

PRACTICE TEST

English Language Arts
Grade 3

Student Name

School Name

District Name

Grade 3

English Language Arts Practice Test

SESSION 1

This session contains 18 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

For most questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write each response in the space provided. Only responses written within the provided space will be scored.

Go On ➡

Read the passage about George Loher, a man who rode his bicycle from California to New York City in the 1800s. Then answer the questions that follow.

The Wind in His Mustache

by Teresa Bateman



A drawing of George Loher

- 1 What was that yellow two-wheeled contraption flying down the streets of Oakland, California, in 1895—scaring horses and making pedestrians dodge for safety?
- 2 It was a new-fangled bicycle, also known as a “wheel.” Bicycles with chains had only been around for about ten years, but they were rapidly becoming popular. . . . There were even bicycle clubs where “wheelmen” gathered to talk about their one-speed, two-wheeled marvels.
- 3 They were just a fad,¹ of course, not likely to replace a good horse and buggy. Still, for a young butcher like twenty-nine-year-old George Loher, there was a good deal of pride in the sight of his Stearns Model A Yellow Fellow bicycle.
- 4 It had cost one hundred dollars—a lot of money when most folks earned less than two dollars a day. Still, it was worth the sacrifice. He loved pedaling along—the wind in his mustache and the world flying past. Ah, the romance!

¹fad—something that is popular for only a short period of time

- 5 Then he decided to ride his wheel all the way from California to New York City.
- 6 "It's been done," folks said.
- 7 True, Thomas Stevens had ridden a bicycle across the country in 1884, but George didn't care about being first.
- 8 "Are you going to try and beat the speed record?" he was asked, but he didn't care about being fast either.
- 9 "Nope. I'm just looking for adventure."
- 10 George imagined pedaling along—the wind in his mustache and the world flying past. Ah, the romance!
- 11 Sweat dripped down his nose on Sunday, August 11, 1895. George's bicycle was piled high. A saddlebag was strapped to the frame, a bedroll adorned the handlebars, and a change of clothes was tied under the seat. Bike and baggage weighed 52½ pounds.

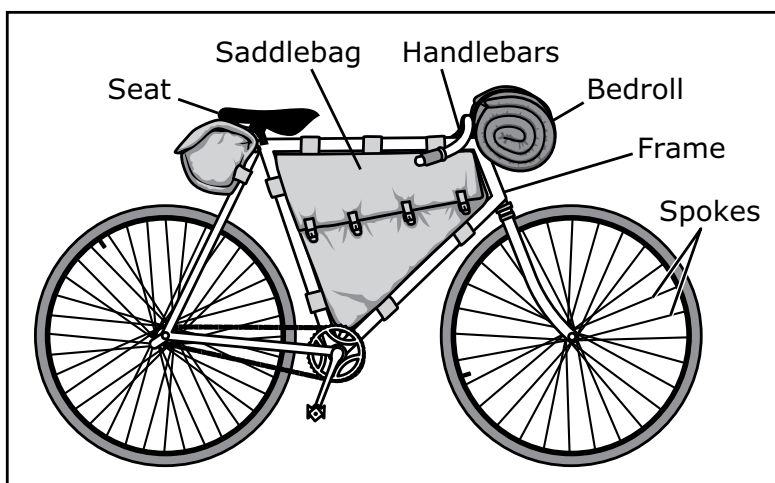


Diagram of George Loher's bicycle

- 12 He had money in his pocket and a companion for the road. Another butcher, Thomas Cornell, had promised to come along. Newspapermen interviewed the pair before they mounted their metal steeds and were escorted out of town by other members of the Acme Cycling Club.
- 13 George didn't bring a map. "We can always ask for directions," he said. "Besides, we know where we're going—east!"
- 14 That may have been when Thomas began to worry.

