

# Colorado Measures of Academic Success



## Grade 3

### English Language Arts/Literature



Paper Practice Resource for Students



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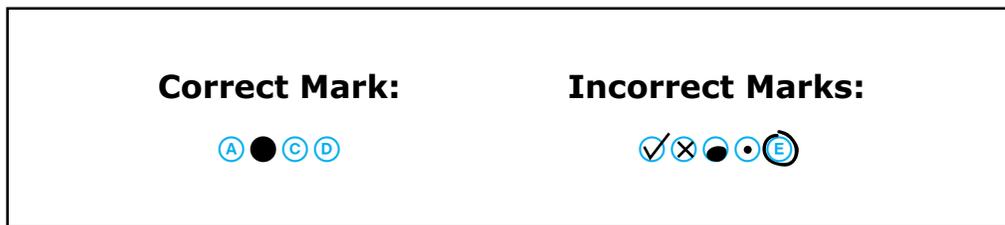
The Colorado Measures of Academic Success (CMAS) is Colorado’s standards-based assessment program designed to measure the Colorado Academic Standards (CAS) in the content areas of science, social studies, English language arts, and mathematics. The sample items included in this resource provide students with an opportunity to become familiar with the format of test items that appear in the paper-based test books. The sample items are not intended to be a complete test, nor are they intended to cover all assessed content or item types.

While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

### Item Types:

#### Selected Response Items

Selected response items are multiple choice questions. To respond, the student indicates their response by filling in the circle(s) next to their answer choice.



#### Constructed Response Items

Constructed response items are questions or prompts that require an independent, written response. To respond, the student writes his or her answer in the response box in the test book.

## **Converted Online Technology-Enhanced Item Types**

Online technology-enhanced items converted to the paper testing format may ask students to:

- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram

# ITEM SET 1

**Today you will research life in the Arctic. You will read a passage from "Inuit" and *Life in a Deep Freeze*. 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 passage from the article "Inuit". Then answer questions 1 and 2.

## 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<sup>1</sup> 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<sup>2</sup> 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.

<sup>1</sup>teeming—overflowing

<sup>2</sup>heritage—way of life from the past

## **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.

## **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 the 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.

From Inuit community article from the Kids' Site of Canadian Settlement © Government of Canada. Reproduced with the permission of Library and Archives Canada (2018). Source: Library and Archives Canada's Web site, [www.collectionscanada.gc.ca](http://www.collectionscanada.gc.ca).

**1. 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 of their time hunting animals in order to survive.
- Ⓓ The Inuit have become dependent on modern conveniences in the past few years.

**Part B**

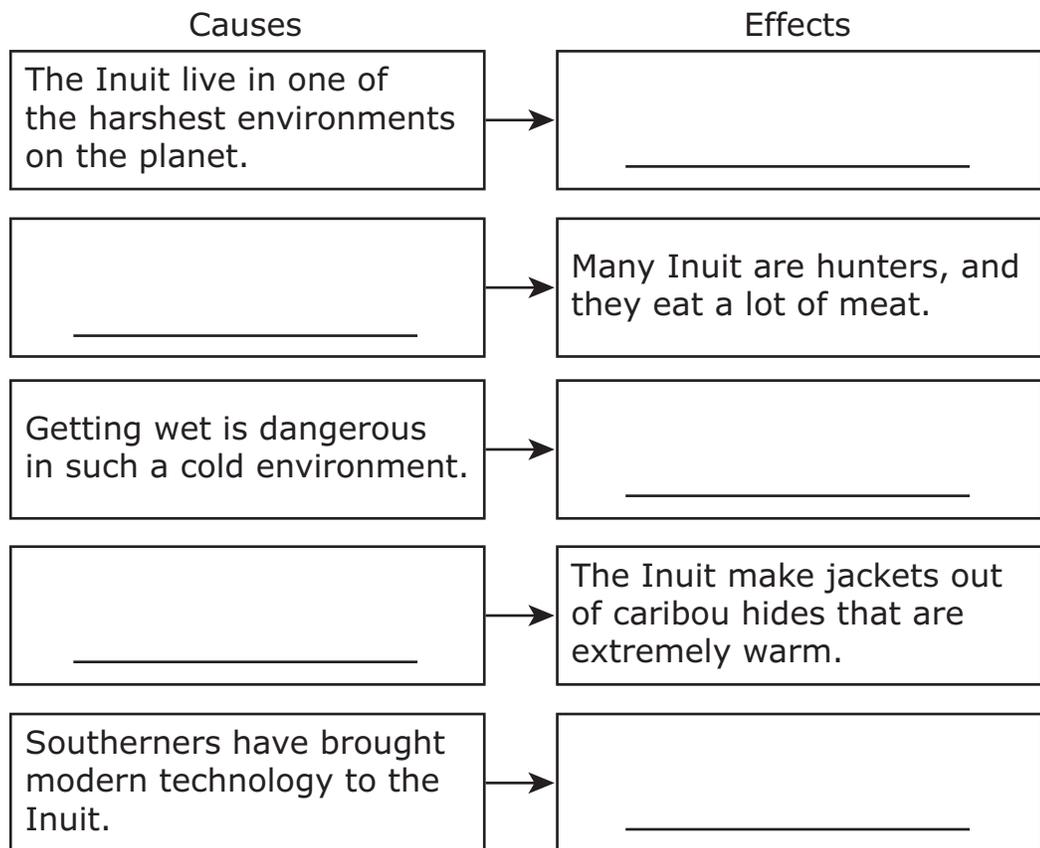
Which sentence from the passage supports the answer to Part A?

