

Introduction - Grade 3 English–Language Arts

The following released test questions are taken from the Grade 3 English–Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 3 English–Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, and 2007. First on the pages that follow are lists of the standards assessed on the Grade 3 English–Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
• Word Analysis	20	27
• Reading Comprehension	15	17
• Literary Response and Analysis	8	10
• Writing Strategies	9	8
• Written Conventions	13	18
TOTAL	65	80

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 3 English–Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education’s Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

READING

The Reading portion of the Grade 3 California English–Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

The Word Analysis Strand/Cluster

The following seven California English–Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by 27 test questions for grade 3. These questions represent only some ways in which these standards may be assessed on the Grade 3 California English–Language Arts Standards Test.

3RW1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
3RW1.1	Decoding and Word Recognition: Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
3RW1.2	Decoding and Word Recognition: Decode regular multisyllabic words.
3RW1.4	Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
3RW1.5	Vocabulary and Concept Development: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).
3RW1.6	Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.
3RW1.7	Vocabulary and Concept Development: Use a dictionary to learn the meaning and other features of unknown words.
3RW1.8	Vocabulary and Concept Development: Use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i>) and suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i>) to determine the meaning of words.

The Reading Comprehension Strand/Cluster

The following seven California English–Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by 17 test questions for grade 3. These questions represent only some ways in which these standards may be assessed on the Grade 3 California English–Language Arts Standards Test.

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- 3RC2.0 READING COMPREHENSION:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.
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- 3RC2.1 Structural Features of Informational Materials:** Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
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- 3RC2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:** Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
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- 3RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:** Demonstrate comprehension by identifying answers in the text.
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- 3RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:** Recall major points in the text and make and modify predictions about forthcoming information.
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- 3RC2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:** Distinguish the main idea and supporting details in expository text.
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- 3RC2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:** Extract appropriate and significant information from the text, including problems and solutions.
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- 3RC2.7 Comprehension and Analysis of Grade-Level-Appropriate Text:** Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
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The Literary Response and Analysis Strand/Cluster

The following six California English–Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by 10 test questions for grade 3. These questions represent only some ways in which these standards may be assessed on the Grade 3 California English–Language Arts Standards Test.

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- 3RL3.0 LITERARY RESPONSE AND ANALYSIS:** Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.
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- 3RL3.1 Structural Features of Literature:** Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).
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- 3RL3.2 Narrative Analysis of Grade-Level-Appropriate Text:** Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
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- 3RL3.3 Narrative Analysis of Grade-Level-Appropriate Text:** Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
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- 3RL3.4 Narrative Analysis of Grade-Level-Appropriate Text:** Determine the underlying theme or author’s message in fiction and nonfiction text.
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- 3RL3.5 Narrative Analysis of Grade-Level-Appropriate Text:** Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
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- 3RL3.6 Narrative Analysis of Grade-Level-Appropriate Text:** Identify the speaker or narrator in a selection.
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WRITING

The Writing portion of the Grade 3 California English–Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster

The following three California English–Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by eight test questions for grade 3. These questions represent only some ways in which these standards may be assessed on the Grade 3 California English–Language Arts Standards Test.

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- 3WS1.0 WRITING STRATEGIES:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., pre-writing, drafting, revising, editing successive versions).
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- 3WS1.1 Organization and Focus:** Create a single paragraph:
- 1) Develop a topic sentence;
 - 2) Include simple supporting facts and details.
-
- 3WS1.3 Research & Technology:** Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
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- 3WS1.4 Evaluation and Revision:** Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.
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The Written Conventions Strand/Cluster

The following nine California English–Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by 18 test questions for grade 3. These questions represent only some ways in which these standards may be assessed on the Grade 3 California English–Language Arts Standards Test.

3WC1.0	WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.
3WC1.1	Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.
3WC1.2	Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
3WC1.3	Grammar: Identify and use past, present, and future verb tenses properly in writing and speaking.
3WC1.4	Grammar: Identify and use subjects and verbs correctly in speaking and writing simple sentences.
3WC1.5	Punctuation: Punctuate dates, city and state, and titles of books correctly.
3WC1.6	Punctuation: Use commas in dates, locations, and addresses and for items in a series.
3WC1.7	Capitalization: Capitalize geographical names, holidays, historical periods, and special events correctly.
3WC1.8	Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).
3WC1.9	Spelling: Arrange words in alphabetic order.

Monkey Looks for Trouble

1 One fine day in Trinidad, an island in the West Indies, a woman walked along the road. From high in his treetop, Monkey watched her. He saw the large clay pot she was carrying. How alarmed he was when she tripped over a stone and dropped the pot! It broke into many pieces. It had been full of fluffy white cakes that scattered on the road.

2 “Oh, boy, have I ever got trouble now! I have so much trouble!” exclaimed the lady. She tried to gather the cakes in her colorful skirts, but they kept spilling out. Soon she gave up and left.



3 Monkey scurried down the tree trunk to the ground. “These are trouble?” he muttered to himself. “I will taste this trouble, for it looks quite delicious.” The cakes were coconut cakes, and they were indeed delicious. Monkey ate every one of them.

4 “I must find more trouble! I must find more trouble!” said Monkey. Off to the market he went, skittering down the road on his quick little feet.

