



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.

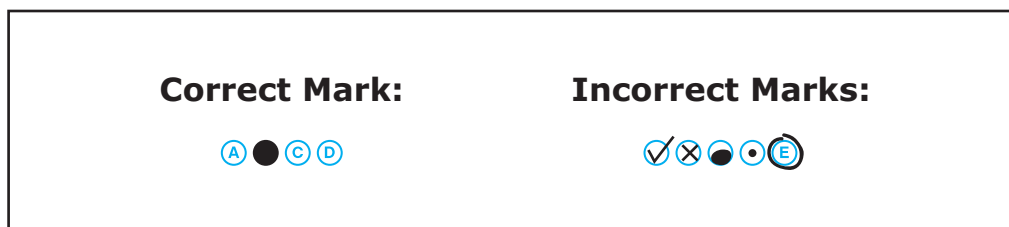
While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

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

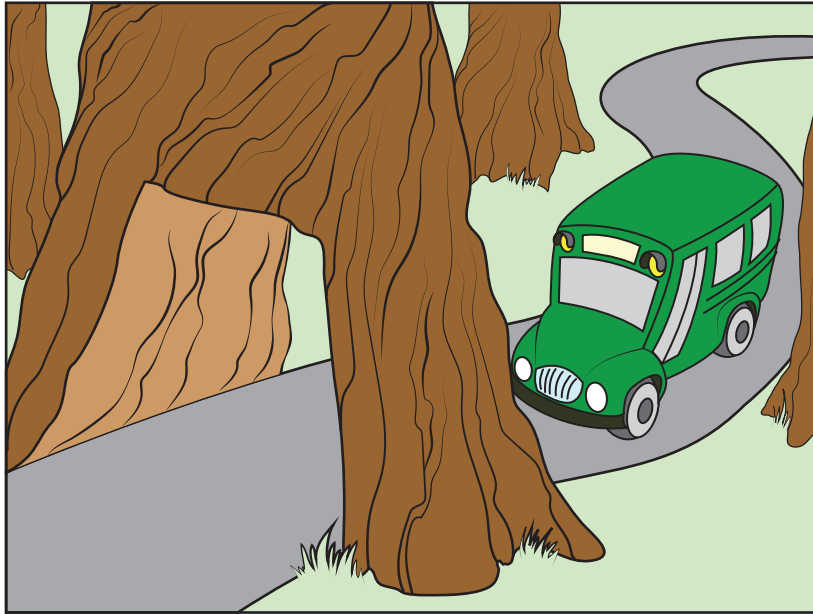
Today you will read a passage from “Doodlebug & Dandelion: Faerie Glen” and a passage from “Doodlebug & Dandelion: Treasure Hunting.” As you read these texts, you will gather information and answer questions about the passages so that you can write a response.

Read the passage from “Doodlebug & Dandelion: Faerie Glen.” Then answer question 1.

from “Doodlebug & Dandelion: Faerie Glen”

by Pamela Dell

- 1 “I think we’re lost,” Mr. Pinkley said, squinting nervously through the windshield of the Burpmobile, the Pinkleys’ big green bus.
- 2 Outside, the redwood forest was screaming with animal life of every kind, but the thick growth hid every noisy critter from sight. It was a bit spooky, even for a wintry late afternoon.
- 3 Mrs. Pinkley’s eyebrows scrunched together. “Oh dear,” she said.
- 4 The Pinkley kids, Doodlebug and Dandelion, both laughed.
- 5 “Not again!” Doodlebug shouted, almost like a cheer.
- 6 “Who cares?!” Dandelion said. “Let’s keep driving and see what happens.”
- 7 Everyone liked this idea, so they chugged onward. As the Burpmobile rounded a curve, Doodlebug announced, “Oo, I know what’s gonna happen first—we’ll drive straight through a tree!”
- 8 He was right. Up ahead, smack-dab in the middle of the road, was the most giant redwood tree any of them had ever seen. But the good news was, a big chunk of the trunk was cut out, so the Burpmobile could breeze right through to the other side.