- Ⓐ "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)

2. How are the ideas in "Inuit" related to each other? Write the letters of the ideas from the List of Causes and Effects in the correct boxes to complete the chart.

**List of Causes and Effects**

- A. Few plants can grow in the Arctic.
- B. The Inuit have adapted their lifestyle to survive in the Arctic.
- C. The Inuit have changed their diet and way of life.
- D. The Arctic is an extremely cold climate.
- E. The Inuit make waterproof clothing.



Read the article "Life in a Deep Freeze." Then answer questions 3 through 5.

## 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.

## **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 **Muskox:** 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 muskox'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 muskox sheds this undercoat when the weather gets warmer. Muskoxen 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.

**3. Part A**

What does the word **stable** mean as it is used in paragraph 7 of “Life in a Deep Freeze”?

- Ⓐ not likely to change; remain the same
- Ⓑ no longer on the surface; unable to be seen
- Ⓒ a large part of the sea; the cold ocean
- Ⓓ a safe place for animals; free from predators

**Part B**

Which words from paragraph 7 provide a clue for the answer to Part A?

- Ⓐ “. . . keeps warm even while digging for clams . . .”
- Ⓑ “Under its inch-thick hide . . .”
- Ⓒ “. . . six-inch layer of blubber . . .”
- Ⓓ “. . . keep its body heat . . .”

#### 4. 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)

## 5. 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)

**TURN THE PAGE AND  
CONTINUE WORKING**



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Read the passage from *Face to Face with Sharks*. Then answer questions 7 through 11.

## from *Face to Face with Sharks*

by David Doubilet and Jennifer Hayes

- 1 We have photographed hundreds of sharks around the world. Different shark species have different personalities. Sand tiger sharks are calm, and we can swim with them. Great white sharks are very fast, aggressive predators, so we photograph them from a special shark cage. We are always excited to see a shark while we are diving, but we are always careful and cautious because we are visitors in their world.
- 2 We have never been bitten by a shark. However, some sharks try to bite our camera strobe lights. The sharks sense the batteries' electric charge, and they think the strobes are alive and might taste good.
- 3 You never know when you will discover a shark surprise. One day we were swimming in eight-foot-deep water off the coast of Tasmania, a large island south of Australia. We looked down and saw more than 15 sawsharks with long snouts, called rostrums, hiding in green algae. We were shocked to see them there because sawsharks usually live in over 100 feet of water. These female sharks may have come into shallow water to birth their pups.



