



Grade 3
Reading Portfolio
Sample Set
2014–15

PUBLIC SCHOOLS OF NORTH CAROLINA
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Appendix C

North Carolina Standard Course of Study

Third-Grade Reading Standards

- 3.RL.1 — Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2 — Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.RL.3 — Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 3.RL.4 — Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.5 — Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 3.RL.6 — Distinguish their own point of view from that of the narrator or those of the characters.
- 3.RL.7 — Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.RL.8 — (Not applicable to literature)
- 3.RL.9 — Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- 3.RL.10 — By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- 3.RI.1 — Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2 — Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3 — Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.4 — Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.



3.RI.5 — Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.6 — Distinguish their own point of view from that of the author of a text.

3.RI.7 — Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.RI.8 — Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.RI.9 — Compare and contrast the most important points and key details presented in two texts on the same topic.

3.RI.10 — By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

3.L.4.a — Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: Use sentence-level context as a clue to the meaning of a word or phrase.

3.L.5.a — Demonstrate understanding of word relationships and nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).



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Answer Key

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Name _____ Date _____

A Hunt for Boy Blue

by A. L. T.

You have all heard of little Boy Blue and how he was called upon to blow his horn, but I don't think any of you know what a hard time his father had to find him. This is how the story goes.

Boy Blue lived on a large farm and took care of the sheep and cows. One day the cows got into the corn and the sheep into the meadow, and Boy Blue was nowhere to be seen. His father called and called, "Boy Blue, Boy Blue, where are you? Why do you not look after the sheep and cows? Where are you?" But no one answered.

Then Boy Blue's father went to the pasture and said, "Horse, horse, have you seen Boy Blue?" The old horse lifted his ears and looked very thoughtful, but neighed, and said, "No, no: I have not seen Boy Blue."

Next he went to the field where the oxen were plowing and said, "Oxen, oxen, have you seen Boy Blue?" They rolled their great eyes and looked at him; but shook their heads and said, "No, no: we have not seen Boy Blue."

Next, he went to the pond; and a great big duck came out to meet him, and he said, "Duck, duck, have you seen Boy Blue?" And she said, "Quack, quack, quack! I have not seen Boy Blue." And all the other ducks said, "Quack, quack!"

Then Boy Blue's father visited the turkey and asked the old gobbler if he had seen Boy Blue. The old gobbler strutted up and down saying, "Gobble, gobble, gobble! I have not seen Boy Blue."

Then an old hen was asked if she had seen Boy Blue. She said, "Cluck, cluck, cluck! I haven't seen Boy Blue; but I will call my chicks, and you can ask them. Cluck, cluck, cluck!" And all the chicks came running, but only said, "Peep, peep, peep! We haven't seen Boy Blue. Peep, peep, peep!"

Boy Blue's father then went to the men who were cutting hay and said, "Men, men, have you seen my Boy Blue?" But the men answered, "No, no. We have not seen Boy Blue." But just then they happened to look under a haystack; and there, all curled up, lay Boy Blue and his dog Tray, fast asleep.

His father shook him by the arm, saying, "Boy Blue, wake up, wake up! The sheep are in the meadow and the cows are in the corn." Boy Blue sprang to his feet, grabbed his tin horn and ran as fast as he could to the cornfield, with his little dog running by his side.

He blew on his horn, "*Toot, toot, toot!*" and all the cows came running up, saying, "Moo, moo!" He drove them to the barn to be milked. Then he ran to the meadow and blew once more, "*Toot, toot, toot!*" and all the sheep came running up, saying, "Baa, baa!" and he drove them to their pasture.

Then Boy Blue said to his dog, "Little dog, little dog, it's time for supper," and his little dog said "Bow, wow! Bow, wow!" So they went home to supper.

After Boy Blue had eaten a nice meal of bread and milk, his father said: "Now Boy Blue, you had better go to bed, and have a good night's rest, so that you may be able to stay awake all day tomorrow; for I don't want to have to look for you again." Then Boy Blue said, "Good night," and went to bed, and slept sweetly all night long.

- 1 Why did Boy Blue's father call for him?
- A He wanted Boy Blue to eat dinner.
 - B He needed Boy Blue to help in the barn.
 - C The ducks were in the pond.
 - D The cows were in the corn.
- 2 Who was with the father when he found Boy Blue?
- A the men
 - B the ducks
 - C the turkeys
 - D the chickens

- 3 Which statement from the text explains where Boy Blue was found?
- A "Boy Blue's father then went to the men who were cutting hay and said, 'Men, men, have you seen my Boy Blue?' "
 - B "But just then they happened to look under a haystack; and there, all curled up, lay Boy Blue and his dog Tray, fast asleep."
 - C "Boy Blue sprang to his feet, grabbed his tin horn and ran as fast as he could to the cornfield, with his little dog running by his side."
 - D "He blew on his horn, '*Toot, toot, toot!*' and all the cows came running up, saying, 'Moo, moo!' "
- 4 What happened when Boy Blue blew his horn?
- A All the chickens came running.
 - B All the horses came running.
 - C All the dogs came running.
 - D All the cows came running.
- 5 Why did Boy Blue's father tell him to go to bed early?
- A because Boy Blue might get sick
 - B because Boy Blue had worked hard
 - C so Boy Blue would not fall asleep the next day
 - D so Boy Blue would not be grumpy the next day

Name _____ Date _____

Chancy Does a Little Looking About

by Thornton W. Burgess

Chancy the Crow is a wise fellow. He is one of the smartest and wisest of all the little people in the Green Forest and on the Green Meadows. Everybody knows it. And because of this, all his neighbors have a great deal of respect for him, in spite of his harmful ways.

Of course, Chancy had noticed that Johnny Chuck had dug his house deeper than usual and had stuffed himself until he was fatter than ever before. He had noticed that Jerry Muskrat was making the walls of his house thicker than in other years, and that Paddy the Beaver was doing the same thing to his house. You know there is very little that escapes the sharp eyes of Chancy the Crow.

He had guessed what these things meant. "They think we are going to have a long, hard, cold winter," said Chancy to himself. "Perhaps they know, but I want to see some signs of it for myself. They may be only guessing. Anybody can do that, and one guess is as good as another."

Then he found Mr. and Mrs. Quack, the Mallard Ducks, and their children in the pond of Paddy the Beaver and remembered that they never had come down from their home in the Far North as early in the fall as this. Mrs. Quack explained that the cold weather had already started south, and so they had started earlier to keep well ahead of it.

"Looks as if there may be something in this idea of a long, hard, cold winter," thought Chancy, "but perhaps the Quacks are only guessing, too. I wouldn't take their word for it any more than I would the word of Johnny Chuck or Jerry Muskrat or Paddy the Beaver. I'll look about a little."

So after warning the Quacks to remain in the pond of Paddy the Beaver so they would be safe, Chancy told them good-bye and flew away. He headed straight for the Green Meadows and Farmer Brown's cornfield. A little of that yellow corn would make a good breakfast.

When he reached the cornfield, Chancy perched on top of a shock* of corn, for it already had been cut and was ready to be carried up to Farmer Brown's barn. For a few minutes he sat there silent and still, but all the time his sharp eyes were making sure that no

* **shock:** a group of bundles of grain

enemy was hiding behind one of those brown shocks. When he was quite certain that things were as safe as they seemed, he picked out a plump ear of corn and began to tear open the husks, so as to get at the yellow grains.

"Seems to me these husks are unusually thick," muttered Chancy, as he tore at them with his stout bill. "Don't remember ever having seen them as thick as these. Wonder if it just happens to be so on this ear."

Then, as a sudden thought popped into his head, he left that ear and went to another. The husks of this were as thick as those on the first. He flew to another shock and found the husks there just the same. He tried a third shock with the same result.

