



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Grade 3 English Language Arts

Practice Test

Read the passage and then answer the questions that follow.

Excerpt from *The Story of Doctor Dolittle*

by Hugh Lofting

1 [Polynesia] the parrot flew off the window on to the
Doctor's table and said,

2 "That man's got sense. That's what you ought to do. Be
an animal-doctor. Give the silly people up—if they haven't
brains enough to see you're the best doctor in the world. Take
care of animals instead—THEY'll soon find it out. Be an
animal-doctor."

3 "Oh, there are plenty of animal-doctors," said John
Dolittle, putting the flower-pots outside on the window-sill to
get the rain.

4 "Yes, there ARE plenty," said Polynesia. "But none of them
are any good at all. Now listen, Doctor, and I'll tell you
something. Did you know that animals can talk?"

5 "I knew that parrots can talk," said the Doctor.

6 "Oh, we parrots can talk in two languages—people's
language and bird-language," said Polynesia proudly. "If I say,
'Polly wants a cracker,' you understand me. But hear this: Ka-
ka oi-ee, fee-fee?"

7 "Good Gracious!" cried the Doctor. "What does that
mean?"

8 "That means, 'Is the porridge hot yet?—in bird-language.'"

9 "My! You don't say so!" said the Doctor. "You never talked
that way to me before."

10 "What would have been the good?" said Polynesia, dusting
some cracker-crumbs off her left wing. "You wouldn't have
understood me if I had."

11 "Tell me some more," said the Doctor, all excited; and he
rushed over to the dresser-drawer and came back with the

Session 1

butcher's book and a pencil. "Now don't go too fast—and I'll write it down. This is interesting—very interesting—something quite new. Give me the Birds' A.B.C. first—slowly now."

12 So that was the way the Doctor came to know that animals had a language of their own and could talk to one another. And all that afternoon, while it was raining, Polynesia sat on the kitchen table giving him bird words to put down in the book.

13 At tea-time, when the dog, Jip, came in, the parrot said to the Doctor, "See, HE'S talking to you."

14 "Looks to me as though he were scratching his ear," said the Doctor.

15 "But animals don't always speak with their mouths," said the parrot in a high voice, raising her eyebrows. "They talk with their ears, with their feet, with their tails—with everything. Sometimes they don't WANT to make a noise. Do you see now the way he's twitching up one side of his nose?"

16 "What's that mean?" asked the Doctor.

17 "That means, 'Can't you see that it has stopped raining?'" Polynesia answered. "He is asking you a question. Dogs nearly always use their noses for asking questions."

18 After a while, with the parrot's help, the Doctor got to learn the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether. . . .

19 One day a plow-horse was brought to him; and the poor thing was terribly glad to find a man who could talk in horse-language.

20 "You know, Doctor," said the horse, "that vet over the hill knows nothing at all. He has been treating me six weeks now—for spavins. What I need is SPECTACLES. I am going blind in one eye. There's no reason why horses shouldn't wear glasses, the same as people. But that stupid man over the hill never even looked at my eyes. He kept on giving me big pills. I tried to tell him; but he couldn't understand a word of horse-language. What I need is spectacles."

21 "Of course—of course," said the Doctor. "I'll get you some
at once."

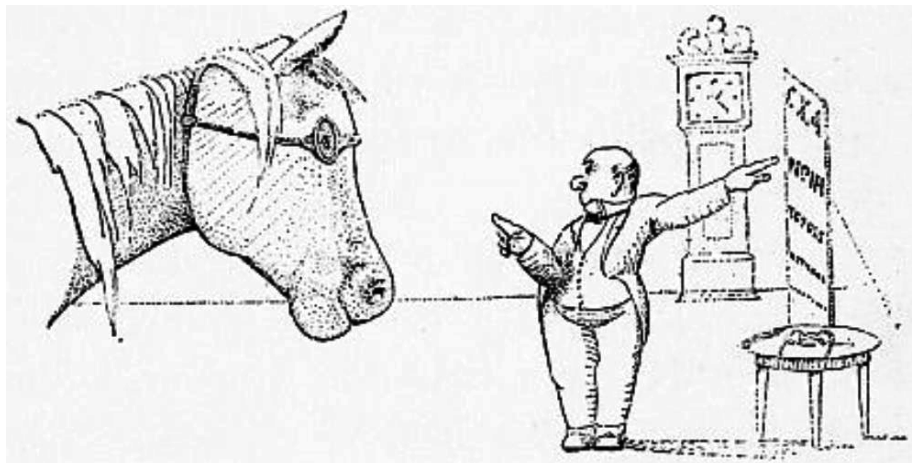
22 "I would like a pair like yours," said the horse—"only
green. They'll keep the sun out of my eyes while I'm plowing
the Fifty-Acre Field." . . .

23 Then John Dolittle got a fine, big pair of green spectacles;
and the plow-horse stopped going blind in one eye and could
see as well as ever.

24 And soon it became a common sight to see farm-animals
wearing glasses in the country round Puddleby; and a blind
horse was a thing unknown.

25 And so it was with all the other animals that were brought
to him. As soon as they found that he could talk their
language, they told him where the pain was and how they
felt, and of course it was easy for him to cure them.

26 Now all these animals went back and told their brothers
and friends that there was a doctor in the little house with the
big garden who really WAS a doctor. And whenever any
creatures got sick—not only horses and cows and dogs—but
all the little things of the fields, like harvest-mice and water-
voles, badgers and bats, they came at once to his house on
the edge of the town, so that his big garden was nearly
always crowded with animals trying to get in to see him.



"He could see as well as ever"



Session 1

Excerpt and illustration from *The Story of Doctor Dolittle* by Hugh Lofting. Originally published in 1920.

1. Doctor Dolittle is very interested in everything that the parrot is telling him, and he wants to learn more. Which quotation from the story supports this idea?