- 9 As soon as they'd passed through the tree, a sweet silence descended¹ on them. It was like every living thing had suddenly hushed to watch the bus crawling and bumping along like an enormous green caterpillar.
- 10 Even the Pinkleys went quiet. A fog filtered² down through the tree limbs, and the chilly January air held a strange perfume.
- 11 "I'm sleepy!" Doodlebug said, yawning widely.
- 12 "Let's stop here!" Dandelion pleaded as they came upon a small clearing that seemed like a perfect place for a picnic.
- 13 "Good idea," their father said, feeling a bit weary³ himself. "Time for a little snack and a snooze!"
- 14 He pulled into the clearing, and they all tumbled outside with their blankets, their pets, and their picnic basket—and Mrs. Pinkley's lap-size xylophone. As the others spread the blankets and pulled out the snacks, she played a tune she called the "Magic Forest Feast Medley."
- 15 "Look at that sign!" said Dandelion, as the medley faded out and Mrs. Pinkley lay down to catch some Zs. Mr. Pinkley was already starting to doze. "It says Faerie Glen! We're in the land of the fairies!"

¹descended—came down

²filtered—slowly appeared

³weary—tired

- 16 "Oh, right, Dandelion!" Doodlebug scoffed. "If you see a fairy, let me know. I'll feed it some of my crawdad crispies."
- 17 Dandelion ignored him until he said, "But check that sign. We're on Raccoon Road!"
- 18 She was a little impressed that Doodlebug could read a sign that was lettered upside down. "Then we're on Raccoon Road in Faerie Glen," she stated, like it was the most normal thing in the world, "where everything's upside-down and strange!"
- 19 The siblings laughed quietly, careful not to wake their parents. Gazing around, they began pointing out more and more odd things—things you might never see in a redwood forest. A fancy blue hat hanging on a bush. A flag they didn't recognize. And much more.

From "Doodlebug & Dandelion: Faerie Glen" by Pamela Dell from SPIDER, January 2017. Copyright © 2017 by Cricket Media. All rights reserved.

1. Part A

When the Pinkley family **chugged onward** in paragraph 7 of the passage from “Doodlebug & Dandelion: Faerie Glen,” what did they do?

- ☐ Ⓐ continued going in the same direction
- ☐ Ⓑ looked for the road they should be on
- ☐ Ⓒ started the bus engine again
- ☐ Ⓓ agreed to work together

Part B

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

- ☐ Ⓐ “. . . almost like a cheer.” (paragraph 5)
- ☐ Ⓑ ““Let’s keep driving. . . .”” (paragraph 6)
- ☐ Ⓒ “. . . rounded a curve . . .” (paragraph 7)
- ☐ Ⓓ “He was right.” (paragraph 8)

Read the passage from “Doodlebug & Dandelion: Treasure Hunting.” Then answer questions 2 and 3.

from “Doodlebug & Dandelion: Treasure Hunting”

by Pamela Dell

- 1 “Don’t worry, Rudyard!” Doodlebug said as the camp bus began to roll. “We’re gonna have a blast!”
- 2 Cousin Rudyard didn’t reply. He peered out the window, but he couldn’t see his mom anymore. He clutched Pinx, his tiny toy ninja bunny. Pinx kept him safe while he slept. But Rudyard had never slept away from home—except at his cousins’ houses—ever. The thought of spending four whole nights at Camp Wonkytonka filled him with dread¹.
- 3 When they pulled into camp a half hour later, Rudyard felt even worse than before.
- 4 “It’ll be fun, cuz!” Doodlebug shouted as they climbed off the bus. “We’ll swim in the lake!”
- 5 “But how deep is the water?” Rudyard wanted to know.
- 6 “And have campfires in the woods!”
- 7 “What about mosquitoes?” Rudyard asked.
- 8 Before Doodlebug could answer, a suntanned camp counselor hailed the crowd. “Ahoy, mateys! I’m Wavy Dave. Welcome to Camp Wonkytonka for Happy Boys!”
- 9 “I’m not happy,” Rudyard grumbled. But no one heard him amidst all the cheering.
- 10 “I have your cabin assignments and daily schedules,” Wavy Dave said, passing out sheets of paper. “And check this out—on our last day, we’re going on a geocaching² adventure!”
- 11 “What’s that?” Rudyard asked nervously.
- 12 Doodlebug shrugged. “Guess we’ll find out,” he replied.

