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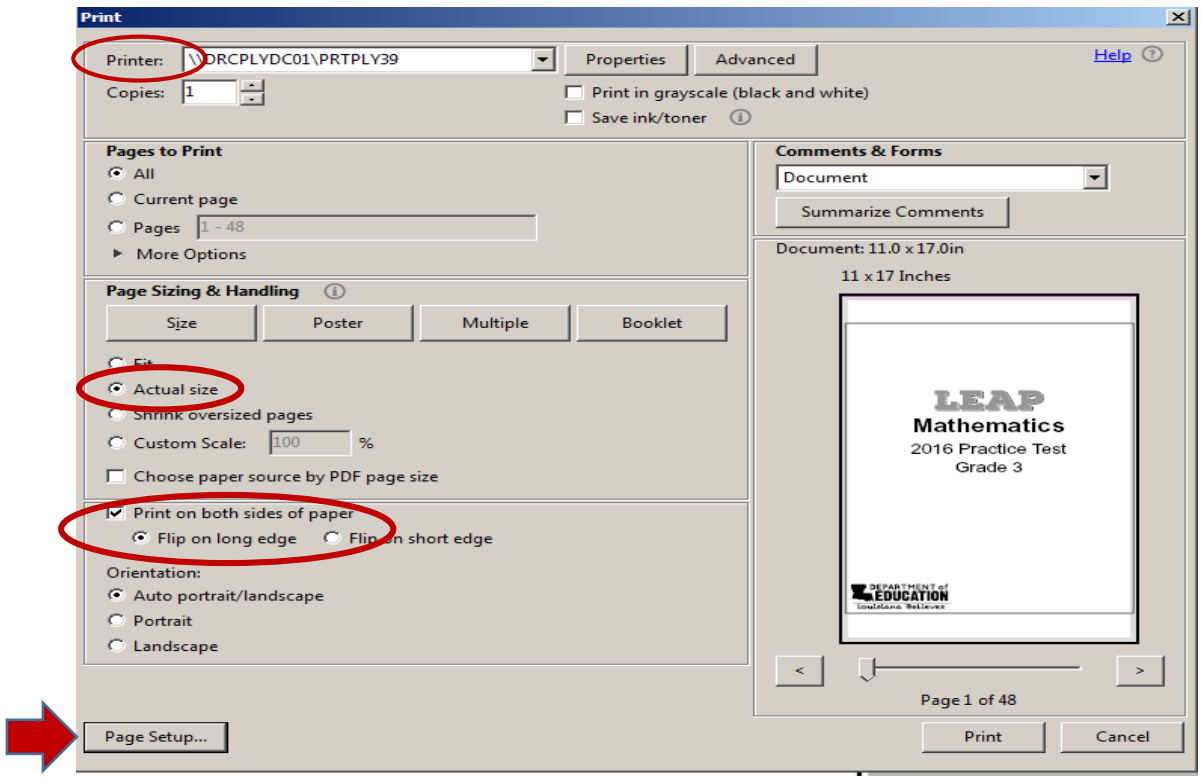

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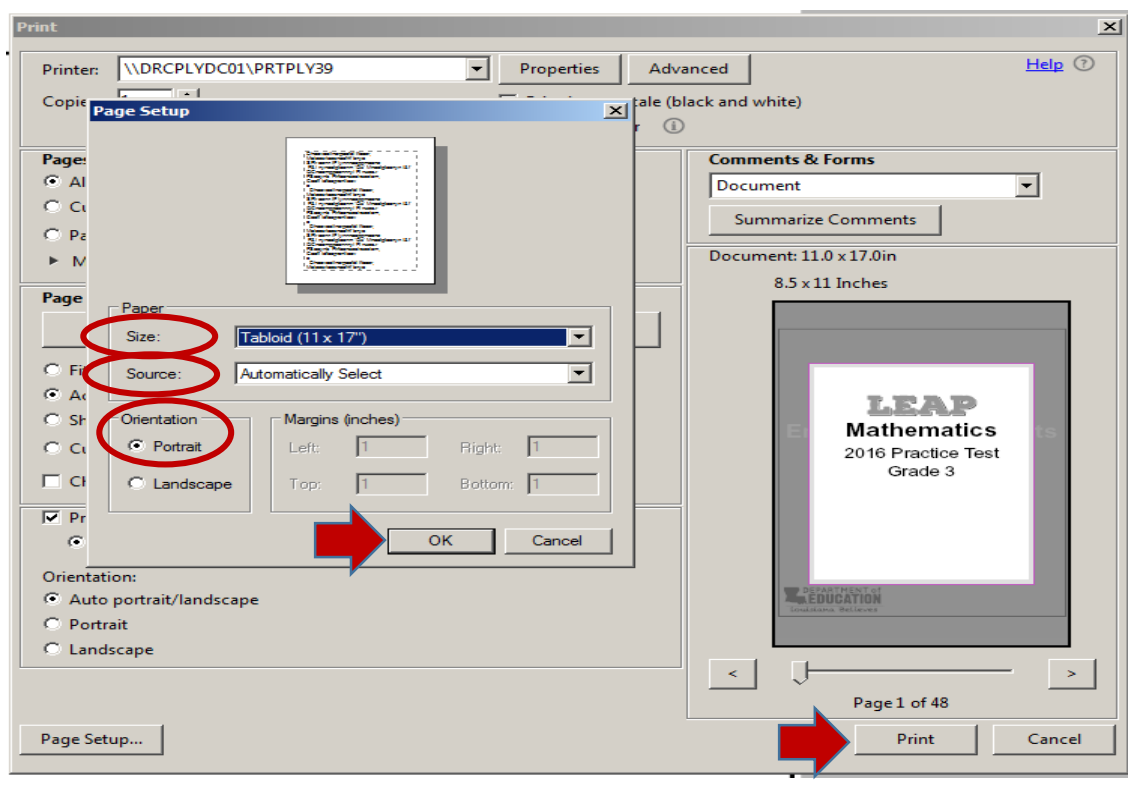

LEAP

English Language Arts

2016 Practice Test

Grade 3

DEPARTMENT of EDUCATION

Louisiana Believes

Session 1
Research Simulation Task

Directions:

Today, you will take Session 1 of the Grade 3 English Language Arts Test.

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

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

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

GO ON ►

Today you will research life in the Arctic. You will read *Life in a Deep Freeze* and a passage from "Inuit." As you review these sources, you will gather information and answer questions about life in the Arctic so you can write an essay.

Read the article "Life in a Deep Freeze." Then answer the questions.