"Huh, they are all alike," said he. Then he looked thoughtful and for a few minutes, he sat perfectly still like a statue. "They are right," said he at last. "Yes, sir, they are right." Of course he meant Johnny Chuck and Jerry Muskrat and Paddy the Beaver and the Quacks. "I don't know how they know it, but they are right; we are going to have a long, hard, cold winter. I know it myself now. I've found a sign. Old Mother Nature has wrapped this corn in extra thick husks, and of course she has done it to protect it. She doesn't do things without a reason. We are going to have a cold winter, or my name isn't Chancy the Crow."

- 1 What is the central message of the text?
- A Chancy the Crow is afraid.
 - B Chancy the Crow likes guessing.
 - C The winter is going to be long and cold.
 - D The winter is coming in a few months.

- 2 Which sentence from the text supports the central message?
- A "All his neighbors have a great deal of respect for him."
 - B " 'Perhaps the Quacks are only guessing.' "
 - C "A little of that yellow corn would make a good breakfast."
 - D " 'Old Mother Nature has wrapped this corn in extra thick husks.' "
- 3 Which sentence from the text supports the idea that Chancy the Crow was wise?
- A " 'Perhaps they know, but I want to see some signs of it for myself.' "
 - B " 'Anybody can do that, and one guess is as good as another.' "
 - C "Then he found Mr. and Mrs. Quack, the Mallard Ducks, and their children in the pond."
 - D "Chancy told them good-bye and flew away."
- 4 Which statement from the text tells the reader that Chancy has to have proof for what he hears?
- A "Chancy had noticed that Johnny Chuck had dug his house deeper than usual."
 - B " 'I want to see some signs of it for myself.' "
 - C "He headed straight for the Green Meadows and Farmer Brown's cornfield."
 - D "For a few minutes, he sat perfectly still like a statue."

- 5 What lesson did Chancy learn in the story?
- A Only ducks can be trusted to know when cold weather is coming.
 - B Changes in the weather can be predicted by many creatures in nature.
 - C A person can always predict the weather by looking at corn husks.
 - D Corn is the best food to store for a long winter.

Name _____ Date _____

Adaptation of *The Tale of the Muley Cow:* "A Little Surprise"

by Arthur Scott Bailey

Little by little the Muley Cow learned not to be bothered by Johnnie Green's clothesline rope, when he swung it in wide circles about his head and then flung it at hers. She found that the rope did her no harm. Indeed, the more Johnnie practiced the more expert he became. Before a great while he could drop his lasso¹ over the Muley Cow's head almost every time he tried—when she stood still.

By that time Johnnie began to be bored with the sport of buffalo hunting (pretending that Muley Cow was the buffalo). He wished he might try roping her from the back of the old horse Ebenezer. But he hardly thought his father would approve of the plan.

Well, Johnnie, the Muley Cow, and Spot the dog were in the back pasture one day, where the Muley Cow had strayed. And as Johnnie paused to pick a few blackberries he thought what a boring place Pleasant Valley was, anyway, and how he would like to go off where there were real buffaloes, and American Indians, and—

And just then the old dog Spot began to growl. His hair stood up on his back, and Johnnie Green was sure that they had stumbled on game² of some sort. He hoped it was at least a woodchuck.

"Get him, Spot!" Johnnie cried.

But old Spot hung back, instead of dashing into the bushes toward which he was pointing. That wasn't at all like him. Johnnie Green couldn't understand it.

The Muley Cow, too, thought it very odd. "I declare," she said to herself, "I believe old Spot's afraid of something. I believe he's afraid of a woodchuck." And she gave a sort of chuckle, thinking it a great joke. Neither she nor her friends were any too fond of Spot, and she intended to tell the whole herd how he didn't dare chase a woodchuck.

Meanwhile Johnnie Green picked up a stone and threw it into the clump of bushes. And then he heard something that was between a growl and a grunt.

¹**lasso:** a loop of rope with a knot that tightens as the rope is pulled

²**game:** wild animals hunted for food or sport

⑨

The Muley Cow heard it too. She knew that no woodchuck ever made a sound like that, and all at once she smelled the strangest, *wildest* sort of scent.

⑩

It was enough for the Muley Cow. "My goodness!" she yelled. "I'm going home!" And off she dashed down the hillside. She had forgotten all about the joke on old dog Spot.

Johnnie Green had not noticed that the Muley Cow had fled. He was running towards the hidden game, in the thicket,³ when that strange growl made him stop quickly. The next moment, not ten feet in front of him, a shaggy form rose up out of the bushes and looked straight at him.

It was a bear!

³**thicket:** a thick growth of bushes or small trees

- 1 Why was Muley Cow not bothered when Johnnie Green practiced his roping skills?
- A He dropped the lasso every time he swung it.
 - B She realized that the rope did not hurt her.
 - C He swung the rope in wide circles around his head.
 - D She stood very still so the swinging rope did not hit her.
- 2 How did Johnnie Green try to make his days more interesting?
- A He yelled for his dog Spot to "Get it!"
 - B He thought about different ideas all day.
 - C He pretended to rope a buffalo instead of a little cow.
 - D He listened for the animal that was hiding in the thicket.

- 3 Based on paragraphs 9 and 10, how did Muley Cow feel when “she smelled the strangest, *wildest* sort of scent”?
- A afraid
 - B tired
 - C angry
 - D delighted
- 4 How did Spot’s growling affect what Johnnie Green did next in the story?
- A He called Spot back to safety.
 - B He threw a stone into the bushes.
 - C He turned around and ran home.
 - D He led Muley Cow over to the bushes.
- 5 What happened after Johnnie Green stopped quickly?
- A He kept running toward the thicket.
 - B A woodchuck came out of the forest.
 - C A shaggy form rose up out of the bushes.
 - D Muley Cow dashed off down the hillside.

Name _____ Date _____

The Passport

Max was excited and sad all at the same time. Tomorrow he would graduate from kindergarten!

②

Graduating from Ms. Malone's kindergarten was a big deal. Everyone dressed like they were movie stars. Max was going to wear his best suit and his dad's cool dark sunglasses.

The next morning, Max was so excited that he wouldn't even eat his favorite breakfast—his dad's pineapple pancakes.

④

When Max walked into school in his suit and sunglasses, heads turned and giggles began rippling down the hallway. Instead of being embarrassed, Max began strutting and tossing his head back. This was great!

When he reached his classroom, it was his turn to laugh. Becky wore a red satin gown and a bright, sparkling tiara. Sierra wore a silver dress and had a feather scarf around her neck. His best friend, Toby, wore a real tuxedo.

Max whistled. "Wow! I think you win the contest for best-dressed," he told Toby.

Sadie wore a fancy black and white dress and sunglasses that were even bigger than Max's. He gave her a high five. "Nice shades!" he said.

⑧

Ms. Malone called the room to order. "Boys and girls," she said, "before your parents get here, I wanted to share my favorite speech with you: I call it Ms. Malone's Words of Wisdom That You Better Not Forget."

They laughed.

"Kids, we're going to do a lot of laughing today, and that's exactly as it should be," Ms. Malone continued. "After all, we are having a celebration. We're wearing costumes that make us laugh and will make your parents laugh. But this ceremony is really a serious thing to me as your teacher. We're really here to celebrate all of the things that you learned this year."

"Kindergarten has been the beginning of a wonderful journey for all of you," she said. "I know it may be hard to imagine that at your age. Learning about new places and people and languages will make your world bigger. I want you to remember my words as you go off to first grade and all the other grades: Education is like a plane ticket, a train ticket, and maybe even a space shuttle ticket . . . it will take you wherever you want to go!"

"I want you to be excited about the chance you have to learn in school. But I also want you to realize that you can learn in many other places—the zoo, the park, the library, summer camp . . . I don't even have time to think of all the places."

Just then, their parents began coming into the classroom, and the ceremony soon began.