- Ⓐ ““Oh, we parrots can talk in two languages—people’s language and bird-language,’ . . .” (paragraph 6)
- Ⓑ ““You wouldn’t have understood me if I had.”” (paragraph 10)
- Ⓒ ““Now don’t go too fast—and I’ll write it down.”” (paragraph 11)
- Ⓓ ““Of course—of course,’ said the Doctor. ‘I’ll get you some at once.’” (paragraph 21)

2. Which quotation from the story shows how Dr. Dolittle is helpful to the animals?

- Ⓐ ““Oh, there are plenty of animal-doctors,’ said John Dolittle, . . .” (paragraph 3)
- Ⓑ “. . . Polynesia sat on the kitchen table giving him bird words to put down in the book.” (paragraph 12)
- Ⓒ ““There’s no reason why horses shouldn’t wear glasses, the same as people.”” (paragraph 20)
- Ⓓ ““And soon it became a common sight to see farm-animals wearing glasses in the country. . . .” (paragraph 24)

Session 1

3. Read the sentences from paragraph 10.

“What would have been the good?” said Polynesia, dusting some cracker-crumbs off her left wing. “You wouldn’t have understood me if I had.”

What do the sentences show about how Polynesia felt about Doctor Dolittle at the beginning of the story?

- Ⓐ Polynesia felt Doctor Dolittle was a smart doctor.
 - Ⓑ Polynesia felt Doctor Dolittle was being rude to her.
 - Ⓒ Polynesia felt Doctor Dolittle had a lot to learn about the animals.
 - Ⓓ Polynesia felt that Doctor Dolittle needed to listen more closely to her.
4. What is the meaning of the word spectacles as it is used in paragraph 20?
- Ⓐ eyes
 - Ⓑ glasses
 - Ⓒ help
 - Ⓓ pills

- 5.** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Based on paragraphs 20 and 21, which statement describes Doctor Dolittle as a person?

- Ⓐ Doctor Dolittle lives over the hill.
- Ⓑ Doctor Dolittle listens to his patients.
- Ⓒ Doctor Dolittle is going blind in one eye.
- Ⓓ Doctor Dolittle is happy as a doctor for people.

Part B

Which quotation supports the answer to Part A?

- Ⓐ ““He has been treating me for six weeks now. . . .” (paragraph 20)
- Ⓑ ““What I need is SPECTACLES.” (paragraph 20)
- Ⓒ ““I am going blind in one eye.” (paragraph 20)
- Ⓓ ““Of course—of course,” said the Doctor. ‘I’ll get you some at once.’” (paragraph 21)

Session 1

6. Read the sentence from paragraph 23.

Then John Dolittle got a fine, big pair of green spectacles; and the plow-horse stopped going blind in one eye and could see as well as ever.

What does it mean that the plow-horse “could see as well as ever”?

- Ⓐ He could see just like a blind horse.
 - Ⓑ He could see just like the other animals.
 - Ⓒ He could see better than he had in a long time.
 - Ⓓ He could see farther than before he had glasses.
7. Why did the author include the illustration of Doctor Dolittle and the horse in the story?
- Ⓐ to show that the Doctor is testing the spectacles
 - Ⓑ to show that the Doctor asks the horse about his eyesight
 - Ⓒ to show that the Doctor is excited to be treating the horse
 - Ⓓ to show that the Doctor’s office is organized to help animals

8. Read the sentence from paragraph 15.

**“But animals don’t always speak with their mouths,”
said the parrot in a high voice, raising her eyebrows.**

What does the parrot mean by the sentence?

- Ⓐ Sometimes animals are quiet.
- Ⓑ Animals speak two different languages.
- Ⓒ Animals use their whole bodies to share their feelings.
- Ⓓ The Doctor should understand what animals are saying.

Session 1

9. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence states a central message of the story?

- Ⓐ The Doctor learned to talk to the horse.
- Ⓑ The animals do not always speak with their mouths.
- Ⓒ The animals could talk to and understand each other.
- Ⓓ The Doctor came to know and understand the animals.

Part B

Which quotation from the story **best** supports the answer to Part A?

- Ⓐ “Now listen, Doctor, and I’ll tell you something.”
(paragraph 4)
- Ⓑ “But animals don’t always speak with their mouths, . . .”
(paragraph 15)
- Ⓒ “Then he gave up being a people’s doctor altogether.”
(paragraph 18)
- Ⓓ “Of course—of course,” said the Doctor. “I’ll get you some at once.” (paragraph 21)

- 10.** Which of the following is a summary of the story?
- Ⓐ Dr. Dolittle becomes an animal doctor because he likes animals more than people.
 - Ⓑ A bird teaches Dr. Dolittle to speak to animals, then he decides to be an animal doctor.
 - Ⓒ A horse needs a new pair of glasses, so Dr. Dolittle decides to learn how to talk to animals.
 - Ⓓ Dr. Dolittle becomes an animal doctor when he sees that animals are easier to cure than people.

Session 1

You will read two passages, “What Is Earth?” and “Excerpt from Planet Earth.” Answer the questions about each passage as well as questions about both passages.

What Is Earth?

by NASA

1 Earth is our home planet. Scientists think Earth formed billions of years ago. Four planets in the solar system are bigger than Earth. Three planets are smaller. It is the third-closest planet to the sun. Only Mercury and Venus are closer.

2 Earth has been called the “Goldilocks planet.” In the story “Goldilocks and the Three Bears,” a little girl named Goldilocks liked everything just right. Her porridge couldn’t be too hot or too cold. And her bed couldn’t be too hard or too soft. On Earth, everything is just right for living things. It’s warm, but not too warm. And it has water, but not too much water.

3 Earth is the only planet known to have lots of liquid water. Liquid water is important for life. Earth is the only planet where life has been found.

What Does Earth Look Like?

4 From space, Earth looks like a blue marble with white swirls. Some parts are brown, yellow, green and white. The blue part is water. Water covers most of Earth. The white swirls are clouds. The brown, yellow and green parts are land. And the white parts are ice and snow.

5 The equator is a make-believe line around the center of Earth. Mapmakers use the line to divide Earth into two halves. The northern half is called the Northern Hemisphere. The southern half is called the Southern Hemisphere. The northernmost point on Earth is called the North Pole. The southernmost point on Earth is called the South Pole.

How Does Earth Move?