Life in a Deep Freeze

by Sandra Markle

How do animals survive the Arctic's c-c-cold winters?

1 It's noon and dark and very cold—minus 30°F. Snow and ice blanket the region. Strong winds blow across ice-covered ocean waters. It's winter in the Arctic, one of the harshest environments on Earth. But, for many animals, this place is home.

2 So just where is the Arctic? It's about as far north as you can go. It's the North Polar region—the Arctic Ocean plus the lands bordering it. The landscape varies from high, icy mountains to tundra. That's a treeless plain where a layer of soil remains frozen all year. Arctic animals have adapted well to their surroundings with some rather clever survival tactics.

ESCAPE ARTISTS

3 Some Arctic animals have found clever ways to wait out the long, harsh winters.

4 ***Grizzly Bear:*** This bear spends all spring, summer, and fall eating and storing up fat. Then the bear goes into a special type of sleep. During its winter sleep, the grizzly lives off its stored fat. To conserve energy, the bear's internal temperature drops a few degrees. Its heart rate slows down too.

5 ***Collared Lemming:*** This furry relative of mice and rats changes its coat from grayish brown to white in winter. It also grows longer front claws. With their claws, lemmings dig tunnels under the wind-packed snow. There they live, protected from the cold and their predators.

THE LAYERED LOOK

6 For some animals, being fat means staying alive. That's especially true for animals that hunt and live in the icy waters of the Arctic Ocean.

7 ***Walrus:*** This animal keeps warm even while digging for clams along the bottom of cold ocean waters. Under its inch-thick hide, the walrus has a nearly six-inch layer of blubber, or fat, to block out the cold. During deep-sea dives, warm blood shifts away from the skin surface to inside the body. This helps the walrus keep its body heat stable at about 99°F. When the walrus moves ashore, blood flows back to the skin.

8 ***Harp Seal:*** Protected by a thick layer of blubber, the harp seal spends most of its time in icy waters. The seal is a fast swimmer and can stay underwater for 30 minutes at a time. Its speed in the water allows it to escape its predator, the polar bear. In late winter, females climb onto a chunk of ice to give birth. A seal pup is born with a white, fluffy coat, but no blubber. The pup keeps the coat until it develops a layer of blubber. And that happens fast. On a diet of fat-rich mother's milk, a pup can gain over 80 pounds in just three weeks.

GO ON ▶

DRESSED FOR WINTER

9 Like you, many Arctic animals change their coats with the seasons. In winter these animals replace their summer coats with thicker ones to keep them warm when temperatures plunge. They'll wear their winter coats for a long time. Arctic winters can last for eight months.

10 ***Arctic Hare:*** The arctic hare living in the northernmost part of the Arctic stays white all year. But its fur coat grows thicker and longer in winter. The hare has small ears, which protect it too. Can you figure out how? Less skin is exposed to the cold, and small ears lose less body heat than larger ears.

11 ***Musk Ox:*** This animal has lots of hair to keep it warm. In fact the native Inuit people call it *umingmak*, meaning "the animal with skin like a beard." The musk ox's shaggy outer coat covers everything but its feet. Underneath this outer layer of long, coarse hair is even more hair—a soft, woolly coat. The musk ox sheds this undercoat when the weather gets warmer. Musk oxen also have curved hooves with sharp rims. That gives them solid footing on icy slopes.

12 ***Snowy Owl:*** Feathers keep this bird warm. The snowy owl's entire body—even its legs and toes—is covered with soft, fluffy feathers. On top of this coat is still another coat of overlapping feathers. When temperatures drop, the owl crouches on the ground behind an object that can block the wind. The owl stays still. Flying would use up precious heat energy.

13 ***Arctic Fox:*** As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat. The new coat keeps the fox warm as well as hidden from predators, like the wolf. A special bloodflow system helps the fox hang onto its normal body temperature. Warm blood flowing toward the fox's legs heats up the cool blood returning from its feet. That means that the arctic fox has a warm body and cold feet. Having cold feet helps too. Ice doesn't stick to cold toes.

"Life in a Deep Freeze" by Sandra Markle, copyright © 2002 by Sandra Markle. Used by permission of National Geographic Stock. All rights reserved.

GO ON ►

1. **Part A**

What does the word **harsh** mean as it is used in paragraph 3 of "Life in a Deep Freeze"?

Ⓐ located in a faraway region

Ⓑ physically uncomfortable

Ⓒ lasting for a long time

Ⓓ easily managed

Part B

Which **two** sentences from the article help readers understand the meaning of the word **harsh** as it is used in paragraph 3?

Ⓐ "Strong winds blow across ice-covered ocean waters." (paragraph 1)

Ⓑ "It's about as far north as you can go." (paragraph 2)

Ⓒ "This bear spends all spring, summer, and fall eating and storing up fat." (paragraph 4)

Ⓓ "The seal is a fast swimmer and can stay underwater for 30 minutes at a time." (paragraph 8)

Ⓔ "Like you, many Arctic animals change their coats with the seasons." (paragraph 9)

Ⓕ "When temperatures drop, the owl crouches on the ground behind an object that can block the wind." (paragraph 12)

GO ON ▶

2. **Part A**

The author of "Life in a Deep Freeze" begins the article with the question:

How do animals survive the Arctic's c-c-cold winters?

Which answer to this question reveals the main idea of the article?

Ⓐ Some animals have fur that changes color with the seasons. Having white fur in the winter helps the animals hide from their predators. Thick fur also keeps the animals warm.

Ⓑ Animals like the muskox have a thick outer layer of hair and an undercoat of soft wool. The muskox can shed the undercoat in the summer when the weather gets warmer.

Ⓒ Animals use more than one adaptation for surviving in a cold environment. Different animals use different tactics to keep warm, blend in, and hide from their predators.

Ⓓ Several types of animals have thick layers of blubber. Thick layers of fat can keep animals warm even when they are swimming in icy water. The blubber blocks out the cold.

Part B

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

Ⓐ "But, for many animals, this place is home." (paragraph 1)

Ⓑ "Arctic animals have adapted well to their surroundings with some rather clever survival tactics." (paragraph 2)

Ⓒ "For some animals, being fat means staying alive." (paragraph 6)

Ⓓ "As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat." (paragraph 13)

GO ON ►

3. **Part A**

How do the section headings: **ESCAPE ARTISTS**, **THE LAYERED LOOK**, and **DRESSED FOR WINTER** help readers better understand the information in the article?

Ⓐ They help readers locate specific places where animals live.

Ⓑ Their unusual titles show readers why animals have found clever survival tactics.

Ⓒ They divide the information about how animals adapt in different ways.