5 Monkey went to a man standing at a market stall and asked, “Please, kind sir, may I have some trouble?”

6 “You’re looking for trouble?” said the man. Monkey nodded his head in an excited way. The man chuckled and went into a building. He came out with a bag and handed it to Monkey. “Here you go,” he said.

7 Monkey had trouble carrying the bag of trouble. It was so large and lumpy, and it was moving! He was so happy to have more trouble, though, that he didn’t worry. He went down the road to a quiet spot and opened the bag, ready for a feast of trouble.

8 Out of the bag came three fierce little dogs! They barked and snapped and snarled at Monkey. Shaking with fear, Monkey climbed the nearest tree. How hungry he was! He took a fruit and plopped it into his mouth. Little did he know that the tree was a chili pepper tree. Suddenly his mouth felt full of fiery flames!

- 9 Monkey needed water! Below, though, those three fierce beasts were snapping and yapping at him. He had to wait until they grew bored and went away. Then Monkey quickly returned to the ground and ran, lickety-split, to a stream. He drank lots of cool water. After a while his burnt mouth felt better.
- 10 Monkey returned to his own quiet treetop and never looked for trouble again.

CSR0P014

1 Read this sentence from the story.

Off to the market he went, skittering down the road on his quick little feet.

What does the word skittering mean in this sentence?

- A running
- B dragging
- C driving
- D crawling

CSR10246.125

2 What did Monkey do as soon as the dogs became bored and went away?

- A He looked for something delicious to eat.
- B He stayed in the chili pepper tree to sleep.
- C He climbed down the tree and ran to a stream.
- D He opened the bag to see what was inside.

CSR00138.014

3 At the END of this story, how did Monkey solve his problem?

- A He put the three dogs back into the bag.
- B He asked a man to help him.
- C He returned to the market.
- D He went back to his safe, quiet treetop.

CSR00135.014

4 Which saying BEST tells what Monkey learned in this story?

- A You cannot please everyone.
- B Be careful what you ask for.
- C Slow and steady wins the race.
- D Do not judge a book by its cover.

CSR00134.014

5 This story is BEST described as a

- A biography.
- B folktale.
- C poem.
- D riddle.

CSR00142.014

Design Your Own Mask

Introduction:

Many people from all over the world enjoy making masks. They use masks when they have a celebration for special times like birthdays and holidays. Some masks look like animals. Some look like happy people. Others look like scary people. Think about a mask you could make. Here are directions for making your own mask.

What You Will Need:

- A clean, one-gallon plastic milk jug
- Paper towels or a brown paper bag
- White glue
- Sandpaper
- Paint
- Yarn, if desired

What to Do:

Step 1 With an adult’s help, cut off the spout of a clean, one-gallon plastic milk jug. Cut the jug in half from the top to the bottom so that the handle is in the middle of one of the halves. The half with the handle will be the mask; the handle itself will be the nose.

Step 2 With an adult’s help, cut holes for the eyes and a hole for the mouth. Use sandpaper to smooth all rough edges of the mask.

Step 3 Cover your work area. Tear paper towels or a brown paper bag into one-inch squares. Soak them for a few minutes in a bowl containing a half-and-half mixture of white glue and water. Squeeze the excess glue from the pieces, one at a time, and place them on the mask. Cover the entire front of the mask and all of the edges. Let the mask dry completely. (It may take a day or two.)

Step 4 Paint the mask and let it dry.

After You Have Finished:

You can hang the mask on a wall as a decoration or punch holes in the sides (with an adult’s help), tie a piece of yarn to each hole, and wear the mask as part of a costume for a made-up drama.

6 Paragraph 1 tells you

- A what masks look like.
- B how much masks cost.
- C who made the first mask.
- D where most masks are made.

CSR01613.236

7 Which of these should you ask an adult to help you with?

- A tearing paper towels into strips
- B cutting the jug in half
- C sanding the jug carefully
- D painting the mask

CSR01622.236

8 If you wanted to place the mask on a shelf rather than wear it, you would **NOT** have to

- A paint the mask.
- B soak the paper.
- C dry the mask.
- D punch holes for yarn.

CSR01623.236

9 Which step takes the **MOST** time to do?

- A Step 1
- B Step 2
- C Step 3
- D Step 4

CSR01617.236



Frog and Coyote's Race

A Native American Tale

1 One afternoon, Coyote went hunting. He caught a mouse, and later, a squirrel. As a fat rabbit hopped by, Coyote grabbed him too and started home to cook his supper.

2 Suddenly, a large frog landed in front of him. Coyote pounced and pinned Frog to the ground.

3 Frog thought quickly and came up with a plan. “Brother Coyote,” he called. “You must not eat me today!”

4 Coyote laughed loudly, “Why shouldn’t I help myself to such a tasty morsel?”

5 “Why, I have a bet to make with you,” Frog stated. “Tomorrow there is to be a race.” Coyote’s ears twitched. “A race?”

6 “Yes,” Frog continued. “You and I will race. If you win, then you may eat me.”

7 Coyote was never able to pass up dares, refuse bets, or miss a race. He agreed and loped away swiftly to enjoy his dinner. Frog hurried to the lake.

