

Colorado Measures of Academic Success



Grade 3

English Language Arts/Literacy



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.

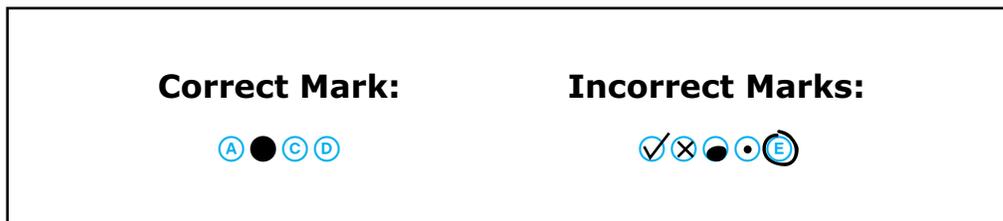
While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

The sample item sets in the CMAS Practice Resources are not intended to be representative of a complete unit or test, nor are they intended to cover all assessed content or item types. To view assessment frameworks, high level blueprints, scoring rubrics, evidence statements and standards for the CMAS assessments, visit: https://www.cde.state.co.us/assessment/cmas_testdesign.

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 read the passage “The Glockentown Clock Caper” and a passage from *The Haunted Clock Tower Mystery*. As you read, pay attention to the characters and action so you can answer questions and write a response.

Read the passage “The Glockentown Clock Caper.” Then answer questions 1 through 3.

The Glockentown Clock Caper

by Julia Quay

- 1 Detective Raclette pedaled his bicycle over the muddy hills toward Glockentown. *This had better be worth postponing my afternoon nap*, he thought, turning the last corner into the town square.
- 2 To his great surprise, all the villagers were standing in the square—from old Englebert, who never came out of his house, to Frau¹ Becker, still in her baker’s apron and cap.
- 3 Herr² Stoppen, the town clockmaker, ran to Raclette’s side, waving his hands wildly. “Raclette! You are the only one who can save the town from ruin! But *shhh!* It’s almost two o’clock! Listen!”
- 4 Silence fell over the square. Every man, woman, and child looked with great anticipation at the town clock.
- 5 Understand, Glockentown is famous for its clock. Designed and built by Stoppen’s grandfather many years ago, the clock proudly faces the square, keeping the world’s most accurate time. Most impressive of all, each hour after chiming the time, the clock plays a delicate 10-minute music-box concert, and a family of fairy figurines pops out and dances in time to the music. People come from miles around just to see this amazing feat of clockmaking workmanship.
- 6 *BONG! BONG!* Two deep chimes interrupted Raclette’s thoughts. Two o’clock on the nose. What was the problem?

¹Frau—title of a married woman in German, like “Mrs.”

²Herr—title of a man in German, like “Mr.”

- 7 And then—*BLAAAT! BLAAAAAT!* Raclette looked up in surprise. *That's definitely not a music box*, he thought. It sounded more like a trumpet with a wet rag stuck inside it.
- 8 *BRAAAAAP! BRAAAAAP!*
- 9 The awful screeching and *wah-wah*-ing continued throughout the entire 10-minute music-box concert.
- 10 Stoppen yanked at his beard. "I'll be ruined! Who will buy a clock from anyone in the Stoppen family now?"
- 11 "It's making the cheese turn sour!" groaned Appenzeller, the town's cheesemaker.
- 12 "And none of my bread will rise!" cried Frau Becker, returning to her shop with a slam of the door.
- 13 "Those figurines' motions are based on sound. A few more blasts like that and they might break off completely." Stoppen grabbed Raclette by the vest. "You must figure out why this is happening! Has someone tinkered with the clock? Has an elephant taken up residence in the clock tower?"
- 14 Reluctantly, Raclette followed Stoppen to the clock tower. They climbed several rickety staircases until they reached the inside of the great clock. They found no sign of elephants. No footprints, no peanuts, not a thing out of place.
- 15 "We really are high up here, aren't we," observed Raclette, peeking out from behind the front face of the clock at the town square far below.
- 16 "Indeed we are!" said Stoppen. "Look over there. The music echoes off that mountaintop and is heard throughout the land. We must fix this problem right away."
- 17 *Right away?* thought Raclette. *So much for my afternoon nap!*
- 18 Back in town, Raclette settled in at a café to sort out the facts of the case. He was just taking the first sip of his hot chocolate when he heard music. An alpenhorn player stood outside the café, entertaining passersby with his songs. A sign next to the performer read *Professor Berg, Alpenhorn Player. Lessons available.*
- 19 Raclette took two more thoughtful sips, then went out to meet the musician.
- 20 "I'd like to take a lesson from you, Professor," Raclette said.

