



# Colorado Measures of Academic Success



## Grade 3

### Reading and Writing

### English Language Arts



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](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.

**Correct Mark:**

A  B  C  D

**Incorrect Marks:**

✓  ✗  ●  ○  E

#### Constructed Response Items

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

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

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

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

# **ITEM SET 1**

**Today you will research citizenship. You will read one passage from Presidents' Day and one passage from *Election Day*. As you review these two passages, you will gather information about citizenship so you can write a response.**

Read the passage from *Presidents' Day*. Then answer questions 1 and 2.

## from *Presidents' Day*

by Natalie M. Rosinsky

### **What Is Presidents' Day?**

- 1 Presidents' Day is a time to feel pride and respect. On this day, people in the United States remember the country's history. All of the presidents of the United States are honored on this holiday.
- 2 It all began, however, with two famous presidents: George Washington and Abraham Lincoln. They accomplished much for their country.
- 3 Each year, this patriotic holiday takes place on the third Monday in February. Presidents' Day is celebrated throughout the United States. Schools, businesses, and government offices are closed for the day.

### **How Did Presidents' Day Begin?**

- 4 In 1968, Congress passed a law that told people when to celebrate certain holidays. Presidents' Day was one of them.
- 5 The day we celebrate Presidents' Day may be new, but the holiday has roots as old as the country itself. It began as two different holidays. One marked the birth of George Washington. The other celebrated the birthday of Abraham Lincoln.
- 6 At the federal level, the holiday is still called Washington's Birthday. Congress combined the holidays in 1968 but never officially changed the name. The states, local governments, and some federal agencies use the term Presidents' Day, though.

Washington was born on February 22, 1732.  
Lincoln was born on February 12, 1809.

## **How Has Presidents' Day Changed?**

- 7 People sometimes include other presidents in this celebration. Thomas Jefferson and Franklin D. Roosevelt are often remembered. They, along with others, were also important leaders.
- 8 Presidents' Day is the perfect time to think about the men and women who have led the country since its beginning more than 200 years ago. It is a time to think about what qualities make a good president.
- 9 It is also fun to think about who will be president when the students of today are grown-ups. Could it be someone you know? Could it be you?



**Mount Rushmore in South Dakota  
honors four presidents:  
(from left) George Washington,  
Thomas Jefferson, Theodore  
Roosevelt, and Abraham Lincoln.**

From PRESIDENTS' DAY by Natalie M. Rosinsky. Copyright © 2005 by Compass Point Books. All rights reserved.  
Photo: Comstock/Exactostock-1557

## 1. Part A

What does the word **combined** mean as it is used in paragraph 6 of the passage from *Presidents' Day*?

- (A) to create something new
- (B) to bring things together
- (C) to change a name
- (D) to enjoy a holiday

## Part B

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

- (A) "Presidents' Day is celebrated throughout the United States." (paragraph 3)
- (B) "It began as two different holidays." (paragraph 5)
- (C) "The states, local governments, and some federal agencies use the term Presidents' Day, though." (paragraph 6)
- (D) "Thomas Jefferson and Franklin D. Roosevelt are often remembered." (paragraph 7)

## 2. Part A

Which sentence states the main idea of the passage from *Presidents' Day*?

- (A) Presidents' Day is in February to mark the birthday of the first president.
- (B) Congress passed a law that changed what Presidents' Day is all about.
- (C) All early U.S. presidents should be remembered on Presidents' Day.
- (D) Presidents' Day is a holiday to honor important American leaders.

## Part B

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

- (A) "It all began, however, with two famous presidents: George Washington and Abraham Lincoln." (paragraph 2)
- (B) "Presidents' Day is celebrated throughout the United States." (paragraph 3)
- (C) "Presidents' Day is the perfect time to think about the men and women who have led the country since its beginning more than 200 years ago." (paragraph 8)
- (D) "Could it be someone you know?" (paragraph 9)

Read the passage from *Election Day*. Then answer question 3.

from *Election Day*

by Marc Tyler Nobleman

### **What Is Election Day?**

- 1 Election Day is when people vote. They choose the people they want to lead their cities, states, and country. The people trying to get elected are called candidates.
- 2 A candidate who is elected represents everyone in his or her area. Once elected, the person's job is to listen to what the people want and improve the government to make people's lives better.
- 3 In the United States, Election Day is set by law. It is always the Tuesday after the first Monday in November in even-numbered years. Even-numbered years end in a 0, 2, 4, 6, or 8. Elections for president happen every four years.

