Alabama Reading and Mathematics Test

Item Specifications

for

Reading

Grade 3

Alabama State Department of Education
Montgomery, Alabama
December 2011
No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age or genetics. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; The Americans with Disabilities Act of 1990 and The Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8165.

Copyright © 2011 by the Alabama State Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the Alabama State Department of Education, except for the printing of complete pages, with the copyright notice, for instructional use and not for resale.

Produced in the United States of America.
# TABLE OF CONTENTS

INTRODUCTION ................................................................. 1
DEFINITION OF READING MATERIALS ................................. 2
CONTENT STANDARDS ......................................................... 3
PASSAGES WITH ITEMS ..................................................... 5
ITEMS NOT ASSOCIATED WITH A PASSAGE ....................... 24
ITEMS BY CONTENT STANDARD ........................................ 28
ANSWER KEY ................................................................. 42
SAMPLE RESPONSE FORMAT ............................................. 53
INTRODUCTION

This bulletin provides specific information about the Alabama Reading and Mathematics Test* (ARMT*). Educators representing each State Board of Education district as well as both city and county school systems served on committees to determine the content standards on which the ARMT* is based. In addition, educators from throughout the state of Alabama served on committees to review the content of the tests, including selecting reading passages, reviewing specific test items, and determining achievement levels.

Teachers must be familiar with the information in this bulletin so that they may incorporate effective teaching of the reading content standards with classroom assessments. Using classroom assessments with similar test formats from time to time will help to enable students to demonstrate proficiency on the various content standards in reading.

Two item types are included in the ARMT*. Multiple-choice and open-ended items assess student performance on the ARMT* in reading. Multiple-choice items carry a point value of one, while open-ended items carry a point value of three. In this document, teachers will see sample reading selections and representative item types for reading.

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>A statement of what students should know and be able to do by the end of the academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Type</td>
<td>Multiple-choice items, open-ended items</td>
</tr>
<tr>
<td>Additional Information</td>
<td>Further information about the test items for the content standard</td>
</tr>
<tr>
<td>Sample Items</td>
<td>A collection of item types for each content standard</td>
</tr>
<tr>
<td>Answer Key</td>
<td>Answers for multiple-choice items</td>
</tr>
<tr>
<td>Scoring Rubrics for Open-Ended Items</td>
<td>Scoring guide for open-ended items</td>
</tr>
</tbody>
</table>
DEFINITION OF READING MATERIALS

**Literary/recreational** reading materials are generally read for pleasure, such as magazine articles, poetry, novels, and short stories.

**Informational/textual** reading materials are generally read for information, such as materials containing charts or graphs and materials found in encyclopedias, textbooks, lab manuals, essays, and news magazines.

**Functional** reading materials are generally read for a precise action, such as directions, maps, schedules, menus, catalogues, instructions, and other materials generally encountered in everyday life beyond the classroom.
# CONTENT STANDARDS  
**Grade 3**

<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>POINTS POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-</strong> Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels.</td>
<td>7</td>
</tr>
</tbody>
</table>
| **2-** Demonstrate reading vocabulary knowledge of compound words.  
  • Using structural analysis to develop meaning  
    Examples: prefixes, suffixes, root words  
  • Drawing semantic maps  
  • Learning new synonyms and antonyms  
  • Spelling correctly compound words, phonetically regular words, contractions and possessives; using dictionary to check spelling | 8 |
| **3-** Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade literary/recreational materials in a variety of genres.  
  Examples: stories, trade books, poetry, subject texts  
  • Identifying literary elements and devices  
    Examples: characters, similes  
  • Determining sequence of events  
  • Distinguishing fiction from nonfiction  
  • Using sentence structure  
  • Drawing conclusions  
  • Self-monitoring for understanding  
    Examples: rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences  
  • Using vocabulary knowledge  
  • Relating main ideas to specific life experiences  
  • Reading fluently at approximately 120 words per minute  
  • Adjusting speed/rate  
  • Previewing and predicting  
  • Utilizing text features  
  • Using prior knowledge and experience | 17 |
4- Use a wide range of strategies and skills, including retelling information, using general context clues, and making inferences to identify the main idea, to comprehend third-grade functional and textual/informational and reading materials.

- Using sentence structure
- Distinguishing main idea from details
- Summarizing passages
- Using text feature to gain meaning
  - Examples: titles, headings, glossary, boldface print, index, table of contents, maps, charts, tables
- Using vocabulary knowledge
- Self-monitoring for text understanding
- Following simple written directions
- Ordering by importance or chronology

| TOTAL POINTS POSSIBLE | 57 |
PASSAGES WITH ITEMS

These are the directions given to students.

DIRECTIONS:

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your answer in the answer document.
Dear Aunt Maryann,

Hello! How are you? Are you having a good summer so far? I am! I am spending a lot of time outside playing in the backyard. My brothers, Matt and Mike, and I have built a lot of forts in the backyard.