Ⓓ Their descriptive titles help readers understand the challenges of living in the Arctic.

Part B

Which **two** characteristics are typical of Arctic animals discussed in the section **ESCAPE ARTISTS**?

Ⓐ sleeping all winter

Ⓑ covered with feathers

Ⓒ using fat to block the cold

Ⓓ growing another coat

Ⓔ digging under the snow

Ⓕ protected by blubber

GO ON ►

Read the passage from the article “Inuit.” Then answer the questions.

from “Inuit”

by Carol White

1 In one of the most remote places in the world, the Canadian Arctic, a people have survived over a thousand of years. They are the Inuit. For the Inuit, the Arctic is a place teeming with life. Depending on how far north they live, the Inuit find everything from caribou herds and polar bears to beluga whales. The Inuit have adapted themselves to the various regions they inhabit. At one time they were considered to be among the healthiest people in the world. This is no longer the case; the Inuit lifestyle has changed dramatically over the past decades. The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life.

2 Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world.

Way of Life

3 When you live in an environment that has few plants, there is a very good chance you will become a hunter. The Inuit pride themselves on being great hunters. The Inuit had lots of sea and land animals to hunt. The most important of these were the caribou and the seal. These two animals provided the Inuit with food. Their skin was used for clothing, blankets, tents and boats and their oil was used for cooking and lamps. Bones, ivory and wood were used to make tools. Other animals the Inuit hunted were the walrus, whale, polar bear, musk ox, fox and wolf.

Food

4 Because edible plants are scarce in the Arctic, the Inuit ate mostly meat they got from hunting. They ate animals such as caribou, seals, walruses, polar bears, arctic hares, musk oxen, birds such as ptarmigan, and fish such as arctic char, salmon and whitefish. In the summer they also gathered berries and other edible plants.

Clothing

5 Seal or walrus intestine is waterproof, and the Inuit scraped, cleaned, soaked and dried the intestines to make waterproof clothing. This kept the people dry, which was important since water freezes quickly in the North. People can get into a lot of trouble if they get wet in the Arctic and then freeze. Besides waterproof clothing, the Inuit also made parkas of caribou fur to wear in the cold winter.

6 At one point, scientists in Canada did a study to find out what the warmest winter clothes were. This included clothes that were sewn out of cloth, wool and other fabrics. The caribou jacket was the warmest by far. Even in winter, Inuit could not sleep with their jackets on because they got so hot that they would sweat. Sweat is dangerous in a cold climate because, like water, it freezes.

GO ON ►

Shelter

7 At one time the Inuit had a summer home and a winter home. In the summer, the Inuit often lived in tents that they made from caribou hides with wooden frames. In the winter many Inuit lived in sod homes. They would dig a hole in the ground and pile rocks and sod all around the outside to make walls. Pieces of wood or whalebone were used as a frame for the roof, which the Inuit then covered with sod. In both the tents and the sod houses the Inuit built raised platforms at the back for sleeping.

8 The Inuit are famous for their igloos. An igloo is built of blocks of snow shaped into a dome. They were mostly used as temporary shelter during winter hunting trips. The igloo is one of the Inuit's best inventions. It is warm and easy to construct. Most Inuit today have settled in villages and live in houses.

Selected text only from Inuit community article from The Kids' Site of Canadian Settlement, by Carol White. Copyright © Government of Canada. Reproduced with the permission of the Minister of Public Works and Government of Services Canada (2013).

GO ON ▶

4. **Part A**

What does the word **teeming** suggest as it is used in paragraph 1 of "Inuit"?

Ⓐ challenging

Ⓑ abandoned

Ⓒ plenty

Ⓓ modern

Part B

Which **two** sentences from the article help readers understand the meaning of the word **teeming** as it is used in paragraph 1?

Ⓐ "In one of the most remote places in the world, the Canadian Arctic, a people have survived over a thousand years." (paragraph 1)

Ⓑ "Depending on how far north they live, the Inuit find everything from caribou herds and polar bears to beluga whales." (paragraph 1)

Ⓒ "At one time they were considered to be among the healthiest people in the world." (paragraph 1)

Ⓓ "Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world." (paragraph 2)

Ⓔ "They ate animals such as caribou, seals, walruses, polar bears, arctic hares, musk oxen, birds such as ptarmigan, and fish such as arctic char, salmon and whitefish." (paragraph 4)

Ⓕ "In the summer they also gathered berries and other edible plants." (paragraph 4)

GO ON ▶

5. Which **two** statements describe how the Arctic environment has affected the Inuit?

Ⓐ Because the Arctic is so cold, most Inuit live in small igloos.

Ⓑ Because the Arctic is so remote, the Inuit are a peaceful people.

Ⓒ To avoid freezing in the wet and cold Arctic conditions, the Inuit make clothing from animal furs and seal intestines.

Ⓓ To help make the Arctic more advanced, the Inuit ask visitors to bring in modern technology.

Ⓔ Because the Arctic has extreme temperatures, the Inuit avoid going out during wintertime.

Ⓕ Because few plants grow in the Arctic, the Inuit have become very good hunters.

GO ON ►

6. **Part A**

What is the main idea of the passage from “Inuit”?

Ⓐ The Inuit are an ancient people living in a remote region.

Ⓑ The Inuit are skilled at surviving with only what nature provides.

Ⓒ The Inuit spend all their time hunting animals in order to survive.

Ⓓ The Inuit have become dependent on modern conveniences in the past few years.

Part B

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

Ⓐ “For the Inuit, the Arctic is a place teeming with life.” (paragraph 1)

Ⓑ “The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life.” (paragraph 1)

Ⓒ “Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world.” (paragraph 2)

Ⓓ “In the summer, the Inuit often lived in tents that they made from caribou hides with wooden frames.” (paragraph 7)

GO ON ►

7. Your friend thinks it is impossible for people and animals to live in the Arctic.

   Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.

GO ON ▶

STOP

Session 2
Literary Analysis Task

Directions:

Today, you will take Session 2 of the Grade 3 English Language Arts Test.

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

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

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

GO ON ►

Today you will read and think about the folktales "Coyote and Fire" and "How Big Bear Stuck to the Sky." As you read these texts, you will gather information and answer questions about how the illustrations help you understand the folktales so you can write an essay.

Read the folktale "Coyote and Fire." Then answer the questions.

Coyote and Fire

A Folktale from the Pacific Northwest

by D.M. Souza

1 Long ago when the world was young, people did not have Fire. They ate their meat and salmon raw. When cold winds blew, or snow covered the ground, they could not warm their houses. Only the skookums had Fire. These three evil sisters lived high on a mountain and would not share with anyone.