### **What Happens on Election Day?**

- 4 In the United States, most people vote at the nearest polling place<sup>1</sup>. The polling place may be a fire station, church, school, or some other building.
- 5 People vote by secret ballot. Those who can't come to a polling place can vote by absentee<sup>2</sup> ballot. They mail in their absentee ballots after they fill them out. In most states, absentee ballots must arrive back at the election office by Election Day.
- 6 The polling places close in the evening. Then the votes are counted. Most people find out who won the elections by listening to or reading news reports.

### **How Do People Vote?**

- 7 There are many ways to vote, but all the types of voting are private. Most people make their choices in voting booths. Then machines count the votes.

<sup>1</sup>polling place—a place where people go to vote

<sup>2</sup>absentee—a special ballot for people who cannot come to a polling place on the day of the election

- 8 One way of voting is by using a punch card. Voters punch holes in cards next to the names of the candidates they want to choose.
- 9 Some vote using a special machine with a lever. Voters move the levers next to the names of the candidates they choose. Another way of voting is optical scan voting. People make dark marks on cards next to their candidates' names.
- 10 Some states use electronic voting. Voters touch screens or push buttons to make choices.

### **Why Is Election Day in November?**

- 11 The United States is a democracy. In a democracy, citizens have the right to vote for their leaders. It is important that all citizens get a chance to vote.
- 12 At the time the Election Day law was made, most Americans were farmers. Election Day was put in November because farmers were not as busy then as they were the rest of the year. Farmers planted crops in spring and summer. Most gathered their crops in September or October.
- 13 In winter, the cold, wet weather in parts of the country made travel difficult. The weather in early November was usually nice enough for travel. So early November was the best time for Election Day.

### **Who Can Vote and Who Can Run for President?**

- 14 On Election Day, all people who meet the requirements can vote. In most states, people must register, or get on the official list to vote. A person registers by filling out a form found at libraries, post offices, or even online.
- 15 Voters must be U.S. citizens and be at least 18 years old. Citizens are people who were born in a country or have the right to live there. Voters must live in the state in which they vote.
- 16 To run for president, a person must have been born in the United States. Candidates for president also have to be at least 35 years old.

### **Are There Any Problems with Election Day?**

- 17 Election Day is important, but it is not a holiday in most states. Many people have to work on Election Day. Some people find it hard to leave work to vote. Many polling places open early or stay open late so people can vote before or after work.

18 In the United States, voter turnout is often low. Some people choose not to vote because they are not interested. Some forget to register in time. Others think their votes don't make a difference. The truth is every vote counts.

### **What Does Election Day Mean to People?**

19 Election Day reminds people they help make their government work. Voters have a big job on Election Day. They get to choose who will be the leaders in their cities, states, and country.

20 In some countries, people are not allowed to vote. Americans know it is a privilege to vote.

21 Candidates show voters they want to help make things better for everyone. On Election Day, voters show candidates they care about the future. If people are not happy with their government, they can change it on Election Day.

From ELECTION DAY by Marc Tyler Nobleman. Copyright © 2005 by Compass Point Books. All rights reserved.

### 3. Part A

In which section of the passage from *Election Day* can readers learn why some people choose not to vote?

- (A) Why Is Election Day in November?**
- (B) Who Can Vote and Who Can Run for President?**
- (C) Are There Any Problems with Election Day?**
- (D) What Does Election Day Mean to People?**

### Part B

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

- (A)** Election Day is not a holiday.
- (B)** In winter, the weather made it hard to travel.
- (C)** It is a privilege to be able to vote.
- (D)** Voters must be at least 18 years old.

Refer to the passages from *Presidents' Day* and *Election Day*. Then answer question 4.

4. Think about what you have just learned in the passage from *Presidents' Day* and the passage from *Election Day*. Write the letter for each detail in the correct box for the day or days it describes. Each detail will be used only once. Each blank may be used only once or not at all.