8 There he told his friends of his bet with Coyote. They laughed, knowing one little frog could never win against such a large, strong coyote. Frog hushed them and explained his clever plan. With some help, it was certain that Coyote would lose.

9 In the morning, the animals gathered to watch as Coyote and Frog agreed on the course they would run. They were to start at the large stone and circle all the way around the lake. The first one back to the stone would be the winner. When the sun reached the noonday mark, they were off. Coyote sprinted as quickly as he could. Frog bounded into the grass and waited. Coyote looked behind him. Seeing no sign of Frog, Coyote was sure he would win. As Coyote was beginning to tire, Frog’s look-alike buddy jumped onto the course from behind an alder tree ahead. Coyote was surprised to see what he thought was Frog, and ran even faster, determined to win. Coyote dashed past him and called, “You may be fast, but I’m faster. I’ll wait at the finish line to eat you up, Frog!”

10 When Coyote came in sight of the finish line, Frog had emerged from his hiding place and easily hopped across the line. “You may be fast, Coyote, but I’ve managed to beat you!” Frog joyfully called out. Silently, he added, “With the help of my friends.”

11 Coyote went home puzzled and hungry again.



- 10** Read this sentence from the passage.

Coyote laughed loudly, “Why shouldn’t I help myself to such a tasty morsel?”

In this sentence, you can tell that a morsel is something

- A to eat.
- B to chase.
- C to laugh at.
- D to help out.

CSR01546.230

- 11** Which word BEST describes Coyote in this passage?

- A weak
- B foolish
- C afraid
- D tricky

CSR01550.230

- 12** What is Frog’s problem in this passage?

- A He is hungry.
- B He is in danger.
- C He has no friends.
- D He thinks too slowly.

CSR01544.230

- 13** How does Frog solve his problem in this passage?

- A He hides.
- B He runs away.
- C He outsmarts Coyote.
- D He becomes friends with Coyote.

CSR01545.230

- 14** This passage teaches readers that it is better to be

- A fast than slow.
- B big than little.
- C a rabbit than a mouse.
- D clever than strong.

CSR01542.230

Cracks in an Old Clay Pot

- 1 Warm, spicy smells filled Abuelita’s house. Serafina took a long, deep breath. How happy she was to be here for dinner tonight!
- 2 Serafina gazed at the treasures on her grandmother’s special table. There were many photographs of past and present family members, some living in the United States and others in Cuba. She liked the small wooden animals made by her grandfather, José, who had learned to carve as a boy in Guatemala. Behind the animals, flames glowed on white candles in glass holders from Spain. Most of all, though, Serafina loved the large clay pot. It was beautiful, painted in many colors.
- 3 “My mother gave it to me, and her mother gave it to her,” Abuelita told Serafina. “Someday I will give it to your mother, and she will pass it on to you.”
- 4 “May I hold it?” asked Serafina.
- 5 “Yes,” said Abuelita, “but please be careful. It is very old.” Abuelita picked up the pot with gentle hands. She gave it to Serafina, then went into the kitchen to prepare the rice.
- 6 Serafina decided to sit on the sofa. She wanted to hold the pot safely in her lap. The sofa was a few feet behind her. Serafina stepped backward. She did not know that her baby brother, Armando, had left his toy truck there. Whoosh! The truck rolled away when Serafina stepped on it. She fell back onto the couch. The clay pot flew out of her hands and up into the air! It landed on the tile floor.
- 7 Serafina could hear the clay crack. She held her hands tightly over her eyes. “No, no!” she cried. She heard Abuelita’s footsteps coming toward her. How could she face her grandmother now?
- 8 “It’s not so bad, Serafina,” Abuelita said. “Come. You can repair the pot.”
- 9 From a kitchen drawer, Abuelita brought a bottle of glue. She unscrewed the lid. Attached to it was a little brush, which she handed to Serafina. “Let me tell you a story about that pot.”
- 10 Carefully, Serafina began gluing the pot back together. Abuelita pointed to another crack in the pot. Serafina had never noticed it before.
- 11 “My grandmother made this crack when she was about your age,” said Abuelita. “She was carrying it back to the village on her head when it fell onto the road. It had been full of water, so she got all wet!”
- 12 She pointed to another crack. “My mother made this one. She was carrying flour to make bread, and she dropped it onto the floor. What a mess she had to clean up!”

- 13 The last crack looked like a branch growing off the one Serafina had just made. “This crack came when I dropped the pot on a big boat that brought us here from Cuba,” said Abuelita, smiling. “So you see? You come from a long line of butterfingers!”
- 14 Serafina laughed and held up the fixed pot. She could see now how each crack had become part of the colorful design—and part of her family’s story.

CSR0P231

15 In paragraph 2, Abuelita’s things are probably called “treasures” because

- A they are expensive.
- B she cares very much about them.
- C she has so many of them.
- D they are very small.

CSR01565.231

16 Read this sentence from the story.

There were many photographs of past and present family members, some living in the United States and others in Cuba.

Which of the following words from this sentence could be spelled differently and have a different meaning?

- A there
- B many
- C living
- D others

CSR01574.231

17 The clay pot could be described as “colorful” because

- A it has no color.
- B it is hard to tell what the color is.
- C it has many colors.
- D its colors are faded.