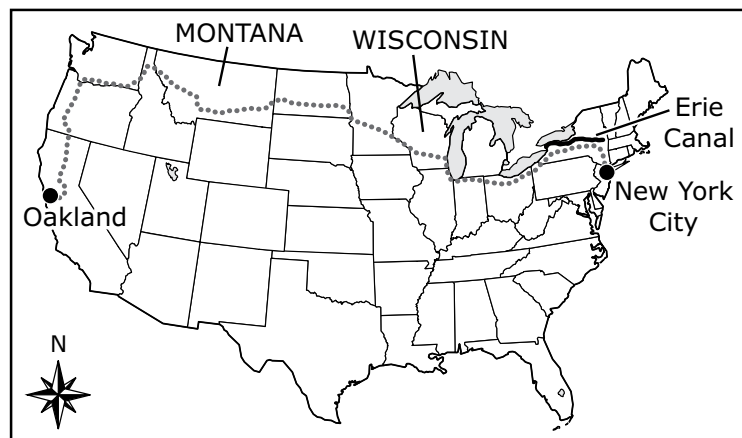
- 15 George kept smiling. He loved pedaling along—the wind in his mustache and the world flying past. Ah, the romance!
- 16 Sweat poured down their faces, turning to mud as thick dust rose from the dirt road. They dunked their heads in every stream they passed, but it didn't help.
- 17 Thomas only made it as far as Sacramento² before he gave up. George went on alone, ripe for adventure.
- 18 Once he leaped from his wheel to help folks beating out a stubble fire with wet sacks. By the time he was done his eyes shone white against a soot-covered face. With thanks ringing in his ears, and his mustache smelling of smoke, he was soon off again.
- 19 Some nights he stayed in hotels or people's homes. Sometimes he camped out. He tried sleeping in a haystack but spent the whole next day picking the prickly stuff out of his clothes and hair.
- 20 Every morning George rose with the sun and set off. If the road was level, things usually went well. Usually.
- 21 Once George hit a stake that sent him head over handlebars down an embankment. Luckily some railroad folks threw him a rope, or he might have been stuck there for days.
- 22 Most roads were dirt—not designed for his type of wheel. Sometimes he bumped along the railroad tracks.
- 23 Hills were bad. He had to get off his bike and push it up steep slopes, then walk it down since he had no brakes. Coaster brakes wouldn't be invented for another three years.
- 24 Still, walking downhill didn't make sense. Gravity should be his friend.
- 25 "H'm," he thought.
- 26 At the top of the next hill George gathered some branches, tied them together, and leaped onto his bike. He coasted downhill dragging the brush to slow himself down, raising a cloud of dust that could be seen for miles.
- 27 "Pretty clever," George bragged until, one day, he found himself sailing downhill and discovered a bend in the road. One hand was on his improvised brake. One clutched the handlebars. He had no way of turning at that speed, and no way of stopping. And, wait, was that a train whistle?

²Sacramento—a city in California

- 28 George dropped his “brakes” and held on for dear life, zipping across the tracks just before the train zoomed by, fluttering his mustache in the breeze of its passing.
- 29 That didn’t keep him from using the brush-broom method again at the next hill, however. Nothing was going to stop him. He loved pedaling along—the wind in his mustache and the world flying past. Ah, the romance!
- 30 If hills were a problem, water was worse. Large rivers had bridges or ferries. Streams were another matter. When a stream was too high to pedal through, he would . . . wade across, holding his bike and supplies overhead. More than once this resulted in a slip and a soaking.
- 31 Children flocked to see him. Bicycles were new and amazing. Once he returned to his bike to find both tires flat. The kids had poked pins in them to see what would happen.
- 32 He never let his wheel out of his sight after that. Still, it was in constant danger from the road.
- 33 If it wasn’t pins, it was rocks. If it wasn’t rocks, it was cactus spines. If it wasn’t cactus spines, it was dried clay that hardened into shards as sharp as glass. He went through tires like chewing gum. George would often ride a few miles, get off to pump the tires full of air again, then ride a few miles more.
- 34 Still, he was happy. He loved pedaling along—the wind in his mustache and the world flying past. Ah, the romance!
- 35 The handlebars broke, then the fork,³ then the chain. He had them all repaired or replaced on the way. A boulder destroyed his front rim. Bits and pieces were falling off everywhere he went. By the end of his journey, he had replaced and repaired so many parts that it could hardly be said he was riding the same bicycle.
- 36 When he hit Montana, newspaper folks gathered and townsfolk formed a crowd. The police had to clear them out, so he could get a meal. The restaurant didn’t charge him—after all, it was good advertising!
- 37 And the weather—ah, the weather. He started in heat, but rode through high winds, heavy rain that turned clay roads into skating rinks, and even snow.
- 38 Still, he loved pedaling along—the wind in his mustache and the world flying past. Ah, the romance!

