    "That's from sleeping with the dictionary under your pillow," said Stink. "To ace your spelling test."

17    "Is not."

18    "Is too!"

19    "See, look. My tongue's all red." Judy stuck out her Cherry-Ames-cough-drop tongue at Stink.

20    Mom felt Judy's head. "You don't seem to have a fever."

21    "Faker," said Stink.

22    "Come back in five minutes," said Judy. "I'll have a fever by then."

23    "Faker, faker, faker," said Stink.

24    If only she had measles. Or chicken pox. Or . . . MUMPS! Mumps gave you a headache. Mumps gave you a stiff neck and a sore throat. Mumps made your cheeks stick out like Humpty Dumpty. Judy pushed the cough drop into her cheek and made it stick out, Humpty-Dumpty style.

25    "Mumps!" said Dr. Judy. "I think I have the mumps! For real!"

26    "Mumps!" said Stink. "No way. You got a shot for that. A no-mumps shot. We both did. Didn't we, Mom?"

27    "Yes," said Mom. "Stink's right."

28    "Maybe one mump got through."

29    "Sounds like somebody doesn't want to go to school today," said Mom.

30    "Can I? Can I stay home, Mom? I promise I'll be sick. All day."

31    "Let's take your temperature," said Mom. She took the thermometer out of the case.

32    "Cat hair?" said Mom. "Is this cat hair on the thermometer?"

33    "She's always making Mouse stick out her tongue and taking the cat's temperature," said Stink.

34    Mom shook her head and went to wash off the thermometer. When she came back, she took Judy's temperature. "It's 98.6," said Mom. "Normal!"

35    "Faker, fakey, not-sick, big fat faker," said Stink.

36    "At least my temperature's normal," said Judy. "Even if my brother isn't."

37    "Better get dressed," said Mom. "Don't want to be late."

38    "Stink? You're a rat fink. Stink Rat-Fink Moody. That's what I'll call you from now on."

39    "Well, you'll have to call me it at school 'cause you don't get to stay home."

40    Judy stuck out her cherry-red, no-mumps tongue at Stink.

41    She was down in the dumps. She had a bad case of the grumps. The no-mumps Moody Monday blues. She, Judy Moody, felt like Mumpty Dumpty! Mumpty Dumpty without a temperature, that is.

## Passage #3 – Expository (Questions 18-27)

# The Story Behind the Crunch

1    Do you have a favorite snack food? Of course you do—everybody does. If your favorite snack food is potato chips, then you are like millions of other people. Crunchy, salty potato chips are one of the best-loved snack foods in the world. They are also one of the oldest snack foods. People have been enjoying them for more than 150 years.

**An Accidental Success**

2    Potato chips weren't invented on purpose. In 1853 a chef named George Crum fried some potatoes at a restaurant in Saratoga Springs, New York. The man who had ordered the potatoes said that they were too thick and sent them back to the kitchen. Crum made another batch. This time he sliced the potatoes thinner. He sent them out again, but the man still complained.

3    After the fried potatoes were returned a second time, Crum became angry. He wanted to teach the dissatisfied man a lesson. This time Crum sliced the potatoes as thin as he could get them. The slices looked as thin as a sheet of paper. When the potato pieces were fried, they became so crispy that Crum thought the man would never be able to pick them up with his fork. But the man was very pleased with this tasty new dish. He ate every one of the crispy potatoes piled on his plate!

4    Soon these new crispy fried potatoes became well known. They were added to the restaurant's menu. People referred to them as Saratoga Chips. When Crum later opened his own restaurant, he set a basket of chips on each table for customers to enjoy. Other restaurants began to serve them as well.

**From Restaurants to Store Shelves**

5    It was not long before people wanted potato chips without having to go to a restaurant to get them. In 1895 a man named William Tappenden started cooking potato chips in his kitchen in Cleveland, Ohio. He sold the potato chips to local grocery stores, making it easier for people to get chips whenever they wanted. At some stores the chips were kept in big wooden barrels. Storekeepers scooped the chips out and put them into paper bags for customers.

6    In 1926 a woman named Laura Scudder thought of a better way to package the potato chips. Scudder put two sheets of wax-coated paper together to form a bag. She used hot irons to press the edges of the bag. The heat from the irons melted the wax enough to seal the edges on three sides. The bags were then filled with chips, and the fourth edge was ironed shut. Now the bags could be placed on shelves in stores for customers to buy.

## Passage #3 Continued – Expository (Questions 18-27)

7    Over the years many more people began making and selling potato chips. Bigger and better kinds of packages were designed, and different flavors of chips started appearing. Cheese and onion was one of the first flavor combinations to be sold, as well as salt and vinegar. These flavors are still available today.

**Chips with Different Tastes**

8    Other kinds of chips can be found around the world. Instead of white potatoes, some people use bright-orange sweet potatoes or carrots. And for a different crispy treat, some chips aren't made from a vegetable at all but from rice or corn instead.

9    Many different seasonings can be used to add flavor to chips. For example, there are chips flavored with tomato sauce and smoked beef. Others are flavored to taste like roasted chicken or lamb with mint. Maybe the most unusual chip flavor is used in China, where there's a chip that tastes like a blueberry!

10   What an unusual history the potato chip has, from its accidental beginning in New York State to being perhaps the most popular snack food in the world. What do you suppose Chef Crum would think if he knew how his invention had ended up?