¹dread—fear

²geocaching—treasure hunting

- 13 That night in Cabin Seven, Doodlebug collapsed on his bunk, tired, sunburned, and happy. Below, on the bottom bunk, Rudyard sighed. His day had been O.K.—he'd seen two deer in the woods, and the hot dogs at the cookout were delicious. But his mom wasn't there to tuck him in. He hugged Pinx tight against his chest.
- 14 The next day, Rudyard found he had a hidden skill in archery. He discovered s'mores. But when the cabin lights went out, he still wished he had his dad there to make up a bedtime story.
- 15 The third day, Rudyard beat four opponents in the Camp Wonkytonka Bungee-the-Lake contest. That night, he fell asleep smiling, remembering how everyone had cheered his big win.



From "Doodlebug & Dandelion: Treasure Hunting" by Pamela Dell from SPIDER, May/June 2012. Copyright © 2012 by Cricket Media. All rights reserved.

2. Part A

In the passage from “Doodlebug & Dandelion: Treasure Hunting,” how do the details explain why it is good to face your fears?

- Ⓐ by listing the people in Rudyard’s family whom he misses
- Ⓑ by including information about Rudyard’s stuffed animal
- Ⓒ by naming new things Rudyard discovers about himself
- Ⓓ by recalling the questions Rudyard asks his cousin

Part B

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

- Ⓐ “. . . he couldn’t see his mom anymore.” (paragraph 2)
- Ⓑ “He clutched Pinx, his tiny toy ninja bunny.” (paragraph 2)
- Ⓒ “‘What about mosquitoes?’ Rudyard asked.” (paragraph 7)
- Ⓓ “. . . Rudyard found he had a hidden skill in archery.” (paragraph 14)

3. Complete the sentences by writing the letter for **one** word in **each** box to correctly explain Rudyard's feelings about camp. Each word can be used only once.

- A.
- B.
- C.
- D.
- E.
- F.

Rudyard has many feelings when he goes to camp for the

first time. At night, Rudyard feels without his

parents. Pinx helps Rudyard feel more about

sleeping at camp. Some of the activities make Rudyard feel

at first, but when he wins a contest, he feels .

Refer to the passages from "Doodlebug & Dandelion: Faerie Glen" and "Doodlebug & Dandelion: Treasure Hunting." Then answer question 4.

4. Circle the correct phrase in each box to complete the sentences about the passage from "Doodlebug & Dandelion: Faerie Glen" and the passage from "Doodlebug & Dandelion: Treasure Hunting."

In the passage from "Doodlebug & Dandelion: Faerie Glen," the Pinkleys _____ ,

travel with their pets
enjoy their picnic
get nervous

even though they _____ .

get lost in the woods
hear wild animals
are very tired

In the passage from “Doodlebug & Dandelion: Treasure Hunting,”
Rudyard does not want to go to camp, but he learns to enjoy

_____ .

being with his cousin
sleeping in a cabin
trying new things

These details support the central message that people should

_____ .

be careful in dangerous situations
travel with people they know
give adventure a chance

Refer to the passages from “Doodlebug & Dandelion: Faerie Glen” and “Doodlebug & Dandelion: Treasure Hunting.” Then answer question 5.

5. Compare the plots of the passage from “Doodlebug & Dandelion: Faerie Glen” and the passage from “Doodlebug & Dandelion: Treasure Hunting.” Write the letter for each plot detail in the correct box. Use each detail **one** time.

A. All the action happens in one afternoon.

B. A worried character stops being afraid.

C. Every day gets a little better.

D. The plot has a happy ending.

E. The plot includes a mystery.

F. The action begins on a bus.

Both Passages

**from “Doodlebug &
Dandelion: Faerie Glen”**

**from “Doodlebug &
Dandelion:
Treasure Hunting”**

**TURN THE PAGE AND
CONTINUE WORKING**

Refer to the passages from “Doodlebug & Dandelion: Faerie Glen” and “Doodlebug & Dandelion: Treasure Hunting.” Then answer question 6.

- 6.** Write a response that compares the setting of the passage from “Doodlebug & Dandelion: Faerie Glen” and the setting of the passage from “Doodlebug & Dandelion: Treasure Hunting.” Support your response with details from **both** passages.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with 20 horizontal blue lines and a green border. The lines are evenly spaced and extend across the width of the page. The green border is a thin line that frames the entire page.

Read the passage “Treasures in a Pinecone.” Then answer questions 7 through 11.