A. This day is about the country's future.

B. Government offices, schools, and businesses are closed on this day.

C. This day is about the country's past.

D. This day is not a national holiday.

E. This day is set by law.

**Presidents' Day**

\_\_\_\_\_

**Both Days**

\_\_\_\_\_

**Election Day**

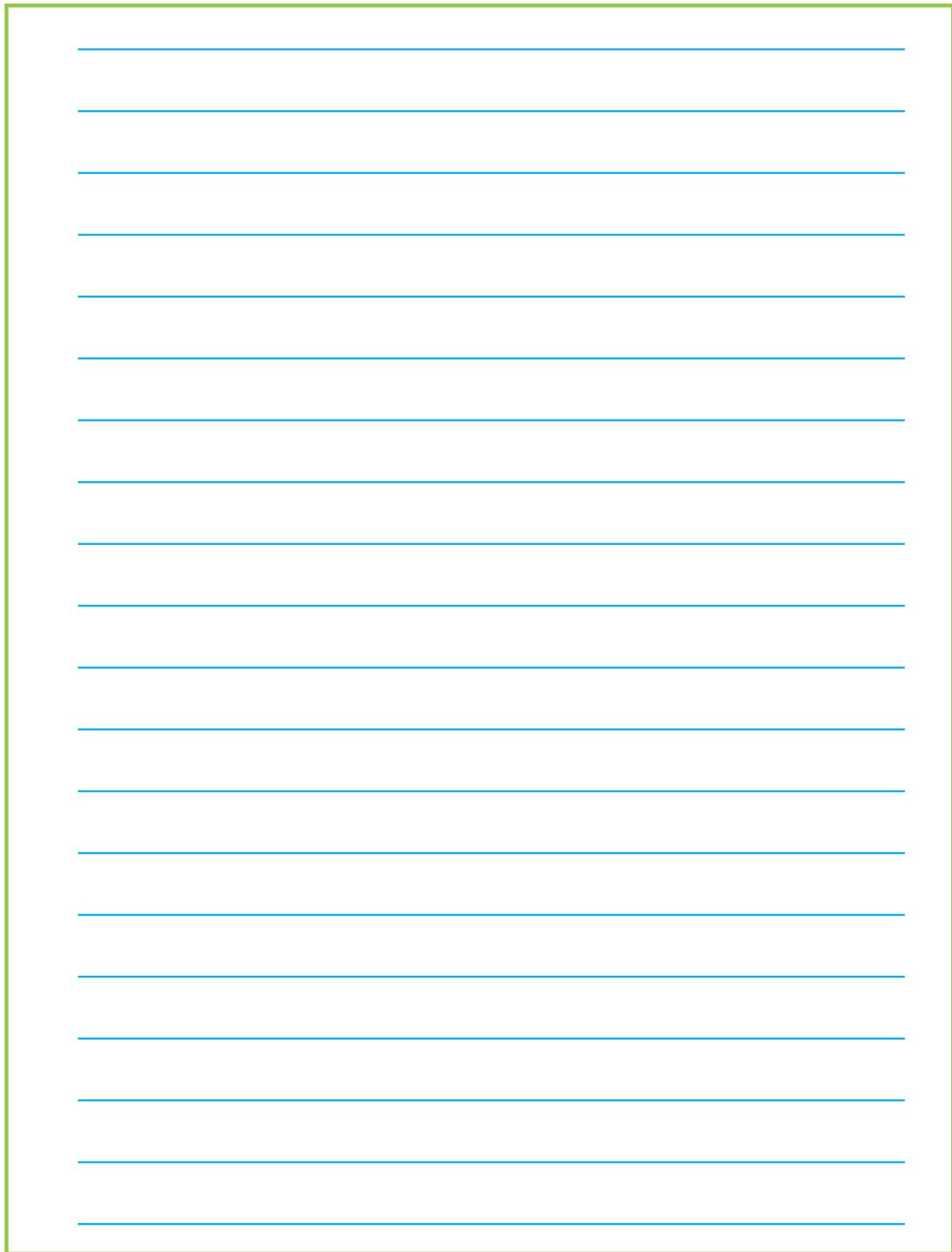
\_\_\_\_\_

**TURN THE PAGE AND  
CONTINUE WORKING**

Refer to the passages from *Presidents' Day* and *Election Day*. Then answer question 5.

5. Today you read one passage from *Presidents' Day* and another passage from *Election Day*. Think about the meaning and history of these two days.

Write a response explaining how Presidents' Day and Election Day got started and how they have changed over time. Use details and examples from **both** passages to support your ideas.



The image shows a blank sheet of handwriting practice paper. It features a thick green border around the perimeter. Inside the border, there are 10 sets of horizontal blue lines. Each set consists of a top line, a middle line, and a bottom line, providing a guide for letter height and placement. The sets are evenly spaced vertically down the page.