Want to make your own fresh-baked potato chips at home? Give it a try with this easy recipe.

**What you will need:**

3 large potatoes, peeled
baking sheet, greased lightly
salt

**What to do:**

1. Rinse the potatoes with water.

2. Ask an adult to cut the potatoes into slices that are $\frac{1}{4}$ inch thick.

3. Arrange the cut potatoes in a single layer on the greased baking sheet.

4. Bake the potatoes at 425 degrees for 30 minutes.

5. Lightly sprinkle salt on the chips while they are still warm.

You can also sprinkle other ingredients on your chips to create different flavors. Pepper, Parmesan cheese, garlic powder, popcorn seasoning, and dill can be tasty additions to your fresh-baked potato chips.

# Grade 3 Reading Passages

**Passage #4 – Poetry (Questions 28-33)**



# Saw My Teacher on a Saturday

*by Dave Crawley*

Saw my teacher on a Saturday!
I can't believe it's true!
I saw her buying groceries,
like normal people do!

5  She reached for bread and turned around,
and then she caught my eye.
She gave a smile and said, "Hello."
I thought that I would die!

"Oh, hi . . . hello, Miss Appleton,"
10  I mumbled like a fool.
I guess I thought that teacher types
spend all their time at school.

To make the situation worse,
my mom was at my side.
15  So many rows of jars and cans.
So little room to hide.

*Oh, please*, I thought, *don't tell my mom
what I did yesterday!*
I closed my eyes and held my breath
20  and hoped she'd go away.

Some people think it's fine to let
our teachers walk about.
But when it comes to Saturdays,
they shouldn't let them out!

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## Passage #5 – Fiction (Questions 34-40)

# Kwan's Secret Talent

1    "Kwan, isn't that your art teacher?" Halmoni[1] said, pointing at a woman walking out of the grocery store.

2    Kwan waved, and Mrs. Gibbs walked over to him and his grandmother. "It's very nice to see you," Mrs. Gibbs said. Then she saw the cloths wrapped around the groceries Kwan and his grandmother were loading into their van. "Oh, how beautiful!" she exclaimed.

3    "Thank you. These are *pojagi*, or Korean wrapping cloths," Halmoni explained. "Kwan and I embroider[2] them together."

4    Kwan looked away. Although he enjoyed helping Halmoni make the cloths, he didn't want anyone at school to know about it.

5    "In Korea, they are mostly used to wrap gifts or cover food. Kwan and I use them to carry our groceries," Halmoni continued.

6    "Kwan, you should bring your cloths to school tomorrow. Your classmates would enjoy seeing them. You have a unique skill," Mrs. Gibbs said.

7    Kwan appreciated his teacher's comments, but he was hesitant. The kids might laugh at the idea of a boy who liked to stitch patterns with a needle and thread. He thought about the *pojagi*. His grandmother's wide smile showed how proud of him she would be for sharing this Korean custom.

8    "O.K. I'll bring some to class tomorrow," Kwan replied quietly.

9    Kwan usually spent some time each evening working on a cloth, but that evening he did not. Halmoni sensed that something was wrong. "Kwan, are you worried about tomorrow?" she asked.

10    Kwan stared at the floor. "What are the other kids going to think?" he said. "This isn't the kind of thing they do for fun. Creating embroidered patterns isn't like playing an instrument or a sport."

11    "You're right," Halmoni said. "It is different. But that is why it is so special." Then she brought out a fine cloth with detailed floral designs.

12    "When your grandfather and I were married, we received a gift from his mother wrapped in this cloth she made. In Korea gifts given in wrapping cloths are extra special because they are a symbol of love and good luck. Even though the cloths have many uses today, they also have a rich history," she explained.

13    The next morning Kwan took several wrapping cloths to school. During art class his heart began to beat faster. He knew Mrs. Gibbs would eventually call on him. Just as he began to hope time would run out, he heard his name. As Kwan walked to the front of the room, his face felt hot. His hands trembled as he took the cloths out of his backpack. Kwan took a deep breath and began to tell the class about the cloths. Then he showed everyone how to use a needle and thread to stitch a tree design onto a cloth. His classmates just stared.

14    When he finished, he saw a classmate's hand shoot into the air. Kwan held his breath as Mrs. Gibbs called on Greg.

15    "Wow, Kwan! I can't believe you did that by yourself," Greg said. "That looks awesome."

[1]*Halmoni* is a Korean word for "grandmother."

[2]To embroider something means to create a design on it using a needle and thread.

## Passage #5 Continued – Fiction (Questions 34-40)

16    Then a student named Carrie spoke up. "My sister is learning to sew in one of her high school classes, but she's not all that good," Carrie said. "She brought home something she made the other day, and I couldn't even tell what it was!"

17    As Kwan listened to his classmates, he noticed that his forehead no longer felt hot.

18    "I thought you would be interested in Kwan's cloths, so I brought some extra material," Mrs. Gibbs said. "Let's have Kwan show us how the cloths are used to wrap and carry things."

19    Several students said they wanted to use a cloth to carry their lunch to school. Soon, though, they realized they would need more practice if they didn't want their sandwiches to end up on the sidewalk.

20    "Folding these cloths is another real talent," Mrs. Gibbs said, laughing as her cloth came undone. "Kwan, you'll have to give us more lessons on cloth folding."

21    "This isn't as easy as it looks," David said. "Kwan, you must be a professional wrapper!" Kwan smiled as he walked around the room helping his classmates.