Treasures in a Pinecone

by Jan Black

- 1 One warm day when I was walking in my backyard, I saw a pinecone on the ground. I picked it up, and some seeds fell out of it. Those seeds would be a tasty treat for a squirrel, I thought. Would a squirrel find the seeds in time for dinner?
- 2 I realized that pinecones were not always open like this one. Sometimes cones were tightly closed. I decided to find out why.
- 3 I read about pinecones in books and on the Internet. I interviewed a pinecone expert. I gathered pinecones from my backyard and kept them outside on my deck. I watched them for over a year. Here’s what I learned.
- 4 Pinecones open and close slowly as the weather changes. When it’s cold or wet, cones are tightly closed. This protects the seeds inside from rain and snow.
- 5 When the weather becomes warm and dry, pinecones open. In a forest of pine trees on a hot day, you might even hear the crackling sound of cones popping open. The seeds inside may then fall to the ground. The wind may blow the seeds to places where they can grow into new pine trees. A seed has a better chance of taking root and growing when the weather is warm.



open

closed

Seeds Are Food, Too

- 6 "Pine seeds are an important source of food for many animals," says Monty Maldonado. He is a pinecone expert with the United States Forest Service. He says squirrels depend on pinecone seeds for most of their meals. They spend lots of time gathering and storing the cones. Maldonado says some animals eat only the seeds from a pinecone. But red squirrels and gray squirrels will eat the whole thing.
- 7 Small animals aren't the only creatures who eat pine seeds. Maldonado says big grizzly bears and people eat them, too.
- 8 You may have eaten the seeds of the pinyon pine, which grows in the western United States. These seeds are also known as pinyon nuts, or pine nuts. They are used in salads, puddings, cakes, candy, cookies, and . . . sauce.
- 9 Seeds inside a pinecone are important for the growth of new trees and as food for animals. It is the pinecone's job to protect and release them. So take note of the pinecones you see on the ground. They hold treasures inside.

See for Yourself!

- 10 Find some pinecones and keep them outside where you can look at them for several months. Take a photo or draw a picture of your pinecones when you first get them. Make more pictures as the cones change. In a notebook, keep track of changes in the weather. Write down what happens to your pinecones. Do some of the cones open or close more quickly than others?
- 11 You may see signs that a squirrel or another small animal has torn your pinecones apart, looking for seeds to eat.

"Treasures in a Pinecone" by Jan Black from HIGHLIGHTS FOR CHILDREN, December 2006. Copyright © 2006 Highlights for Children Inc.
Photo: WILDLIFE GmbH / Alamy Stock Photo

7. Part A

What does the word **expert** mean as it is used in paragraph 6?

- Ⓐ a person who collects items found in nature
- Ⓑ a person who knows a lot about something
- Ⓒ someone who teaches about animals
- Ⓓ someone who works in a park

Part B

Which detail about Monty Maldonado shows that he is an **expert**?

- Ⓐ He shares many facts about pinecones.
- Ⓑ He talks about bears and people.
- Ⓒ He speaks for the government.
- Ⓓ He speaks with the narrator.

8. Part A

What made the narrator want to know more about pinecones?

- Ⓐ She wondered why pinecones looked different sometimes.
- Ⓑ She saw a pinecone being eaten by an animal.
- Ⓒ She looked at a pinecone for several months.
- Ⓓ She learned about pinecones at school.

Part B

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

- Ⓐ "Those seeds would be a tasty treat for a squirrel, I thought."
(paragraph 1)
- Ⓑ "I realized that pinecones were not always open like this one."
(paragraph 2)
- Ⓒ "I read about pinecones in books and on the Internet."
(paragraph 3)
- Ⓓ "I watched them for over a year." (paragraph 3)

9. Part A

What is happening when the pinecones make a crackling sound?

- Ⓐ The pinecones are dropping from the trees.
- Ⓑ The pinecones are releasing the seeds.
- Ⓒ The raindrops are falling on the seeds.
- Ⓓ The seeds are landing on hard earth.

Part B

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

- Ⓐ "When it's cold or wet . . ." (paragraph 4)
- Ⓑ "This protects the seeds. . . ." (paragraph 4)
- Ⓒ ". . . cones popping open." (paragraph 5)
- Ⓓ ". . . then fall to the ground." (paragraph 5)

- 10.** Circle "closed" or "open" in each box to show how the pinecones react in each weather condition.

cold _____

closed
open

dry _____

closed
open

warm _____

closed
open

wet _____

closed
open

11. Part A

In the section **See for Yourself!**, why should the pinecones be left outside for a long time?