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 oceans<sup>1</sup> 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 submersibles<sup>2</sup> 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.

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

<sup>2</sup>submersibles—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?

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

## Part B

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

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

## 7. Part A

What makes submersibles important for the study of ocean life?

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

## Part B

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

- (A) "Scuba divers sometimes make deep dives." (paragraph 2)
- (B) ". . . several thousand feet or meters underwater." (paragraph 4)
- (C) "These devices show how much air is in the air tanks." (paragraph 9)
- (D) ". . . 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?

- (A) Divers can use wet suits and other equipment to dive deeper underwater.
- (B) Divers are able to gather information about life and land underwater.
- (C) Divers are able to look at types of fish that glow underwater.
- (D) 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?

- (A) "Scuba divers use tanks filled with air to breathe underwater." (paragraph 2)
- (B) "But technical divers need special training and equipment." (paragraph 3)
- (C) "They have learned that oceans have similarities to land." (paragraph 5)
- (D) "Deep divers also have learned a great deal about ocean life." (paragraph 6)
- (E) "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 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 descended<sup>1</sup> 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 filtered<sup>2</sup> 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 weary<sup>3</sup> 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!"

<sup>1</sup>descended—came down

<sup>2</sup>filtered—slowly appeared

<sup>3</sup>weary—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?

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

### Part B

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

- (A) “. . . almost like a cheer.” (paragraph 5)
- (B) ““Let’s keep driving. . . .”” (paragraph 6)
- (C) “. . . rounded a curve . . .” (paragraph 7)
- (D) “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 dread<sup>1</sup>.
- 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 geocaching<sup>2</sup> adventure!”
- 11 “What’s that?” Rudyard asked nervously.
- 12 Doodlebug shrugged. “Guess we’ll find out,” he replied.

<sup>1</sup>dread—fear

<sup>2</sup>geocaching—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?

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

## Part B

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

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

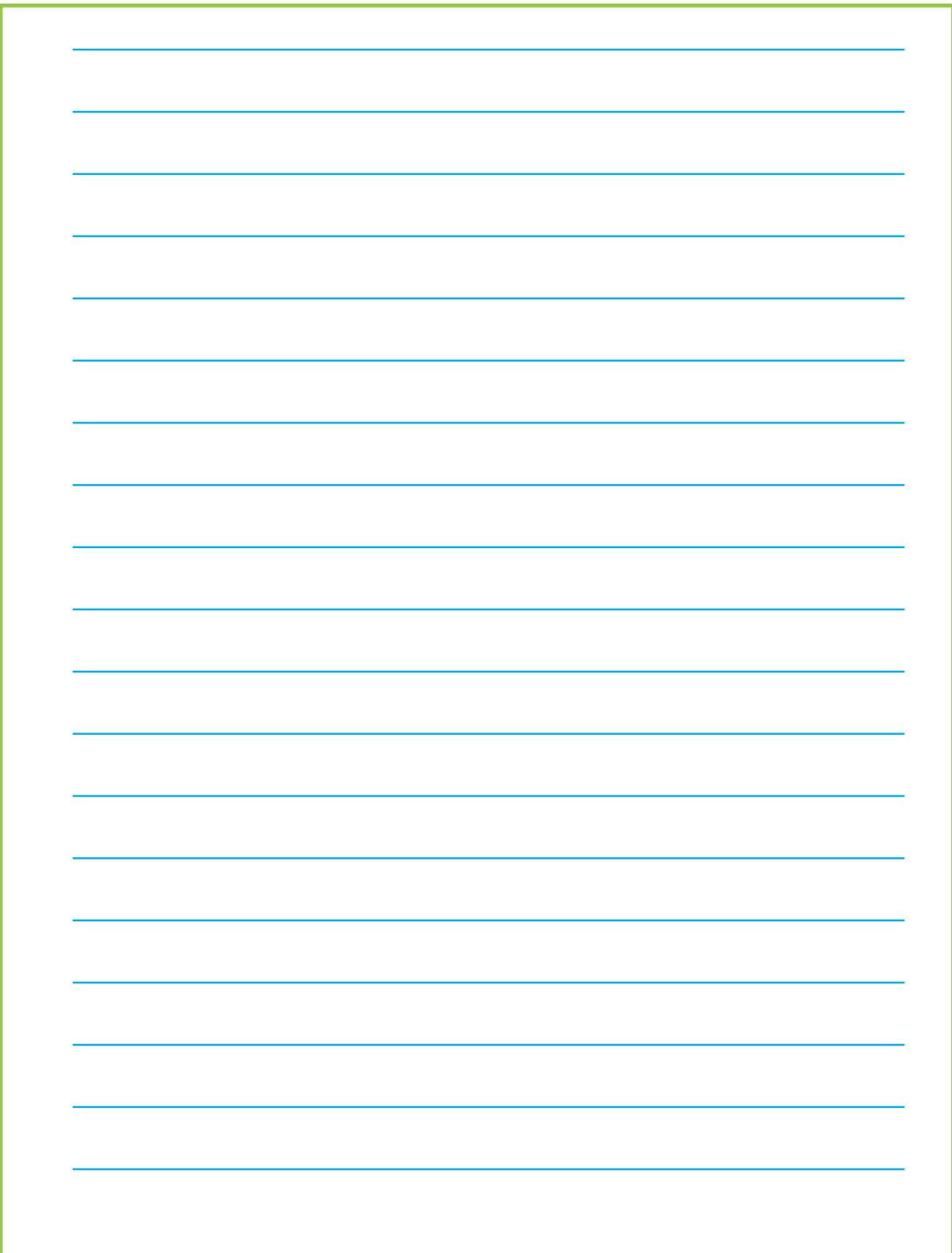
**from “Doodlebug & Dandelion: Faerie Glen”**