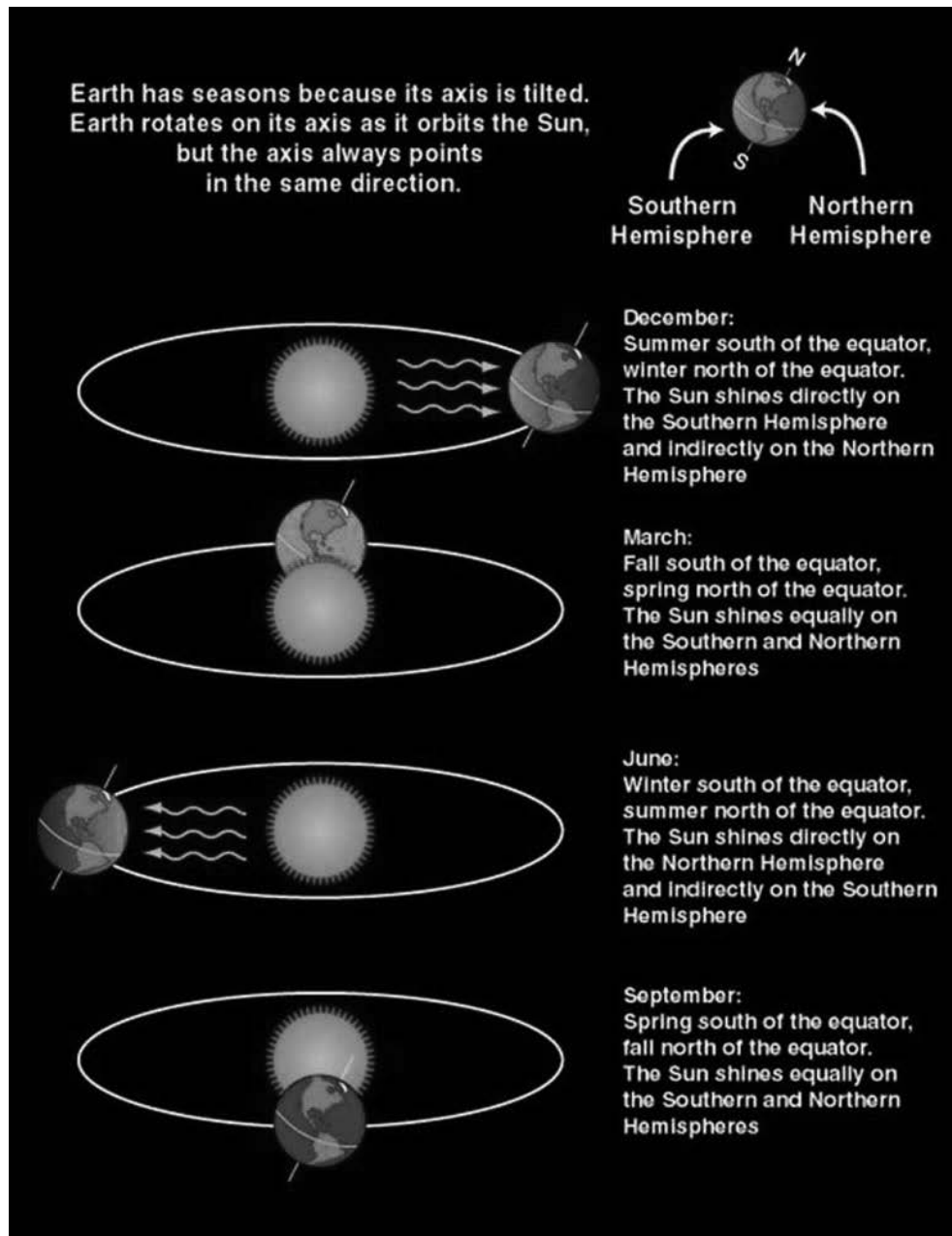
6 Earth travels around the sun. The path Earth follows is called an orbit. The planet takes 365 days to make a full trip around the sun. We call one trip around the sun a year. Earth

spins as it travels around the sun. Earth makes a full spin once every 24 hours. We call this a day.

What Are Earth's Different Parts?

- 7 Earth is made up of land, air, water and life. Mountains, valleys and flat places make up the land. The air is made of different gases. One of the gases is oxygen. Oceans, lakes, rivers, streams, rain, snow and ice are made of water. Earth has many different kinds of life. People, animals and plants live on Earth. Some living things are very tiny. Others may be very large.

Session 1



Earth's tilt causes seasons.



Excerpt and illustration from "What Is Earth?" from NASA KNOWS! (Grades K-4), June 5, 2012.

Answer the following questions for “What Is Earth?”

11. Which quotation from paragraph 5 of “What Is Earth?” explains the importance of the equator?

- Ⓐ “The equator is a make-believe line around the center of Earth.”
- Ⓑ “Mapmakers use the line to divide Earth into two halves.”
- Ⓒ “The northern half is called the Northern Hemisphere.”
- Ⓓ “The southern half is called the Southern Hemisphere.”

12. Read the sentence from paragraph 5 of “What Is Earth?”

Mapmakers use the line to divide Earth into two halves.

What is the meaning of the word divide as it is used in the sentence?

- Ⓐ circle
- Ⓑ part
- Ⓒ split
- Ⓓ spot

Session 1

- 13.** Based on the passage “What Is Earth?”, how does water impact life on Earth?
- Ⓐ People drink water to survive.
 - Ⓑ Water is found in lakes and rivers.
 - Ⓒ All living things require water to live.
 - Ⓓ There is not enough water to support life.
- 14.** According to the diagram in “What Is Earth?”, in which two months does the sun shine equally on the Southern and Northern Hemispheres?
- Ⓐ June and December
 - Ⓑ December and March
 - Ⓒ September and June
 - Ⓓ March and September

15. Why did the author include the information in the caption of the diagram?

- Ⓐ to explain Earth's seasons
- Ⓑ to tell what causes Earth to tilt
- Ⓒ to show the location of Earth's equator
- Ⓓ to show the reader how Earth orbits the sun

Excerpt from ***Planet Earth***

by Leonie Pratt

A place in space

- 1 You live on Earth, one of the eight planets that move around the Sun. Scientists think that Earth is the only planet with anything living on it.