- Ⓐ to see what happens when they fall to the ground
- Ⓑ to find out how different seasons affect them
- Ⓒ to see what they look like before they open
- Ⓓ to understand how other animals eat them

Part B

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

- Ⓐ "Take a photo or draw a picture of your pinecones. . . ." (paragraph 10)
- Ⓑ ". . . keep track of changes in the weather." (paragraph 10)
- Ⓒ "You may see signs that a squirrel or another small animal . . ." (paragraph 11)
- Ⓓ ". . . has torn your pinecones apart, looking for seeds to eat." (paragraph 11)

This is the end of Item Set 1.

ITEM SET 2

Today you will research dolphins. You will read one passage from *Amazing Animals: Dolphins* and one passage from *The World's Smartest Animals: Dolphins*. As you review these two passages, you will gather information about dolphins so you can write a response.

Read the passage from *Amazing Animals: Dolphins*. Then answer questions 1 through 3.

from *Amazing Animals: Dolphins*

by Sarah Albee

Dolphins Are Not Fish!

- 1 Although dolphins swim in water, they are not fish. Fish breathe through gills and are able to use the oxygen in water to live. Dolphins are mammals. They have lungs and come to the surface to breathe air. They breathe through their blowholes.
- 2 Dolphins exhale as they reach the water's surface and inhale quickly before plunging back into the water. They usually breathe two to four times a minute, coming to the surface each time. Dolphins often stay underwater for six minutes. But they can hold their breath as long as 20 minutes. Like other mammals, dolphins keep their body temperature the same, no matter how hot or cold their surroundings are. Dolphin babies drink milk from their mothers, just as other baby mammals do. Dolphins also have hair. That is another sign of being a mammal.

Swimming

- 3 Dolphins push themselves through the water with their flippers and by moving their flukes up and down. Fish swim by moving their tails from side to side.
- 4 Most dolphins have dorsal fins that stick up from the center of their backs. These fins help the dolphins steer as they swim. You can sometimes see the dorsal fin above the water when a dolphin swims close to the surface.
- 5 The skin of dolphins is smooth, firm, and rubbery. It helps them glide smoothly through the water. A layer of blubber under their skin keeps dolphins warm in cold water.
- 6 Dolphins usually dive only between 10 and 150 feet (3 and 46 m) to catch their food. However, the dives of some types of dolphins have been measured at 1,500 feet (457 m) deep!

Fishy Food

- 7 Dolphins mostly eat fish, which puts them in a group of animals called carnivores. Carnivores eat other animals. Dolphins' favorite fish are herring, mackerel, cod, and sardines. Many dolphins also eat squid, shrimp, crab, jellyfish, and octopus. One kind of dolphin, the orca, eats blue whales, other dolphins, seals, penguins, salmon, and sea turtles. The orca is known as the killer whale. River dolphins also eat fruit that has fallen into the water.
- 8 Dolphins spend much of their time hunting for food or eating. Some types eat where the water is shallow. Others cruise the open ocean for food. Although they can dive as deep as 1,500 feet (457 m), dolphins usually stay within 150 feet (46 m) of the ocean's surface.
- 9 Dolphins use their teeth for grasping, not chewing. They swallow their food whole. When a dolphin hunts larger fish, it may stun them with its tail flukes before eating them. A dolphin will swat a fish with its tail so that the fish flies up into the air. When it falls back to the water, stunned, the dolphin simply scoops it up into its mouth.

From AMAZING ANIMALS: DOLPHINS by Sarah Albee. Copyright © 2010 by Gareth Stevens Inc. Original edition copyright © 2006 by Reader's Digest Young Families.

1. Part A

What is the meaning of the word **plunging** in paragraph 2 of the passage from *Amazing Animals: Dolphins*?

- Ⓐ breathing
- Ⓑ chewing
- Ⓒ diving
- Ⓓ racing

Part B

Which detail from paragraph 2 **best** helps the reader understand the meaning of the word **plunging**?

- Ⓐ “. . . inhale quickly . . .”
- Ⓑ “. . . back into the water.”
- Ⓒ “. . . two to four times a minute . . .”
- Ⓓ “. . . their surroundings . . .”

2. In the passage from *Amazing Animals: Dolphins*, the information is organized using headings. Write the letter of each fact about dolphins on the correct line under each heading.