**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.



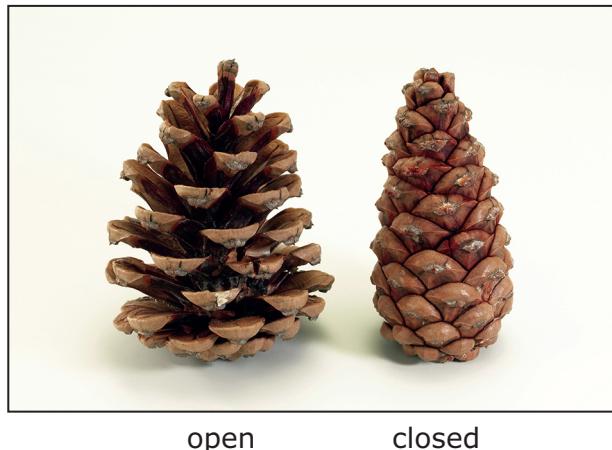
The image shows a blank sheet of handwriting practice paper. It features a thick green border around the perimeter. Inside the border, there are 10 sets of horizontal blue lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.

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.



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

## Part B

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

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

## 8. Part A

What made the narrator want to know more about pinecones?

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

## Part B

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

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

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

## Part B

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

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

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

# ITEM SET 3

**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*?

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

### Part B

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

- (A) “. . . inhale quickly . . .”
- (B) “. . . back into the water.”
- (C) “. . . two to four times a minute . . .”
- (D) “. . . 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. Adaptations to North American edition © 2012 Windmill Books. An imprint of Rosen Publishing. All rights reserved.

#### 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*?

- (A) an animal caught by another animal for food
- (B) a special kind of food eaten by some whales
- (C) an animal that can live underwater
- (D) 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**?