2 One icy cold winter, the people met Coyote on the road. "Please, Coyote," they begged, "capture Fire from the skookums or we will freeze."

3 "I will do what I can," he said.

4 That night Coyote climbed the snow-covered mountain where the skookums lived. When he reached the top, he spotted Fire in the distance. Moving closer, he saw one of the skookums sitting in front of a house, warming herself by Fire.

5 For a long time Coyote watched until the skookum went to the door and called, "Sister, sister, get up. It's your turn to guard Fire."

6 The second sister appeared and took her place. After a while, she called the third sister. Coyote could hear the sleepy one yawning and groaning loudly inside.

7 "She is taking so long to come out, maybe I could seize Fire now," Coyote whispered to himself. "But the skookums are swift. They would surely catch me before I got very far. I must think of a good plan."

8 Coyote thought and thought, but his mind was foggy. So he asked his sisters, the three huckleberries who lived in his stomach. They were wise. They would surely know what to do. And they did.

9 Carefully, Coyote listened to their plan. Then he went back down the mountain and called together all the animals to tell them what they must do.

10 The next evening Coyote trudged up the mountainside again. Patiently he watched while the first two skookums took their turns in front of Fire. When the last sister was called, again only yawns and groans drifted outside.

11 Quick as an arrow, Coyote raced into the open, seized a burning stick, and ran across the snowy field.

12 "*Aieee*, a thief!" Two skookums began chasing Coyote and throwing ice and snow at him.

13 Coyote's legs moved faster and faster. His feet barely touched the ground. Still, the skookums came closer. He could feel their fiery breath on his fur. One of the skookums

GO ON ▶

grabbed the tip of his tail. Her hot hand burned it black. (Even today all coyotes have black tips on their tails.)

14 At last Coyote reached a thicket of shrubs and fell to the ground exhausted. Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside. For a minute the skookums were confused. But soon they were racing after Cougar.

15 When Cougar reached a grove of trees, Fox was waiting. She took the burning stick and ran until she came to a tall tree. There Squirrel grabbed the flaming torch, raced up the trunk, and jumped from branch to branch. She leaped along even as the flickering flame burned a black spot on the back of her neck, and her tail curled forward. (Even today squirrels have black spots on their necks and their tails curl forward.)

16 At the forest's edge, the skookums almost caught up with Squirrel. That's when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer. One animal after another passed Fire on, keeping it just out of reach of the skookums, until it became a tiny hot coal.

17 Frog swallowed the coal and hopped away, but he wasn't quick enough. A skookum grabbed hold of his tail. So Frog took the biggest leap he had ever taken and left his tail in the skookum's hand. (Even today frogs do not have tails.)

GO ON ►

18 Finally Frog slipped into a river and swam to the other side. By now he was too tired to jump again. He spit out the coal, and it landed on Wood. Wood swallowed it.

19 The skookums looked at one another. Neither one knew how to take Fire from Wood. With a heavy sigh and a shrug of their shoulders, they turned back and returned home to their still sleeping sister.

20 Meanwhile, Coyote told all the people to stand in a circle around Wood. He gathered branches and leaves and piled them high. Then he began rubbing two pieces of Wood together.

21 Minutes passed. The people watched. Suddenly sparks flew up. Coyote blew and blew as Fire slipped out of Wood. The flames danced higher and higher, and the people came closer, smiling when they felt Fire's warmth. Now they could cook their food and warm their homes. (Even today people know how to draw Fire out of Wood.)

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GO ON ▶

8. **Part A**

What is the meaning of **trudged** as it is used in paragraph 10?

Ⓐ leaped high

Ⓑ curled tightly

Ⓒ walked slowly

Ⓓ floated around

Part B

Which sentence from the folktale helps the reader understand the meaning of **trudged**?

Ⓐ “That night Coyote climbed the snow-covered mountain where the skookums lived.” (paragraph 4)

Ⓑ “His feet barely touched the ground.” (paragraph 13)

Ⓒ “Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside.” (paragraph 14)

Ⓓ “That’s when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer.” (paragraph 16)

GO ON ►

9. **Part A**

Which statement explains why Coyote steals Fire from the skookums?

Ⓐ The skookums are evil, and Coyote wants to trick them.

Ⓑ Coyote seeks power and wants to rule all the people and animals.

Ⓒ The people are cold, and Coyote agrees to help them.

Ⓓ Coyote enjoys challenges and can do things that no one else can do.

Part B

Which sentence from the passage **best** supports the answer in Part A?

Ⓐ " 'Please, Coyote,' they begged, 'capture Fire from the skookums . . . .' " (paragraph 2)

Ⓑ "When he reached the top, he spotted Fire in the distance." (paragraph 4)

Ⓒ "He could feel their fiery breath on his fur." (paragraph 13)

Ⓓ "One of the skookums grabbed the tip of his tail." (paragraph 13)

GO ON ▶

10. **Part A**

What does Coyote do in order to steal Fire from the skookums?

Ⓐ He learns how to outrun them.

Ⓑ He waits until they are asleep inside the house.

Ⓒ He tricks the other animals into getting Fire for him.

Ⓓ He asks his wise sisters to help him create a successful plan.

Part B

Which detail from “Coyote and Fire” supports the answer to Part A?

Ⓐ “Carefully, Coyote listened . . . . ” (paragraph 9)

Ⓑ “. . . called together all the animals to tell them what they must do.” (paragraph 9)

Ⓒ “. . . yawns and groans drifted outside.” (paragraph 10)

Ⓓ “Quick as an arrow, Coyote raced . . . .”(paragraph 11)

GO ON ►

Read the Native American folktale “How Big Bear Stuck to the Sky.” Then answer the questions.

How Big Bear Stuck to the Sky

A Native American Legend

Retold by Kathleen Muldoon

1 Once upon a time when Earth was young, Winter ruled. Snow and ice covered mountains and rivers, fields and forests. So hard was the floor between Earth and Sky that Sun could not peek through to warm the ground.

2 Animals that survived this harsh cold hunted to provide what little food they could for their young. A big bear, called Fisher because the magic in his tail helped him catch fish, decided it was time to bring Summer to Earth.

3 So Fisher invited all of Earth’s creatures to a meeting.

4 “We will find a way to warm Earth,” he said. “Sun will bring grass and flowers and birds. We must reach the Great Spirit and ask for help. Who will go with me to the place where Earth is closest to Sky?”

5 Otter, Lynx, and Wolverine agreed to accompany Fisher on his journey. They traveled across frozen lakes and rivers. Icy twigs snapped as they tramped through snowy woods. They climbed hills and slid through valleys.