- 21 "I'm delighted to hear of your interest," the horn player said.
- 22 "Tell me," Raclette continued, "what kind of advice do you give your students about practicing?"
- 23 "Well, for beginners, it's best not to get discouraged. I tell them to pick a time—the same time every day—and just make sound for 10 minutes. That really develops the mouth muscles, you know."
- 24 Raclette felt a surge of excitement. "I see. Do you recommend practicing indoors?"
- 25 "Of course not! You set up your horn in the highest possible place outside. Preferably a mountaintop if you can get there—"
- 26 Raclette was off and running, to the top of the mountain behind the town clock. To the lone house at the very top! Raclette knocked on the door, and a young man answered.
- 27 "Sorry to disturb you," said Raclette. "But do you play the alpenhorn?"
- 28 "Every day at two o'clock," the young man said proudly.
- 29 Raclette smiled. "We would hear your practices better at two thirty. Would you be willing to adjust your schedule?"
- 30 "With pleasure!" the young man said, thrilled to know he had an audience.
- 31 And at last, Raclette went home to enjoy his afternoon nap.

"The Glockentown Clock Caper" by Julia Quay from HIGHLIGHTS FOR CHILDREN, June 2016. Copyright © 2016 by Highlights for Children, Inc. All rights reserved.

1. Part A

What does the phrase **on the nose** mean as it is used in paragraph 6 of "The Glockentown Clock Caper"?

- A not pleasant to hear
- B exactly correct
- C much too clear
- D bad smelling

Part B

Which detail from the passage **best** helps the reader understand the meaning of **on the nose**?

- A Raclette hears an awful screeching noise.
- B The clock chimes at the expected time.
- C The front of the clock looks like a face.
- D Raclette looks up in surprise.

2. Part A

In "The Glockentown Clock Caper," what happens as a result of Raclette's talk with Professor Berg?

- (A) Professor Berg offers to help Raclette learn to play a musical instrument.
- (B) Professor Berg gives Raclette the clue that helps him solve the mystery.
- (C) Professor Berg tells Raclette how to become a better horn player.
- (D) Professor Berg gives Raclette an excuse to leave the café.

Part B

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

- (A) "Raclette took two more thoughtful sips, then went out to meet the musician." (paragraph 19)
- (B) "'I'd like to take a lesson from you, Professor,' Raclette said." (paragraph 20)
- (C) "'I tell them to pick a time—the same time every day—and just make sound for 10 minutes.'" (paragraph 23)
- (D) "'That really develops the mouth muscles, you know.'" (paragraph 23)

3. Circle the correct answer in each box to complete a description of the characters in "The Glockentown Clock Caper."

"I'll be ruined! Who will buy a clock from anyone in the Stoppen family now?" Stoppen says in paragraph 10. This shows he is worried that _____.

the problem will hurt his business
visitors will stop coming
people will blame him

Details in paragraphs _____ show that other people in the

2-3
4-5
11-12

town feel much the same way. Paragraph 1, though, shows that Raclette is _____,

excited to see everyone
bothered by the case
eager to help others

and he _____.

would rather be doing something else
thinks of an easy solution
wants to prove himself

Read the passage from *The Haunted Clock Tower Mystery*. Then answer questions 4 and 5.

from *The Haunted Clock Tower Mystery*

by Gertrude Chandler Warner

- 1 Just then the clock chimed loudly.
- 2 "It's almost time for the evening concert," said Ezra. "Would you kids like to watch me play the carillon?"
- 3 "You bet!" cried Benny. "Is that it?" He pointed to the large wooden console¹ in the center of the room.
- 4 "Yes, that's the carillon," Ezra said. "The bells are upstairs. We'll go up in a minute so you can see them. They're the best part—you won't believe how big they are."
- 5 The children had never seen anything quite like the carillon before. It reminded them a little bit of their upright piano at home. Just like their piano, it had a music stand on the front. Underneath the stand, instead of a keyboard, there were two long horizontal rows of wooden knobs sticking out. Down near the floor was a row of wooden pedals, and up above the carillon was a row of wires leading up through the ceiling.
- 6 "How does it work?" Jessie asked.
- 7 "You sit on this bench to play it," Ezra said as he sat down. "When you press down a knob or a pedal, a bell rings. Like this," he said, pressing down on the far-left knob. The children heard a bell chime above them.
- 8 "That's really neat," said Henry.
- 9 "Can I try?" Benny asked.
- 10 "Sure," Ezra said.
- 11 Benny carefully pressed down one of the knobs in the middle. Again the Aldens heard a bell ringing over their heads.
- 12 "Now let's go see the bells," Ezra suggested.