All about Earth

- 2 Things can live on Earth because it has the right mixture of heat, air and water. The Sun keeps the planet warm. Living things—people, animals and plants—all need air to breathe. Over half the Earth is covered in water. All living things need water to stay alive.
- 3 The middle of the planet is called the core. It is very, very hot there. Around the core is the mantle. The rocks here are so hot that they are slightly squishy. The mantle is covered with a thin layer of rock, called the crust.



Excerpt from *Planet Earth* by Leonie Pratt. Used with permission of Usborne Publishing via Copyright Clearance Center.

Answer the following question for “Excerpt from *Planet Earth*.”

- 16.** Read the sentence from paragraph 3 of *Planet Earth*.

The mantle is covered with a thin layer of rock, called the crust.

What is the meaning of crust as it is used in the sentence?

- Ⓐ Earth’s hottest layer
- Ⓑ Earth’s inner mantle
- Ⓒ the layer of rock around Earth’s core
- Ⓓ the layer of rock around Earth’s mantle

Session 1

Answer the following questions for “What Is Earth?” and “Excerpt from *Planet Earth*.”

- 17.** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the purpose of the quotation from paragraph 4 of “What Is Earth?”

From space, Earth looks like a blue marble with white swirls.

- Ⓐ to show how water changes the color of Earth
- Ⓑ to compare the size of Earth to an everyday object
- Ⓒ to give a detailed description of what Earth looks like
- Ⓓ to explain the effect of swirling clouds on weather on Earth

Part B

Which quotation from "What Is Earth?" or the excerpt from *Planet Earth* has the same purpose as the answer to Part A?

- Ⓐ "Four planets in the solar system are bigger than Earth." (paragraph 1, "What Is Earth?")
- Ⓑ "Earth is the only planet known to have lots of liquid water." (paragraph 3, "What Is Earth?")
- Ⓒ "The Sun keeps the planet warm." (paragraph 2, "Excerpt from *Planet Earth*")
- Ⓓ "The rocks here are so hot that they are slightly squishy." (paragraph 3, "Excerpt from *Planet Earth*")

18. Which two quotations from "What Is Earth?" and the excerpt from *Planet Earth* support the idea that Earth is the only planet with living things?

- Ⓐ "Four planets in the solar system are bigger than Earth." (paragraph 1, "What is Earth?")
- Ⓑ "It is the third-closest planet to the sun." (paragraph 1, "What is Earth?")
- Ⓒ "Earth has been called the 'Goldilocks planet.'" (paragraph 2, "What is Earth?")
- Ⓓ ". . . Earth . . . has the right mixture of heat, air and water." (paragraph 2, "Excerpt from *Planet Earth*")
- Ⓔ "The middle of the planet is called the core." (paragraph 3, "Excerpt from *Planet Earth*")

Session 1

19. What is the main idea of **both** “What Is Earth?” and the excerpt from *Planet Earth*?
- Ⓐ Earth moves around the Sun.
 - Ⓑ Earth is made up of two hemispheres.
 - Ⓒ Earth has an environment necessary for life.
 - Ⓓ Earth is made of different gases such as oxygen.

Read the passage and then answer the questions that follow.

Lightfoot's New Antlers

by Thornton W. Burgess

1 Peter Rabbit was puzzled. He stared at Lightfoot the Deer a wee bit suspiciously. "Have you been tearing somebody's coat?" he asked again. He didn't like to think it of Lightfoot, whom he always had believed quite as gentle, harmless, and timid as himself. But what else could he think?

2 Lightfoot slowly shook his head. "No," said he, "I haven't torn anybody's coat."

3 "Then what are those rags hanging on your antlers?" demanded Peter.

4 Lightfoot chuckled. "They are what is left of the coverings of my new antlers," he explained.

5 "What's that? What do you mean by new antlers?" Peter was sitting up very straight, with his eyes fixed on Lightfoot's antlers as though he never had seen them before.

6 "Just what I said," retorted Lightfoot. "What do you think of them? I think they are the finest antlers I've ever had. When I get the rest of those rags off, they will be as handsome a set as ever was grown in the Green Forest."

7 Lightfoot rubbed his antlers against the trunk of a tree till some of the rags hanging to them dropped off.

8 Peter blinked very hard. He was trying to understand and he couldn't. Finally he said so.

9 "What kind of a story are you trying to fill me up with?" he demanded indignantly. "Do you mean to tell me that those are not the antlers that you have had as long as I've known you? How can anything hard like those antlers grow? And if those are new ones, where are the old ones? Show me the old ones, and perhaps I'll believe that these are new ones. The idea of trying to make me believe that antlers grow just like plants!

Session 1

I've seen Bossy the Cow all summer and I know she has got the same horns she had last summer. New antlers indeed!"

10 "You are quite right, Peter, quite right about Bossy the Cow. She never has new horns, but that isn't any reason why I shouldn't have new antlers, is it?" replied Lightfoot patiently. "Her horns are quite different from my antlers. I have a new pair every year. You haven't seen me all summer, have you, Peter?"

11 "No, I don't remember that I have," replied Peter, trying very hard to remember when he had last seen Lightfoot.

12 "I know you haven't," retorted Lightfoot. "I know it because I have been hiding in a place you never visit."

13 "What have you been hiding for?" demanded Peter.

14 "For my new antlers to grow," replied Lightfoot. "When my new antlers are growing, I want to be away by myself. I don't like to be seen without them or with half grown ones. Besides, I am very uncomfortable while the new antlers are growing and I want to be alone."

15 Lightfoot spoke as if he really meant every word he said, but still Peter couldn't, he just couldn't believe that those wonderful great antlers had grown out of Lightfoot's head in a single summer. "Where did you leave your old ones and when did they come off?" he asked, and there was doubt in the very tone of his voice.