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

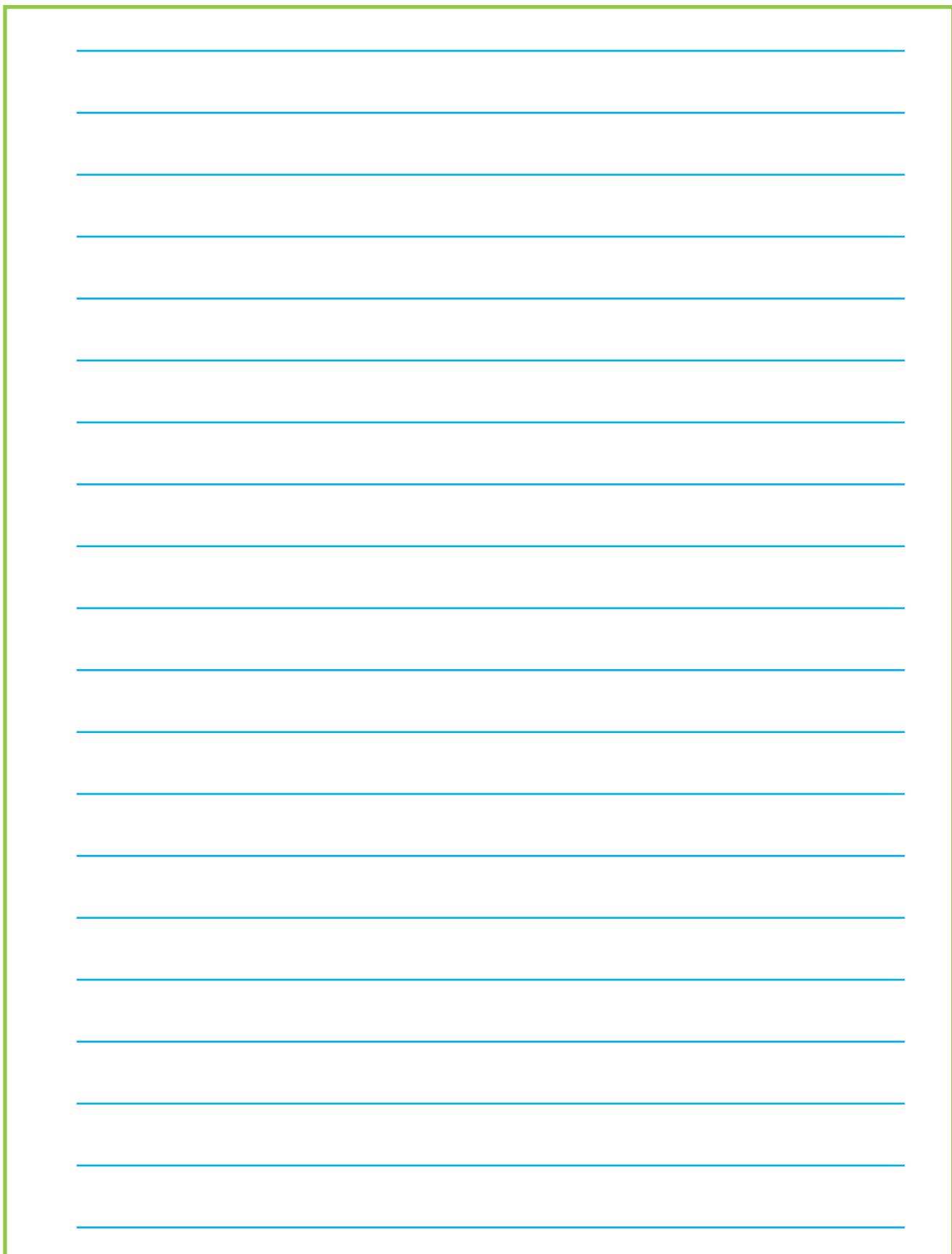
- (A) "This amazing event happened in New Zealand in 2004."
- (B) "The swimmers weren't protected by a team of brave lifeguards, however."
- (C) "Their rescuers were seven bottlenose dolphins!"
- (D) "The dolphins seemed to understand that the swimmers needed help."

**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.



The image shows a blank sheet of handwriting practice paper. It features a thick green border around the perimeter. Inside the border, there are 10 sets of horizontal blue lines. Each set consists of a top line, a middle line, and a bottom line, providing a guide for letter height and placement. The sets are evenly spaced vertically down the 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”?

- (A) She is saying they could not help going into Mrs. Trantz’s garden because it looked like a fun adventure.
- (B) She is claiming that a serious problem made it necessary for them to break Mrs. Trantz’s rule.
- (C) She is trying to convince Mrs. Trantz not to take her garden so seriously all the time.
- (D) 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?

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

**8. Part A**

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

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

**Part B**

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

- (A) paragraph 5
- (B) paragraph 9
- (C) paragraph 11
- (D) paragraph 12

## 9. Part A

What is the central message of the passage?

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

## Part B

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

- (A) ““Closer, please, Bernice.”” (paragraph 7)
- (B) ““Well, Ivy, children are not allowed in my garden.”” (paragraph 11)
- (C) ““Because Bernice does not seem to be able to remember it by herself.”” (paragraph 11)
- (D) ““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. scared of the girls

B. angry at the girls

C. unsure about what to do

D. protective of her yard

E. unhappy about being bothered

**Mrs. Trantz**

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**This is the end of Item Set 3.**