¹console—a desk-like structure that contains the keys and pedals needed to play an organ

- 13 The Aldens followed Ezra out of the tower room. A small dark stairway took them to the floor above, where the bells were housed. There were two rows of large heavy bells on the bottom and two rows of smaller bells hanging above.
- 14 "That one on the end is bigger than me!" Benny cried.
- 15 "And it weighs a lot more, too," said Ezra. "It weighs more than forty-five hundred pounds! Would you like to go inside it?"
- 16 Benny's eyes grew wide. "Can I really?"
- 17 "Sure," Ezra said.
- 18 Benny bent down and ducked underneath the edge of the heavy bell. When he stood up inside, all the others could see were his legs sticking out at the bottom. "Hello out there!" he called. His voice had a strange muffled sound from inside the bell. Finally he ducked down, and came back out. "I've never stood inside a bell before," he said.

From THE HAUNTED CLOCK TOWER MYSTERY created by Gertrude Chandler Warner. Copyright © 2001 by Albert Whitman & Company. All rights reserved.

4. Part A

What does the word **carillon** mean as it is used in paragraph 5 of the passage from *The Haunted Clock Tower Mystery*?

- Ⓐ a huge toy made from wood
- Ⓑ a machine that tells time
- Ⓒ a musical instrument
- Ⓓ a type of game

Part B

Which detail from the passage **best** helps the reader understand the meaning of the word **carillon**?

- Ⓐ "Just then the clock chimed loudly." (paragraph 1)
- Ⓑ "'It's almost time for the evening concert,' said Ezra." (paragraph 2)
- Ⓒ "' . . . you won't believe how big they are.'" (paragraph 4)
- Ⓓ ". . . there were two long horizontal rows of wooden knobs sticking out." (paragraph 5)

5. Part A

Read paragraph 4 of the passage from *The Haunted Clock Tower Mystery*.

“Yes, that’s the carillon,” Ezra said. “The bells are upstairs. We’ll go up in a minute so you can see them. They’re the best part—you won’t believe how big they are.”

How do paragraphs 5–7 add to the ideas in paragraph 4?

- Ⓐ They explain why Ezra wants to play the carillon for the children.
- Ⓑ They explain how the carillon actually makes a sound.
- Ⓒ They explain why the carillon’s bells must be so large.
- Ⓓ They explain how Ezra learned to use the carillon.

Part B

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

- Ⓐ “The children had never seen anything quite like the carillon before.” (paragraph 5)
- Ⓑ “It reminded them a little bit of their upright piano. . . .” (paragraph 5)
- Ⓒ “Down near the floor was a row of wooden pedals, and up above the carillon was a row of wires leading up through the ceiling.” (paragraph 5)
- Ⓓ ““You sit on this bench to play it,” Ezra said. . . .” (paragraph 7)
- Ⓔ “The children heard a bell chime above them.” (paragraph 7)

Refer to the passage "The Glockentown Clock Caper" and the passage from *The Haunted Clock Tower Mystery*. Then answer question 6.

6. Write the letter of **one** statement that is a central message of "The Glockentown Clock Caper" in the correct box. Then write the letter of **one** statement that is a central message of the passage from *The Haunted Clock Tower Mystery* in the correct box. Not all statements will be used.

**"The Glockentown
Clock Caper"**

**from *The Haunted Clock
Tower Mystery***

Central Messages

- A. Trying new things can be exciting.
- B. Do not let your fears hold you back.
- C. Taking care of your things can help keep problems away.
- D. The cause of a problem is not always what it first appears to be.

**TURN THE PAGE AND
CONTINUE WORKING**

A large rectangular area with a light green border, containing 20 horizontal blue lines. The lines are evenly spaced and extend across most of the width of the rectangle, leaving a small margin on the right side. This area is intended for writing or drawing.

Read the passage from *Deep Diving Adventures*. Then answer questions 8 through 12.

from *Deep Diving Adventures*

by Sue Vander Hook

Exploring in Deep Waters

- 1 Any dive more than 100 feet (30 meters) is a deep dive. People usually make deep dives in oceans. The four major oceans¹ of the world are the Pacific, Atlantic, Indian, and Arctic Oceans.
- 2 Scuba divers sometimes make deep dives. Scuba stands for "self-contained underwater breathing apparatus." Scuba divers use tanks filled with air to breathe underwater.
- 3 Scuba divers who make deep dives are called technical divers. They can reach depths of more than 350 feet (100 meters). But technical divers need special training and equipment. They may use rebreather equipment. This equipment allows technical divers to breathe underwater for longer periods of time than other scuba divers. Scuba divers with rebreather equipment can stay underwater for 4 to 6 hours. Scuba divers without this equipment can only stay underwater for about 90 minutes.
- 4 People often use submersibles² to make deep dives. Submersibles can travel several thousand feet or meters underwater. Some submersibles have cameras. Divers use cameras to take pictures of ocean life. Submersibles also may have mechanical arms. Divers can use the arms to collect ocean life. They then can study the ocean life when they return to the surface.
- 5 Deep divers have made many important discoveries. They have learned that oceans have similarities to land. Both have plains, cliffs, caves, and mountains. Plains are areas of flat land. Some underwater mountains rise out of the ocean's surface to form islands. Vents also exist underwater. These openings in the earth's surface are similar to volcanoes. But vents shoot out hot gases and boiling water instead of melted rock called lava. Underwater earthquakes are common. These earthquakes sometimes form deep cracks in the ocean floor. One of these cracks is the Mariana Trench.