6 Fisher swished his magical, stubby tail in the frigid waters and caught fish for them to eat along the way. After many days, he led them to the top of the tallest mountain on Earth, so high it almost tickled Sky.

7 There Fisher stood on his back paws and stretched, swiping his front claws on Sky’s floor. But he made only a tiny scratch. He could not break through to Sky.

8 “Let me try,” cried Otter.

9 He jumped so high his head thumped the sky floor. Otter fell back to Earth and WHOOSH! Down the mountain he slid, riding on his belly all the way to the bottom.

GO ON ►

10 Next Lynx took a step back and pounced at Sky. THUNK! She hit her head so hard that she fell unconscious[1] to the snow. Wolverine pushed her aside.

11 “I am the strongest,” he growled.

12 Wolverine leaped against Sky’s floor, once, twice, three times. Finally, he caused the tiniest of cracks to appear. He jumped again and again, widening the crack into a hole. Soon Wolverine climbed through the sky hole, followed by Fisher.

13 All at once, birds of every color and size surrounded them. Some swooshed through Wolverine’s hole and flew over Earth, spreading Sky’s warmth with each flap of their wings.

14 Soon Sun sent its rays through the hole, and Fisher and Wolverine watched as snow on the mountain-top began to melt.

15 “We must make the hole bigger,” Fisher said. He twitched his magic tail. Then, using his sharp teeth, he gnawed off more pieces of the sky floor.

16 Suddenly a band of Sky People ran toward them.

17 “Stop, thieves,” they cried, brandishing bows and arrows. “Stop stealing our warmth!”

18 Wolverine escaped through the hole and tumbled down the mountainside back to Earth. But Fisher kept working. By the time the Sky People reached him, he’d widened the hole enough so that Sun could warm Earth for half of every year.

19 Fisher ran from the Sky People’s arrows and climbed to the top of a tall tree. But one arrow struck Fisher’s tail and he began falling. Before he could hit Sky’s floor, the Great Spirit, admiring Fisher’s persistence[2], took pity on the bear. He adorned[3] Fisher with stars, and set him in a place of honor in the sky. If you look to Sky on a starry night, you will see him there still.

20 The Great Bear constellation, also called Ursa Major, is one of the largest and easiest star groupings to find in the sky. This is because one group of stars within it looks like a soup ladle and is called the Big Dipper. It forms the back end and tail of the whole constellation, which resembles a bear.

[1]unconscious—not awake because of an injury
[2]persistence—the quality of refusing to give up
[3]adorned—decorated

GO ON ►

21 On a clear night, if you study the northern sky, you will see Ursa Major if you look first for the Big Dipper. Ursa Major is highest in the spring sky and lowest in the autumn because, according to Native American legend, Bear is looking for a place to hibernate[4] before winter.

[4]hibernate—to rest or be inactive for the winter

"How Big Bear Stuck to the Sky" by Kathleen Muldoon, illustrations by Robert Meganck from Spider Magazine's November/December 2011 issue, copyright © 2011 by Carus Publishing Company. Reprinted by permission of Spider Magazine.

11. **Part A**

What is the central message of “How Big Bear Stuck to the Sky”?

Ⓐ Stealing is never the right thing to do.

Ⓑ Working hard to complete a task will be rewarded.

Ⓒ Real friends do not abandon each other, especially in times of need.

Ⓓ People will fight to protect what is theirs, even if they should share it.

Part B

Which sentence from “How Big Bear Stuck to the Sky” supports the answer to part A?

Ⓐ “So hard was the floor between Earth and Sky that Sun could not peek through to warm the ground.” (paragraph 1)

Ⓑ “He jumped again and again, widening the crack into a hole.” (paragraph 12)

Ⓒ “Wolverine escaped through the hole and tumbled down the mountainside back to Earth.” (paragraph 18)

Ⓓ “Before he could hit Sky’s floor, the Great Spirit, admiring Fisher’s persistence, took pity on the bear.” (paragraph 19)

GO ON ►

12. **Part A**

Why was Fisher given a place to live in the sky?

Ⓐ The Sky People chased Fisher and his friends into the sky.

Ⓑ The Great Spirit rewarded Fisher for trying to warm Earth.

Ⓒ The Great Spirit decided Fisher would look beautiful in the sky.

Ⓓ The Sky People punished Fisher for trying to steal warmth from them.

Part B

Which sentence from “How Big Bear Stuck to the Sky” supports the answer to Part A?

Ⓐ “There Fisher stood on his back paws and stretched . . . .” (paragraph 7)

Ⓑ “All at once, birds of every color and size surrounded them.” (paragraph 13)

Ⓒ “ ‘Stop stealing our warmth!’ ” (paragraph 17)

Ⓓ “But Fisher kept working.” (paragraph 18)

GO ON ►

13. Look at the illustrations from the folktales. Write an essay describing how each illustration helps the reader understand the characters' actions in each folktale. Be sure to use evidence from **each** folktale to support your response.

GO ON ▶

STOP

Session 2
Narrative Writing Task

Directions:

Today, you will take Session 2 of the Grade 3 English Language Arts Test.

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

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

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

GO ON ►

Today you will read the story "Camping with the Cousins." As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

Read the story "Camping with the Cousins." Then answer the questions.

Camping with the Cousins

by Sue Katharine Jackson

1 I poke my head out of the tent. Aunt Chris is lighting the stove. *Brrrr* . . . it's cold. I duck back into my sleeping bag. I curl up and for a few minutes pretend I'm a roly-poly bug. Then I put on warm clothes and go outside.

2 Nate and Julia are up, too. We drink steaming hot cocoa. Uncle George makes the best breakfast. Pancakes, eggs, and sausages.

3 We watch the sun gradually move toward our campsite[1]. Mabs and Gramps are up, and we cousins give them big hugs. Mabs wears a funny winter hat. Gramps has a sore back from sleeping in a tent.

4 "The fishing is best early," my dad says, and he takes me and my sister and Nate fishing. My dad teaches me how to cast and reel[2]. We do it over and over again. I don't have any luck, but Nate catches a trout. When I feel the cold, spotted scales of the fish in the net, my heart jumps just as the trout did on the line.

5 It is warm now, and the cousins and I change into shorts and T-shirts. We explore the stream and find a secret fort under some low tree branches. We gather large rocks to make a bridge over the stream. Anna finds a flat rock for sitting and calls it our back porch. We gather leaves to make soft chairs. Nate steps into the stream and laughs at his muddy feet.