CSR01571.231

18 How did the pot become cracked the **FIRST** time?

- A It fell because there was too much flour in it.
- B It fell onto the road from someone’s head.
- C It fell while someone was traveling on a boat.
- D It fell onto the hard tile floor in a kitchen.

CSR01557.231

Released Test Questions

English–Language Arts

3

19 Which words in the story help the reader know how it feels to visit Abuelita’s house?

- A warm, spicy smells
- B a long, deep breath
- C behind the animals
- D out of her hands

CSR01567.231

20 Which line in the story tells the reader that something is about to happen to the pot?

- A She gave it to Serafina, then went into the kitchen to prepare the rice.
- B She wanted to hold the pot safely in her lap.
- C She did not know that her baby brother, Armando, had left his toy truck there.
- D She held her hands tightly over her eyes.

CSR01572.231

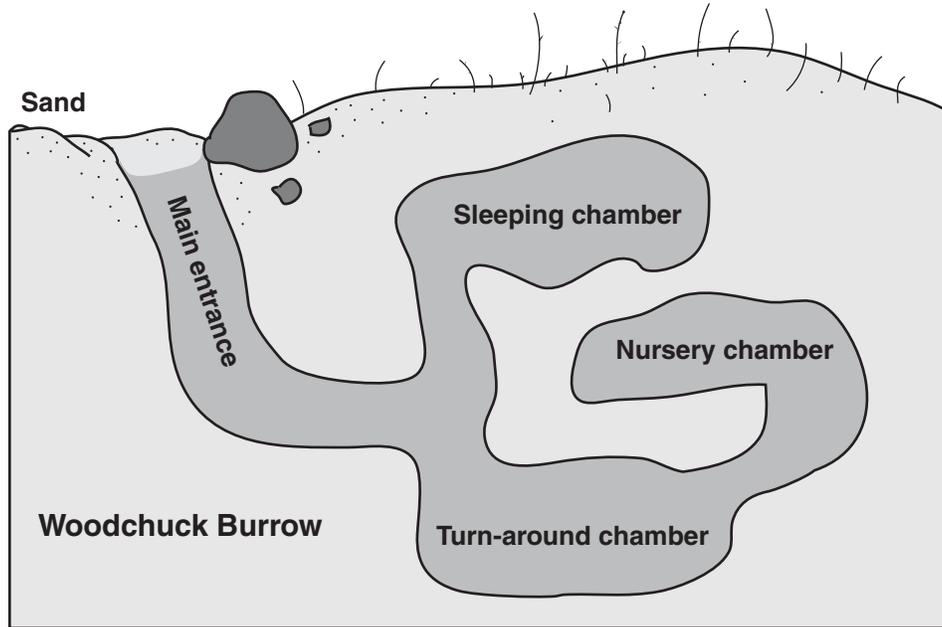
21 Which of these is a theme in this story?

- A Special things are not always perfect.
- B Family memories are something to be kept to ourselves.
- C Things sometimes get broken, but you can always buy new things.
- D What is most important in life is having nice things.

CSR01566.231

Not Just a Hole in the Ground

by Elizabeth C. McCarron



- 1 The woodchuck sits up on its hind legs, chewing a wild strawberry. Looking around, the chuck freezes when it spies the farmer's dog. The dog sniffs the air, spots the chuck, and charges toward it. The woodchuck watches the enemy coming closer and closer, then POOF! The chuck disappears from sight, and the dog is left puzzled. The woodchuck has dropped into its burrow to escape.
- 2 A woodchuck burrow is more than just a hole in the ground. It is a complex system of entrances, tunnels, and rooms called chambers. Burrows give woodchucks a place to sleep, raise young, and escape enemies. When a woodchuck hibernates (sleeps through the winter), it makes a simple burrow and plugs the entrance with sand.
- 3 A woodchuck uses its strong claws to dig its own burrow. In soft soil, a woodchuck can dig an entire burrow in one day.
- 4 Each summer burrow usually has several entrances. This lets the woodchuck roam and still have a safe hole nearby in case danger comes along.
- 5 For the main entrance, a chuck may choose the woods at the edge of a meadow. The hole must be hidden from view but close to food.
- 6 The plunge hole is a special burrow entrance. It goes straight down two or more feet. When an enemy comes near, the woodchuck may give a shrill whistle, then drop straight down into the hole. This is how the woodchuck "disappeared" from the dog's sight!

Released Test Questions

English–Language Arts

3

- 7 Under the ground, tunnels and chambers connect the entrances. There is a sleeping chamber, a turn-around chamber, and a nursery chamber. A woodchuck burrow can even have a bathroom! A woodchuck may bury its waste in a chamber. Sometimes it adds waste to the mound of sand that marks the main entrance. This mound lets other animals know whether or not a burrow is active (being used).
- 8 Many animals look for empty woodchuck burrows. And why not? The burrows are warm in winter, cool in summer, and ready-made. Rabbits use empty burrows to avoid summer heat. They may even pop into an active burrow to escape an enemy. Skunks, weasels, and opossums use empty burrows as woodchucks do—for sleeping, hiding, and raising their young. Foxes may take over active burrows to raise their own young in the warm dens.
- 9 Now you can see that a burrow is more than just a hole in the ground. It’s the perfect place for woodchucks—or other animals—to sleep, hide, and raise young. To a woodchuck, there’s no place like its burrow!