Do you remember my best friend, Nicole? She lives just around the block from us. She and I had a picnic at her house the other day. I brought peanut butter and jelly sandwiches, carrot sticks, and our homemade dill pickles. Eating homemade dill pickles reminded me of you. Remember when you came to our house last summer for a visit, and we went out to the garden and picked ripe vegetables? You and I picked buckets and buckets of those delicious cucumbers. Matt and Mike gathered the tomatoes and okra.

At home, we selected the best cucumbers, and you taught us how to make dill pickles. Cleaning and soaking the cucumbers was fun! We liked talking with you while you sliced up the cucumbers and prepared the canning supplies. I thought the dill spice smelled delicious. Matt liked the scent of the garlic, but Mike did not like the vinegar. I remember you gave each of us a job to do. I put in the garlic. Matt added the dill spice. Mike put enough cucumbers in to fill up each jar. The mixture of vinegar, water, and salt you added smelled strange. The jars looked so pretty when we were finished. The canned pickles were as green as grass.

Our dill pickles are the best I have ever tasted. I used the very last jar for the picnic. When Nicole tasted them, she could not believe the difference between ours and the kind sold in the store. That was when she had the greatest idea in the whole world!
Nicole said our pickles are so delicious that we should make more and enter them in the county fair contest in August. She is sure that our dill pickles will win. I think she is right, Aunt Maryann. Will you come back and make pickles with us again? Then we can enter our pickles in the contest and see if they win. Isn’t that a wonderful idea?

Please look at your calendar and see if there is a time you could come and stay with us. The fair is August 6 through August 15. We have already planted our cucumber seeds, and cucumbers should be ready for picking later this month. Do you think you could come for a short visit? We all miss you and want to see you.

Write back soon. I cannot wait to hear from you!

Love,
Sandy

1. The greeting of the letter tells the reader —

A. who went on the picnic  
B. the person who receives the letter  
C. the person who wrote the letter  
D. who planted the garden

2. What is another word for selected?

A. Grew  
B. Chose  
C. Peeled  
D. Washed
3. Which question from the letter is most important to the main idea?

A  “Isn’t that a wonderful idea?”
B  “Are you having a good summer so far?”
C  “Do you think you could come for a short visit?”
D  “Do you remember my best friend, Nicole?”

4. Why are dates included in the letter?

A  To help Aunt Maryann plan
B  To show that the county fair is important
C  To help Aunt Maryann make pickles
D  To explain that making pickles is easy

5. Describe the steps in the letter that are used to make dill pickles.

Use details from the letter to support your answer.
Write your answer in the answer document.
My vacation with Grandma and Grandpa Whitecloud was great! They used to live with us in New York, but they moved to Arizona when I was five. They are Native American, and Arizona has always been their home. Dad usually visits them, but not this summer! Dad is sending me to stay with them for a two-week adventure.

This was my first time to travel alone. On the airplane, I studied the picture that Grandma had sent me. It was a picture of Walpi, an old Hopi village where Grandma and Grandpa live. The village is on top of a tall rock hill. It looked steep, and I wasn’t sure I could climb that high. I also wondered if Grandma and Grandpa would act differently in this village than they had in our apartment in New York. Would I be a stranger there?

Grandpa met me at the airport. He looked the same! We picked up my suitcase and took it to Grandpa’s truck. As we drove away from the city, I stared at the beauty of the desert. An eagle flew above us. Soon we headed up the path to Walpi. Grandpa parked the truck on the edge of the hill. I looked down and gulped. We were so high up, I felt like a bird! He took me to some stairs that led to a door of the building. Ladders were used to get to other rows of doors on the second and third floors.

Grandma was waiting for us. “Joe, this is called a ‘pueblo.’ The buildings are made from stones and baked clay,” she explained. “We live on the first floor, and other people live above us.”

Grandma and Grandpa’s rooms felt cool after standing under the hot Arizona sun. Grandma said that the stones kept the rooms cool. Her hand-woven rugs covered the walls. After eating beans and cornbread that Grandpa cooked on the stone fireplace, we took a walk outside. We visited the “kiva,” which is a large room where the Hopi go for special events.
I really liked meeting the Hopi people. One man helped me make a clay vase to take home to Mom. The children included me in their ball games and foot races. Sometimes I helped Grandpa and his friends work in the fields. One afternoon a woman showed me how to weave a basket from grasses. The whole time I felt as if I were part of a big family in our secret village in the sky. It was hard to leave my grandparents when my two weeks were over. I could have lived in Walpi forever!