³fork—the part of the bicycle that holds the front wheel

- 39 George checked maps at hotels and asked directions along the way. People were happy to help. The country was moving and changing. He encountered huge wagons, packed with kids and household goods, as folks left farms behind for city jobs.
- 40 Riding along the tracks he met . . . railroad workers. . . All of them were friendly, though they started looking at him funny.
- 41 George glanced down. He looked like he'd been dragged through a sticker bush backward. Most of his bicycle had been repaired or replaced, but there was no repairing what he was wearing. Finally, on October 5 in Wisconsin, he bought new clothes. After all, he was getting closer to his destination.
- 42 This was good since, one by one, he was losing the spokes from his rear wheel.
- 43 Finally, he found himself riding along the Erie Canal, the canal boat drivers yelling at him for frightening the mules.
- 44 He just waved. He loved pedaling along—the wind in his mustache and the world flying past. Ah, the romance!
- 45 Then on October 30, after eighty days on the road and over 4,300 miles, George pedaled into New York City. Tall buildings, crowds of people, and bicycles—yes wheels—were everywhere. Folks in the big city used them to get around where horses and buggies would get stuck in traffic. He fit right in!

Map of George Loher's Route**Key**

..... George's route

- 46 “Welcome!” cried the local bicycling clubs.
- 47 They showed him all the tourist sites. . . .
- 48 He especially enjoyed seeing that new Statue of Liberty out in the harbor. It was only nine years old and looked pretty impressive. . . .
- 49 Ah, the romance!

“The Wind in His Mustache” by Teresa Bateman, from *Cricket* Magazine (May 2022). Text copyright © 2022 by Teresa Bateman. Reprinted by permission of Cricket Media, Inc. Picture of George Loher courtesy of the Library of Congress.

- 1 Based on the passage, what do paragraphs 3 and 4 **mainly** show?
- Ⓐ why the bicycle is important to George
 - Ⓑ how George learns to repair the bicycle
 - Ⓒ why George wants to borrow the bicycle
 - Ⓓ how the bicycle gets its name from George
- 2 Based on the passage, what does paragraph 11 **mainly** help the reader to understand about George's trip?
- Ⓐ how he will sleep
 - Ⓑ what he will bring
 - Ⓒ which hotels he will visit
 - Ⓓ how much time he will need
- 3 Based on paragraph 12, what is the meaning of the word **companion**?
- Ⓐ someone to travel with
 - Ⓑ someone to build things for
 - Ⓒ someone who carries books
 - Ⓓ someone who follows directions

- 4 Which sentence from the passage **best** explains the reason George traveled on his bicycle?
- Ⓐ "They were just a fad, of course, not likely to replace a good horse. . . ." (paragraph 3)
 - Ⓑ "True, Thomas Stevens had ridden a bicycle across the country in 1884. . . ." (paragraph 7)
 - Ⓒ "'I'm just looking for adventure.'" (paragraph 9)
 - Ⓓ "Another butcher, Thomas Cornell, had promised to come along." (paragraph 12)

- 5 Read paragraph 16 in the box.

Sweat poured down their faces, turning to mud as thick dust rose from the dirt road. They dunked their heads in every stream they passed, but it didn't help.

Select **two** words from paragraph 16 that are used as **nouns**.

- Ⓐ poured
- Ⓑ turning
- Ⓒ road
- Ⓓ heads
- Ⓔ passed

- 6 What do paragraphs 23–26 **mainly** show?
- Ⓐ George finds a creative way to solve a problem.
 - Ⓑ George needs to replace many parts on his bike.
 - Ⓒ George wants to avoid rough places along the way.
 - Ⓓ George learns a new fact about the railroad on his trip.

- 7 Read the sentences from paragraph 31 in the box.

Once he returned to his bike to find both tires flat. The kids had poked pins in them to see what would happen.

How is the information in these sentences organized?

- Ⓐ as a cause and its effect
- Ⓑ as a question and its answer
- Ⓒ as a main idea and its details
- Ⓓ as a problem and its solutions

- 8 Based on the passage, select the phrase that **best** completes **each** sentence.

In paragraphs 1 and 2, the author shows how bicycles were

- Ⓐ thought to be safe in Oakland.
- Ⓑ gathered everywhere in Oakland.
- Ⓒ seen as something new in Oakland.

In paragraph 45, the author shows how bicycles were

- Ⓐ commonly found in New York City.
- Ⓑ invented long ago in New York City.
- Ⓒ parked on the streets in New York City.