- A. Orcas hunt blue whales and sea turtles.
- B. Smooth skin helps dolphins glide through the water.
- C. Dolphins have hair.

Dolphins Are Not Fish!	Swimming	Fishy Food
_____	_____	_____

3. Circle **one** choice in each box to complete the sentences about the information from *Amazing Animals: Dolphins*.

Because dolphins do not have gills, they

_____.

cannot inhale above the ocean surface
cannot get oxygen from the water
do not need oxygen to stay alive

As they reach the surface, dolphins must first

_____.

keep their body temperature the same
exhale through their blowholes
look around for danger

Only after that can dolphins

_____.

hold their breath for 20 minutes
breathe air into their lungs
feed milk to their young

Read the passage from *The World's Smartest Animals: Dolphins*. Then answer questions 4 and 5.

from *The World's Smartest Animals: Dolphins*

by Ruth Owen

Ocean Heroes

- 1 Several people are having fun swimming in the ocean. Suddenly, one of the swimmers spots a great white shark. They are in great danger! Just then, seven rescuers speed toward the swimmers. The brave rescuers circle the swimmers. For 40 minutes, they keep the shark away until a rescue boat arrives.
- 2 This amazing event happened in New Zealand in 2004. The swimmers weren't protected by a team of brave lifeguards, however. Their rescuers were seven bottlenose dolphins! The dolphins seemed to understand that the swimmers needed help.
- 3 Scientists still have a lot to learn about dolphins, but they know dolphins can communicate with each other. Dolphins can teach each other new things and even solve problems. Scientists also know that these helpful ocean heroes are very smart!
- 4 Some dolphins can even do math! At the Dolphin Research Center in Florida, dolphins were trained to do a numbers test. They were shown pairs of blackboards with white dots on them. The dolphins had to choose the board with the fewest dots. Some dolphins answered correctly 80 percent of the time.

All about Dolphins

- 5 Dolphins belong to an animal group called cetaceans. This group includes whales, dolphins, and porpoises. All cetaceans are mammals.
- 6 Cetaceans are divided into baleen whales and toothed whales. Baleen whales are animals such as blue whales and gray whales. These animals feed by swallowing big mouthfuls of water. Then they filter tiny ocean creatures out of the water using body parts called baleen plates. The toothed whales group includes animals such as dolphins, orcas, porpoises, and sperm whales. These animals are hunters. They grab their prey using their teeth.

7 There are many different types of dolphins. Some dolphins live in the ocean. Others live in rivers. The best-known type of dolphin is the smiley-faced bottlenose dolphin!

From THE WORLD'S SMARTEST ANIMALS: DOLPHINS by Ruth Owen. Copyright © 2012 Ruby Tuesday Books Ltd.
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4. Part A

What is the meaning of the word **prey** as it is used in paragraph 6 of the passage from *The World's Smartest Animals: Dolphins*?

- Ⓐ an animal caught by another animal for food
- Ⓑ a special kind of food eaten by some whales
- Ⓒ an animal that can live underwater
- Ⓓ a part of the body of some whales

Part B

Which detail from paragraph 6 **best** helps the reader understand the meaning of the word **prey**?

- Ⓐ "... by swallowing big mouthfuls of water."
- Ⓑ "... filter tiny ocean creatures out of the water . . ."
- Ⓒ "... animals such as dolphins, orcas, porpoises . . ."
- Ⓓ "... animals are hunters."

5. Part A

How does the story in paragraphs 1 and 2 in the passage from *The World's Smartest Animals: Dolphins* support the idea stated in the passage's title?

- (A) It shows that certain types of dolphins are more clever than other types of dolphins.
- (B) It shows that dolphins are both quicker and braver than human beings.
- (C) It shows that dolphins can figure things out and solve problems.
- (D) It shows that dolphins and great white sharks do not get along.

Part B

Which sentence from paragraph 2 **best** supports the answer to Part A?

- (A) "This amazing event happened in New Zealand in 2004."
- (B) "The swimmers weren't protected by a team of brave lifeguards, however."
- (C) "Their rescuers were seven bottlenose dolphins!"
- (D) "The dolphins seemed to understand that the swimmers needed help."

**TURN THE PAGE AND
CONTINUE WORKING**

Refer to the passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Then answer question 6.

- 6.** Today you read passages from *Amazing Animals: Dolphins* and *The World's Smartest Animals: Dolphins*. Think about how some of the ideas in the passages are different.