Max won the math superstar and citizenship award and was embarrassed to see tears running down his mother's face. After the ceremony, Max went to Ms. Malone and gave her a big hug. "I'm going to miss you," he told her. "Are you sure I can't come back and be in your class again next year?"

She laughed.

⑩
"No I'm afraid not," she said. "It's time for you to move on to a new round of adventures, and it's time for me to get a new group of students excited about learning. Did I get you excited about learning, Max?"

"Of course," he said. "You're the best! And I really liked what you said earlier about learning being our plane tickets, train tickets and passports and all that stuff."

Just like the title of Ms. Malone's talk said, Max never did forget her words. He decided that he was going to keep learning all summer—at the science museum and the zoo and maybe even at the beach!

- 1 In paragraph 2, what is meant by "a big deal"?
- A a simple time
 - B a large amount
 - C very interesting
 - D very important
- 2 In paragraph 4, why did the author choose the word *strutting* to describe the way Max moved down the hallway?
- A to show that Max was sad about leaving kindergarten
 - B to show that Max was bothered by the other students watching him
 - C to show that Max felt confident and proud of himself in his fancy clothes
 - D to show that Max was trying to get to his classroom as quickly as he could
- 3 What is meant by the expression "giggles began rippling down the hallway" in paragraph 4?
- A Hearing the laughing in the hallway made Max want to run away.
 - B Laughter caused the floor of the hallway to become uneven.
 - C People who were laughing ran up and down the hallway.
 - D The sound of laughter moved down the hallway.

- 4 In paragraph 8, what is the meaning of “Ms. Malone’s Words of Wisdom That You Better Not Forget”?
- A Forget things learned in kindergarten.
 - B Always remember the things she taught.
 - C Never listen to older people.
 - D Learn only during class time.
- 5 In paragraph 16, what does “move on to a new round of adventures” mean?
- A win a ticket for a train ride
 - B go on a long, exciting trip
 - C go on to the next grade
 - D play some fun games

Name _____ Date _____

TV Terror

Kevin loved watching TV more than anything else in life—other than his parents and his little sister, of course. He loved cartoons, baseball games, and shows about fishing. Kevin's parents had tried many different things to cure him of his love of TV.

②

They had come up with a list of awful chores that Kevin had to do for just one hour of TV time. Kevin did all of the chores right away and didn't complain. Then he did the same chores again the next day—including mopping the kitchen floor.

One week, they banned him from watching any TV. They told him to go and play football with his friends or paint a picture with his little sister or read a book. Kevin did these things but at the end of the day, he would come home and sit in front of the turned-off TV, looking sad.

"You know, my friends watch TV all the time, and nothing seems to be wrong with their brains," he said to his parents. "Why are you so worried?"

They sighed, but the next day, they made a shocking announcement. "Kevin," his father said, "we're very tired of arguing about TV. We think it's going to turn your brain to mush, but we'll give your way a try for two weeks. You get to watch TV whenever you like—and we mean whenever," his father continued. "You just have to do your regular chores and your homework. And of course you know which shows you're allowed to watch."

⑥

Kevin couldn't believe his ears, but he was afraid to ask any questions or seem suspicious. *Would he really be able to watch TV whenever he wanted to? Could he trust what his parents were saying to him?* He decided to stay quiet. They might change their minds. So the great TV watching party began. That Friday, Kevin watched seven hours of TV. The next morning he got up at 6:00 and watched until noon, then started again after chores and lunch.

"This is great!" he thought. This would show his parents that he could watch TV whenever he wanted and still be a normal, smart kid.

His baby sister was not too thrilled, however. She was happy to watch cartoons with him, but when he watched shows she was too young to understand, she yelled, "You need to come play with me!"

"Sorry," said Kevin. "My show is about to start."

⑩

On the following Friday, Kevin settled in for a TV night. His final choice was an old monster movie on the science fiction channel. Everyone else was asleep by then, and Kevin was thinking about how lucky he was. But as he sprawled on the floor in front of the TV, something odd began to happen. The monster in the movie reached through the TV and grabbed Kevin by the shoulders! The monster pulled Kevin straight into the TV, and Kevin screamed.

⑪

Kevin had just been thinking about how funny the movie was—the monster was not very real or frightening-looking. After all, this movie had been made a long, long time ago. The creature's movements were uneasy and slow. But the clumsy monster was only funny if you were lying on the floor in *front* of the TV and not inside it.

⑫

As the now-terrifying creature dragged Kevin along the fake-looking scenery in the movie, he continued to scream. "Let me go! Let me go!" He was very afraid of this creature.

Suddenly, Kevin felt as if he was being shaken, not dragged. "Kevin—Wake up, wake up. You must be dreaming!" his father said. "Everything's okay. Let's get you in bed."

As Kevin's father reached up to turn off the TV, Kevin saw the monster staring out at him from the screen. He didn't look so harmless anymore, Kevin thought. He realized that he was just as glad to see the screen go dark as he had been to see his father's kind face.

The next morning at breakfast, Kevin told his parents the TV watching party was over.

"You know I always hate to admit this," he said to them. "But I know you're right."

"Too much TV is, well, too much," he said, thinking of himself lying in the living room screaming at a monster in a box.

His parents looked at each other, smiling. "We had a feeling you might feel that way. We got your bike fixed and bought you a new helmet. Probably a good day to try it out."

- 1 In paragraph 2, when the author uses “mopping the kitchen floor” in the list of chores, the reader knows that *chores* refer to what?
- A jobs
 - B foods
 - C excuses
 - D messages
- 2 In paragraph 6, what does the author mean when he says Kevin did not want to seem *suspicious*?
- A Kevin is tired and does not like playing football.
 - B Kevin is amused by the monster in the movie.
 - C Kevin is unsure about his parents’ decision.
 - D Kevin is lazy and does not like school.
- 3 What word in paragraph 10 helps the reader understand where Kevin was watching TV?
- A sprawled
 - B reached
 - C grabbed
 - D pulled

- 4 In paragraph 11, when the author uses the word *clumsy*, what does that tell the reader about the monster?
- A He is clever.
 - B He is quiet.
 - C He is greedy.
 - D He is awkward.
- 5 In paragraph 12, what is the meaning of *terrifying*?
- A amusing
 - B pleasant
 - C selfish
 - D scary

Name _____ Date _____

Jamal's New Ride

Jamal came downstairs dressed and ready to go, excited for the day to start. It wasn't just that it was Saturday morning. His dad was taking him to get a new bike today. He'd outgrown his old one months ago, so his parents had agreed to get him a new one.

"Hey, there," said Jamal's mom, who was sitting at the kitchen table, drinking a cup of coffee. "What would you like to have for breakfast? It's the weekend . . . you get to choose."

"I don't know," said Jamal. "I'm too excited to choose."

"How about pancakes?" asked his mom.

"Great!" said Jamal. "Is Dad up yet?"

"Yes," replied his mom. "He's gone running. Don't worry. He'll be back soon, and you guys will be off to shop for a bike before you know it. Besides, you have to eat first anyway."

Just then, Jamal's dad came in the back door. "Hey, buddy. Are you ready for the big bike-shopping day?"

"Yes!" said Jamal excitedly. "I can't wait!"

⑨

"Well, I'll shower while you finish breakfast, and then we'll hit the road."

"Okay!"

An hour later, Jamal and his dad were heading downtown to Life Cycle, the bike shop owned by his dad's friend, Jordy. They'd taken his dad's truck so they could put the new bike in the back.

When they walked into the shop, Jamal stopped quickly and just stood there staring.

"Wow," he said. "I've never seen so many bikes in one place!"

There were bikes of every color, with different handlebar and seat styles. There were girls' bikes and boys' bikes and, of course, grown-up bikes.