- 9 Based on the passage, what does the map **mainly** help the reader understand?

- Ⓐ the long distance that George travels
- Ⓑ the useful knowledge that George gains
- Ⓒ the pleasant weather that George enjoys
- Ⓓ the large equipment that George purchases

- 10 Determine whether **each** sentence is a main idea or a supporting detail in the passage.

George Loher works as a butcher before leaving on his bicycle.

- Ⓐ main idea
- Ⓑ supporting detail

George Loher goes across the country on his bicycle.

- Ⓐ main idea
- Ⓑ supporting detail

George Loher sees the Statue of Liberty for the first time.

- Ⓐ main idea
- Ⓑ supporting detail

- 11 Which statement about George Loher would the author **most likely** agree with?
- Ⓐ George was eager to show his talent.
 - Ⓑ George was determined to reach his goal.
 - Ⓒ George was excited about joining the team.
 - Ⓓ George was hopeful about winning the race.
- 12 Why is “The Wind in His Mustache” a good title for the passage?
- Ⓐ It shows how far George rides his bicycle.
 - Ⓑ It shows how often George rides his bicycle.
 - Ⓒ It shows how much George loves riding his bicycle.
 - Ⓓ It shows how much George discovers while riding his bicycle.

Write a response that is about **one paragraph** in length. Be sure to:

- Include an opinion based on the passage.
- Use evidence from the passage to support the opinion.
- Use correct grammar, spelling, and punctuation.

- 13** Based on “The Wind in His Mustache,” write a response that states an opinion about which challenge was the **most** difficult for George to overcome on his journey. Use evidence from the passage to support your response.

Write your answer on the next page.

[illegible]

Read the folktale. Then answer the questions that follow.

How the Turkey Got Its Spots

by Bob Hartman

- 1 In the African bush, there lives a wild turkey, who is covered all over with bright white spots. But it was not always so. For, once upon a time, the wild turkey was as black as night. This is the story of how the turkey got her spots.
- 2 One evening, as Turkey scratched her way through the dry and dusty bush, she spotted a young lion, creeping up on her best friend, Cow. Lion looked hungry—very hungry indeed. And Cow had no idea that he was behind her. So Turkey did the cleverest and bravest thing she could think of. She raced between Lion and Cow, wings flapping, tail dragging and kicking up clouds of dry bush dust.
- 3 Lion coughed and sneezed and tried to shake the dust from his eyes. Cow heard him and hurried away. And when the dust had settled and Lion could finally see, Cow was gone! There was no trace of her, for the dust had covered even her hoofprints.
- 4 All he could find, in fact, were a few black tail-feathers.
- 5 ‘Turkey!’ Lion growled. And he vowed to remember what she had done.
- 6 The next evening, Turkey scratched her way to the watering hole. And there was Lion again, tail twitching, creeping closer to Cow than he had been the night before!
- 7 Once again, Turkey was determined that Lion would not have her friend for his supper. So, once again, she raced between them, wings flapping, tail dragging and kicking up clouds of dust. And, once again, Lion coughed and sneezed—and failed to catch his supper.
- 8 ‘Turkey!’ he roared. But both she and Cow were, by then, long gone.
- 9 And so, the next evening, it was not Cow that Lion stalked. No, he went hunting for Turkey. And he found her, at last, leading her little family of chicks back to their nest.
- 10 ‘Gotcha!’ Lion roared, as he sprang into the air and bared his claws. But Turkey was not only clever; she was also quick. And before Lion could land, she scooted out of his way, screeching and flapping her wings to send her children running for cover.

- 11 Then she pecked at Lion, first at his head, then at his shoulders and at his back. He leaped and twisted and clawed the air. And when he was thoroughly confused, she raced off into the bush, leading him away from her fleeing chicks.
- 12 As she ran, Turkey passed Cow, who was grazing behind a big bushy tree.
- 13 'Come here, my friend!' called Cow. 'Come quickly!' And when they were both safely behind the tree, Cow dipped the tip of her tail into her milk and sprinkled it over her friend. Soon Turkey was no longer black, but covered all over with bright white spots!
- 14 Turkey flapped out from behind the tree, just as Lion raced by. And because she now looked so different, Lion did not know who she was!
- 15 'Have you seen Turkey?' he panted. 'She's a big bird—about your size—but black all over.'
- 16 Turkey shook her head. But she did not say a word, for fear that she would give herself away.
- 17 So Lion roared off again, leaving Turkey and Cow chuckling to themselves.
- 18 'Quick!' said Cow, 'Fetch your chicks and I will give them spots as well.'
- 19 So that's what Turkey did. And ever since, the wild turkey has not only been clever and quick, but, as a sign of her bravery and kindness, she has been covered all over with bright white spots.