1. You can tell that a reason Joe visited Walpi was to —
   A. learn about a new place
   B. work in the fields
   C. enjoy the beautiful desert
   D. eat home-cooked foods

2. At what point in the story does Joe think he might feel like a stranger in Walpi?
   A. when he sees his grandfather at the airport
   B. when he is talking to his father
   C. when he makes a clay vase for his mother
   D. when he looks at a picture of the village

3. The story would most likely be found in a —
   A. big city newspaper
   B. student’s journal
   C. book on the Hopi people
   D. report on the desert

4. Which sentence from the story contains a simile?
   A. “This was my first time to travel alone.”
   B. “As we drove away from the city, I stared at the beauty of the desert.”
   C. “We were so high up, I felt like a bird!”
   D. “I could have lived in Walpi forever!”
5. The word adventure in the story means the same as —
   A. hobby
   B. trip
   C. house
   D. walk

7. How do the Hopi people treat Joe?
   Use details from the story to support your answer.
   Write your answer in the answer document.

6. On the airplane, how does Joe feel about visiting Walpi?
   Use details from the story to support your answer.
   Write your answer in the answer document.
Good Morning!

The morning is still dark
as the alarm clock rings.
I peek over the covers,
stretch my arms like wings.

I make my way
from the bed where I sleep,
I start getting ready,
to the closet I creep.

I reach toward the hangers
for any outfit of sorts,
Let’s hope it’s not a wool sweater
and polka dot shorts.

Then off to the mirror
to see how I’ve fared,
Spy the damage my pillow
has done to my hair.

Oh, my—look at me,
hair pointing every which way.
Finding my comb
is a challenge any day.

Shoes on and dressed,
at the table I sit.
It’s hard to decide
between oatmeal and grits.
With a honk from the bus
it’s like a start of the race,
And I zigzag outside
grabbing my bag in a haste.

Still half asleep
I climb up on the bus,
But the murmuring chatter
sounds like a fuss.

The bumpy ride there
shakes away my mind’s haze,
So by the time we arrive
I’m awake from my daze.

Arriving at school
we file out right on cue,
Like a line of ants from a hill
there is much work to do.

But we have just a moment
to find our friends,
To say “Hello”
and see how they’ve been.

Then the ringing bell
echoes through the long hall,
Marking the moment when
learning begins for all.
1. Which line from the poem is a simile?

A  “The morning is still dark”
B  “as the alarm clock rings.”
C  “stretch my arms like wings.”
D  “to the closet I creep.”

2. Which event happens first in the poem?

A  The speaker eats breakfast.
B  The speaker hears the bus honk.
C  The speaker looks in the mirror.
D  The speaker chooses an outfit.

3. What feelings does the speaker have in the poem?

Use details from the poem to support your answer.

Write your answer in the answer document.
Cloud Creatures

On a beautiful spring afternoon,
I relax—and lie down
On a blanket of soft green grass,
Breathing in the fresh scents that float all around.
My attention is taken up to the clouds.

For up there in the bright blue sky
Is a fluffy white world of
Cotton candy creatures
And castles built with marshmallow bricks.
But I must be creative and take the time
To bring this world into focus,
So I take a breath—tilt my head,
And squint my eyes just a little bit.

And before I know it—there they are—
A big bear
Soft as a pillow, quietly curls up to sleep,
As a tiny, teasing, cotton ball mouse
Peeks out from a lion’s lumpy mane.

What a treat to spend my afternoon
With these newly found friends drifting by!
1. Why did the author most likely write the poem?

   A To inform the reader where to watch clouds
   B To tell the reader about cloud watching
   C To teach the reader about cloud shapes
   D To explain to the reader how clouds can change

2. Which word best describes the speaker in the poem?

   A Busy
   B Wishful
   C Bored
   D Calm

3. What will probably happen the next time the speaker looks at the clouds?

   Use details from the poem to support your answer.

   Write your answer in the answer document.
Imagine you are in a jumping contest. You can probably jump about a foot high. Jumping forward, you can probably go a few feet. That is pretty good—for a human. Look out though! Animals and insects can enter this jumping contest. They might just leave humans in the dust!

**The Long Jump**

The first event is the long jump. The human athlete is Mike Powell. In 1991, he jumped nearly 30 feet, which is the world record for the long jump. That is about the length of two cars, or five times his own height. Of course, most people cannot jump as well as Mike Powell.

His competitor in the long-jump contest is a frog named “Rosie the Ribbiter.” Rosie set the world record for frogs in 1986 by jumping more than 21 feet. Her record has never been broken by any other frog. Compared to Mike Powell, Rosie’s jump is not that amazing. But wait! Rosie is only about 10 inches long when her legs are stretched to their full length. She can jump more than 25 times her size. Rosie, the frog, wins the long-jump event.

**The High Jump**

The next event is the high jump. Javier Sotomayor holds the world record for the high jump. He can jump a bar 8 feet high. That is about as high as the ceiling in most homes.

Looking around for someone to challenge his record, Javier might need a magnifying glass. The next contestant is a tiny insect with wonderful jumping talent. It is called the spittlebug.
The spittlebug can jump 28 inches into the air. That is amazing, because the spittlebug is only a quarter-inch long. That is less than the width of a pencil. If the spittlebug were the same size as Javier, it would be able to jump 600 feet into the air. That is like a human jumping over a building 55 stories high! The spittlebug wins the high-jump contest.