Write an essay that contrasts the important details in the passages. Use specific details and examples from **both** passages to support your ideas.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with 20 horizontal blue lines and a green border. The lines are evenly spaced and extend across the width of the page. The green border is a thin line that frames the entire page.

Read the passage from *Ivy and Bean*. Then answer questions 7 through 10.

from *Ivy and Bean*

by Annie Barrows

- 1 Mrs. Trantz was next. Getting into her yard was no problem. Ivy and Bean climbed over the stone wall and dropped down onto her lawn. Everything in Mrs. Trantz's yard was perfectly neat. Her tulips were lined up in rows. Her apple tree was tied so that its branches grew flat. Her birdbath had no birds in it.
- 2 "If Mrs. Trantz sees us, she's going to be really mad," said Bean. Bean knew this garden. It was very long, and there was no way to go around it.
- 3 "Is she going to throw rocks at us?" asked Ivy. She looked a little scared.
- 4 "No. She just talks, but it's worse than throwing rocks." Bean sighed. "Maybe she's not home."
- 5 But Mrs. Trantz was home. They were halfway across her perfect yard when she came outside. She stood on her patio and glared at them. "Bernice," she said in a high voice. "Come here."
- 6 Bean took a few steps toward the patio.
- 7 "Closer, please, Bernice. It seems that we need to have another one of our little talks."
- 8 Ivy came and stood beside Bean next to the patio.
- 9 "Who are you?" said Mrs. Trantz, frowning at Ivy's face.
- 10 "My name is Ivy," said Ivy.
- 11 "Well, Ivy, children are not allowed in my garden. Maybe you can teach your friend Bernice that." Mrs. Trantz gave a short, dry laugh. "Because Bernice does not seem to be able to remember it by herself. Do you, Bernice?"
- 12 "I remember, Mrs. Trantz, but it was just sort of an emergency," said Bean. "I'm sorry."

13 Usually when you say you're sorry, people say something nice back to you. Not Mrs. Trantz. She said, "I don't think you're sorry, Bernice. If you were sorry, you wouldn't keep coming into my garden when I have asked you not to. Do I need to call your mother again?" She smiled in an unfriendly way.

From IVY AND BEAN (BOOK 1) by Annie Barrows, Spotlight. Copyright © 2006 by Annie Barrows. All rights reserved.

7. Part A

In paragraph 12, what does Bean mean when she says “it was just sort of an emergency”?

- Ⓐ She is saying they could not help going into Mrs. Trantz’s garden because it looked like a fun adventure.
- Ⓑ She is claiming that a serious problem made it necessary for them to break Mrs. Trantz’s rule.
- Ⓒ She is trying to convince Mrs. Trantz not to take her garden so seriously all the time.
- Ⓓ She is arguing that she had no idea that going into Mrs. Trantz’s garden was wrong.

Part B

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

- Ⓐ “Ivy and Bean climbed over the stone wall and dropped down onto her lawn.” (paragraph 1)
- Ⓑ “It was very long, and there was no way to go around it.” (paragraph 2)
- Ⓒ “But Mrs. Trantz was home.” (paragraph 5)
- Ⓓ “She smiled in an unfriendly way.” (paragraph 13)

8. Part A

How does paragraph 13 add to the ideas in paragraph 4?

- ☐ Ⓐ by showing Bean changing her mind about what she said
- ☐ Ⓑ by proving that Bean was wrong about what she said
- ☐ Ⓒ by providing an example of what Bean mentioned
- ☐ Ⓓ by solving a problem that Bean mentioned

Part B

Which other paragraph builds on paragraph 4 in the same way?

- ☐ Ⓐ paragraph 5
- ☐ Ⓑ paragraph 9
- ☐ Ⓒ paragraph 11
- ☐ Ⓓ paragraph 12

9. Part A

What is the central message of the passage?

- Ⓐ Children can avoid trouble by doing what they are told.
- Ⓑ Children need to stay out of other people's yards.
- Ⓒ Adults care too much about following silly rules.
- Ⓓ Adults need to earn children's respect.