"Hi, guys!" called Jordy, walking toward them from the back of the store. "You here to get your new bike, Jamal?"

"Yes, sir," said Jamal.

"Well, we've got some pretty special ones here," said Jordy. "I'm sure we can find something you like."

"You sure do have a lot of them," said Jamal.

①9 "Well, we like to give our customers a lot of choices," said Jordy. "Now, why don't you come over here and look at the boys' bikes and see if there's something that catches your eye. I've already pulled a few for you to look at and put them out back in the 'test drive' area."

"The 'test drive' area?" asked Jamal.

"We roped off part of the parking lot, so that our customers could try out the bikes," said Jordy. "It makes it easier for them to decide which bike they like best."

②2 Jamal walked up and down the aisles of bicycles, his head spinning. "How am I supposed to choose?" he asked his dad. "They're all so cool!"

"Well, why don't you start with two?" said his dad.

"Okay," said Jamal, looking around. "Let's see . . . how about that blue one over there? And the red one right here by the door."

"Good choices," said Jordy, taking the blue one down from the hooks that held it up. Jamal's dad grabbed the red one, and they all headed for the back of the shop, where the "test drive" area was.

There were three bikes leaning against the building. "These are the ones I pulled for you to try," said Jordy. "but why don't you try the ones you chose first?"

"Okay," said Jamal. He got on the red bike and rode it around the roped-off area. As he returned to where his dad and Jordy were standing, his dad said, "Well?"

"It's cool," said Jamal. "It rides okay."

②9

Jamal's dad looked at Jordy. "Not exactly jumping for joy, is he?"

"Nope," said Jordy. "I don't think that's the one."

Jamal tried all the other bikes as well, but none of them felt quite right.

③2

"I'm stumped," he said to his dad. "I like them all okay, but there's not one that really stands out above the rest. I'm not sure which one I like."

"Hmm," said Jordy. "I think I might have just the bike for you. It's pre-owned, but we've fixed it up real nice. It's a beauty." He headed into the shop.

"What did he mean by 'pre-owned'?" asked Jamal.

"Pre-owned is just another way of saying that the bike is used, that someone else owned it," explained Jamal's dad.

"Oh," said Jamal. He had been looking forward to a brand new bike, so he wasn't sure about this pre-owned thing.

A couple of minutes later, Jordy came back with the bike: it was lime green with a bright purple seat and sporty handlebars. It looked brand new.

"Wow!" said Jamal. "It looks like a brand new bike!"

"Well," said Jordy. "It hasn't been ridden that much. The boy who had it broke his leg right after he got it, and by the time he got the cast off, he'd already outgrown it. It was in such good condition, we let his family trade it in for a larger bike. Why don't you give it a whirl?"

Jamal hopped on the bike and took off. He rode four or five laps around the test drive area, then circled back to where his dad and Jordy were. He had a huge grin on his face.

"This is it, Dad!" said Jamal. "It rides great, and it feels really good."

"Well, then," said his dad. "I guess you have a new bike!"

"Thanks, Dad!" said Jamal. "Thanks, Jordy!"

"You're welcome," said Jordy. "Now let's get you rung up and get your new bike loaded onto the truck!"

- 1 In paragraph 9, what does it mean to “hit the road”?
- A take
 - B drop
 - C leave
 - D allow
- 2 According to paragraph 19, what is meant by “something that catches your eye”?
- A makes a person cry
 - B flies into a person’s face
 - C makes a person turn away
 - D gets a person’s attention
- 3 In paragraph 22, why was Jamal’s “head spinning”?
- A He had many different choices of bicycles.
 - B He was dizzy from walking around in the store.
 - C He could not understand anything Jordy was saying.
 - D He did not want to upset his dad by choosing the wrong bicycle.

- 4 Based on paragraph 29, how would someone act if he or she were “jumping for joy”?
- A calm
 - B angry
 - C worried
 - D excited
- 5 What does Jamal mean when he says, “I’m stumped” in paragraph 32?
- A He has tried.
 - B He has fallen.
 - C He is unsure.
 - D He is unharmed.

Name _____ Date _____

Adapted from "The Blackbird Family"

by Olive Thorne Miller

There are more than one hundred species of the Blackbird Family in America. Blackbirds are walkers. They dress mostly in black, and they are of medium size. Some of them will usually be found on the ground in a marsh or a meadow. They are social birds, that is, they go in flocks. Fond as they are of being together, there is one time when they are willing to be a little apart from the blackbird world. That is when they are nesting and rearing a young family. One interesting bird of this family is the redwing blackbird.

The redwing blackbird is found all over the country. He is not as large as a robin, and is black all over, except for one place on the wings. On the wings are bright stripes of red and orange, which seem to be on the shoulders when the wings are closed. They make the bird very carefree, when he spreads them out in flying.

The redwing's mate is a modest-looking bird in stripes of brown and black. She is a plodding¹ sort of a creature, too. She walks about on the ground, looking for grubs or insects so busily that she hardly seems to see anything else.

The nest is usually in a marsh. It must be near the water, for redwings are as fond of the water as any old sailor. It is hung between reeds or in the branches of a low bush. It is a cozy, bag-like home, deep enough and big enough to hold the restless blackbird babies.

While the mother redwing is sitting, her mate stays near her and sings a great deal. His song is a loud, sweet "hwa-ker-ee," which may be heard a long way off. When baby birds are out, he is one of the most busy and hard to please of birds. He helps in the feeding and seems to be a good and careful father. But when the young ones are grown up and able to feed themselves, a curious thing happens. All the redwings in a neighborhood come together in a flock again. But all the young ones and the mothers stay in another flock.

The redwing is a very nervous and uneasy fellow. While his mate is sitting, he is always on guard to see that no harm comes to her. He gets very upset if anyone comes near. He will give such cries of distress² that one would think he was hurt, or that his nestlings

¹**plodding:** walking slowly with heavy steps

²**distress:** great pain or sorrow

were being stolen away. If the enemy is a crow, come to feed quietly on the meadow, he will fly at him, try to peck his head, and annoy him till he goes away. If it is a person who alarms him, he will circle about over his head with loud cries, and now and then swoop down as if he meant to attack him. In fact, he shows so much distress that it is not very pleasant to stay near him.

- 1 When are blackbirds willing to be apart from the flock?
- A when they are flying
 - B when they are eating
 - C when they are nesting
 - D when they are walking
- 2 According to the text, where can someone find a redwing nest?
- A in a tree
 - B in a marsh
 - C in the water
 - D in the desert

- 3 How does the male redwing blackbird help care for the baby birds?
- A He feeds them.
 - B He teaches them to fly.
 - C He sings loudly to them.
 - D He puts them in the flock.
- 4 According to the text, when does the male redwing blackbird become upset?
- A when his baby birds leave the nest and are able to feed themselves
 - B when anyone comes near while his mate is sitting on her eggs
 - C when he is walking
 - D when he is flying
- 5 According to the text, if a person alarms a redwing, what does it do?
- A flies to its mate
 - B hides in the nest
 - C watches the person
 - D swoops down as if to attack

Name _____ Date _____

The World of Coral Reefs

Coral reefs are special places on Earth, which are very important to the environment. They are beautiful and interesting. Coral reefs are also disappearing and that is a big problem today.

A reef is a ridge that lies in shallow water. Reefs can be made of sand or rock, or they can be made of coral. Coral is really a group of animals. The animals make hard shells to live in. The hard parts of the animals make the coral reef. If the animals die, then the coral reef dies. The hard parts break away and the reef disappears.

Coral reefs are found in warm parts of the ocean. They are in shallow water near islands or other land. The reefs grow well in the shallow water because the water moves around a lot. The waves push the water back and forth. The moving water brings food for the plants and animals that live in the reef. There are coral reefs near Hawaii and Florida. The biggest coral reef in the world is called the Great Barrier Reef and is near Australia.