Though the humans lose the “jumping contest,” their competitors would probably agree that Mike and Javier are still pretty remarkable athletes. If only Rosie and the spittlebug could speak!

1. Mike Powell does not win the jumping contest because —

A  Mike’s jump is shorter than Rosie’s jump
B  frogs jump farther than humans
C  Rosie’s record will never be broken
D  Rosie jumped 25 times her size

2. What does the word competitor mean in the passage?

A  Teammate
B  Jumper
C  Challenger
D  Coach
3. Why does the spittlebug win the high-jump contest?

A The spittlebug is 28 inches tall.
B Sotomayor does not jump as many times his own height.
C The spittlebug can jump 25 times its own height.
D Sotomayor needs a magnifying glass to see.

6. Javier Sotomayor might need a magnifying glass to watch the spittlebug’s jump. However, Mike Powell would not need one to watch Rosie jump.

Explain why this is true.

Use details from the passage to support your answer.

Write your answer in the answer document.

4. In the passage, a remarkable athlete —

A jumps in order to set records
B cannot be beaten by a spittlebug or frog
C is one who always wins contests
D shows great talent or skill

7. In your own words, explain why “Rosie the Ribbiter” would win the long-jump competition.

Use details from the passage to support your answer.

Write your answer in the answer document.

5. Identify one fact about two contestants in the jumping events.

Use details from the passage to support your answer.

Write your answer in the answer document.
It’s the 3rd Annual Family Fun Fair!

- Games
- Crafts
- Apple Pie Contest
- Hay Rides
- Food
- Face Painting
- Door Prizes
... and more!

**What:** A chance to celebrate Fall, support our community, and have fun!

**When:** Saturday, October 4th from 9 A.M. to 3 P.M., rain or shine!

**Where:** The big field next to Hopedale Elementary School

**For more information:** Contact Peter Halm at 555-0191

---

Don’t miss the 3rd annual Family Fun Fair!
This fair promises to be even better than last year’s fair—no kidding!

Last year the game booths were a big hit. (Who could forget Principal Snyder winning a stuffed toy dog that was so big it took four students to carry it to her truck?) This year we have **two** new game booths. So get ready to toss those rings and pop those balloons.

Visit our craft tables. They will be better than ever! You can buy items such as clothing, backpacks, and gift baskets.

Children ages 5 and under can have their faces painted for **FREE** by Mr. Garcia’s third-grade art class. They can also take a **FREE** hay ride.

No fair would be complete without food. We will be selling hot dogs, ice cream, roasted nuts, and cotton candy at our booths. For those of you who love to bake, why not enter our new apple pie contest? Just bring your pie to the pie table on the morning of the fair. At 1 P.M., our judges, Coach Carter and math teacher, Mrs. Adams, will choose a winner.

Won’t you please support our school by coming to the fair? Tickets are only $2 each. Door prizes will be given. You could win sports equipment, a new camera, or dinner for four at Merino’s Restaurant!

---

This will be the best fair ever. Don’t miss it!
1. Read the sentence from the selection.

Won’t you please support our school by coming to the fair?

Which word means the same as support?

A  Help
B  Like
C  Start
D  Raise

2. Which of these is free to children ages 5 and under?

A  Food
B  Crafts
C  Hay rides
D  Tickets

3. The information under the title is most helpful in showing —

A  how to get a free hay ride
B  what can be found at the fair
C  how to win a door prize
D  what is at the craft tables

4. Why did the author most likely write the selection?

A  To sell hot dogs and ice cream
B  To show how to win prizes
C  To tell about Principal Snyder’s toy dog
D  To get people to attend the fair
5. Read the statement from the selection.

**For more information:**
Contact Peter Halm at 555-0191

In the statement, contact means that Peter Halm will —

A expect people to come to his home before the fair
B visit people at the fair on Saturday, October 4
C talk to people about the details of the fair
D thank people for bringing pies to the fair

6. Read the statement from the selection.

**What:** A chance to **celebrate** Fall, support our community, and have fun!

Which word means the same as **celebrate**?

A Decorate
B Enjoy
C Perform
D Help
7. Read the sentence from the selection.

You can buy items such as clothing, backpacks, and gift baskets.

What does **items** mean in the sentence?

A  Games  
B  Sweets  
C  Plans  
D  Things

8. The author of the selection wants you to come to the fair. List one question the author asks and explain how the question might make you want to go to the fair.

Use details from the selection to support your answer.

Write your answer in the answer document.

9. What actions in the selection show that teachers and students help at the fair every year?

Use details from the selection to support your answer.

Write your answer in the answer document.
ITEMS NOT ASSOCIATED WITH A PASSAGE
These are the directions given to students.