¹four major oceans—In 2000, the Southern Ocean was established as the fifth ocean.

²submersibles—small ships that can travel under water

6 Deep divers also have learned a great deal about ocean life. They have learned that some deep-sea fish are luminous. Chemicals in these fish make some of their body parts glow. Some scientists believe the light attracts prey. These animals are hunted by other animals for food.

Dangers of the Deep

7 Cold water is one of the greatest dangers to deep divers. The temperature near the bottom of all oceans remains at about 32 degrees Fahrenheit (0 degrees Celsius) all year. Divers in cold water may get hypothermia. This condition occurs when a person's body temperature becomes too low. It may cause divers to become confused.

8 Deep divers must protect themselves from the cold. Scuba divers wear wet suits. These rubber suits allow a thin layer of water to enter between a diver's skin and the suit. The diver's body heat warms the water. This keeps the diver warm. The insides of submersibles are heated. This helps keep divers inside the submersibles comfortable.

9 Divers also may run out of air. Scuba divers carry air tanks on their backs. These tanks supply divers with enough air to breathe for about 90 minutes. Scuba divers must be aware of how much air is left in their tanks. They must save enough air to return to the surface. Scuba divers use underwater pressure gauges. These devices show how much air is in the air tanks. Scuba divers also may use underwater dive computers. These computers show the depth of a diver's location. They also show how long it will take a diver to reach the surface safely.

From DEEP DIVING ADVENTURES by Sue Vander Hook. Copyright © 2001 Capstone Press. All rights reserved.

8. Part A

What does the word **devices** mean as it is used in paragraph 9?

- Ⓐ clothing
- Ⓑ places
- Ⓒ problems
- Ⓓ tools

Part B

Which detail from the passage **best** helps the reader understand the meaning of the word **devices**?

- Ⓐ "Scuba divers wear wet suits." (paragraph 8)
- Ⓑ "The insides of submersibles are heated." (paragraph 8)
- Ⓒ ". . . must be aware of how much air is left . . ." (paragraph 9)
- Ⓓ ". . . use underwater pressure gauges." (paragraph 9)

9. Part A

What makes submersibles important for the study of ocean life?

- Ⓐ how quickly they can get to the top of the water
- Ⓑ how much equipment they can hold
- Ⓒ how many divers they can carry
- Ⓓ how far down they can explore

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "Scuba divers sometimes make deep dives." (paragraph 2)
- Ⓑ ". . . several thousand feet or meters underwater." (paragraph 4)
- Ⓒ "These devices show how much air is in the air tanks." (paragraph 9)
- Ⓓ ". . . how long it will take a diver to reach the surface safely." (paragraph 9)

10. Circle the correct answer in each box to describe the ocean floor and dry land.

As divers have gone deeper and deeper into the ocean, they have learned many new facts about how the ocean and the land are the same and different. For example, there are large, flat places on the ocean floor that look the same as _____ on dry land.

caves

cliffs

plains

They have also learned that _____ come up from the ocean floor

cliffs

mountains

rocks

and can reach all the way to the ocean's surface. The tops then become _____ .

islands

lava

vents

Finally, divers have learned that the ocean floor has
_____ that are much like volcanoes.

cracks

earthquakes

vents

11. Part A

Which sentence **best** describes why divers are important for science?

- Ⓐ Divers can use wet suits and other equipment to dive deeper underwater.
- Ⓑ Divers are able to gather information about life and land underwater.
- Ⓒ Divers are able to look at types of fish that glow underwater.
- Ⓓ Divers can use different air tanks when they go underwater.

Part B

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

- Ⓐ "Scuba divers use tanks filled with air to breathe underwater."
(paragraph 2)
- Ⓑ "But technical divers need special training and equipment."
(paragraph 3)
- Ⓒ "They have learned that oceans have similarities to land."
(paragraph 5)
- Ⓓ "Deep divers also have learned a great deal about ocean life."
(paragraph 6)
- Ⓔ "These tanks supply divers with enough air to breathe for about 90 minutes."
(paragraph 9)

12. Write an **X** in each row to show which main idea each detail **best** supports from the passage. Write only one **X** in each row.

Detail	Making Important Discoveries	Keeping Divers Safe
Divers use cameras to take pictures underwater.		
Divers use mechanical arms to gather things.		
Mountains can be found on the ocean floor.		
The suit lets water in to warm the diver.		
Divers can see how much air is left in the tank.		
Divers use computers to find out how long it will take to return to the surface.		

This is the end of Item Set 1.