Besides the coral animals, other things grow in a coral reef. Plants called plankton and algae grow there. These plants take the bright sunshine that comes into the water and turn it into food. These tiny plants are very important to the health of the coral reef.

Fish live in the coral reef, too. Some animals like the food they find there and eat the small plants. Others eat the larger plants. The coral reef is an important part of the food chain. It provides homes and food for many creatures. The scientists say that nearly one out of every four of all ocean animals use the coral reef. Some stay there all the time while others use it as a place to rest or find food.

Coral reefs are also important to people. All of the plants in the reef help clean Earth's air. This is a very important job, because without clean air, most things on Earth would die. Coral reefs also protect the land. When storms come, the coral reefs help slow down the water. That makes people and homes safer on the shore.

Some of the animals that live in coral reefs are important food for people. For example, some kinds of lobsters live in coral reefs, and many people like to eat lobsters. Scientists think that coral reefs can also someday provide medicine and other things to help doctors.

Coral reefs are important because they bring visitors to islands and beaches. Many people want to see the coral reefs, so they can swim there and take pictures. These

visitors help bring money into these areas. They eat, stay in hotels, and do other fun things while they are visiting. So many people have jobs because of coral reefs.

A coral reef is very beautiful. Many reefs are brightly colored, and there are many different kinds of plants and animals that live there. Some of the plants and animals can only live in coral reefs, and it is important to save the reefs.

Coral reefs are dying all around the world. The animals that make the coral shells are being killed by pollution and by people being careless while fishing or visiting. They are dying because the oceans are getting too warm for them. People will have to work together to save the coral reefs.

- 1 What is the main idea of the text?
- A Coral reefs are really a group of animals.
 - B Coral reefs are important food for people.
 - C Coral reefs bring visitors to islands and beaches.
 - D Coral reefs need to be protected for the environment.
- 2 Which detail supports the main idea?
- A "The hard parts break away and the reef disappears."
 - B "The waves push the water back and forth."
 - C "The coral reef is an important part of the food chain."
 - D "These visitors help bring money into these areas."

- 3 Which detail supports the fact that animals depend on coral reefs to live?
- A Large sea animals make their homes in coral reefs.
 - B Some animals use coral reefs as a place to rest or find food.
 - C The greatest amounts of sunlight can be found near coral reefs.
 - D Animals prefer to swim near and around coral reefs because of their beauty.
- 4 Which statement from the text supports the idea that coral reefs are beautiful?
- A "Reefs can be made of sand or rock, or they can be made of coral."
 - B "There are coral reefs near Hawaii and Florida."
 - C "The scientists say that nearly one out of every four of all ocean animals use the coral reef."
 - D "Many reefs are brightly colored, and there are many different kinds of plants and animals that live there."
- 5 Which detail supports the fact that coral reefs are disappearing?
- A The coral reefs grow well in shallow water.
 - B Many people have jobs because of coral reefs.
 - C Plants called plankton and algae grow on coral reefs.
 - D Animals that make up coral are being killed because of pollution.

Name _____ Date _____

Adapted from "Money Matters"

Banking

Right now, where do you keep your money? Is it hidden in the bottom drawer of your dresser? Is it stuffed inside a purse or wallet? Or is it scattered throughout your room? Wherever it is now, learning where to keep your money is a good way to start managing it. Putting some of your money in the bank can be a really great idea. A bank keeps your money in a safe place, and it makes it very easy for you to keep track of how much you have. If you don't have a bank account yet, check out the information below to learn more about choosing a bank that's right for you.

Talk to your parents. Most likely, your parents already have a bank. Ask them if their bank would be a good place to open an account for you. See if your parents can talk to the bank to learn about savings accounts for kids your age.

③

Do some research with your parents. At your age, when you put money in the bank, it will most likely be in a savings account. A savings account allows you to earn interest on your money (the bank gives you money to keep your money with them). You and your parents should see what banks offer in terms of interest rates,¹ minimum balances,² and the number of withdrawals³ you can make. By doing some research, your parents can help you decide which bank will help you make the most money.

Think about location and hours. If you want to be able to easily make deposits and withdrawals, you'll want to choose a bank that is open during times that work for you and your parents and isn't too far away from your home.

Talk to your parents about banking. Your parents have a lot of experience with banking that you don't have yet. Choosing a bank is a great start to understanding and managing your money, but there's a lot more to it. Talk to them about ways you can earn extra money to put in the bank, good ideas for when to visit the bank, and how you can keep track of what's in your account and what you spend.

¹**interest rates:** money given by a bank for having an account

²**minimum balances:** the least amount one has to keep in the bank

³**withdrawals:** removing money from one's account

How to Save

Do you earn an allowance for extra work you do around the house? Do you sometimes get money for special occasions? Do you have a job? If so, it's time to start thinking about how to save some of that money for the future!

⑦

Figure out a plan. Think about how much money you earn (through special occasions), allowance, or for extra work you do around the house, and make a plan. Instead of spending all of the money as you get it, save some part of it each time.

Set a goal. Is there something big you've been dying to have but you never seem to have enough money? Is there something you know you'll want in a few years? If so, set a savings goal. Instead of buying something new each week, figure out how much money you need to save to reach your goal and stick to it.

Open a savings account. When you open a savings account, a bank will give you money called interest just for keeping your money in the account. That's right, you'll make money just for having money! A savings account is a safe place to keep your money and you can easily check on it to see how much is there. When you're ready to spend it, it's not hard to take it out either!

Here are some things to do before you open the account:

Make sure you do some research first. See which bank will pay you the highest amount of interest for keeping your money there, and see if you have to have a certain amount in the account at all times (this is called a minimum balance). Since you're just starting out, you might want to find a bank that doesn't make you keep a minimum balance.

Buy a savings bond. A savings bond is something that you can buy or that you can ask for as a gift. A savings bond is purchased through the government and it's something you keep for a long time. Here are some things to know about savings bonds:

The entire time you have the savings bond (twenty years, thirty years, etc.) it is collecting a fixed rate of interest (remember, interest is extra money paid to you based on the amount you have in the savings bond).

If you wait long enough to cash the savings bond, it will be worth what you originally bought it for plus all the interest it has earned. This is a great long-term savings option. You can start saving for college this way!

- 1 According to the text, why is putting money in the bank a good idea?
- A The money is in a safe place.
 - B The money can be deposited.
 - C The money can be withdrawn.
 - D The money is in a savings account.
- 2 According to paragraph 3, why is it important to do research before choosing a bank?
- A to see which bank is offers free tickets to parks
 - B to see which bank will keep the money safe
 - C to see which bank other family members use
 - D to see which bank will help earn the most money
- 3 According to the text, why is it important to think about the location and hours of a bank?
- A to quickly earn interest
 - B to open a savings account
 - C to easily make deposits and withdrawals
 - D to be aware of what is in an account

- 4 Which step follows "Figure out a plan" found in paragraph 7?
- A Earn an allowance.
 - B Reach your goal.
 - C Talk with parents.
 - D Set a goal.
- 5 According to the text, how does a savings bond help the owner make money?
- A It is something the owner keeps for a short time.
 - B It waits for the owner to cash it for college.
 - C It is purchased through the government.
 - D It earns interest over a long period of time.

Name _____ Date _____

Reduce, Reuse, Recycle

Keeping the world clean helps keep living things healthy. People harm the environment in many ways. Litter, trash, and waste all harm the land, air, water, and living things on Earth. There are also many things people can do to help the Earth. Keeping the land, water, and air on Earth clean helps keep living things healthy. There are three simple things that people can do to help the Earth. Reduce, reuse, and recycle are all good ways to take care of our world.