**DIRECTIONS:**

Look at the word with the underlined letter or letters. The underlined letter or letters stand for a sound. Decide which of the other four words has the same sound in it. Then mark the space for the answer you have chosen.

1. coast
   - A coats
   - B pants
   - C waste
   - D upset

2. start
   - A bark
   - B flame
   - C shadow
   - D hammer

3. trim
   - A climb
   - B limb
   - C claim
   - D brief

4. thought
   - A third
   - B bright
   - C flash
   - D change

5. firm
   - A tire
   - B stir
   - C drift
   - D bridge
These are the directions given to students.

**DIRECTIONS:**

In the question, there are four words. Decide which word is made up of two words. Then mark the space for the answer you have chosen.

6.  
A larger  
B chipmunk  
C sidewalk  
D unhappy

**DIRECTIONS:**

Read each question and choose the best answer. Then mark the space for the answer you have chosen.

7. In the word unhappy, “un” probably means —  
A not  
B with  
C before  
D over

8. The “es” in elves means the same as the “es” in —  
A does  
B knives  
C address  
D besides
These are the directions given to students.

DIRECTIONS:

Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.

9. To examine means to —

A slide
B raise
C wait
D look
ITEMS BY CONTENT STANDARD
Content Standard 1

Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels.

**Item Type**

Multiple-choice

**Additional Information**

Items not associated with passages

**Sample Multiple-Choice Items**

The items below reference “Items Not Associated with a Passage” on pages 25–27.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>coast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>coats</td>
<td>B</td>
<td>pants</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>waste *</td>
<td>D</td>
</tr>
</tbody>
</table>

| 2. | start |   |   |
| A | bark * | B | flame |
|   | C | shadow | D | hammer |

| 3. | trim |   |   |
| A | climb | B | limb * |
|   | C | claim | D | brief |

| 4. | thought |   |   |
| A | third * | B | bright |
|   | C | flash | D | change |

| 5. | firm |   |   |
| A | tire | B | stir * |
|   | C | drift | D | bridge |
Content Standard 2

Demonstrate reading vocabulary knowledge of compound words.

- Using structural analysis to develop meaning
  Examples: prefixes, suffixes, root words
- Drawing semantic maps
- Learning new synonyms and antonyms
- Spelling correctly compound words, phonetically regular words, contractions and possessives; using dictionary to check spelling

Item Type

Multiple-choice

Additional Information

Items associated with passages
Items not associated with passages

Sample Multiple-Choice Items

The item below references “The Best Pickles” on page 6.

1. What is another word for selected?

   A  Grew
   B  Chose *
   C  Peeled
   D  Washed

The item below references “A Visit in the Sky” on page 9.

2. The word adventure in the story means the same as —

   A  hobby
   B  trip *
   C  house
   D  walk
The items below reference “Items Not Associated with a Passage” on pages 25–27.

3. A larger  
   B chipmunk  
   C sidewalk *  
   D unhappy

4. In the word unhappy, “un” probably means —
   A not *  
   B with  
   C before  
   D over

5. The “es” in elves means the same as the “es” in —
   A does  
   B knives *  
   C address  
   D besides

6. To examine means to —
   A slide  
   B raise  
   C wait  
   D look *
Content Standard 3

Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade literary/recreational materials in a variety of genres.

- Identifying literary elements and devices
  - Examples: characters, similes
- Determining sequence of events
- Distinguishing fiction from nonfiction
- Using sentence structure
- Drawing conclusions
- Self-monitoring for understanding
  - Examples: rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences
- Using vocabulary knowledge
- Relating main ideas to specific life experiences
- Reading fluently at approximately 120 words per minute
- Adjusting speed/rate
- Previewing and predicting
- Utilizing text features
- Using prior knowledge and experience

Item Type
Multiple-choice
Open-ended

Additional Information
Items associated with literary/recreational passages and poems will be used.

Sample Multiple-Choice Items
The item below references “The Best Pickles” on page 6.

1. Why are dates included in the letter?
   - A To help Aunt Maryann plan *
   - B To show that the county fair is important
   - C To help Aunt Maryann make pickles
   - D To explain that making pickles is easy

The item below references “A Visit in the Sky” on page 9.

2. You can tell that a reason Joe visited Walpi was to —
   - A learn about a new place *
   - B work in the fields
   - C enjoy the beautiful desert
   - D eat home-cooked foods
The items below reference “A Visit in the Sky” on page 9.

3. At what point in the story does Joe think he might feel like a stranger in Walpi?
   A when he sees his grandfather at the airport
   B when he is talking to his father
   C when he makes a clay vase for his mother
   D when he looks at a picture of the village *

5. Which sentence from the story contains a simile?
   A “This was my first time to travel alone.”
   B “As we drove away from the city, I stared at the beauty of the desert.”
   C “We were so high up, I felt like a bird!” *
   D “I could have lived in Walpi forever!”