[1]campsite—place where the tent is
[2]cast and reel—throw out and bring back the fishing hook

GO ON ►

6 “I’m the mud monster,” he says, laughing, and we run away from him so he won’t step on our clean sneakers with his muddy feet.

7 We have peanut butter and jelly sandwiches for lunch and lemonade that we mix ourselves with powder and ice-cold water from the nearby pump.

8 After lunch Gramps and my mom find sunny spots for reading. Mabs teaches us how to make a whistle, holding blades of grass between our thumbs. Then my cousins and I go back to our secret fort.

9 Uncle George makes the best dinners, too. We smell onions. *Mmm*-spaghetti sauce.

10 Before it gets dark, we look for long sticks for cooking marshmallows. Aunt Chris and my mom start a fire. Anna’s marshmallow burns. Even though Gramps helps me, mine touches the grill. Gramps asks Nate to toast a golden brown marshmallow for him, but Nate burns three in a row and has to eat them himself. We laugh and sing around the campfire. Sparks fly up. It’s getting dark and cold. I see the first faint stars.

11 Back in our tent, my sister and I climb into our sleeping bags. I hear the wind in the aspens, the buzzing of the hummingbirds flying overhead, and low voices of the grownups by the fire. I love camping with my cousins.

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GO ON ►

14. **Part A**

What happens because the narrator goes to the water?

Ⓐ She finds the perfect place to listen to a story.

Ⓑ She becomes good at fishing and catches a fish in a net.

Ⓒ She discovers an interesting new place to play with her cousins.

Ⓓ She becomes too cold and has to put on more clothes to warm up.

Part B

Which detail from “Camping with the Cousins” supports the answer to Part A?

Ⓐ “ ‘The fishing is best early,’ my dad says, and he takes me and my sister and Nate fishing.” (paragraph 4)

Ⓑ “We explore the stream and find a secret fort under some low tree branches.” (paragraph 5)

Ⓒ “After lunch Gramps and my mom find sunny spots for reading.” (paragraph 8)

Ⓓ “Back in our tent, my sister and I climb into our sleeping bags.” (paragraph 11)

GO ON ►

15. **Part A**

Based on evidence in “Camping with the Cousins,” which sentence describes the narrator?

Ⓐ She likes exploring the outdoors with her family.

Ⓑ She thinks sleeping in tents is uncomfortable.

Ⓒ She feels bored with fishing in the stream.

Ⓓ She enjoys preparing meals for her family.

Part B

Which detail from “Camping with the Cousins” supports the answer to Part A?

Ⓐ “Gramps has a sore back from sleeping in a tent.” (paragraph 3)

Ⓑ “. . . heart jumps just as the trout did . . .” (paragraph 4)

Ⓒ “We gather large rocks to make a bridge over the stream.” (paragraph 5)

Ⓓ “. . . lemonade that we mix ourselves . . .” (paragraph 7)

GO ON ►

16. **Part A**

How does illustration 2 add to the meaning of the text?

Ⓐ It shows the reader how the family sings their favorite songs.

Ⓑ It shows the reader how the narrator's mother and aunt make the fire.

Ⓒ It helps the reader see how the family enjoys spending time together.

Ⓓ It helps the reader understand how uncomfortable the cousins are outdoors.

Part B

Which sentence from "Camping with the Cousins" supports the answer to Part A?

Ⓐ "Aunt Chris and my mom start a fire." (paragraph 10)

Ⓑ "Anna's marshmallow burns." (paragraph 10)

Ⓒ "We laugh and sing around the campfire." (paragraph 10)

Ⓓ "It's getting dark and cold." (paragraph 10)

17. **Part A**

Which statement **best** describes a central message in the story?

Ⓐ Sharing love and happy times with family is the best part of camping.

Ⓑ The most enjoyable time to go fishing is early in the morning.

Ⓒ Camping is most enjoyable when it is warm outside.

Ⓓ The best place to use imagination is in nature.

Part B

Select **two** sentences from the story that support the answer to Part A.

Ⓐ "Aunt Chris is lighting the stove." (paragraph 1)

Ⓑ "Mabs and Gramps are up, and we cousins give them big hugs." (paragraph 3)

Ⓒ "When I feel the cold, spotted scales of the fish in the net, my heart jumps just as the trout did on the line." (paragraph 4)

Ⓓ "Then my cousins and I go back to our secret fort." (paragraph 8)

Ⓔ "Before it gets dark, we look for long sticks for cooking marshmallows." (paragraph 10)

Ⓕ "I see the first faint stars." (paragraph 10)

GO ON ►

18. The next day, the family chose to go swimming in the lake. Write a story about their time swimming. Be sure to use what you learned about the narrator and her family in "Camping with the Cousins."

GO ON ▶

GO ON ▶

Read the poem and then answer the questions that follow.

Lengths of Time

by Phyllis McGinley

Time is peculiar
And hardly exact.
Though minutes are minutes,
You'll find for a fact
(As the older you get
And the bigger you grow)
That time can
Hurrylikethis
Or plod, plod, slow.

Waiting for your dinner when you're hungry?
Down with the sniffles in your bed?
Notice how an hour crawls along and crawls along
Like a snail with his house upon his head.

But when you are starting
A game in the park,
It's morning,
It's noon,
And suddenly it's dark.
And hours like seconds
Rush blurringly by,
Like a plane in the sky.

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GO ON ▶

19. This question has two parts. First, answer part A. Then, answer part B.

Part A

According to the poem, when is time **most likely** to move quickly?

Ⓐ when a person is eating

Ⓑ when a person is working

Ⓒ when a person is waiting

Ⓓ when a person is playing

Part B

Which line from the passage **best** supports the answer in part A?

Ⓐ line 3

Ⓑ line 8

Ⓒ line 10

Ⓓ line 18

GO ON ►

20. How does stanza 1 of the poem support the other two stanzas?

Ⓐ It describes the setting of the poem.

Ⓑ It introduces the main idea of the poem.

Ⓒ It defines an important word in the poem.

Ⓓ It questions the feelings of the speaker in the poem.

21. In stanza 2, what does “an hour crawls along” mean?

Ⓐ Time looks like a snail.

Ⓑ Time makes a person hungry.

Ⓒ Time goes by slowly.

Ⓓ Time moves on its hands and knees.

22. What does blurringly mean as it is used in the poem?

Ⓐ able to be seen

Ⓑ in a quick manner

Ⓒ full of ideas

Ⓓ without time

23. Which lines from the poem **best** state the main idea?

Ⓐ lines 7–9

Ⓑ lines 10 and 11

Ⓒ lines 14–18

Ⓓ lines 20 and 21

Session 3
Reading Literary and Informational Texts

Directions:

Today, you will take Session 3 of the Grade 3 English Language Arts Test.