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CSR1P326

22 How should the word chambers be divided into syllables?

- A cham–b–ers
- B cham–bers
- C ch–am–bers
- D cha–mbers

CSR13536.326

23 Read this sentence from paragraph 1 of the passage.

The woodchuck watches the enemy coming closer and closer, then POOF!

In the sentence above, the author uses the word closer to show that the enemy is

- A approaching the woodchuck.
- B struggling with the woodchuck.
- C circling the woodchuck.
- D blocking the woodchuck.

CSR13552.326

- 24** Use this dictionary entry to answer the following question.

pop, *verb* 1. to make a short, sharp sound
 2. to move quickly
 3. to open wide
 4. to let go of

Read this sentence from paragraph 8 of the passage.

They may even pop into an active burrow to escape an enemy.

Which dictionary entry gives the BEST meaning for the word pop as it is used in the sentence in the box?

- A to make a short, sharp sound
- B to move quickly
- C to open wide
- D to let go of

CSR13871.326

- 25** A woodchuck finds a food source above the outer part of its burrow. What is the woodchuck MOST likely to do?

- A dig another burrow
- B take over another burrow
- C hibernate for the winter
- D dig another entrance

CSR13548.326

- 26** Which sentence BEST tells how the woodchuck lives through the winter?

- A The woodchuck has dropped into its burrow to escape.
- B Burrows give woodchucks a place to sleep, raise young, and escape enemies.
- C When a woodchuck hibernates, it makes a simple burrow and plugs the entrance with sand.
- D The hole must be hidden from view but close to food.

CSR13547.326

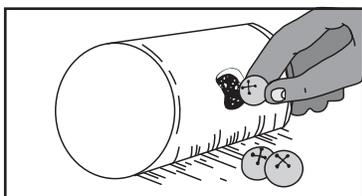
- 27** Why would a woodchuck make a burrow with several entrances?

- A to have many views of the meadow
- B so the woodchuck can escape danger more quickly
- C so the temperature in the tunnels will remain cool
- D to let other animals know the holes are being used

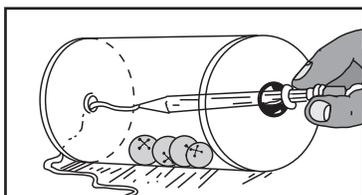
CSR13545.326

It's Fun to Be a Toymaker

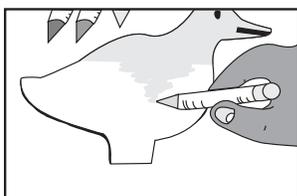
- 1 Jimmy Brown's toy factory is a kitchen table and chair. Jimmy's two hands are the machines. The tools are ordinary things like scissors and crayons. Jimmy's baby brother thinks the Jimmy Brown Toy Factory is the world's finest. Here are some of the toys that Jimmy's brother likes best.



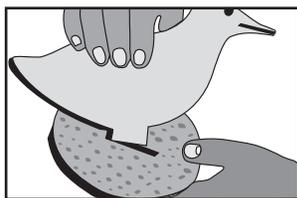
- 2 From a round oatmeal box, four tiny bells, string, and poster paints, Jimmy made a pull-toy. He cut a small hole in the middle of the box—just big enough to slip bells through—and he cut smaller holes in the top and in the bottom.



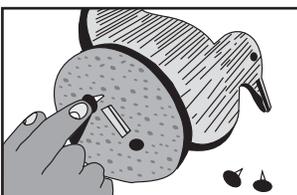
- 3 After placing the bells in the box, he wrapped string around a pencil and poked the pencil through the holes in the box to get the string through. Then he tied the ends of the string together in a knot and taped up the bigger hole. He painted the box with bright poster paints. After the paint dried, Jimmy tied a long string in the middle of the first string for pulling the ring-the-bell roller.



- 4 Jimmy made Corky out of a piece of thin cardboard; a thick, round cork; wax crayons; and two thumbnails. He drew the outline of a duck on the cardboard and cut it out. Then he colored it all over with crayons, being careful not to miss any spot, because the wax crayons make the cardboard waterproof. (If every bit of paper or cardboard is colored, it will shed water as the feathers on a duck's back do.)



- 5 Then he cut a slit in the very center of the cork. He fitted the duck into the slit.



- 6 Then he pushed the thumbnails through the bottom of the cork and into the duck to help keep it from falling over in the water. One time Jimmy made ships instead of ducks—a whole fleet of them.

Adapted with permission from *Young Children's Encyclopedia*, vol. 15, © 1988 by Encyclopedia Britannica, Inc.

CSR1P012

28 The first thing Jimmy does to make the pull-toy is

- A poke a pencil through the box.
- B cut a small hole in the box.
- C put bells inside the box.
- D tape up the hole in the box.

CSR13316.012

29 The section “Corky the Duck” tells how

- A to draw different parts of a toy.
- B to keep a toy from falling over in water.
- C to place a pencil through small holes.
- D to put bells inside a box.