4. The story would most likely be found in a —
   A big city newspaper
   B student’s journal *
   C book on the Hopi people
   D report on the desert
6. Which line from the poem is a simile?

A  “The morning is still dark”
B  “as the alarm clock rings.” *
C  “stretch my arms like wings.” *
D  “to the closet I creep.”

7. Which event happens first in the poem?

A  The speaker eats breakfast.
B  The speaker hears the bus honk.
C  The speaker looks in the mirror.
D  The speaker chooses an outfit. *

8. Why did the author most likely write the poem?

A  To inform the reader where to watch clouds
B  To tell the reader about cloud watching *
C  To teach the reader about cloud shapes
D  To explain to the reader how clouds can change

9. Which word best describes the speaker in the poem?

A  Busy
B  Wishful
C  Bored
D  Calm *
Sample Open-Ended Items

The items below reference “A Visit in the Sky” on page 9.

1. On the airplane, how does Joe feel about visiting Walpi?

   Use details from the story to support your answer.

   Write your answer in the answer document.

2. How do the Hopi people treat Joe?

   Use details from the story to support your answer.

   Write your answer in the answer document.

The item below references “Good Morning!” on page 12.

3. What feelings does the speaker have in the poem?

   Use details from the poem to support your answer.

   Write your answer in the answer document.

The item below references “Cloud Creatures” on page 15.

4. What will probably happen the next time the speaker looks at the clouds?

   Use details from the poem to support your answer.

   Write your answer in the answer document.
Content Standard 4

Use a wide range of strategies and skills, including retelling information, using general context clues, and making inferences to identify the main idea, to comprehend third-grade functional and textual/informational and reading materials.

- Using sentence structure
- Distinguishing main idea from details
- Summarizing passages
- Using text feature to gain meaning
  Examples: titles, headings, glossary, boldface print, index, table of contents, maps, charts, tables
- Using vocabulary knowledge
- Self-monitoring for text understanding
- Following simple written directions
- Ordering by importance or chronology

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with textual/informational and functional materials will be used.

Sample Multiple-Choice Items

The items below reference “The Best Pickles” on page 6.

1. The greeting of the letter tells the reader —
   - A who went on the picnic
   - B the person who receives the letter *
   - C the person who wrote the letter
   - D who planted the garden

2. Which question from the letter is most important to the main idea?
   - A “Isn’t that a wonderful idea?”
   - B “Are you having a good summer so far?”
   - C “Do you think you could come for a short visit?” *
   - D “Do you remember my best friend, Nicole?”
3. Mike Powell does not win the jumping contest because —

A Mike’s jump is shorter than Rosie’s jump
B frogs jump farther than humans
C Rosie’s record will never be broken
D Rosie jumped 25 times her size *

5. Why does the spittlebug win the high-jump contest?

A The spittlebug is 28 inches tall.
B Sotomayor does not jump as many times his own height. *
C The spittlebug can jump 25 times its own height.
D Sotomayor needs a magnifying glass to see.

4. What does the word competitor mean in the passage?

A Teammate
B Jumper
C Challenger *
D Coach

6. In the passage, a remarkable athlete —

A jumps in order to set records
B cannot be beaten by a spittlebug or frog
C is one who always wins contests
D shows great talent or skill *
The items below reference “It’s the 3rd Annual Family Fun Fair!” on page 20.

7. Read the sentence from the selection.

Won’t you please support our school by coming to the fair?

Which word means the same as support?

A help *
B like
C start
D raise

8. Which of these is free to children ages 5 and under?

A Food
B Crafts
C Hay rides *
D Tickets

9. The information under the title is most helpful in showing —

A how to get a free hay ride
B what can be found at the fair *
C how to win a door prize
D what is at the craft tables

10. Why did the author most likely write the selection?

A To sell hot dogs and ice cream
B To show how to win prizes
C To tell about Principal Snyder’s toy dog
D To get people to attend the fair *
The items below reference “It’s the 3rd Annual Family Fun Fair!” on page 20.

11. Read the statement from the selection.

For more information:
Contact Peter Halm at 555-0191

In the statement, contact means that Peter Halm will —

A expect people to come to his home before the fair
B visit people at the fair on Saturday, October 4
C talk to people about the details of the fair *
D thank people for bringing pies to the fair

12. Read the statement from the selection.

What: A chance to celebrate Fall, support our community, and have fun!

Which word means the same as celebrate?

A Decorate
B Enjoy *
C Perform
D Help

13. Read the sentence from the selection.

You can buy items such as clothing, backpacks, and gift baskets.

What does items mean in the sentence?

A Games
B Sweets
C Plans
D Things *
Sample Open-Ended Items

The item below references “The Best Pickles” on page 6.

1. Describe the steps in the letter that are used to make dill pickles.
   Use details from the letter to support your answer.
   Write your answer in the answer document.

The item below references “The Jumping Contest” on page 17.

2. Identify one fact about two contestants in the jumping events.
   Use details from the passage to support your answer.
   Write your answer in the answer document.