To reduce means to make smaller. Reduce, to help the Earth, means to buy and use less. Many people buy more things than they need. They can reduce what they buy and only get things that are needed. Fewer products will be made. There will be fewer products to fill the world. This means that there are fewer objects, papers, and trash to throw away. Reduced trash means a healthier world. People should also look at the kinds of packages. One larger box is less trash than many smaller boxes. Fewer packages mean less waste. People can help the Earth by being wise about what they buy.

③

Reusing is also a step to making the world a healthier place. Many items can be reused. Containers can be refilled with something new. Grocery bags can be reused instead of thrown away. Washable cups are less wasteful than paper cups. Reusing items means that new items are not made. Some items can be reused in a different way. Cans make good pencil holders. Shoe boxes are good for storage. Other used items can be craft materials. Still other items can be given to other people. Used books, toys, and clothing are good things to give to others. It can be fun to have a yard sale or give to a charity.* Reusing items instead of throwing them away is good for the Earth.

④

Recycling is a great way to save the land, air, and water on the Earth. Items that are recycled are made into new products. Recycling factories turn used glass, cans, papers, and plastics into new products. These places look for materials that have already been used instead of making new materials. It is easy to collect recyclable items. Keep them out of the trash and place them into separate bags or bins. Many cities have special

* **charity**: a group that gives help to people in need

buildings or places to take recyclables. The items will be collected. They will be taken to a factory to be made into something new. The new items will be sold at stores. Buying items that are made of recycled materials is a way to save the Earth.

Keeping the land, water, and air on the Earth healthy is good for all living things. There are many easy ways to help keep the world safe. People can help by reducing the amount of things that they buy and use. People can also reuse items instead of buying more. Recycling items to be made into new things is another way to help the Earth. Reducing, reusing, and recycling are three steps to a healthier place to live.

- 1 Which words from the first paragraph help the reader understand what *environment* means?
- A "Litter, trash, and waste"
 - B "the land, air, water"
 - C "three simple things"
 - D "Reduce, reuse, and recycle"
- 2 According to paragraph 3, what is the meaning of *containers*?
- A healthy foods
 - B pieces of trash
 - C items bought new
 - D things that can be filled

- 3 As used in paragraph 4, what is the meaning of *collect*?
- A to throw away
 - B to put in storage
 - C to gather together
 - D to buy something new
- 4 Which words from paragraph 4 help the reader understand the meaning of *separate*?
- A "made into new products"
 - B "look for materials"
 - C "out of the trash"
 - D "taken to a factory"
- 5 As used in the text, what are *materials*?
- A things that we can eat
 - B things that we can use
 - C things that we can harm
 - D things that we can plant

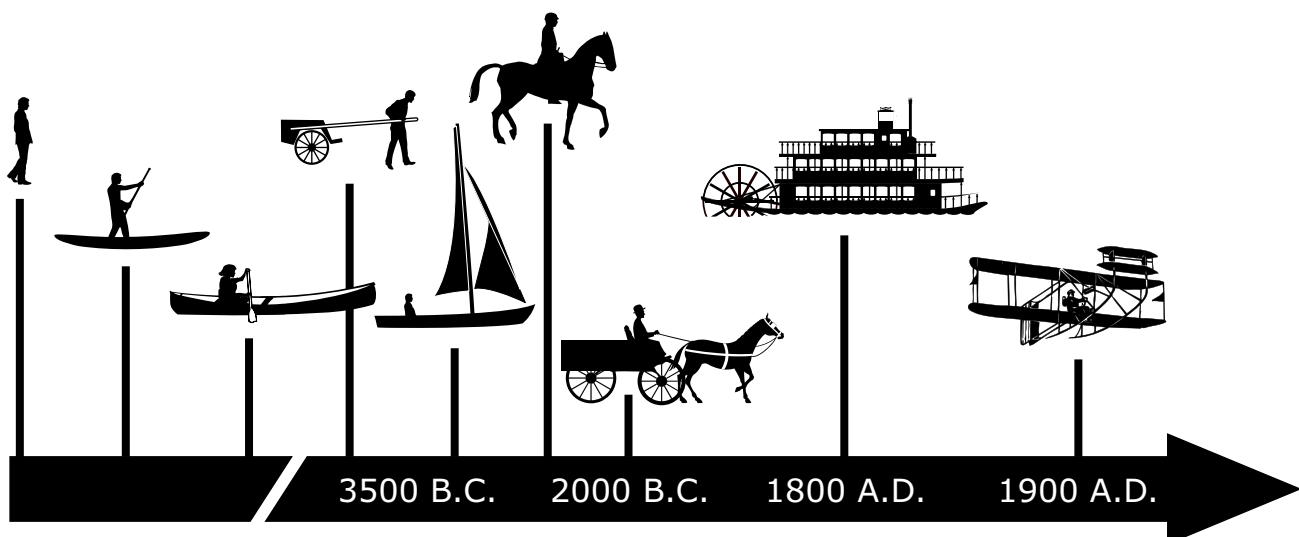
Name _____ Date _____

Excerpt from *The Courage To Soar:* "Faster, Farther, Higher"

From Foot Power to Steam Power

How do you think humans got from place to place a long time ago? Well, at first they just walked. If they wanted something moved, they could carry or drag it. So they did not travel very far from home. They also did not try to move many goods. Then, early humans began to travel by water. At first, they made a simple raft by tying logs together. We do not know exactly when the first boats were used. But most people believe that humans used water for travel thousands of years ago.

A new way to travel came in 3500 B.C. This is when we think the wheel was invented. So, humans were able to make a cart with two wheels. About the same time, oars and sails were added to boats. Then in 2000 B.C., horses were tamed. They could be ridden from place to place and they were also used to do work. Later, horses pulled carts with four wheels. For thousands of years, humans used boats, carts, and animals to go from place to place, and that was all they had. Travel was slow, hard, and dangerous.



In the early 1800s, boats began to use steam power. A steam engine turned a big paddle wheel or a propeller. These pushed the boat on the water. Now, humans did not have to rely on the wind to sail on the water, nor did they have to use oars. Boats could now be built bigger, and they could carry much heavier loads.

Then, trains with steam engines were invented. Before trains, most cities and towns were built near water. Boats would bring people what they needed. But now, cities and towns could be built inland. Trains could carry very heavy loads, so all kinds of goods could be taken to almost any place. By the end of the nineteenth century, travel was much faster. One train set a speed record of 100 mph (160 kilometers per hour)! The way people and goods were moved had changed forever. By this time, many people had their own cars. So, roads had to be paved because cars would often get stuck in the mud. People could go anywhere they wanted to go, and a car was faster and safer.

A Century of Flight—From Kitty Hawk to World War I

Then, in 1903, the Wright brothers flew an airplane for the first time. The longest flight that day had an air speed of 31 mph (50 kilometers per hour). Some birds could fly faster! But this was just the beginning. Two years later, the Wright brothers flew what they called the first practical plane. It could stay in the air for over half an hour. It could turn, bank, and fly in figure eights. Yet, it wasn't until 1909 that the Wright brothers sold the first plane to the U.S. military.

For the next few years, pilots entered their planes in races and air meets. They were always improving their planes, as they tried to go faster, fly higher, and stay in the air longer.

- 1 According to the timeline and information in the text, besides walking, how did people travel before 3500 B.C.?
- A Oars and sails were added to boats.
 - B Horses were ridden from place to place.
 - C Simple rafts were made by tying logs together.
 - D Humans used boats, carts, and animals to travel.

- 2 According to the timeline and information in the text, which event changed travel in 3500 B.C.?
- A Boats were used.
 - B Roads were paved.
 - C Horses were ridden.
 - D Wheels were invented.
- 3 According to the timeline and information in the text, which happened around 2000 B.C.?
- A Wheels were added to carts.
 - B Tamed horses pulled carts.
 - C Oars were added to boats.
 - D Sails were added to boats.
- 4 According to the timeline and information in the text, which happened in the early 1800s?
- A "Boats began to use steam power."
 - B "One train set a speed record of 100 mph."
 - C "Many people had their own cars."
 - D "People could go anywhere they wanted to go."