"How the Turkey Got Its Spots" by Bob Hartman, from *The Lion Storyteller Book of Animal Tales: Stories Old and New Especially for Reading Aloud*. Illustrated by Susie Poole. Text copyright © 2002 by Bob Hartman. Illustrations copyright © 2002 by Susie Poole. Reprinted by permission of the Licensor through PLSclear.

- 14** Based on paragraphs 2 and 3, how does Turkey protect Cow?
- Ⓐ Turkey tries to race Cow.
 - Ⓑ Turkey helps Cow escape from Lion.
 - Ⓒ Turkey tells Cow that Lion is coming.
 - Ⓓ Turkey sneezes loudly and startles Cow.
- 15** Select **two** words that describe how Lion **mainly** feels in paragraphs 4 and 5.
- Ⓐ bored
 - Ⓑ amused
 - Ⓒ delighted
 - Ⓓ surprised
 - Ⓔ frustrated

- 16** Based on the folktale, determine whether **each** detail **mainly** describes the setting or a character.

. . . through the dry and dusty bush . . . (paragraph 2)

- Ⓐ setting
- Ⓑ character

. . . coughed and sneezed and tried to shake the dust . . . (paragraph 3)

- Ⓐ setting
- Ⓑ character

. . . the night before! (paragraph 6)

- Ⓐ setting
- Ⓑ character

- 17 What is the **main** purpose of paragraph 13?
- Ⓐ to share a new point of view
 - Ⓑ to show a solution to a problem
 - Ⓒ to explain the reason for an opinion
 - Ⓓ to compare the feelings of two characters
- 18 Based on paragraphs 15 and 16, what does the picture **mainly** show?
- Ⓐ Lion and Turkey are becoming friends.
 - Ⓑ Lion does not know who Turkey is now.
 - Ⓒ Lion and Turkey are looking for the chicks.
 - Ⓓ Lion does not understand what Turkey is saying.



**This is the end of the session. You may
check your work for this session only.
Do not go on to the next session.**

Grade 3

English Language Arts Practice Test

SESSION 2

This session contains 24 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

For most questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write each response in the space provided. Only responses written within the provided space will be scored.

Go On ➡

Read the passage about a night watchman named Tom who provides security for a truck yard at night. Then answer the questions that follow.

Midnight and the Night Watchman

by John Sullivan

- 1 Snow falls. A thick white blanket covers the city streets. Tom the night watchman clicks open the padlock of the south truck yard. The cold metal stings his fingers. He pushes the long gate wide open for the salt trucks.
- 2 Drivers arrive and start up the engines. The salt trucks roll to a nearby mountain of salt. A loader scoops up bucketfuls and dumps them into the backs of the trucks. They rumble off to plow and salt the streets for the city's busy traffic.
- 3 The night watchman is glad his two children are asleep at home, snuggled in bed. Every hour Tom walks from one end of the truck yard to the other to make sure everything is OK.
- 4 Tom checks the west yard. Graders, sweepers, rollers, and backhoes sit as quiet as sleeping animals. Then he walks through the repair shop. Hoists, jacks, oilcans, air hoses, and tool cabinets fill the huge area.
- 5 Tom turns to walk back to the lobby, but something darts out from under a truck.
- 6 "Aw, a kitten!" he exclaims. The kitten's fur is velvet black except for the white tip of her chin and the white tips of her paws. "What are you doing here at midnight? Come with me . . . Midnight." And just like that, the kitten has a name.