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

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

GO ON ►

Read the passage and timeline. Then answer the questions.

Charles Lindbergh

(Born: February 4, 1902. Died: August 26, 1974.)

Charles Lindbergh was a famous pilot. He was the first person to fly alone nonstop across the Atlantic Ocean. He made his flight in 1927.

Lindbergh was born in 1902. When he was eight, he saw his first plane. After that, all he dreamed of was flying. When he grew up, he bought an airplane. He had a job delivering airmail. It was a scary job; he had to fly in all kinds of weather. Twice he had to parachute to safety.

In 1919 a prize was offered for the first nonstop flight between New York and Paris. A group of men gave Lindbergh money to build a plane that could make such a flight. Lindbergh named his plane the *Spirit of St. Louis*.

On May 20, 1927, Lindbergh set off on his journey. He took off from New York and headed toward Canada. His first problem came when ice began forming on the wings of the plane. This was dangerous. Too much ice could cause the plane to crash. Lindbergh was lucky. After the plane flew out of the clouds, the ice began falling off. His next problem was staying awake for almost a day and a half!

Finally, on May 21, after more than 33 hours of flying, the *Spirit of St. Louis* landed in Paris. Crowds of people were waiting for Lindbergh. They ran across the fields to cheer him. Charles Lindbergh became a hero to the world overnight.

GO ON ▶

Famous Flights

In 1901 there were no planes in the air. By 1969 men had landed a spacecraft on the moon. The timeline below shows some of the remarkable flights that took place between 1901 and 1969.

1901 — Alberto Santos-Dumont is the first person to fly an airship from a Paris club to the Eiffel Tower and back in 30 minutes.

1903 — Orville Wright makes the first engine-powered flight in a plane that he and his brother, Wilbur, built.

1921 — Bessie Coleman becomes the first licensed African American pilot.

1927 — Charles Lindbergh is the first person to fly alone across the Atlantic Ocean.

1932 — Amelia Earhart is the first woman to fly alone across the Atlantic Ocean.

1947 — Charles Yeager is the first person to fly faster than the speed of sound. He flies 662 miles per hour.

1969 — The crew of the spacecraft *Apollo 11* lands on the moon.

GO ON ►

24. Read the sentences from the passage “Charles Lindbergh.”

Charles Lindbergh was a famous pilot. He was the first person to fly alone nonstop across the Atlantic Ocean.

How are the ideas in the first two sentences of the passage “Charles Lindbergh” connected?

Ⓐ The second sentence provides support for the first sentence.

Ⓑ The sentences describe important actions taken by the pilot.

Ⓒ The sentences compare and contrast events in a famous pilot’s life.

Ⓓ The second sentence is the next detail in an order of events.

25. This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the main idea of the passage “Charles Lindbergh”?

Ⓐ Lindbergh flew his own plane as part of his job.

Ⓑ Lindbergh built a plane to fly across the country.

Ⓒ Lindbergh was recognized by many for his flying abilities.

Ⓓ Lindbergh was interested in planes at an early age.

Part B

Which detail from the passage **best** supports your answer in part A?

Ⓐ He made his flight in 1927.

Ⓑ When he was eight, he saw his first plane.

Ⓒ Lindbergh named his plane the *Spirit of St. Louis*.

Ⓓ Crowds of people were waiting for Lindbergh.

GO ON ►

26. What do **most** of the events on the Famous Flights timeline have in common?

Ⓐ They describe famous improvements in air travel technology.

Ⓑ They show how slowly changes happened in air travel.

Ⓒ They describe reasons why people choose a career in air travel.

Ⓓ They show a series of firsts in the history of air travel.

27. What key detail about Lindbergh's flight can be found in **both** the passage "Charles Lindbergh" and the Famous Flights timeline?

Ⓐ Lindbergh's flight across the Atlantic Ocean was nonstop.

Ⓑ Lindbergh was the first person to fly alone across the Atlantic Ocean.

Ⓒ Lindbergh spent more than 33 hours flying across the Atlantic Ocean.

Ⓓ Lindbergh's flight across the Atlantic Ocean started in New York and ended in Paris.

GO ON ►

Read the passage and then answer the questions.

The Ten-Thousand-Stroke Chinese Character

by Diana C. Conway
Art by Wehai Ma

Little Liang lived in China a long time ago. When he turned seven, his father said, "Tomorrow you will start school and learn to write."

"No, thank you," said Little Liang. "I like playing outside better."

"School tomorrow, my boy. Not another word from you."

So the next morning Little Liang went off to school, writing brush in hand. His teacher showed him how to make one stroke to write the number one.

"This is easy," said Little Liang.

The next day he learned to make two strokes to write the number two.

"Well," he said, "who needs to go to school? I'll bet I can write the number three all by myself."

Sure enough, on the third day of school, the teacher wrote "three" on the paper just the way he expected.

"That's all the learning I need!" said Little Liang. He sneaked out of school and went looking for birds in the woods.

The next day he left home with his schoolbag. But he didn't go to school. "I know all there is to know," he said. "I'll just go fishing." Off he walked to the river.

On the way he met Old Mr. Wan.

"Why aren't you in school today, Little Liang?"

"I know all there is to know, Mr. Wan."

"That's wonderful," said the old man. "I myself never learned many characters. Will you help me write a letter to my son?"

Little Liang went to Mr. Wan's house. He took his brush and ink from his schoolbag.

"I'll write the address first. What's your son's name?"

"Wan Bai Qian."

GO ON ►

In Chinese, “wan” means ten thousand, “bai” means one hundred, and “qian” means one thousand.

Little Liang began to make brush strokes. One, two, three, four, five . . . ten . . . fifteen . . . twenty . . . thirty.

Soon his hand hurt from so much writing.

“Look how many strokes I’ve made! Why is your son’s name Mr. Ten Thousand instead of Mr. One?”

“I’m so sorry, Little Liang. Why don’t you use my hair comb? You can dip it in the ink and make many lines at once.”

Just then the schoolteacher walked past the door. He heard the name “Little Liang.” He looked inside and saw a boy writing with a comb.

“What have we here?” he asked.

“I’m writing Mr. Wan’s name.”

The teacher picked up the brush and made three strokes.

“This is the way to write the number ten thousand,” he said.

“Only three strokes?” Little Liang’s face got as red as a cherry.

“Only three strokes,” said the teacher.

“The Ten-Thousand-Stroke Chinese Character” reprinted by permission of Spider magazine, May 1995, copyright © 1995 by Diana C. Conway.