CSR13311.012

30 Which book could a student read to learn more about making toys?

- A Everything You Need to Know About Collecting Toys
- B Well-Known Toymakers
- C Machines That Build: Cranes, Dump Trucks and Bulldozers
- D Easy-to-Build Wooden Toys

CSR13319.012

31 Which word has the same vowel sound as the underlined part of crayon?

- A table
- B wrapped
- C wax
- D back

CSR13306.012

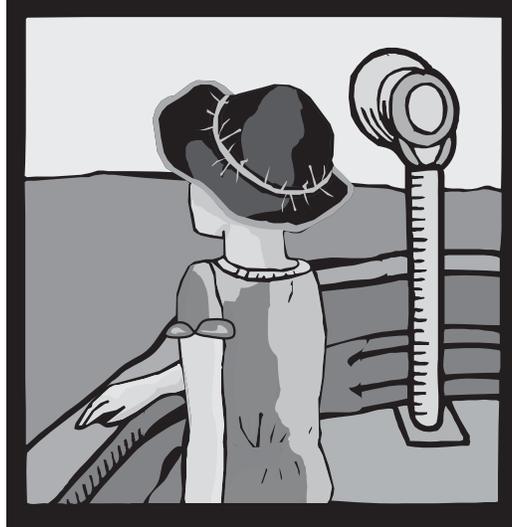
32 What is the correct way to divide waterproof into syllables?

- A water–proof
- B wa–ter–pro–of
- C wa–ter–proof
- D wat–er–pr–oof

CSR13307.012

Letters from Rifka

by Karen Hesse



During World War I, some citizens of Russia fled the country in search of a better life. *Letters from Rifka* is a novel written in the form of letters from a young girl to her cousin about her adventures as she travels to America. This passage describes her feelings as she enters New York Harbor.

October 1, 1920

Entering New York Harbor

Dear Tovah,

- 1 Today we will arrive at Ellis Island. Today I will see Mama and smell her yeasty smell. Today I will feel the tickle of Papa's dark beard against my cheeks and see my brother Nathan's dimpled smile and Saul's wild, curly hair. Today I will meet my brothers Asher and Isaac and Reuben.
- 2 Already I am wearing my best hat, the black velvet with the shirring and the brim of light blue. I'm hoping that with the hat, Mama will not mind my baldness. I've tucked Papa's tallis into my rucksack, but Mama's gold locket hangs around my neck.
- 3 The captain said his company notified our families and they are awaiting our arrival. I must pass a screening on the island before I can go home with Mama and Papa. Papa wrote about Ellis Island in his letters.
- 4 He wrote that at Ellis Island you are neither in nor out of America. Ellis Island is a line separating my future from my past. Until I cross that line, I am still homeless, still an immigrant. Once I leave Ellis Island, though, I will truly be in America.

- 5 Papa said in his letter that they ask many questions at Ellis Island. I must take my time and answer correctly. What’s to worry? I am good at answering questions. Even if they ask me a thousand questions, I will have Mama and Papa near me, my mama and papa.
- 6 Just one week ago, I did not think I would ever make it to America. We drifted on the sea for days, helpless, waiting for the ship to come and tow us. I assisted with the cleanup as best I could, doing work Pieter would have done if he were there.
- 7 Then, once the tow ship arrived, it took so long between the securing of the ropes and the exchanges between the two ships, I thought we would never begin moving. At last, when we did, the other ship pulled us so slowly. I could swim faster to America.
- 8 In Russia, all America meant to me was excitement, adventure. Now, coming to America means so much more. It is not simply a place you go when you run away. America is a place to begin anew.
- 9 In America, I think, life is as good as a clever girl can make it.
- 10 Very soon, Tovah, I will be in this America. I hope someday you will come, too.
- 11 *Shalom, my cousin,
Rifka*
- 12 P.S. As I was finishing this letter a cry went up from the deck. When I went out to see what it was, I found all the passengers gathered on one side of the ship, looking up. They were looking at Miss Liberty, Tovah, a great statue of a woman standing in the middle of the harbor. She was lifting a lamp to light the way for us.

Excerpt from LETTERS FROM RIFKA by Karen Hesse, copyright © 1992 by Karen Hesse. Reprinted by permission of Henry Holt and Company, LLC.

CSR1P210

Released Test Questions

English–Language Arts

33 What does Rifka see just as she enters New York Harbor?

- A her mother and father
- B the sun shining
- C many other ships
- D the Statue of Liberty

CSR10882.210

34 Who is the speaker in this passage?

- A Tovah
- B Rifka
- C Mama
- D Papa

CSR10870.210

35 Where is Rifka traveling from?

- A America to Ellis Island
- B Ellis Island to Russia
- C Russia to America
- D America to Russia

CSR10881.210

36 Read this dictionary entry.

assist (ə sist) *v.* **1.** to help. *n.* **2.** an act of helping. *n.* **3.** a baseball play that helps put a runner out.

I assisted with the cleanup as best I could, doing work Pieter would have done if he were there.

In the sentence above, assisted is

- A a noun.
- B a verb.
- C an adjective.
- D an adverb.

CSR10879.210

37 Read this sentence.

In America, I think, life is as good as a clever girl can make it.

Which word is a **SYNONYM** for clever?

- A smart
- B tired
- C young
- D strong

CSR10872.210

The following questions are not about a passage.
Read and answer each question.