**Shark expert Mark Addison named this shark Barbara Ann. She and many other tiger sharks migrate to Aliwal Shoal off South Africa every year. Tiger sharks have beautiful stripes, but like tigers, they can be aggressive and unpredictable.**

- 4 We had our favorite shark dive on a very calm day off Gansbaai, South Africa. We got in our round metal cage and went in. Right away, a 15-foot great white swam out of the gloom and smashed our cage hard enough to knock us down. She came back to the cage again and again, showing us her razor-sharp teeth and a mouth that could swallow us whole. More and more great whites appeared out of nowhere. Four sharks circled our cage at the same time. We stayed in the cage until the sun went down, even though we were cold. That day, 17 different great white sharks came to check us out. It was the best day ever!

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Photo: Pacific Stock-Design Pics/Superstock

**7. Part A**

What is the meaning of **cautious** as it is used in paragraph 1 of the passage?

- Ⓐ relaxed
- Ⓑ safe
- Ⓒ scared
- Ⓓ unhappy

**Part B**

Which word from paragraph 1 supports the answer to Part B?

- Ⓐ calm
- Ⓑ fast
- Ⓒ excited
- Ⓓ careful

**8. Part A**

How do the authors organize information in paragraph 4 of the passage from *Face to Face with Sharks*?

- (A) by presenting the problem of a dangerous dive and offering a solution
- (B) by explaining the causes and effects of shark behavior
- (C) by describing events in the order they happened
- (D) by contrasting types of great white sharks

**Part B**

Which **two** phrases from paragraph 4 **best** support the answer to Part A?

- (A) “. . . on a very calm day . . .”
- (B) “Right away . . .”
- (C) “More and more . . .”
- (D) “. . . out of nowhere.”
- (E) “. . . until the sun went down . . .”

9. Based on the passage and the photograph in the passage, write an **X** in **each** row of the table to show whether each detail describes great white sharks, sawsharks, or tiger sharks.

<b>Description</b>	<b>Great White Sharks</b>	<b>Sawsharks</b>	<b>Tiger Sharks</b>
migrate every year			
have long snouts			
work in groups			
hide in algae			
have stripes			

## 10. Part A

How do the authors feel about sharks?

- Ⓐ The authors are worried about their safety when swimming with sharks.
- Ⓑ The authors are thrilled to watch the unexpected actions of sharks.
- Ⓒ The authors are relaxed because some sharks can be playful.
- Ⓓ The authors are confused by the actions of the sharks.

## Part B

Which **two** details from the passage **best** support the answer to Part A?

- Ⓐ "Sand tiger sharks are calm. . . ." (paragraph 1)
- Ⓑ ". . . photograph them from a special shark cage." (paragraph 1)
- Ⓒ "We are always excited to see a shark. . . ." (paragraph 1)
- Ⓓ "We were shocked to see them. . . ." (paragraph 3)
- Ⓔ ". . . showing us her razor-sharp teeth . . ." (paragraph 4)
- Ⓕ "It was the best day ever!" (paragraph 4)

**11. Part A**

What is the main idea of the passage?

- Ⓐ Scientists believe that sharks have unique personalities.
- Ⓑ Scientists are often surprised by the actions of sharks.
- Ⓒ Sharks are playful creatures when being studied.
- Ⓓ Sharks can be dangerous when around people.

**Part B**

How do the authors of the passage support the main idea?

- Ⓐ by explaining safety measures they use when diving with sharks
- Ⓑ by describing the best adventure they have had with sharks
- Ⓒ by providing examples of various types of shark behavior
- Ⓓ by describing some unexpected experiences with sharks

**This is the end of Item Set 1.**

# ITEM SET 2

**Today you will read and think about two passages from Little Polar Bear and the Husky Pup. As you read these passages, you will gather information and answer questions about how the illustrations help you understand the passages so you can write an essay.**

Read Part I of the passage from Little Polar Bear and the Husky Pup. Then answer questions 1 and 2.

## from Little Polar Bear and the Husky Pup

by Hans de Beer

### Part I

Copyright restrictions prevent the excerpt from LITTLE POLAR BEAR AND THE HUSKY PUP written and illustrated by Hans de Beer from being displayed in this format. Please refer to the sentence beginning at "Lars, the little Polar Bear, lived at the North Pole..." and ending with the sentence "We'll find your mother tomorrow, Floe." from LITTLE POLAR BEAR AND THE HUSKY PUP written and illustrated by Hans de Beer. Copyright © 1999 by Nord-Süd Verlag AG, Gossau Zürich, Switzerland, translation copyright © 1999 by North-South Books, Inc., published by Scholastic, Inc., accessible through your local library.