GO ON ►

28. Which words **best** describe Little Liang?

Ⓐ slow, unsure, loud

Ⓑ shy, sad, thoughtless

Ⓒ young, impatient, kind

Ⓓ noisy, unhappy, friendly

29. Why did Little Liang leave home with his schoolbag when he was going fishing?

Ⓐ He needed it to carry his lunch.

Ⓑ He wanted his father to think he was going to school.

Ⓒ He needed it to carry his fishing equipment.

Ⓓ He wanted his school things to use when he helped Old Mr.Wan.

30. Read the sentences from the passage.

"I myself never learned many characters. Will you help me write a letter to my son?"

What does the word characters mean in this sentence?

Ⓐ people in stories

Ⓑ a special kind of person

Ⓒ a special brush used to make lines

Ⓓ line drawings used to make words

31. Which **two** details from the passage show how Little Liang feels about school?

Ⓐ "I like playing outside better."

Ⓑ The next day he learned to make two strokes to write the number two.

Ⓒ "I know all there is to know," he said.

Ⓓ He took his brush and ink from his schoolbag.

Ⓔ Soon his hand hurt from so much writing.

GO ON ▶

32. Read the sentence from the passage.

Little Liang's face got as red as a cherry.

What does the sentence from the end of the passage reveal about Little Liang?

Ⓐ He disliked being shown how to write.
Ⓑ He was angry with his teacher.
Ⓒ He felt exhausted from making many strokes.
Ⓓ He was embarrassed by his mistake.

33. This question has two parts. First, answer part A. Then, answer part B.

Part A

What does Little Liang learn in the story?

Ⓐ that he should help his elders
Ⓑ that education is important
Ⓒ that teachers know more than others
Ⓓ that practicing a skill is hard work

Part B

Which detail from the passage **best** supports the answer in part A?

Ⓐ when Little Liang's hand hurts after writing so many lines
Ⓑ when Little Liang's teacher shows him how to make one stroke for the number one
Ⓒ when Little Liang writes a letter to Old Mr.Wan's son
Ⓓ when Little Liang is shown that he can write the number ten thousand with just three strokes

GO ON ►

Read the following passage. Then answer the questions.

An Astonishing Discovery

by Teresa Fontaine

Over sixty years ago, two scientists visited a lonely stretch of forest in northeastern Louisiana. They were looking for the last known ivory-billed woodpecker. Ivory-billed woodpeckers once lived in forests all over the southeastern United States. But when loggers started cutting down these forests, ivory-billed woodpeckers began to disappear. In the 1940s, people worried that these birds had nowhere to live. The two scientists did find the bird they were looking for that day. However, that was the last time for many, many years. Although many people reported seeing the bird over the last several decades, none of the sightings could be proved. Scientists began to think these woodpeckers were gone forever.

Some people never gave up looking. In 2000, bird-watcher Guy Luneau made a bold prediction in an article he wrote. He said he was sure that eventually someone would prove the ivory-billed woodpecker was still alive. In 2004, Dr. David Luneau spotted what looked like the bird and recorded his sighting on video. What's really amazing is that Guy and David are brothers!

The evidence of the sighting is David's blurry videotape showing the black-and-white bird in flight. While David was paddling along the Cache River in Arkansas, he accidentally left his video camera running in the canoe. Unbelievably, the camera recorded the bird that he saw.

At first, some scientists doubted the rediscovery of the bird. Many of them believed the videotape showed a different type of woodpecker that looks like the ivory-billed woodpecker. So scientists continued to search. Soon they recorded a sound that only the ivory-billed woodpecker makes. It is a "double knock" made when the birds hammer their beaks on trees as they try to find insects. No other woodpecker makes this exact sound. The recording made believers out of almost everyone. In April 2005, a group of scientists from Cornell University made an incredible announcement to the public: The ivory-billed woodpecker had survived.

Now that we know the ivory-billed woodpecker is flying high, people are working to protect it. Some of those people have a surprising game plan. They are creating areas with dead trees in parts of Arkansas. This may sound strange, because woodpeckers used to be threatened when people cut down too many trees. However, the ivory-billed woodpeckers feed on beetle larvae that grow in dead trees. The more dead trees in an area, the more beetles will live there. Then the woodpeckers will have more food and a better chance of surviving. Maybe someday you will see an ivory-billed woodpecker, too!

GO ON ▶

34. In “An Astonishing Discovery,” what has happened now that the ivory-billed woodpeckers have been rediscovered?

Ⓐ People are videotaping ivory-billed woodpeckers in flight to track their movements.

Ⓑ People are recording the sounds of ivory-billed woodpeckers as proof of the woodpeckers’ survival.

Ⓒ People are using dead trees to help ivory-billed woodpeckers find food.

Ⓓ People are making products out of the wood from the forests where ivory-billed woodpeckers live.

35. What is the main idea of “An Astonishing Discovery”?

Ⓐ To protect the ivory-billed woodpeckers, the government is protecting dead trees.

Ⓑ A chance videotape of the ivory-billed woodpecker eventually led scientists to finding the bird.

Ⓒ Although some bird-watchers believe that the ivory-billed woodpeckers have been rediscovered, most scientists do not believe it.

Ⓓ Workers began cutting down trees in forests to create a better habitat for the ivory-billed woodpeckers.

GO ON ►

36. This question has two parts. First, answer part A. Then, answer part B.

Part A

How is the information in the passage organized?

Ⓐ by describing the events that lead to finding the birds again

Ⓑ by explaining the problem and then the solution to save the birds

Ⓒ by listing the causes and effects of the birds' disappearance

Ⓓ by comparing the two areas where the birds lived before and after they were rediscovered

Part B

Which sentence from the passage **best** supports the answer in part A?

Ⓐ But when loggers started cutting down these forests, ivory-billed woodpeckers began to disappear.

Ⓑ In the 1940s, people worried that these birds had nowhere to live.

Ⓒ In 2004, Dr. David Luneau spotted what looked like the bird and recorded his sighting on video.

Ⓓ They are creating areas with dead trees in parts of Arkansas.

37. Read the sentence from the passage.

In April 2005, a group of scientists from Cornell University made an incredible announcement to the public: The ivory-billed woodpecker had survived.

What piece of evidence **most** lead to this announcement?

Ⓐ a blurry videotape showing the woodpecker in flight

Ⓑ a sighting of the woodpecker in Louisiana by two scientists

Ⓒ a birdwatcher's prediction that the woodpecker was still alive

Ⓓ a recording of the "double knock" sound the woodpecker makes

LEAP

DEPARTMENT of EDUCATION

Louisiana Believes