3. Javier Sotomayor might need a magnifying glass to watch the spittlebug’s jump. However, Mike Powell would not need one to watch Rosie jump.
   Explain why this is true.
   Use details from the passage to support your answer.
   Write your answer in the answer document.

4. In your own words, explain why “Rosie the Ribbiter” would win the long-jump competition.
   Use details from the passage to support your answer.
   Write your answer in the answer document.
The items below reference “It’s the 3rd Annual Family Fun Fair!” on page 20.

5. The author of the selection wants you to come to the fair. List one question the author asks and explain how the question might make you want to go to the fair.

   Use details from the selection to support your answer.

   Write your answer in the answer document.

6. What actions in the selection show that teachers and students help at the fair every year?

   Use details from the selection to support your answer.

   Write your answer in the answer document.
ANSWER KEY
## “The Best Pickles” (pages 6–8)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td>4</td>
</tr>
</tbody>
</table>

### 5. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of the steps that are used to make dill pickles using details from the letter for support. Details may include, but are not limited to, the following:  
  • prepare canning supplies  
  • pick ripe cucumbers or select the best cucumbers  
  • clean and soak the cucumbers  
  • slice the cucumbers  
  • add garlic and dill spice  
  • put the cucumbers in a jar  
  • add a mixture of vinegar, water, and salt to the jars |
| 2           | demonstrate a general understanding of the steps that are used to make dill pickles, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the steps that are used to make dill pickles using little or no support.                                   |
| 0           | demonstrate no attempt to address the prompt.                                                                                                   |
ANSWER KEY

“A Visit in the Sky” (pages 9–11)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td>2</td>
</tr>
</tbody>
</table>

6. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of how Joe feels on the airplane about visiting Walpi using details from the story for support. Details may include, but are not limited to, the following:  
• It is Joe’s first trip by himself, so he may be nervous or excited.  
• Joe worries that he might not be able to make the steep climb to the village.  
• Joe wonders if Grandma and Grandpa might act differently in a new place.  
• Joe worries about being a stranger in Walpi. |
| 2           | demonstrate a general understanding of how Joe feels on the airplane about visiting Walpi, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of how Joe feels on the airplane about visiting Walpi using little or no support.                                          |
| 0           | demonstrate no attempt to address the prompt.                                                                                                        |
“A Visit in the Sky” (continued)

7. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>demonstrate a thorough understanding of how the Hopi people treat Joe using details</td>
</tr>
<tr>
<td></td>
<td>from the story for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• One man helps Joe make a vase.</td>
</tr>
<tr>
<td></td>
<td>• The children let him play in their games.</td>
</tr>
<tr>
<td></td>
<td>• A woman shows him how to weave a basket.</td>
</tr>
<tr>
<td></td>
<td>• He feels like he was part of their family.</td>
</tr>
<tr>
<td></td>
<td>• Joe feels that he could live in Walpi forever.</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate a general understanding of how the Hopi people treat Joe, but the</td>
</tr>
<tr>
<td></td>
<td>support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td>1</td>
<td>demonstrate a limited understanding of how the Hopi people treat Joe using little or</td>
</tr>
<tr>
<td></td>
<td>no support.</td>
</tr>
<tr>
<td>0</td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
“Good Morning!” (pages 12–14)

3. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>demonstrate a thorough description of the speaker’s feelings using details from the poem for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• The speaker is sleepy and not ready to wake up.</td>
</tr>
<tr>
<td></td>
<td>- “I peek over the covers,”</td>
</tr>
<tr>
<td></td>
<td>- “to the closet I creep,”</td>
</tr>
<tr>
<td></td>
<td>- “Still half asleep”</td>
</tr>
<tr>
<td></td>
<td>• The speaker has a sense of humor.</td>
</tr>
<tr>
<td></td>
<td>- “Let’s hope it’s not a wool sweater and polka dot shorts.”</td>
</tr>
<tr>
<td></td>
<td>- “finding my comb is a challenge…”</td>
</tr>
<tr>
<td></td>
<td>• The speaker is concerned about appearance.</td>
</tr>
<tr>
<td></td>
<td>- “off to the mirror to see how I fared”</td>
</tr>
<tr>
<td></td>
<td>- “spy the damage the pillow has done to my hair.”</td>
</tr>
<tr>
<td></td>
<td>• The speaker is finally ready for the school day.</td>
</tr>
<tr>
<td></td>
<td>- “shakes away my mind’s haze,”</td>
</tr>
<tr>
<td></td>
<td>- “I’m awake from my daze.”</td>
</tr>
<tr>
<td></td>
<td>- “to find our friends,”</td>
</tr>
<tr>
<td></td>
<td>- “and see how they’ve been.”</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate a general description of the speaker’s feelings, but the support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td>1</td>
<td>demonstrate a limited understanding of the speaker’s feelings using little or no support.</td>
</tr>
<tr>
<td>0</td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
“Cloud Creatures” (pages 15–16)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough description of what will probably happen the next time the speaker looks at the clouds using details from the poem for support. Details may include, but are not limited to, the following:  
  • The speaker will lie down on the grass.  
  • The speaker will look to see if different creatures are in the clouds.  
  • The speaker will relax and take time to focus on the different shapes of clouds.  
  • The speaker will continue to use imagination to find new creatures in the clouds.  
  • The speaker may find new friends drifting by. |
| 2           | demonstrate a general description of what will probably happen the next time the speaker looks at the clouds, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of what will probably happen the next time the speaker looks at the clouds using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
ANSWER KEY