**1. Part A**

Which statement explains why Lars helps Floe when they first meet?

- Ⓐ Lars would like a friend to talk to.
- Ⓑ Lars believes that the dog needs food.
- Ⓒ Lars is looking for someone to travel with.
- Ⓓ Lars is concerned because the dog is trapped.

**Part B**

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

- Ⓐ "When the dogs saw they would never catch up with him, they lost interest and turned back." (paragraph 5)
- Ⓑ "Although the other dogs had given him a fright, he felt sorry for this little one." (paragraph 6)
- Ⓒ "Then Lars caught some fish and offered one to Floe, who gobbled it up." (paragraph 18)
- Ⓓ "The next morning Lars and Floe set off under a clear blue sky to find the igloo." (paragraph 22)

## 2. Part A

What happens when Lars gets close to the igloo the first time?

- Ⓐ Lars meets Floe.
- Ⓑ Lars rescues Floe.
- Ⓒ Lars is chased by dogs.
- Ⓓ Lars finds a place to rest.

## Part B

Which sentence from the story **best** supports the answer to Part A?

- Ⓐ "The leashes snapped, and the whole team rushed at Lars, barking furiously." (paragraph 4)
- Ⓑ "He was woken by a strange noise." (paragraph 6)
- Ⓒ "He worked and worked until the pile of snow was big enough to let the little dog climb all the way out." (paragraph 8)
- Ⓓ "'I would gladly help,' Lars shouted to the puppy, 'but I don't want to be growled at!'" (paragraph 12)

Read Part II of the passage from Little Polar Bear and the Husky Pup. Then answer questions 3 and 4.

## from Little Polar Bear and the Husky Pup

by Hans de Beer

### Part II

Copyright restrictions prevent the excerpt from LITTLE POLAR BEAR AND THE HUSKY PUP written and illustrated by Hans de Beer from being displayed in this format. Please refer to the sentence beginning at "In the morning they walked to the sea..." and ending with the sentence beginning "After that, Lars was often seen with a smile..." from LITTLE POLAR BEAR AND THE HUSKY PUP written and illustrated by Hans de Beer. Copyright © 1999 by Nord-Süd Verlag AG, Gossau Zürich, Switzerland, translation copyright © 1999 by North-South Books, Inc., published by Scholastic, Inc., accessible through your local library.

### 3. Part A

What is the meaning of **anxious** as it is used in paragraph 4 in Part II of the story?

- Ⓐ quiet
- Ⓑ careful
- Ⓒ worried
- Ⓓ interested

### Part B

Which detail from paragraphs 3 and 4 helps the reader understand the meaning of the word **anxious**?

- Ⓐ “. . . Floe stopped barking.” (paragraph 3)
- Ⓑ “. . . people are dangerous.” (paragraph 4)
- Ⓒ “. . . a good find!” (paragraph 4)
- Ⓓ “. . . we can travel twice as fast.” (paragraph 4)

**4. Part A**

Based on Parts I and II of the story, what does Floe want most of all?

- A to eat meat
- B to find his family
- C to make a lot of noise
- D to have an adventure with Lars

**Part B**

Which idea from the story supports the answer to Part A?

- A Floe gives Lars something new to eat.
- B Floe says he will be nice if Lars will rescue him.
- C Floe becomes excited when he finds the kayak.
- D Floe makes noise to show that he wants his mother.

Refer to the passages from Part I and Part II of "Little Polar Bear and the Husky Pup." Then answer question 5.

5. In the Part I column of the table, write the letter of **one** sentence in **each** box to show the correct order of events in Part I the story. In the Part II column of the table, write the number of **one** sentence in **each** box to show the correct order of events in Part II of the story.

**Events from Part I**

- A. Floe protects Lars from the hunters.
- B. Lars is chased by huskies.
- C. Lars rescues Floe from the drifting ice.
- D. Lars gives some fish to Floe.

