

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.

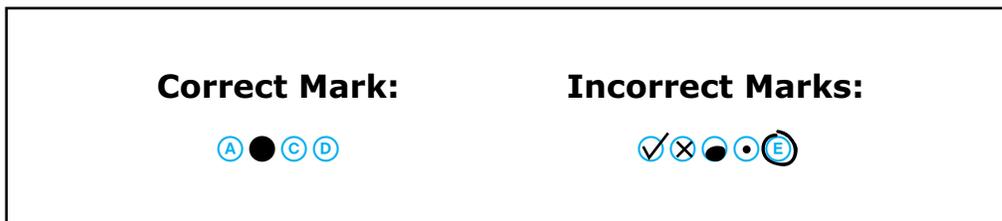
While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

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 a passage from “Don’t Eat Me!” and a passage “Cloaked in Starlight.” As you read these texts, you will gather information and answer questions about the passages so that you can write a response.

Read the passage from, “Don’t Eat Me!” about frogs. Then answer questions 1 and 2.

from “Don’t Eat Me!”

by Martha L. Crump, PhD

1 “Do you hear that *whoooooop, whoooooop, whoooooop* coming from the swamp?”

2 “Yes,” I said. “What is it?” I was a young biology¹ student, new to the rain forest of eastern Ecuador.

3 “It’s a South American bullfrog,” whispered Bill Duellman, an expert on frogs. “Let’s catch it. I’d like to photograph it.”

Surprise!

4 We followed the *whoooooops* until Bill whispered, “There it is. I’ll shine my flashlight in its eyes so it won’t jump. You sneak up behind it. When you get close, catch it with both hands.”

5 “OK.” I tiptoed up behind the frog and gently picked it up.

6 “Yeowwww!” bellowed the bullfrog.

7 I dropped it, and it hopped into a tangle of vines and disappeared.

8 “I’m sorry I lost the frog,” I said.

9 Bill chuckled. “I knew you would drop it,” he said.

10 I had fallen for Bill’s trick. This frog screams to defend itself against animals that want to eat it. The predator² is surprised and drops the frog, just as I had.

11 “How are your hands?” he asked.

¹biology—the study of life

²predator—an animal that lives mostly by eating other animals

12 "Slimy." I held out my gooey palms.

13 That turned out to be another part of the frog's defense³. "Even if you could still see the frog, you wouldn't want to catch it again, right?"

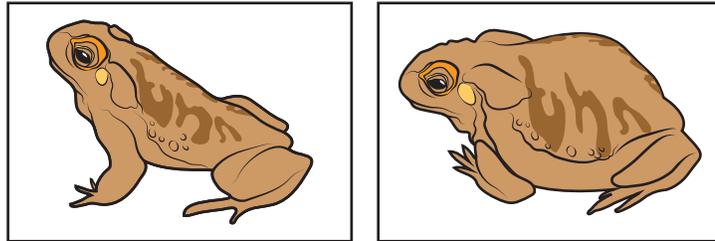
14 "Right," I said, trying to wipe off my sticky hands. Yuck.

Other Defenses Work, Too

15 Since that first field trip to Ecuador, I've seen many other ways that frogs defend themselves.

16 In Chile, I placed a little brown-and-green Darwin's frog on a leaf to take its picture. It quickly flipped over onto its back, flopped its legs out to the side, and played dead. When a frog stays still, a predator might not recognize it as food.

17 Years ago, my seven-year-old daughter was helping me count rococo toads in Argentina. Karen picked up a toad, and it puffed its body to nearly twice its normal size. (When a toad puffs up, a predator might think the animal is too big to eat.) . . . She quickly put the toad back on the ground. The toad's defense had worked.



The rococo toad puffs up and looks too big to eat.

18 Once, a horned tree frog from Ecuador opened its bright-orange mouth at me. That's odd, I thought. Most frogs don't bite to defend themselves. I wiggled my finger near its mouth. *Chomp!* It was my turn to bellow "Yeowwww!" This unusual frog had just bitten me with two fang-like teeth in its bottom jaw.