38 The word wise ends in ise. Which one of these letters can be added to ise to form another word?

- A d
- B l
- C r
- D t

CSR00304.OSA

39 Read this sentence.

Because her legs felt _____ she was afraid she _____ fall.

Which pair of words makes the sentence correct?

- A week, might
- B weak, mite
- C week, mite
- D weak, might

CSR00124.OSA

40 Which word is an ANTONYM for slow?

- A noisy
- B dull
- C easy
- D quick

CSR00812.101

Here is part of the index from a book about California Indians. Use it to answer questions 41 and 42.

C	
Cahuilla 20–25, 48	clothing 60–65, 102
ceremony 100–106 <i>See also</i> dance	Coast Miwok <i>See</i> Miwok
Chemehuevi 35, 44–46	Costanoan <i>See</i> Ohlone
chief 15–18, 68, 101	Coyote 32–35, 97, 105
Chumash 52–59, 67, 96	Cupeño 47–51

41 Which California Indian tribe will you learn about on page 45?

- A Cahuilla
- B Chemehuevi
- C Chumash
- D Cupeño

CSR00812.101

42 To learn what California Indians wore, you should turn to page

- A 20.
- B 40.
- C 60.
- D 80.

CSR00813.101

Released Test Questions

English–Language Arts

3

43 Which two words are **ANTONYMS**?

- A talk, speak
- B pretend, imagine
- C ocean, sea
- D gentle, fierce

CSR00307.OSA

44 Which word is a main heading for the other three words?

- A grandchild
- B family
- C father
- D grandmother

CSR00309.OSA

45 Which of the following suffixes can be added at the end of the word travel to make a new word that means “someone who travels”?

- A -er
- B -ed
- C -ing
- D -est

CSR00125.OSA

46 Which word names a group that includes the other three words?

- A violin
- B instrument
- C piano
- D drum

CSR00240.OSA

47 Read this sentence.

A giraffe is tall _____ than a kangaroo.

Which suffix should be added to the word tall to make this sentence true?

- A -ful
- B -est
- C -ing
- D -er

CSR00137.OSA

48 Read this sentence.

If you have trouble understanding the directions, you should ask the teacher to assist you.

What does the underlined word mean?

- A hug
- B help
- C delay
- D skip

CSR10280.05A

49 Read this sentence.

There were lemonade and cookies on the refreshment table.

What does the underlined word mean?

- A food and drink
- B new
- C fun and games
- D meeting

CSR00342.05A

50 Which word does NOT rhyme with near?

- A ear
- B dear
- C pear
- D hear

CSR12542.05A

51 Something that is expensive

- A costs a lot.
- B is protected.
- C weighs a lot.
- D is broken.

CSR00236.05A

52 Which word does NOT rhyme with scratches?

- A patches
- B catches
- C watches
- D matches

CSR00086.05A

Released Test Questions

English–Language Arts

3

53 A hurricane is a kind of

- A river.
- B food.
- C plant.
- D storm.

CSR00224.OSA

54 Read this sentence.

Even though I felt like I was lost in the new school building, I was able to locate the class where he was sitting.

Which word is a **SYNONYM** for the word locate as it is used in the sentence?

- A hold
- B find
- C rescue
- D shift

CSR30085.OSA

Eric’s teacher asked the students to write a paragraph about starfish. Here is the first draft of Eric’s paragraph. It may contain errors.

Starfish

(1) After visiting the beach, I wanted to learn about starfish. (2) Of course, starfish aren’t really stars. (3) This name comes from their shape. (4) They’re not fish either, though they start their lives in water pools by the seashore. (5) They can take care of themselves even when they are young. (6) Young starfish know what to eat. (7) Some starfish can later live deep in the sea, though they can’t swim. (8) They move by using their legs and tube feet. (9) Large starfish also use their tube feet to grab and pull open the shells of clams and other sea animals. (10) A starfish has no head or tail, just its five legs. (11) If a leg falls off, it grows right back. (12) The amazing starfish has become my favorite animal.

CSL1P014

55 In sentence 2, what is the subject?

- A Of course
- B starfish
- C really
- D stars

CSL10054.014

56 Which of these would be the BEST way for Eric to begin sentence 12?

- A For these reasons,
- B Then,
- C Instead,
- D For example,

CSL10051.014

57 Eric wants to learn more about different kinds of starfish. He would find MOST of his information

- A in a telephone book under “starfish.”
- B in the dictionary under “starfish.”
- C under the heading “starfish” in an encyclopedia article.
- D under the word “starfish” in a reference book about word choices.

CSL10053.014

Released Test Questions

English–Language Arts

3

Tara’s teacher asked the students to write a paragraph. Here is the first draft of Tara’s paragraph. It contains errors.

Australia

(1) Australia is a good place. (2) For one thing, I would like to see kangaroos hopping around as you go down the highway. (3) Would also like to see koalas. (4) It is fun to see these animals in zoos, but I would rather see them free. (5) Besides having interesting animals, Australia has many kinds of land. (6) There are great beaches. (7) I’ve also seen pictures of strange rock shapes in the middle of the wild land. (8) I’d love to see them up close! (9) Finally, I would like to meet many Australian people. (10) I think Australia would be a great place to visit.