**Events from Part II**

- 1. Floe gives Lars his collar as a gift.
- 2. Floe's mother hears him.
- 3. Floe barks at the seals.
- 4. Lars and Floe kayak toward town.

	Part I Events in Order	Part II Events in Order
#1	_____	_____
#2	_____	_____
#3	_____	_____
#4	_____	_____

**TURN THE PAGE AND  
CONTINUE WORKING**



A large rectangular area with a light green border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across most of the width of the page.

Read the poem "Shadows." Then answer questions 7 through 10.

## Shadows

*by April Pulley Sayre*

Shadow of a flower,

Shadow of the moon.

Shadow of a tree trunk

Shadow of the moon.

5 Searching for shadows,

we run, hop, stare . . .

at lots of shadows

here and there.

Dragonfly shadows

10 zip and pop.

Running horse shadows

never stop!

Our shadowy shapes

shift as we dance.

15 Leg kick! Leg kick!

Prance, prance, prance!

My friend catches

my shadow's hand.

Hand in shadow,

20 we walk the sand.

A ball and its shadow

fall and meet,  
rolling to my  
shadow's feet.

25 We outline shadows  
with a piece of chalk.  
But later they've moved  
on the hot sidewalk.  
A man keeps a shadow

30 under his hat.  
An umbrella opens.  
A shadow falls.

Splat!  
Clouds move in—

35 sponging shadows away.  
But the shadows return  
with the sun. Let's play!  
Hand shadows hop  
through the tall, green grass.

40 Underwater shadows  
Follow four fast bass.  
Toe shadows walk  
on the bottom of a creek.

Sudden scary shadows

45 make us shriek!

Bird shadows skim  
over shrubs and rocks.

Sundial shadows  
turn like clocks.

50 Tree shadows make  
cool spots to rest.

I think I like  
these shadows best.

"Shadows" by April Pulley Sayre. Copyright © 2002 by April Pulley Sayre. [www.aprilsayre.com](http://www.aprilsayre.com). All rights reserved.

**7.** Which words or phrases show time is passing?

Select **two** words or phrases that show time is passing.

- A "outline" (line 25)
- B "later" (line 27)
- C "under his hat" (line 30)
- D "Splat" (line 33)
- E "move in" (line 34)
- F "sponging" (line 35)
- G "return" (line 36)

**8. Part A**

How is the central message conveyed in "Shadows"?

- A through a description of things that make shadows
- B through a description of the actions of the speaker
- C through a description of how shadows move
- D through a description of the setting

**Part B**

Which lines from the poem give an example of the answer in Part A?

- A "Searching for shadows, we run, hop, stare . . ." (lines 5-6)
- B "We outline shadows with a piece of chalk." (lines 25-26)
- C "But the shadows return with the sun. Let's play!" (lines 36-37)
- D "Bird shadows skim over shrubs and rocks." (lines 46-47)

9. Which evidence from the poem helps the reader know the speaker's feelings about shadows?

Write the letter of the evidence from the poem in the graphic organizer to show **three** examples of how the reader knows the speaker's feelings about shadows.

A. "with a piece of chalk." (line 26)

B. "Sudden scary shadows" (line 44)

C. "turn like clocks." (line 49)

D. "Searching for shadows," (line 5)

E. "cool spots to rest." (line 51)

Evidence of the Speaker's  
Feelings about Shadows

fearful	_____
curious	_____
creative	_____

## 10. Part A

Which phrase **best** describes the speaker in the poem?

- Ⓐ someone willing to help others with an important task
- Ⓑ someone comfortable performing before a large audience
- Ⓒ someone who shares books with friends
- Ⓓ someone who enjoys being outside

## Part B

Which **two** details from the poem provide evidence for the answer to Part A?

- Ⓐ "Our shadowy shapes" (line 13)
- Ⓑ "My friend catches" (line 17)
- Ⓒ "under his hat." (line 30)
- Ⓓ "through the tall, green grass." (line 39)
- Ⓔ "on the bottom of a creek." (line 43)
- Ⓕ "make us shriek!" (line 45)

**This is the end of Item Set 2.**