³defense—the way an animal protects itself

- 19 Some frogs protect themselves with poisonous skin. Many of these frogs are brightly colored as a warning to predators: "Don't eat me!"
- 20 Other poisonous frogs, like the redbelly toad, are brown and blend in with their surroundings. But they have brightly colored undersides. In Argentina, a redbelly toad flipped over and arched its back when I bent down to look at it. By showing its bright-red belly, the toad warned: "Don't touch. I'm poisonous."
- 21 Just because frogs and toads don't have shells or claws or beaks, don't think they can't protect themselves. They can—and they do.

"Don't Eat Me!" by Martha L. Crump, PhD from HIGHLIGHTS FOR CHILDREN, April 2005. Copyright © 2005 Highlights for Children Inc.

1. Part A

What does **bellowed** mean as it is used in paragraph 6 of the passage from "Don't Eat Me!"?

- Ⓐ whispered quietly
- Ⓑ jumped clumsily
- Ⓒ moved painfully
- Ⓓ yelled loudly

Part B

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

- Ⓐ "I tiptoed up behind the frog. . . ." (paragraph 5)
- Ⓑ "I dropped it. . . ." (paragraph 7)
- Ⓒ "This frog screams to defend itself. . . ." (paragraph 10)
- Ⓓ "The predator is surprised. . . ." (paragraph 10)

2. Part A

Which sentence is a main idea of the passage from "Don't Eat Me!"?

- Ⓐ Children should not be afraid of frogs because they are harmless.
- Ⓑ Frogs have developed many ways to defend against threats.
- Ⓒ Frogs all over the world are in danger from predators.
- Ⓓ Even scientists need to be careful around frogs.

Part B

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

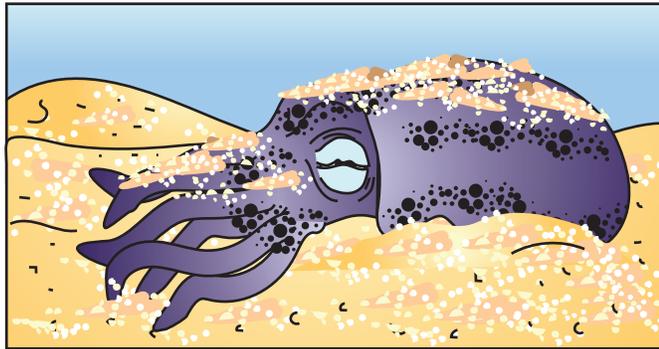
- Ⓐ "I'll shine my flashlight in its eyes so it won't jump." (paragraph 4)
- Ⓑ "Even if you could still see the frog, you wouldn't want to catch it again, right?" (paragraph 13)
- Ⓒ "Years ago, my seven-year-old daughter was helping me count rococo toads in Argentina." (paragraph 17)
- Ⓓ "Just because frogs and toads don't have shells or claws or beaks, don't think they can't protect themselves." (paragraph 21)

Read the passage "Cloaked in Starlight." Then answer question 3.

Cloaked in Starlight

by Dan Risch

- 1 Bobtail squids must taste good. During the day, barracuda¹ try to find and eat them. At night, seals try to gobble them up. So what's a little squirt like a bobtail squid to do?
- 2 Become invisible!
- 3 By day, bobtail squids snuggle into the sea floor in the waters off the coast of Hawaii. They use their tentacles to flip sand onto their backs. Their sticky skin holds the sand in place. Not even sharp-eyed barracuda will spot a sand-covered bobtail squid.



a bobtail squid hiding in the ocean sand

- 4 But what if a bobtail squid is attacked in open water, with no place to hide? Then, the squid disappears a different way. It squirts out ink. The ink hangs in the water in the shape and size of the squid. At the instant the ink shoots out, the bobtail changes color. It becomes almost see-through. The predator² bites the inky squid shape. The nearly invisible real squid swims to safety.