- 5 According to the timeline and information in the text, which happened to change travel after 1900 A.D.?
- A Boats were able to move faster with sails.
 - B Carts were invented and taken on long journeys.
 - C Steam engines carried heavy loads on the water.
 - D The first airplane was flown by the Wright brothers.

Name _____ Date _____

From Tadpole to Frog

Do you like to jump? How far can you jump? When most people think of frogs, they think of jumping. Frogs' legs are designed to help them swim when they are in the water and jump when they are on land. Frogs' legs help them move from place to place and to escape possible danger. However, frogs are not born jumping around. In fact, frogs are not born with legs at all! Frogs must go through many different stages in their lives before they can jump on land.

②

Each frog starts out as a tiny black spot in a little egg. The tiny frog egg is called a spawn. Frogs lay a lot of eggs. A frog can lay up to 4,000 eggs! The eggs stick together and have a jelly-like gel around them. This helps to protect the eggs. However, there are a lot of things that can happen to tiny little frog eggs. Eggs can be eaten, broken, or washed away. Only about half of the eggs will hatch. Sometimes, the mother may stay with the eggs to take care of them. Sometimes, the mother may leave and not come back to the eggs. A baby frog stays in the egg for 6 to 21 days before it comes out.

③

When the baby frogs leave their eggs, they are called tadpoles. The tadpoles are a green or brown color. This helps them hide in the algae.* Many fish will eat the tadpoles that do not hide. Tadpoles live in the water and have gills like a fish. In the beginning, the tadpoles are not very strong. They hook to algae and float. The tadpoles will start swimming around more and eating the algae after about a week. The tadpoles will stay together and swim.

④

After the baby frog has been a tadpole for about a month, it starts to change again. The tadpole grows skin over its gills. It starts growing lungs so it will be able to breathe on land. The little tadpole also starts to grow back legs. As it grows more, the tadpole can eat bugs and some plants. The tadpole is stronger and does not hide as much.

⑤

When it is six to nine weeks old, the little tadpole grows front legs. Its lungs begin working. The tadpole's mouth gets bigger and it looks more like a frog. Many people call this little frog a froglet. Unlike a frog, the froglet still has its tail. By the time it is twelve weeks old, the little froglet will just have a tiny tail and will begin living on land.

* **algae:** organisms that grow in water

⑥

The frog will stay and live near the water. It will go back to cool down and swim. Then, one day female frogs will go into the water and lay eggs of their own. Little tadpoles will come out of the eggs, and the whole cycle begins again.

Frogs are one of the only animals that begin their lives in the water with gills and then grow lungs to live on the land. They go through many different stages to get from the tiny spot in a jelly egg to a big, hopping frog.

- 1 How are the sentences in the first paragraph connected?
 - A They help the reader understand why frogs hop and jump.
 - B They help the reader understand the importance of frogs' legs.
 - C They explain how to catch a tadpole and raise a frog.
 - D They explain how the frog goes through life cycles.

- 2 How are the sentences in paragraph 2 connected?
 - A They all tell about frog eggs.
 - B They all tell about the stages of a frog's life.
 - C They all tell about how frog mothers care for their eggs.
 - D They all tell about what happens after a baby frog hatches from its egg.

- 3 How are the sentences in paragraph 3 connected?
 - A They explain how tadpoles breathe.
 - B They explain how tadpoles eat food.
 - C They explain the color of a tadpole.
 - D They explain the early life of a tadpole.

- 4 What is the connection between paragraphs 4 and 5?
- A Both tell about how frogs change during their life.
 - B Both describe how tadpoles survive by hiding.
 - C Both describe how tadpoles are able to live on land.
 - D Both tell about how frogs are able to live in the water.
- 5 What is the connection between paragraphs 5 and 6?
- A Both explain where frogs live at different stages.
 - B Both explain what frogs eat on land.
 - C Both explain how long tadpoles stay in water.
 - D Both explain how tadpoles learn to breathe.

Name _____ Date _____

Adapted from *The Beginner's American History:* "Columbus"

by D. H. Montgomery

What happened after they had been at sea many days?

For more than thirty days, the three ships kept on their way toward the west. To the crew every day seemed like a year. From sunrise to sunset nothing was to be seen but water and sky. At last the men began to think that they were sailing on an ocean which had no end. They whispered among themselves that Columbus, their leader, had gone mad, and that if they kept on with him in command they should all be lost.

Twice, indeed, there was a joyful cry of Land! Land! But when they got nearer they saw that what they had thought was land was nothing but banks of clouds. Then some of the sailors said, "Let us go to the admiral¹ and tell him that we must turn back."

③

But when the crew went to Columbus and told him that they would go no further, he became angry. He sternly ordered them to their work, stating that whatever might happen, he would not give up the voyage.

Signs of Land

The very next day there were signs of land that gave courage to even the most cowardly of the crew. The men had already noticed great flocks of land birds flying toward the west, as if to guide them. Now some of the men on one ship saw a branch of a thornbush float by. It was plain that it had not long been broken off from the bush, and it was full of red berries.

⑤

But one of the crew on the other vessel found something better even than the thornbranch; for he drew out of the water a carved walking stick. Everyone saw that such a stick must have been cut and carved by human hands. These two signs could not be doubted. The men now felt sure that they were approaching the shore, and what was more, that there were people living in that strange country.

¹**admiral:** master of a ship

Discovery of Land

That evening Columbus begged his crew to keep a sharp lookout, and he promised a nice coat to the one who should first see land. Everyone was excited, and no man closed his eyes in sleep that night.

Columbus himself stood on a high part of his ship, looking steadily toward the west. About ten o'clock he saw a moving light; it seemed like a torch carried in a man's hand. He called to a companion and asked him if he could see anything of the kind; yes, he, too, plainly saw the moving light, but presently it disappeared.

⑧

Two hours after midnight a cannon was fired from the lead ship. It was the glad signal that the long-looked-for land was actually in sight. There it lay directly ahead, about six miles away.

Then Columbus gave the order to furl² sails, and the three vessels came to a stop and waited for the dawn. When the sun rose on Friday, October 12th, 1492, Columbus saw a beautiful island with many trees growing on it. That was his first sight of the New World.

²**furl:** gather and roll up

- 1 As used in the first paragraph, what is the meaning of "in command"?
- A in trouble
 - B in charge
 - C in need of help
 - D in need of respect
- 2 In paragraph 3, what is the meaning of *sternly*?
- A finally
 - B seriously
 - C eagerly
 - D willingly

- 3 In paragraph 5, what is the meaning of *doubted*?
- A judged
 - B trusted
 - C believed
 - D questioned
- 4 In paragraph 5, what is the meaning of *approaching*?
- A coming near to
 - B giving space to
 - C moving away from
 - D stepping back from
- 5 In paragraph 8, what is the meaning of *actually*?
- A often
 - B really
 - C possibly
 - D sometimes

Name _____ Date _____

Excerpt from “The Bird Grown Up: His Intelligence”

by Olive Thorne Miller

Before people knew very much about the ways of birds, it was thought that they did not have to be taught like children, but that they knew everything they needed to know straight from the egg. That is, they were said to act from instinct¹ alone, and not at all from thinking, as we do.

②

Another belief that people had was that birds of a kind were carbon copies; that they looked exactly like each other, all acted in the same way, and all sang the same song.

But since we have begun to study birds more closely, we find these things are not true. We find that birds learn things by being taught, as we do. Also, they find out how to do things themselves, and they are not all alike, as so many machines.