Go On ➡

- 7 Midnight sits on the night watchman's desk and on his shoulder. She rolls on his lap as he rubs her stomach. She looks up into his face with her glistening eyes.
- 8 Tom takes a sandwich out of his lunchbox. He offers a piece to Midnight, and she gobbles it down. . . . "A truck yard is no place for a kitten," he tells her.
- 9 "That kitten came in from the cold a few days ago," one of the drivers tells Tom. "She eats whatever scraps we give her."
- 10 "Poor Midnight," Tom says to her. "Do you need a home?"
- 11 Midnight plays with Tom's cap and shoelaces. Tom crumples up a sheet of paper and rolls it on the floor. Midnight slaps and chases it. Tom thinks of his children. "I wish Rachel and Brandon could see this!" he says.
- 12 Together Tom and Midnight watch the loader and the trucks at the salt pile, their headlights burning in the gloom. "They're like giant insects scurrying around an enormous pile of sugar, Midnight. Giant insects with glowing eyes!"
- 13 Every hour Tom must make his rounds. Each time he returns to the lobby, Midnight runs up to him. But at 5:00 A.M., she isn't there. "Midnight," he calls. "Midnight!" He looks under the desk. He looks down the hall. He doesn't see her anywhere.
- 14 A driver swings the lobby door wide open on his way outside. Did Midnight follow a driver? Tom wonders. Can she find her way back through all that snow?
- 15 *Rumble!* A truck hurries by. Is Midnight out in the street with all those dangerous trucks?
- 16 *Whoosh!* The wind blows past the door as another driver walks outside.
- 17 Tom steps out into the cold and looks down to the far end of the building. A tiny dark figure stands out against the snow and slowly moves toward him. Two dots of light glow in front of it. "Midnight!" Her black fur is speckled with snowflakes. Tom picks her up and carries her inside. He pets her cold, wet fur till it's warm and dry. Midnight falls asleep.
- 18 The eastern horizon brightens. Through a clearing in the clouds, the rising sun lights up the whole sky. "Sunrise is beautiful to everyone, Midnight, but especially to a night watchman!" Tom says.

- 19 *Whishhh!* The sound of tires on the wet, salted streets means the snow has been cleared.
- 20 Melvin the day watchman arrives, and Tom's workday ends.
- 21 "Have a good one," Tom says.
- 22 "You, too," Melvin replies.
- 23 Tom picks up the kitten. "Bye, Midnight," he says. "We had a good time together last night. I hope somebody will give you a good home." He puts Midnight down, picks up his lunchbox, and walks toward the door.
- 24 Midnight follows him. Just as he reaches the door, Tom stops and scoops her up in his arms. "Come along with me, Midnight. From now on, you can watch me at home!"

"Midnight and the Night Watchman" by John Sullivan, from *Ladybug* Magazine (November 2021). Text copyright © 2021 by Cricket Media, Inc. Reprinted by permission of Cricket Media, Inc.

19 From whose point of view is the passage told?

- Ⓐ Tom's
- Ⓑ a driver's
- Ⓒ Midnight's
- Ⓓ a narrator's

20 Read paragraph 5 in the box.

Tom turns to walk back to the lobby, but something darts out from under a truck.

Which word could **best** replace the word **darts** in the paragraph?

- Ⓐ runs
- Ⓑ hides
- Ⓒ spins
- Ⓓ slides

21 How does the picture **best** help the reader understand the passage?

- Ⓐ It shows that Tom likes the kitten.
- Ⓑ It shows where Tom finds the kitten.
- Ⓒ It shows how the trucks move the salt.
- Ⓓ It shows who returns the trucks to the shop.

- 22** What does paragraph 7 **mainly** show about Midnight?
- Ⓐ She likes to climb on others.
 - Ⓑ She wants to find a quiet place.
 - Ⓒ She wants to spend time with Tom.
 - Ⓓ She tries to get something to eat from Tom.
- 23** Based on paragraphs 15 and 16, what do the words **Rumble** and **Whoosh** help the reader understand?
- Ⓐ how some things sound
 - Ⓑ what a character is doing
 - Ⓒ how a character is acting
 - Ⓓ what some things look like
- 24** What is the **main** purpose of paragraph 17?
- Ⓐ to explain why Tom feeds Midnight
 - Ⓑ to show how Midnight ignores Tom
 - Ⓒ to show how Tom feels about Midnight
 - Ⓓ to explain why Midnight stays near Tom

- 25 Determine whether **each** detail from the passage is an example of literal language or figurative language.