Time to Shine

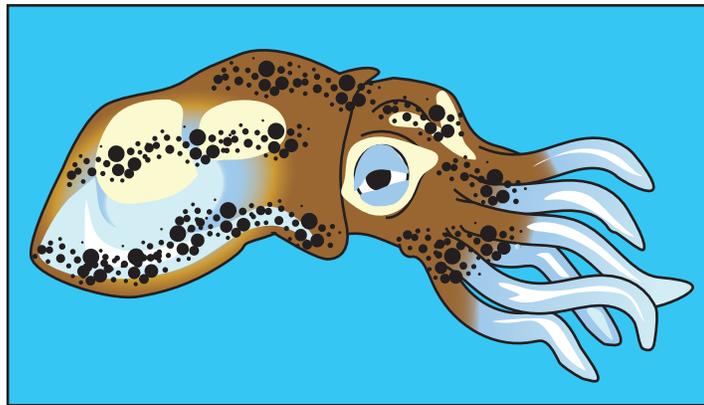
- 5 When the sun goes down, the bobtail's cloaking³ skills really shine.

¹barracuda—a fish that has strong jaws and sharp teeth

²predator—an animal that lives mostly by eating other animals

³cloaking—hiding

- 6 At night, the bobtails swim through the water eating worms and shrimp. The moon and stars light up the water. Predators look up from below to see the dark outlines of prey in the starlit water. But they can't see the bobtail squids.
- 7 The squids have light-making bacteria living inside their bodies. The bacteria make light much like a firefly does. But the bacteria don't live just anywhere in the squid. The bottom of the squid has many tiny pockets. Inside the pockets, the bacteria eat, grow, and shine brightly.
- 8 As bobtail squids swim at night, predators don't see their dark outlines. They don't see the bobtail squids at all. With their . . . pockets shining with bacteria, bobtails swim around, safely cloaked in their own starlight.



a bobtail squid with its lights on

"Cloaked in Starlight" by Dan Risch from HIGHLIGHTS FOR CHILDREN, June 2012. Copyright © 2012 Highlights for Children Inc.

3. Part A

Read the sentence from paragraph 1 of the passage "Cloaked in Starlight."

Bobtail squids must taste good.

Which sentence **best** explains this statement?

- (A) Bobtail squids eat the food that sea creatures like.
- (B) Bobtail squids look like they are full of flavor.
- (C) Bobtail squids make ink that predators like.
- (D) Bobtail squids are prey to many animals.

Part B

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

- (A) "During the day, barracuda try to find and eat them." (paragraph 1)
- (B) "Then, the squid disappears a different way." (paragraph 4)
- (C) "The predator bites the inky squid shape." (paragraph 4)
- (D) "Inside the pockets, the bacteria eat, grow, and shine brightly." (paragraph 7)

Refer to the passage from "Don't Eat Me!" and the passage "Cloaked in Starlight." Then answer question 4.

4. Based on the passage from "Don't Eat Me!" and the passage "Cloaked in Starlight," write an **X** in each row of the table to show whether each detail describes frogs, squids, or both. Write only one **X** in each row.

Detail	Frogs	Squids	Both
blend in with surroundings			
use lights to hide from prey			
shoot ink to disappear			
have poisonous skin			

**TURN THE PAGE AND
CONTINUE WORKING**

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Read the passage from *Deep Diving Adventures*. Then answer questions 6 through 10.

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.

6. 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)

7. 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)

8. 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

9. 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)

10. 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.

ITEM SET 2

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?

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

Part B

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

- Ⓐ “Raclette took two more thoughtful sips, then went out to meet the musician.” (paragraph 19)
- Ⓑ “‘I’d like to take a lesson from you, Professor,’ Raclette said.” (paragraph 20)
- Ⓒ “‘I tell them to pick a time—the same time every day—and just make sound for 10 minutes.’” (paragraph 23)
- Ⓓ “‘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 <i>The Haunted Clock Tower Mystery</i> _____

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 spaced evenly down the page, intended for writing.