“The Jumping Contest” (pages 17–19)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>4</td>
</tr>
</tbody>
</table>

5. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough explanation of one fact about two contestants in the jumping contests using details from the passage for support. Details may include, but are not limited to, the following:  
  - Mike Powell jumped nearly 30 feet, about the length of two cars, six times his height.  
  - “Rosie the Ribbeter” jumped more than 21 feet setting a record.  
  - Javier Sotomayor can jump about 8 feet high.  
  - A spittlebug can jump 28 inches, which if it was the size of a human, would be equivalent to jumping 600 feet.  
  - The spittlebug is only \( \frac{1}{4} \) inch long.  
  - Rosie is about 10 inches long. |
| 2           | demonstrate a general explanation of one fact about two contestants in the jumping contests, but the support is less in-depth and complete than a score point 3 answer  
  OR  
  demonstrate a thorough explanation of one fact about a contestant in the jumping contests. |
| 1           | demonstrate a limited explanation of one contestant in the jumping contests using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“The Jumping Contest” (continued)

6. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough explanation of why Mike Powell does not need a magnifying glass to watch Rosie jump using details from the passage for support. Details may include, but are not limited to, the following:  
  - Rosie’s legs are ten inches long when stretched to a full length.  
  - The frog is large enough to be seen without a magnifying glass.  
  - Rosie is not as small as the spittlebug.  
  - The spittlebug is very small, and you might not be able to see it with just your eyes when it jumps. |
| 2           | demonstrate a general explanation of why Mike Powell does not need a magnifying glass to watch Rosie jump, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited explanation of why Mike Powell does not need a magnifying glass to watch Rosie jump using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |

7. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough explanation of why Rosie would win the long-jump competition using details from the passage for support. Details may include, but are not limited to, the following:  
  - Rosie jumped 21 feet, a record that has not been broken by any other frog.  
  - Rosie’s jump was more than 25 times her size, while Mike Powell’s jump was only five times his height.  
  - Rosie is able to jump farther than most people or a spittlebug.  
  - The spittlebug can jump higher, but Rosie can jump farther.  
  - Rosie’s jump is more impressive, based on the size of her body. |
| 2           | demonstrate a general explanation of why Rosie would win the long-jump competition, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited explanation of why Rosie would win the long-jump competition using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
# ANSWER KEY

“It’s the 3rd Annual Family Fun Fair!” (pages 20–23)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>D</td>
<td>4</td>
</tr>
</tbody>
</table>

## 8. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of the author’s use of questions by listing a question the author asks and giving a reasonable explanation using details from the selection for support. Details may include, but are not limited to, the following:  
  • Who could forget Principal Snyder winning a stuffed toy dog that was so big it took four students to carry it to her truck? (To show how exciting the prizes can be.)  
  • For those of you who love to bake, why not enter our apple pie contest? (Make students with cooking skills want to enter contest.)  
  • Won’t you please support our school by coming to the fair? (The money from the fair goes right back to the student.) |
| 2           | demonstrate a general understanding of the author’s use of questions by listing one question the author asks and giving a reasonable explanation, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the author’s use of questions using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“It’s the 3rd Annual Family Fun Fair!” (continued)

9. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of actions in the selection that show how teachers and students help at the fair every year using details from the selection for support. Details may include, but are not limited to, at least two of the following:  
  • The principal won a dog last year, so she must have spent money at the game booths to help the fair earn more.  
  • The students were there to help carry the principal’s prize.  
  • Mr. Garcia’s third-grade class is helping people have fun by doing face painting.  
  • There are two teachers judging the apple pie contest. |
| 2           | demonstrate a general understanding of actions in the selection that show how teachers and students help at the fair every year, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of actions in the selection that show how teachers and students help at the fair every year using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
## ANSWER KEY

“Items Not Associated with a Passage” (pages 25–27)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>D</td>
<td>2</td>
</tr>
</tbody>
</table>
SAMPLE RESPONSE FORMAT
SAMPLE RESPONSE: MULTIPLE-CHOICE

1  A B C D
2  A B C D
3  A B C D
4  A B C D
5  A B C D
6  A B C D
7  A B C D
8  A B C D
9  A B C D
10 A B C D