. . . sit as quiet as sleeping animals. (paragraph 4)

- Ⓐ literal language
- Ⓑ figurative language

. . . swings the lobby door wide open on his way outside. (paragraph 14)

- Ⓐ literal language
- Ⓑ figurative language

. . . the snow has been cleared. (paragraph 19)

- Ⓐ literal language
- Ⓑ figurative language

- 26 Select the quotation from the passage that **best** shows that Midnight is lively.
- Ⓐ "Midnight sits on the night watchman's desk and on his shoulder." (paragraph 7)
 - Ⓑ "Midnight plays with Tom's cap and shoelaces." (paragraph 11)
 - Ⓒ "Together Tom and Midnight watch the loader and the trucks at the salt pile, their headlights burning in the gloom." (paragraph 12)
 - Ⓓ "He puts Midnight down, picks up his lunchbox, and walks toward the door." (paragraph 23)
- 27 Based on the passage, which sentence **best** describes Tom's responsibilities as a night watchman?
- Ⓐ "Every hour Tom walks from one end of the truck yard to the other to make sure everything is OK." (paragraph 3)
 - Ⓑ "Tom takes a sandwich out of his lunchbox." (paragraph 8)
 - Ⓒ "Tom steps out into the cold and looks down to the far end of the building." (paragraph 17)
 - Ⓓ "Just as he reaches the door, Tom stops and scoops her up in his arms." (paragraph 24)

Write a response that is about **one paragraph** in length. Be sure to:

- Include an explanation based on the passage.
- Use evidence from the passage to support the explanation.
- Use correct grammar, spelling, and punctuation.

- 28** Based on “Midnight and the Night Watchman,” write a response that explains how Tom shows kindness in the passage. Use evidence from the passage to support your response.

Write your answer on the next page.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Read the article about the trick caterpillars use to escape from danger. Then answer the questions that follow.

Hanging by a Thread

by Sharon T. Pochron, Ph.D.

- 1 A wasp crept toward a caterpillar on a leaf. Dr. Ignacio Castellanos of Mexico watched. He knew the wasp was a caterpillar predator, which meant it ate caterpillars. He wondered what the caterpillar would do. Would it do anything?
- 2 As the predator walked closer to the caterpillar, the caterpillar spun a silk thread and jumped. It hung from the leaf by its thread. The wasp did not know where the caterpillar went. The caterpillar was safe!

Knowing Without Seeing

- 3 Caterpillars cannot see, hear, or smell very well. Castellanos wondered how the caterpillar knew the predator was approaching. He and Dr. Pedro Barbosa of Maryland wanted to find out. They thought that maybe the caterpillar could feel the leaf wiggle, or vibrate.
- 4 Wasps and stinkbugs eat caterpillars. When these insects walk on a leaf to eat a caterpillar, the leaf wiggles. But the wind, falling sticks, and insects that do not eat caterpillars might also wiggle the leaf. Could caterpillars tell the difference between something safe and something dangerous? Or did they hang from a thread every time the leaf wiggled?



When a wasp shakes a leaf, caterpillars know they must get away—fast!

- 5 The scientists wanted to make the leaf vibrate and watch what the caterpillar did. First, they needed to know how to make the leaf vibrate. They used a special machine to record vibrations. The scientists noticed that wasps made one kind of vibration. Insects that do not eat caterpillars made another kind of vibration. Wind, falling twigs, and dropping water each made a different kind of vibration.

Caterpillars Are Wiggle-Wise

- 6 The scientists put caterpillars on leaves and used another machine to make the leaves vibrate. When the leaves shook the way a predator would shake them, caterpillars behaved as if a real predator were on the leaf. They spun threads and hung.
- 7 When the leaves shook as if the wind were blowing or rain were falling, caterpillars did nothing. When the leaves shook as if insects that do not eat caterpillars were walking on the leaves, the caterpillars ignored the shaking.

- 8 The scientists also found that caterpillars could tell the difference between kinds of predators. Both stinkbugs and wasps have to be very close to a caterpillar to see it, but stinkbugs must be even closer. So when stinkbugs were on the leaf, caterpillars could hang from short threads and not be noticed. When wasps were on the leaf, caterpillars spun longer threads to hang farther down—and out of sight.
- 9 So now we know that caterpillars can tell dangerous wiggles from other kinds of wiggles. People might have to pay attention to what’s in front of their nose, but caterpillars have to pay attention to what vibrates under their feet.

“Hanging by a Thread” by Sharon T. Pochron, from *Highlights for Children* (November 2009). Copyright © 2009 by Highlights for Children, Inc. Reprinted by permission of Highlights for Children, Inc. Caterpillar photograph copyright © Kenneth Thomas/Science Source. Wasp photograph copyright © Arthur Twomey/Science Source.