Read the passage from *The Year of the Dog*. Then answer questions 8 through 11.

from *The Year of the Dog*

by Grace Lin

- 1 It was fun going to Melody's house. She had the best room. One whole wall of her room was a picture of jungle animals. There was a lion staring in the grass and monkeys climbing the trees. There was even a pink flamingo.
- 2 "How did you get your wall like that?" I asked, impressed.
- 3 "It came that way," Melody said. "If you look close you can see that it's a kind of wallpaper, not painted."
- 4 I looked really closely and I could see a tiny line down the side. It was like a huge ceiling-to-floor poster. We tried to draw all the animals in Melody's notebook. I couldn't copy the lion very well, but Melody thought my elephant drawing was exactly like the one on the wall. Melody's brothers, Benji and Felix, came in and drew, too. We drew Melody riding the giraffe and Felix swinging from a vine. Benji and Felix weren't too bad, for boys.
- 5 After Benji drew himself feeding bananas to the monkeys, he said, "I'm hungry, let's go get some real bananas."
- 6 That's when we realized we were all hungry, so we went downstairs to eat.
- 7 In my house, Mom always had cookies or chocolate or cheese and crackers in the cupboards. If we didn't have those, there was always fruit in a can that I could eat, too. But Melody didn't have any of those things. Mom told me Melody's mother was very "nutritious¹." So in her cupboards there were only plain rice cakes that tasted like paper. There were nuts that were still in the shells and didn't have any salt on them. But there weren't any bananas.
- 8 "Don't you have any candy?" I asked.

¹nutritious—healthy

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8. Part A

What does the word **impressed** mean as it is used in paragraph 2 of the passage?

- A amazed
- B confused
- C disappointed
- D satisfied

Part B

Which detail from the passage **best** demonstrates why the narrator was **impressed**?

- A "It was fun going to Melody's house." (paragraph 1)
- B "She had the best room." (paragraph 1)
- C ". . . it's a kind of wallpaper, not painted." (paragraph 3)
- D ". . . I could see a tiny line down the side." (paragraph 4)

9. Circle the **best** descriptions of the characters based on information in the passage.

Melody's opinions about the narrator's drawing in paragraph 4 show that Melody

has an idea for a new drawing
is supportive of her friend
enjoys doing art projects

Benji's drawing of himself feeding the monkeys in paragraph 5 shows that he

is trying to copy Melody
has a good imagination
cares about animals

The narrator's question in paragraph 8 shows that she is

unsure about food in Melody's house
wishing she was at her own house
tired of eating nuts and fruit

10. Part A

How do paragraphs 7 and 8 build on what happens earlier in the passage?

- Ⓐ They show how the narrator changes from feeling excited about the special things in Melody's house to missing the things she is used to at home.
- Ⓑ They show that although the narrator is disappointed at first by the food in Melody's kitchen, she learns why it is important to try new things.
- Ⓒ They show that although the narrator likes being Melody's friend, she would rather have Melody come play at her house.
- Ⓓ They show why the narrator should not have judged Melody's brothers before she got to know them better.

Part B

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

- Ⓐ "One whole wall of her room was a picture of jungle animals." (paragraph 1)
- Ⓑ "'It came that way,' Melody said." (paragraph 3)
- Ⓒ "Benji and Felix weren't too bad, for boys." (paragraph 4)
- Ⓓ "Mom told me Melody's mother was very 'nutritious.'" (paragraph 7)
- Ⓔ "'Don't you have any candy?' I asked." (paragraph 8)

11. Write the letter for **one** central message of the passage in the Central Message box. Then write the letters for **two** details that support that central message in the Supporting Details box.

Central Messages

- A. Different families do things in different ways.
- B. Things are not always what they seem to be.
- C. Eating healthy food is important.

Details

- W. "There was a lion staring in the grass. . . ." (paragraph 1)
- X. ". . . let's go get some real bananas." (paragraph 5)
- Y. ". . . Mom always had cookies or chocolate. . . ." (paragraph 7)
- Z. ". . . Melody didn't have any of those things." (paragraph 7)

Central Message

Supporting Details

This is the end of Item Set 2.