16 "They dropped off last spring, but I don't remember just where," replied Lightfoot. "I was too glad to be rid of them to notice where they dropped. You see they were loose and uncomfortable, and I hadn't any more use for them because I knew that my new ones would be bigger and better. I've got one more point on each than I had last year." Lightfoot began once more to rub his antlers against the tree to get off the queer rags hanging to them and to polish the points. Peter watched in silence for a few minutes. Then, all his suspicions returning, he said:

17 "But you haven't told me anything about those rags hanging to your antlers."

18 “And you haven’t believed what I have already told you,”
retorted Lightfoot. “I don’t like telling things to people who
won’t believe me.”



“Lightfoot’s New Antlers” from *Lightfoot the Deer* by Thornton W. Burgess. Originally published in 1921.

Session 1

- 20.** How does the author show that Peter is confused at the beginning of the story?
- Ⓐ by using dialogue to show his feelings
 - Ⓑ by explaining how he talks to Lightfoot
 - Ⓒ by providing descriptions to show his actions
 - Ⓓ by comparing his thoughts to Lightfoot's thoughts
- 21.** Which quotation from the story supports the idea that Peter Rabbit thought Lightfoot was lying?
- Ⓐ ". . . whom he always had believed quite as gentle, harmless, and timid as himself." (paragraph 1)
 - Ⓑ "Peter blinked very hard." (paragraph 8)
 - Ⓒ "How can anything hard like those antlers grow?" (paragraph 9)
 - Ⓓ "Peter watched in silence for a few minutes." (paragraph 16)

22. Which inference about Peter is supported by the story?

- Ⓐ Peter wants to have antlers like Lightfoot.
- Ⓑ Peter would like to see Lightfoot's secret place.
- Ⓒ Peter feels confused by Lightfoot's new antlers.
- Ⓓ Peter does not trust Bossy the Cow after talking to Lightfoot.

23. Read the sentences from paragraph 9.

“How can anything hard like those antlers grow? And if those are new ones, where are the old ones? Show me the old ones, and perhaps I’ll believe that these are new ones.”

Which sentence describes how Peter feels when he speaks the sentences?

- Ⓐ Peter is confused by Lightfoot's new antlers.
- Ⓑ Peter is angry that Lightfoot has new antlers.
- Ⓒ Peter is excited that Lightfoot has new antlers.
- Ⓓ Peter is surprised to see Lightfoot's new antlers.

Session 1

24. Read the sentences from paragraph 1.

Peter Rabbit was puzzled. He stared at Lightfoot the Deer a wee bit suspiciously.

What does puzzled mean as it is used in the sentence?

- Ⓐ built
 - Ⓑ confused
 - Ⓒ looked upon
 - Ⓓ pieced together
25. Why did the author include several examples throughout the story of Peter questioning Lightfoot about his antlers?
- Ⓐ to help the reader understand Peter's character
 - Ⓑ to help the reader understand their special friendship
 - Ⓒ to help the reader understand the process of how Lightfoot's antlers changed
 - Ⓓ to help the reader understand why Lightfoot stopped explaining his new antlers to Peter

26. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence from paragraph 5.

Peter was sitting up very straight, with his eyes fixed on Lightfoot’s antlers as though he never had seen them before.

What does fixed mean as it is used in the sentence?

- Ⓐ open
- Ⓑ repaired
- Ⓒ uninterested
- Ⓓ unmoving

Part B

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

- Ⓐ “was sitting up”
- Ⓑ “very straight”
- Ⓒ “on Lightfoot’s antlers”
- Ⓓ “never had seen”

Session 1

27. Read the sentence from paragraph 9.

“What kind of a story are you trying to fill me up with?”

What does Peter Rabbit mean when he says fill me up with?

- Ⓐ read to
- Ⓑ confuse
- Ⓒ convince
- Ⓓ pour into

28. What lesson does Lightfoot try to teach Peter Rabbit in the story?

- Ⓐ Cows and deer are similar.
- Ⓑ Having patience is difficult.
- Ⓒ Growing antlers takes time.
- Ⓓ One should trust his friends.

- 29.** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence states a central message of the story?

- Ⓐ One should question their friendships.
- Ⓑ A person cannot always believe what their friends say.
- Ⓒ A person should have proof before they believe something.
- Ⓓ One does not always have to see something for it to be real.

Part B

Which quotation from the story supports the answer to Part A?

- Ⓐ "He didn't like to think it of Lightfoot, . . . But what else could he think?" (paragraph 1)
- Ⓑ "'I've seen Bossy the Cow all summer and I know she has got the same horns. . . .'" (paragraph 9)
- Ⓒ "'I have a new pair every year.'" (paragraph 10)
- Ⓓ "'Where did you leave your old ones and when did they come off?'" (paragraph 15)

Session 1

Read the passage and then answer the questions that follow.

Pictures on Papyrus

by Jane Hill McHugh

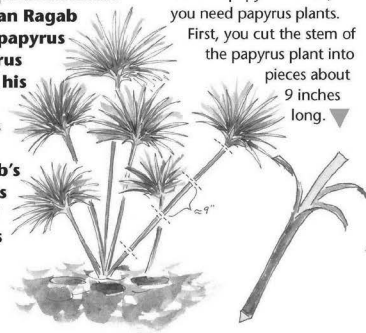
- 1 My package arrived in six days from Cairo, Egypt. I tore it open and found everything I had hoped for, and more—a colorful picture of Queen Cleopatra painted on a sheet of papyrus. Papyrus looks like stiff paper, but it isn't paper at all. (Read below to find out how it's made.) Egyptian hieroglyphs made a handsome background behind the queen. In the package, I also found three plain pieces of papyrus the same size as the picture.
- 2 The papyrus felt smoother than I had expected, but stiff. The edges were rough. I could see the crisscrossing lines of the fiber of the plant it was made from. The color was tan, and none of the sheets were alike. Their thicknesses were different. When I held up a thin piece, I could see light through the reeds. I could imagine myself writing on it.
- 3 Papyrus is an amazing plant. In the marshy areas around Egypt's Nile River, papyrus often grows as high as 15 feet. In ancient Egypt, the people made boats, sails, candles, cloth, mats, and more with it. They ate some parts of the plant, and they burned the roots for fuel. But most important, they made papyrus into thin, flat sheets, much like paper.
- 4 Papyrus sheets were a fantastic invention. They were lightweight, could be rolled up, and were easy to write on with a reed pen. What a change from carving hieroglyphs into stone! (Hieroglyphs were carved in gold, painted on pottery, sculpted on the walls of tombs, and—eventually—written on sheets of papyrus.)
- 5 Egyptian kings didn't want to share this invention. They decided the making of papyrus sheets should be a secret. It didn't take too long, however, before others figured out how to copy this Egyptian invention. After several thousand years of use, there wasn't enough papyrus left to keep up with the demand. Meanwhile, around the year 105, paper was invented in China. Over time, people around the world learned how to make paper, and papyrus was no longer used.