Part B

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

- Ⓐ "'Closer, please, Bernice.'" (paragraph 7)
- Ⓑ "'Well, Ivy, children are not allowed in my garden.'" (paragraph 11)
- Ⓒ "'Because Bernice does not seem to be able to remember it by herself.'" (paragraph 11)
- Ⓓ "'If you were sorry, you wouldn't keep coming into my garden when I have asked you not to.'" (paragraph 13)

- 10.** Write the letters for **three** phrases in the box labeled Mrs. Trantz that describe how Mrs. Trantz feels in the passage. Phrases can be used only once.

- A.
- B.
- C.
- D.
- E.

<p style="text-align: center;">Mrs. Trantz</p> <p>_____</p>
--

This is the end of Item Set 2.

ITEM SET 3

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 *whooooop, 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 *whooooops* 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.

19 Some frogs protect themselves with poisonous skin. Many of these frogs are brightly colored as a warning to predators: “Don’t eat me!”

³defense—the way an animal protects itself

- 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?

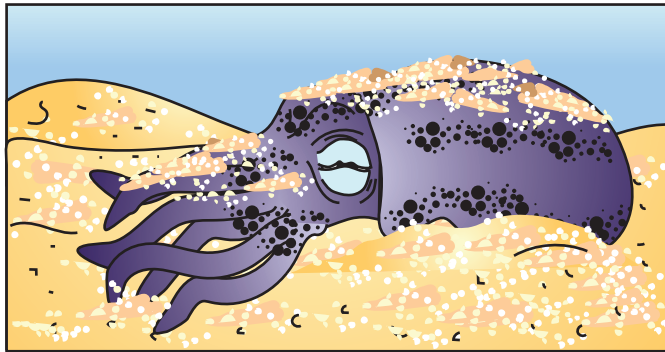
- Ⓐ ““I’ll shine my flashlight in its eyes so it won’t jump.”” (paragraph 4)
- Ⓑ ““Even if you could still see the frog, you wouldn’t want to catch it again, right?”” (paragraph 13)
- Ⓒ “Years ago, my seven-year-old daughter was helping me count rococo toads in Argentina.” (paragraph 17)
- Ⓓ “Just because 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

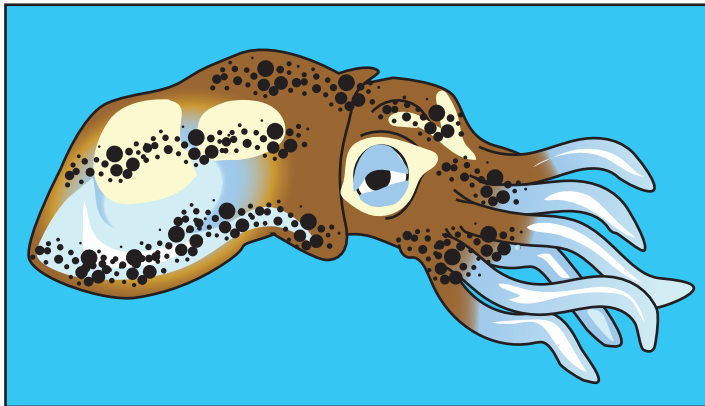
- 4 But what if a bobtail squid is attacked in open water, with no place to hide? Then, the squid disappears a different way. It squirts out ink. The ink hangs in the water in the shape and size of the squid. At the instant the ink shoots out, the bobtail changes color. It becomes almost see-through.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

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

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

Time to Shine

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

³cloaking—hiding

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?

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

Part B

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

- Ⓐ “During the day, barracuda try to find and eat them.” (paragraph 1)
- Ⓑ “Then, the squid disappears a different way.” (paragraph 4)
- Ⓒ “The predator bites the inky squid shape.” (paragraph 4)
- Ⓓ “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**

Refer to the passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight.” Then answer question 5.

- 5.** The passage from “Don’t Eat Me!” and the passage “Cloaked in Starlight” describe how animals protect themselves. Write a response that explains how the illustrations and the text support this idea. Support your response with details from **both** passages.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with 20 horizontal blue lines and a green border. The lines are evenly spaced and extend across the width of the page. The green border is a thin line that frames the entire page.

Read the passage from, *The Year of the Dog*. Then answer the questions 6 through 9.

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.

From *THE YEAR OF THE DOG* by Grace Lin, published by Little, Brown and Company. Copyright © 2006 by Grace Lin. All rights reserved.

¹nutritious—healthy

6. Part A

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

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

Part B

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

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

7. 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

8. 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)

9. 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

_____	_____
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This is the end of Item Set 3.