- 29 According to paragraph 1, what does Dr. Ignacio Castellanos **most likely** think the wasp is going to do?
- Ⓐ fly to another leaf
 - Ⓑ make a silk thread
 - Ⓒ attack the caterpillar
 - Ⓓ hide from the caterpillar
- 30 What is the **most likely** meaning of the word *spun* as it is used in paragraph 2?
- Ⓐ moved
 - Ⓑ created
 - Ⓒ crossed
 - Ⓓ stopped
- 31 Based on the passage, one similarity between stinkbugs, wasps, and caterpillars is their
- Ⓐ vision.
 - Ⓑ appetite.
 - Ⓒ strength.
 - Ⓓ movement.

- 32** What is the **main** idea of the section **Caterpillars Are Wiggle-Wise**?
- Ⓐ Caterpillars do not use their eyes to see what is near them.
 - Ⓑ Caterpillars swing from long threads when a wasp is near them.
 - Ⓒ Caterpillars know what is on a leaf by the movements the leaf makes.
 - Ⓓ Caterpillars are not afraid of movements a leaf makes because of the falling rain.
- 33** Based on the article, for what purpose do caterpillars **mainly** use their silk thread?
- Ⓐ to get out of danger
 - Ⓑ to tie up other insects
 - Ⓒ to keep away from the wind
 - Ⓓ to trap food to be eaten later

The following questions are standalone questions and are not associated with a passage.

- 34 Read the sentence in the box.

The pizza got cold, so it had to be reheated.

What does the prefix **re-** in the word **reheated** mean?

- Ⓐ after
- Ⓑ again
- Ⓒ before
- Ⓓ without

- 35 Read the sentences in the box.

The dog chewed on a bone. The cat chased a ball.

Which of the following correctly combines the sentences to form a compound sentence?

- Ⓐ The dog chewed on a bone or the cat chased a ball.
- Ⓑ The dog chewed on a bone that the cat chased a ball.
- Ⓒ The dog chewed on a bone, nor the cat chased a ball.
- Ⓓ The dog chewed on a bone, and the cat chased a ball.

36 Which sentence uses correct punctuation?

- Ⓐ When will it rain tomorrow,
- Ⓑ When will it rain tomorrow.
- Ⓒ When will it rain tomorrow!
- Ⓓ When will it rain tomorrow?

37 Determine which word correctly completes **each** sentence.

The farmer grew many ____?____ pumpkins.

- Ⓐ large
- Ⓑ larger
- Ⓒ largest

One of them won the contest for the ____?____ pumpkin grown that year.

- Ⓐ big
- Ⓑ bigger
- Ⓒ biggest

- 38** Which sentence is written in the past tense?
- Ⓐ Many people watched cartoons as kids.
 - Ⓑ Kids still enjoy watching cartoons today.
 - Ⓒ Cartoons often include characters that are animals.
 - Ⓓ Cartoons will probably remain popular for a long time.

- 39** Read the paragraph in the box.

During lunch, the snow began falling outside. It was piling up on the sidewalk and streets. Hey, everyone, look! one student said. Everyone hurried to look outside.

Which sentence from the paragraph needs quotation marks?

- Ⓐ During lunch, the snow began falling outside.
- Ⓑ It was piling up on the sidewalk and streets.
- Ⓒ Hey, everyone, look! one student said.
- Ⓓ Everyone hurried to look outside.

- 40 Read the sentence in the box.

The teacher reminded the students to observe the experiment, watching carefully and looking closely for any changes.

Select **two** words from the sentence that **best** help the reader understand the meaning of the word **observe**.

- Ⓐ reminded
- Ⓑ students
- Ⓒ watching
- Ⓓ looking
- Ⓔ changes

- 41 Read the sentence in the box.

Yesterday, two friends ____?____ in the park together.

Which word correctly completes the sentence?

- Ⓐ walk
- Ⓑ walks
- Ⓒ walked
- Ⓓ walking

- 42 Read the sentence in the box.

The third-grade students talked about the field trip ____?____ would take in the spring.

Which word **best** completes the sentence?

- Ⓐ us
- Ⓑ ours
- Ⓒ they
- Ⓓ them



**This is the end of the session. You may
check your work for this session only.**