Get Ready to Write . . .

- 6 In 1965, an Egyptian scientist named Dr. Hassan Ragab began to grow papyrus and make papyrus sheets, just like his ancestors had done thousands of years ago. Today, Dr. Ragab’s family continues the tradition of making papyrus “paper.”
- 7 To make papyrus sheets, you need papyrus plants. First, you cut the stem of the papyrus plant into pieces about 9 inches long.
- 8 Then you slice the pieces into thin strips, which you lay out side by side on a flat surface.
- 9 Next, you place another layer of strips across the first layer.
- 10 Then you hammer this sheet flat and leave it to dry in the sun. The sticky juices from the plant act like glue to hold the sheet together. Once the sheet is dry, you cut the edges to make them even.
- 11 Then, you glue several sheets together, end to end. This makes one long piece.
- 12 Now your papyrus is ready to be written on, rolled into a cylinder, tied with a string, and sealed.

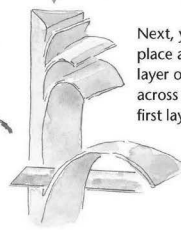
Session 1

In 1965, an Egyptian scientist named Dr. Hassan Ragab began to grow papyrus and make papyrus sheets, just like his ancestors had done thousands of years ago. Today, Dr. Ragab's family continues the tradition of making papyrus "paper."

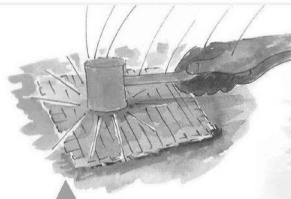
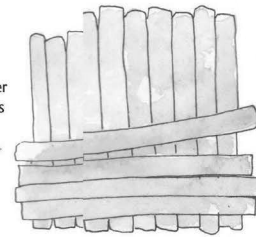


To make papyrus sheets, you need papyrus plants. First, you cut the stem of the papyrus plant into pieces about 9 inches long.

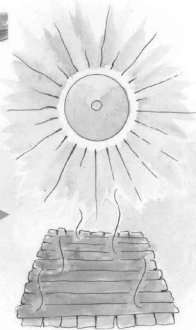
Then you slice the pieces into thin strips, which you lay out side by side on a flat surface.



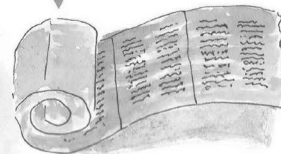
Next, you place another layer of strips across the first layer.



Then you hammer this sheet flat and leave it to dry in the sun. The sticky juices from the plant act like glue to hold the sheet together. Once the sheet is dry, you cut the edges to make them even.



Then, you glue several sheets together, end to end. This makes one long piece.



Now your papyrus is ready to be written on, rolled into a cylinder, tied with a string, and sealed.



Excerpt and illustration from "Pictures on Papyrus" by Jane Hill McHugh, illustrated by Cheryl Jacobsen, *AppleSeeds*, November 1, 2004. Copyright © 2004 by Cricket Media. Used with permission of Carus Publishing Company via Copyright Clearance Center.

30. Read the sentence from paragraph 1.

Egyptian hieroglyphs made a handsome background behind the queen.

What does the word handsome mean as it is used in the sentence?

- Ⓐ beautiful
- Ⓑ brave
- Ⓒ stiff
- Ⓓ strong

Session 1

- 31.** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence from paragraph 3.

In ancient Egypt, the people made boats, sails, candles, cloth, mats, and more with it.

What is the meaning of the word ancient as it is used in the sentence?

- Ⓐ hot
- Ⓑ busy
- Ⓒ far away
- Ⓓ very old

Part B

Which quotation from paragraph 5 supports the answer to Part A?

- Ⓐ "Egyptian kings didn't want to share this invention."
- Ⓑ "They decided the making of papyrus sheets should be a secret."
- Ⓒ "It didn't take too long, however, before others figured out how to copy this Egyptian invention."
- Ⓓ "After several thousand years of use, there wasn't enough papyrus left to keep up with the demand."

32. Why did the author include the illustrations in the passage?

- Ⓐ to help the reader see how to make papyrus sheets
- Ⓑ to help the reader understand the length of papyrus sheets
- Ⓒ to help the reader see the crisscross pattern of the reeds on the sheets
- Ⓓ to help the reader understand the importance of hammering the sheets

33. What would be a good title for the diagram?

- Ⓐ Creating Papyrus Sheets
- Ⓑ Writing on Papyrus Paper
- Ⓒ How to Cut Papyrus Scrolls
- Ⓓ Papyrus Paper Past and Present

Session 1

- 34.** What question is answered by paragraph 10?
- Ⓐ Where does papyrus come from?
 - Ⓑ How are the sheets of papyrus cut?
 - Ⓒ Where should the papyrus plant be cut?
 - Ⓓ How are sheets of papyrus held together?
- 35.** How is the section titled "Get Ready to Write . . ." different from paragraphs 1–5?
- Ⓐ Paragraphs 1–5 are a narrative about papyrus and "Get Ready to Write . . ." is information on the papyrus plant.
 - Ⓑ Paragraphs 1–5 are a narrative about papyrus and "Get Ready to Write . . ." is about how to make papyrus paper.
 - Ⓒ Paragraphs 1–5 give information on the papyrus plant and "Get Ready to Write . . ." is about how to make papyrus paper.
 - Ⓓ Paragraphs 1–5 list the problems of using papyrus as paper and "Get Ready to Write . . ." is information about the papyrus plant.