More than this, we see that they do not look nor act exactly like each other. For when we know one robin or one oriole well, we can tell him from any other robin or oriole. And no two of a kind sing exactly the same song.

⑤

A bird is a genius in many ways. One is by the way it acts when it cannot do as it is used to doing. I saw a robin once who wished to build a nest but could not find mud to put into it. It was as dry as a desert, and there were no streams near. Now a robin's nest must have mud, and the bird seemed puzzled for a while but at last thought of a way to get it.

⑥

She went to a bathing dish that the people of the house kept filled with water for the birds, jumped into it, and got her legs very wet. Then she flew to the road, and tramped around like a soldier in the dust and dirt.

In a short time her legs had a good coating of mud, which she carefully picked off with her bill, and took to the nest she was building.

¹**instinct:** a pattern of activity that an animal is born with

She repeated this action many times until she had as much mud as she needed.

A bird often shows sense by the way she repairs a nest that has been thrown out of place. Sometimes she will add a new stay,² tying the nest to a stronger limb. One sparrow, whose nest broke loose, put so many stays to the branch above that they made a little roof like a tent over it.

Another way a bird shows reason is in seeing the advantage³ of a new place. A pair of swallows lived far out in the West, hundreds of miles from any house. They had no doubt always nested in a cave or a hole in a tree. But one day they found a house that had recently been built. It was a mere shed to be used as a blacksmith⁴ shop by a party of men who were looking over the country.

At once the birds saw how nice it would be to have a roof over their heads. Although there was a big fire and the noise of men at work, they built the nest over the anvil,⁵ and raised their family in safety.

²**stay:** a support or brace

³**advantage:** the good part

⁴**blacksmith:** a person who uses fire to make objects of iron

⁵**anvil:** a heavy iron block on which heated metals are hammered into shape

- 1 In the first paragraph, what does it mean that it was thought that birds know everything they need to know "straight from the egg"?
- A They know very little.
 - B They learn how to hunt.
 - C They have to learn new things.
 - D They are born knowing everything.
- 2 According to paragraph 2, what is meant by "carbon copies"?
- A fake
 - B alike
 - C different
 - D opposite

- 3 According to paragraph 5, what is meant by "A bird is a genius in many ways"?
- A Birds are carbon copies.
 - B Birds have different songs.
 - C Birds can learn new things.
 - D Birds act from instinct alone.
- 4 According to paragraph 5, what is meant by "as dry as a desert"?
- A dark
 - B light
 - C dusty
 - D grassy
- 5 In paragraph 6, what does "tramped around like a soldier" mean?
- A stomped
 - B crawled
 - C hopped
 - D danced

Grade 3 Reading Portfolio Sample Set
Answer Key
2014–15

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
A Hunt for Boy Blue	1	D	Recall	3.1
	2	A	Recall	3.1
	3	B	Recall	3.1
	4	D	Recall	3.1
	5	C	Recall	3.1

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
Chancy Does a Little Looking About	1	C	Skill/Concept	3.2
	2	D	Skill/Concept	3.2
	3	A	Skill/Concept	3.2
	4	B	Skill/Concept	3.2
	5	B	Skill/Concept	3.2

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
Adaptation of <i>The Tale of the Muley Cow</i> . "A Little Surprise"	1	B	Skill/Concept	3.2
	2	C	Skill/Concept	3.2
	3	A	Skill/Concept	3.2
	4	B	Skill/Concept	3.2
	5	C	Skill/Concept	3.2

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
The Passport	1	D	Skill/Concept	3.1
	2	C	Skill/Concept	3.1
	3	D	Skill/Concept	3.1
	4	B	Skill/Concept	3.1
	5	C	Skill/Concept	3.1

Grade 3 Reading Portfolio Sample Set
Answer Key
2014–15

3.L.4a (Literature) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: Use sentence-level context as a clue to the meaning of a word or phrase.

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
TV Terror	1	A	Skill/Concept	3.3
	2	C	Skill/Concept	3.3
	3	A	Skill/Concept	3.3
	4	D	Skill/Concept	3.3
	5	D	Skill/Concept	3.3

3.L.5a (Literature) Demonstrate understanding of word relationships and nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
Jamal's New Ride	1	C	Skill/Concept	3.2
	2	D	Skill/Concept	3.2
	3	A	Skill/Concept	3.2
	4	D	Skill/Concept	3.2
	5	C	Skill/Concept	3.2

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
Adapted from "The Blackbird Family"	1	C	Recall	3.4
	2	B	Recall	3.4
	3	A	Recall	3.4
	4	B	Recall	3.4
	5	D	Recall	3.4

3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
The World of Coral Reefs	1	D	Skill/Concept	3.1
	2	C	Skill/Concept	3.1
	3	B	Skill/Concept	3.1
	4	D	Skill/Concept	3.1
	5	D	Skill/Concept	3.1

Grade 3 Reading Portfolio Sample Set
Answer Key
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3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
Adapted from "Money Matters"	1	A	Skill/Concept	3.3
	2	D	Skill/Concept	3.3
	3	C	Skill/Concept	3.3
	4	D	Skill/Concept	3.3
	5	D	Skill/Concept	3.3

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area..

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
Reduce, Reuse, Recycle	1	B	Skill/Concept	3.0
	2	D	Skill/Concept	3.0
	3	C	Skill/Concept	3.0
	4	C	Skill/Concept	3.0
	5	B	Skill/Concept	3.0

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
Excerpt from <i>The Courage to Soar</i> : "Faster, Farther, Higher"	1	C	Skill/Concept	3.1
	2	D	Skill/Concept	3.1
	3	B	Skill/Concept	3.1
	4	A	Skill/Concept	3.1
	5	D	Skill/Concept	3.1

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
From Tadpole to Frog	1	B	Skill/Concept	3.0
	2	A	Skill/Concept	3.0
	3	D	Skill/Concept	3.0
	4	A	Skill/Concept	3.0
	5	A	Skill/Concept	3.0

Grade 3 Reading Portfolio Sample Set
 Answer Key
 2014–15

3.L.4a (Informational) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: Use sentence-level context as a clue to the meaning of a word or phrase.

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
Adapted from <i>The Beginner’s American History</i> : “Columbus”	1	B	Skill/Concept	3.5
	2	B	Skill/Concept	3.5
	3	D	Skill/Concept	3.5
	4	A	Skill/Concept	3.5
	5	B	Skill/Concept	3.5

3.L.5a (Informational) Demonstrate understanding of word relationships and nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Selection Name	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
Excerpt from “The Bird Grown Up: His Intelligence”	1	D	Skill/Concept	3.2
	2	B	Skill/Concept	3.2
	3	C	Skill/Concept	3.2
	4	C	Skill/Concept	3.2
	5	A	Skill/Concept	3.2

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"A Hunt for Boy Blue" by A.L.T. from *The Nursery*, Vol. 17, No. 101, May 1875.

"Chancy Does A Little Looking About" from *Blacky the Crow* by Thornton W. Burgess.
<http://www.classicreader.com/book/1773/12> (06/19/201).

Adaptation of *The Tale of the Muley Cow*: "A Little Surprise" by Arthur Scott Bailey.

Adapted from "The Blackbird Family" from *The Children's Book of Birds* by Olive Thorne Miller.

Adapted from "Money Matters" *Military Youth on the Move*
<http://apps.militaryonesource.mil/MOS/f?p=123:HOME2:0> (11/03/2013)

Excerpt from *The Courage to Soar*: "Faster, Farther, Higher."
http://www.nasa.gov/pdf/265907main_The_Courage_to_Soar.pdf (06/13/2013).
Courtesy of NASA.

Adapted from *The Beginner's American History*: "Columbus" by D. H. Montgomery.

Excerpt from "The Bird Grown Up: His Intelligence" from *The Children's Book of Birds* by Olive Thorne Miller.