- 36.** What is the main idea of paragraphs 3–5?
- Ⓐ Papyrus was a secret kept by Egyptian kings.
 - Ⓑ Papyrus was copied by other Egyptian inventors.
 - Ⓒ Papyrus was a paper used by ancient Egyptians.
 - Ⓓ Papyrus was grown by an Egyptian scientist in 1965.
- 37.** What is the author’s point of view in the section titled “Get Ready to Write . . .”?
- Ⓐ She wants to describe how papyrus was used as paper in 1965.
 - Ⓑ She wants to explain how to make paper out of papyrus.
 - Ⓒ She wants to compare papyrus to regular paper.
 - Ⓓ She wants to show how papyrus was a plant.

Session 1

38. The following question has two parts. First, answer Part A. Then answer Part B.

Part A

Read the sentence from paragraph 6.

Today, Dr. Ragab’s family continues the tradition of making papyrus “paper.”

What is the meaning of the word tradition as it is used in the sentence?

- Ⓐ education
- Ⓑ plan
- Ⓒ position
- Ⓓ practice

Part B

Which word from the sentence helps the reader understand the meaning of the word tradition?

- Ⓐ continues
- Ⓑ family
- Ⓒ making
- Ⓓ today

39. In the passage, the reader learns that papyrus becomes used less over time. What causes this change?

- Ⓐ It became thinner and more difficult to use.
- Ⓑ It became difficult to find and keep a supply.
- Ⓒ It became easier to make by people in the local areas.
- Ⓓ It became a secret no one wanted to share with the world.

40. Read the sentence from paragraph 6.

In 1965, an Egyptian scientist named Dr. Hassan Ragab began to grow papyrus and make papyrus sheets, just like his ancestors had done thousands of years ago.

Which word could replace ancestors as it is used in the sentence?

- Ⓐ bosses
- Ⓑ children
- Ⓒ friends
- Ⓓ relatives

STOP

This page is intentionally left blank.

Writing Prompt

Read the following passage. Write a response to the prompt that follows the passage.

Excerpt from ***The Adventures of Grandfather Frog***

by Thornton W. Burgess

- 1 Grandfather Frog looked very solemn as he sat on his big green lily-pad in the Smiling Pool. He looked very much as if he had something on his mind. A foolish green fly actually brushed Grandfather Frog's nose and he didn't even notice it. The fact is he did have something on his mind. It had been there ever since his cousin, old Mr. Toad, had called the day before and they had quarreled as usual over the question whether it was best never to leave home or to go out into the Great World.
- 2 Right in the midst of their quarrel along had come Farmer Brown's boy. Now Grandfather Frog is afraid of Farmer Brown's boy, so when he appeared, Grandfather Frog stopped arguing with old Mr. Toad and with a great splash dived into the Smiling Pool and hid under a lily-pad. There he stayed and watched his cousin, old Mr. Toad, grinning in the most provoking way, for he wasn't afraid of Farmer Brown's boy. In fact, he had boasted that they were friends. Grandfather Frog had thought that this was just an idle boast, but when he saw Farmer Brown's boy tickle old Mr. Toad under his chin with a straw, while Mr. Toad sat perfectly still and seemed to enjoy it, he knew that it was true.
- 3 Grandfather Frog had not come out of his hiding-place until after old Mr. Toad had gone back across the Green Meadows and Farmer Brown's boy had gone home for his supper. Then Grandfather Frog had climbed back on his big green lily-pad and had sat there half the night without once leading the chorus of the Smiling Pool with his great deep bass voice as he usually did. He was thinking, thinking very hard. And now, this bright, sunshiny morning, he was still thinking.
- 4 The fact is Grandfather Frog was beginning to wonder if perhaps, after all, Mr. Toad was right. If the Great World had taught him how to make friends with Farmer Brown's boy, there really must be some things worth learning there. Not for

the world would Grandfather Frog have admitted to old Mr. Toad or to any one else that there was anything for him to learn, for you know he is very old and by his friends is accounted very wise. But right down in his heart he was beginning to think that perhaps there were some things which he couldn't learn in the Smiling Pool. So he sat and thought and thought. Suddenly he made up his mind.

5 "Chugarum!" said he. "I'll do it!"

6 "Do what?" asked Jerry Muskrat, who happened to be swimming past.

7 "I'll go out and see for myself what this Great World my cousin, old Mr. Toad, is so fond of talking about is like," replied Grandfather Frog.

8 "Don't you do it," advised Jerry Muskrat. "Don't you do anything so foolish as that. You're too old, much too old, Grandfather Frog, to go out into the Great World."

9 Now few old people like to be told that they are too old to do what they please, and Grandfather Frog is no different from others. "You just mind your own affairs, Jerry Muskrat," he retorted sharply. "I guess I know what is best for me without being told. If my cousin, old Mr. Toad, can take care of himself out in the Great World, I can. He isn't half so spry as I am. I'm going, and that is all there is about it!"

10 With that Grandfather Frog dived into the Smiling Pool, swam across to a place where the bank was low, and without once looking back started across the Green Meadows to see the Great World.



"Grandfather Frog Starts Out to See the Great World" from *The Adventures of Grandfather Frog* by Thornton W. Burgess. Originally published in 1915.

- 1. Read the following prompt and write your complete response in the space provided.**

You have read an excerpt from “The Adventures of Grandfather Frog,” a story about an old, wise frog who decides to go out into the Great World to learn something new. Explain how Mr. Toad and Jerry Muskrat help Grandfather Frog decide to go into the Great World. What did each character do to push Grandfather Frog to make this choice? Provide key details and examples from the story to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

Write your response for the prompt on the lines below.

1 District/School/Class Information	
District Name:	
School Name:	
Classroom/Group Name:	
Date:	

MARKING DIRECTIONS

- Use only soft black pencil (No. 2).
- Do NOT use ink pen or felt-tip marker.
- Make heavy, dark marks that completely fill the circle.
- Erase completely any marks you wish to change.
- Make NO stray marks on this answer document.

SAMPLE MARKS

RIGHT ○ ● ○ ○

WRONG ⊗ ⊗ ⊗ ⊗

2 Student Name		
Last Name	First Name	MI
1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8	1
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○	○
A A A A A A A A A A A A	A A A A A A A A	A
B B B B B B B B B B B B	B B B B B B B B	B
C C C C C C C C C C C C	C C C C C C C C	C
D D D D D D D D D D D D	D D D D D D D D	D
E E E E E E E E E E E E	E E E E E E E E	E
F F F F F F F F F F F F	F F F F F F F F	F
G G G G G G G G G G G G	G G G G G G G G	G
H H H H H H H H H H H H	H H H H H H H H	H
I I I I I I I I I I I I	I I I I I I I I	I
J J J J J J J J J J J J	J J J J J J J J	J
K K K K K K K K K K K K	K K K K K K K K	K
L L L L L L L L L L L L	L L L L L L L L	L
M M M M M M M M M M M M	M M M M M M M M	M
N N N N N N N N N N N N	N N N N N N N N	N
O O O O O O O O O O O O	O O O O O O O O	O
P P P P P P P P P P P P	P P P P P P P P	P
Q Q Q Q Q Q Q Q Q Q Q Q	Q Q Q Q Q Q Q Q	Q
R R R R R R R R R R R R	R R R R R R R R	R
S S S S S S S S S S S S	S S S S S S S S	S
T T T T T T T T T T T T	T T T T T T T T	T
U U U U U U U U U U U U	U U U U U U U U	U
V V V V V V V V V V V V	V V V V V V V V	V
W W W W W W W W W W W W	W W W W W W W W	W
X X X X X X X X X X X X	X X X X X X X X	X
Y Y Y Y Y Y Y Y Y Y Y Y	Y Y Y Y Y Y Y Y	Y
Z Z Z Z Z Z Z Z Z Z Z Z	Z Z Z Z Z Z Z Z	Z

3 State ID Number									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

4 Birth Date		
Month	Day	Year
○ Jan		
○ Feb		
○ Mar	○ 0 ○ 0	○ 19 ○ 0
○ Apr	○ 1 ○ 1	○ 20 ○ 1
○ May	○ 2 ○ 2	○ 1 ○ 2
○ Jun	○ 3 ○ 3	○ 3 ○ 3
○ Jul	○ 4	○ 4
○ Aug	○ 5	○ 5
○ Sep	○ 6	○ 6
○ Oct	○ 7	○ 7
○ Nov	○ 8	○ 8
○ Dec	○ 9	○ 9

▼

ALIGN TOP OF LABEL HERE

If student barcode labels are being used,
position label WITHIN the dotted lines.

▼

ELA Grade 3 Practice Test Paper-Pencil Answer Key Document

Passage	DRP Range	Sequence	Standard	DOK	Key	Max Points
Excerpt from "The Story of Doctor Dolittle"	42–54	1	RL.3.1	1	C	1
Excerpt from "The Story of Doctor Dolittle"	42–54	2	RL.3.1	2	D	1
Excerpt from "The Story of Doctor Dolittle"	42–54	3	RL.3.3	2	C	1
Excerpt from "The Story of Doctor Dolittle"	42–54	4	RL.3.4	2	B	1
Excerpt from "The Story of Doctor Dolittle"	42–54	5	RL.3.3	2	B, D	2
Excerpt from "The Story of Doctor Dolittle"	42–54	6	L.3.5	2	C	1
Excerpt from "The Story of Doctor Dolittle"	42–54	7	RL.3.7	2	A	1
Excerpt from "The Story of Doctor Dolittle"	42–54	8	RL.3.1	2	C	1
Excerpt from "The Story of Doctor Dolittle"	42–54	9	RL.3.2	3	D, D	2
Excerpt from "The Story of Doctor Dolittle"	42–54	10	RL.3.2	2	B	1
Earth	42–54	11	RI.3.1	2	B	1
Earth	42–54	12	RI.3.4	2	C	1
Earth	42–54	13	RI.3.3	3	C	1
Earth	42–54	14	RI.3.7	1	D	1
Earth	42–54	15	RI.3.5	3	A	1
Earth	42–54	16	RI.3.4	2	D	1
Earth	42–54	17	RI.3.8	2	C, D	2
Earth	42–54	18	RI.3.9	3	C, D	2
Earth	42–54	19	RI.3.2	2	C	1
Lightfoot's New Antlers	42–54	20	RL.3.6	3	A	1
Lightfoot's New Antlers	42–54	21	RL.3.1	2	C	1
Lightfoot's New Antlers	42–54	22	RL.3.3	2	C	1
Lightfoot's New Antlers	42–54	23	RL.3.3	2	A	1
Lightfoot's New Antlers	42–54	24	L.3.4	2	B	1
Lightfoot's New Antlers	42–54	25	RL.3.5	3	D	1
Lightfoot's New Antlers	42–54	26	L.3.6	2	D, D	2
Lightfoot's New Antlers	42–54	27	RL.3.4	2	C	1
Lightfoot's New Antlers	42–54	28	RL.3.2	2	D	1
Lightfoot's New Antlers	42–54	29	RL.3.2	2	D, C	2
Pictures on Papyrus	52–60	30	L.3.5	1	A	1
Pictures on Papyrus	52–60	31	L.3.4	2	D, D	2
Pictures on Papyrus	52–60	32	RI.3.7	1	A	1
Pictures on Papyrus	52–60	33	RI.3.5	2	A	1
Pictures on Papyrus	52–60	34	RI.3.1	1	D	1
Pictures on Papyrus	52–60	35	RI.3.8	3	B	1
Pictures on Papyrus	52–60	36	RI.3.2	2	C	1
Pictures on Papyrus	52–60	37	RI.3.6	2	B	1
Pictures on Papyrus	52–60	38	RI.3.4	2	D, A	2
Pictures on Papyrus	52–60	39	RI.3.3	2	B	1
Pictures on Papyrus	52–60	40	L.3.6	2	D	1
The Adventures of Grandfather Frog	42–54	1	W.3.2	3	rubric	12