CSLIP016-3

58 In sentence 2, hopping should be spelled

- A hoping.
- B hooping.
- C hoppin.
- D Leave as is.

CSL10043.016

60 Which of these is NOT a complete sentence?

- A Australia is a good place.
- B There are great beaches.
- C Would also like to see koalas.
- D I’d love to see them up close!

CSL10041.016

59 After sentence 9, Tara should add a sentence that explains

- A what kinds of animals can be seen in Australia.
- B which countries she has already visited.
- C why she would like to meet Australian people.
- D where she would like to go after Australia.

CSL10038.016

61 Which sentence is written correctly?

- A I saw pictures of Australian people in a book called ‘Places to See in Australia.’
- B I saw pictures of Australian people in a book called “Places to See in Australia.”
- C I saw pictures of Australian people in a book called Places to See in Australia.
- D I saw pictures of Australian people in a book called Places to See in Australia.

CSL10042.016

The following is a rough draft of a student’s report. It contains errors.

Field Trip to the Zoo

(1) Last week, we had a great time on a field trip to the San Diego Zoo. (2) My school is in Vista California so our trip took an hour. (3) Visiting the zoo was worth the long ride each way.

(4) Before we went on the trip, we read a book called Watching Gorillas with Jane Goodall. (5) Most of my friends liked the gorilla exhibit the best because of the book. (6) It’s like an amazing african rain forest. (7) We saw gorillas, waterfalls, and beautiful plants, and we also heard a recording of the sounds of a real rain forest. (8) We watched the gorillas sitting near the waterfall.

(9) I liked the gorillas, but I liked the polar bears even better. (10) We looked through a big window and watch the polar bears swim in the cold water. (11) Our guide told us many interesting facts about polar bears. (12) She said that most of them live far north, in places like Alaska, Canada, Greenland, and Russia. (13) One bear as we watched the bears, swam right up to the glass. (14) I won’t forget the day that I came face to face with a huge polar bear!

CSL1P117-4

62 Read this sentence.

My school is in Vista California so our trip took an hour.

What is the correct way to punctuate the underlined part of this sentence?

- A My school is in Vista California,
- B My school is in Vista, California,
- C My school is in, Vista, California
- D Leave as is.

CSL11053.117

63 Read this sentence.

It’s like an amazing african rain forest.

Which underlined part should be capitalized?

- A an
- B amazing
- C african
- D rain forest

CSL11058.117

Released Test Questions

English–Language Arts

64 Read this sentence.

We looked through a big window and watch the polar bears swim in the cold water.

Which of the following shows the correct tense for the underlined verb?

- A watching
- B watched
- C was watching
- D will watch

CSL11052.117

65 Read this sentence.

One bear as we watched the bears, swam right up to the glass.

What is the BEST way to revise this sentence to fit with the main idea of the passage?

- A Right as we watched the bears, to the glass one bear swam up.
- B As we watched the bears, one bear swam right up to the glass.
- C As we watched the bears, right up to the glass one bear swam.
- D Right as one bear swam up to the glass we watched the bears.

CSL11056.117

66 Which encyclopedia volume should the student use to find more information about polar bears?

- A Volume I Aa–At
- B Volume IX Ce–Cu
- C Volume XV Ou–Qu
- D Volume XVII Sh–Ta

CSL11057.117

The following is a rough draft of a student’s essay. It contains errors.

Stars for the Ceiling

- 1 One weekend last winter, I couldn’t think of anything to do. The weekend was during our presidents’ day vacation. The weather was cold, and the sky was gray. I felt as if I had already played every game and read every book. I had even cleaned my room!

- 2 I told Grandma I had nothing to do. “Why don’t you try making a mobile?” Grandma suggested. She explain that a mobile is a moving piece of art. Anyone can make a mobile. Grandma gave me a book called Mobiles: Make One Today. I learned that a mobile is attached to a ceiling and that different objects hang down from strings or wires. When a breeze blows in through a window, the mobile will spin and move from side to side. Mobiles can have any theme, which means that stars, balloons, airplanes, and even cartoons can hang from the ceiling.

- 3 I decided to design a mobile made up of stars. First, I cut a big circle out of cardboard. This would be the top of my mobile. Then, I cut eight stars out of construction paper. I decorated them with glitter and markers. Next, I cut long pieces of string and glued one string to the back of each star. I punched holes all around the circle and then tied a string with a star through each hole. When I held the mobile up, each star was spinning around, twinkling at me. I could not wait to hang my mobile from the ceiling in my room.

CSLIP118-3

Released Test Questions

English–Language Arts

- 67** Read this sentence from paragraph 1 of the essay.

The weekend was during our presidents' day vacation.

What is the correct capitalization of the underlined words from the sentence in the box?

- A presidents' day Vacation
- B Presidents' Day vacation
- C Presidents' day vacation
- D Presidents' Day Vacation

CSL11949.118

- 68** Read this sentence from paragraph 1 of the essay.

I felt as if I had already played every game and read every book.

Which sentence could **BEST** be added to provide supporting details for the sentence in the box?

- A I had gone to the library with my sister.
- B I had helped make dinner and took a plate to our neighbor.
- C I had eaten an apple and some popcorn.
- D I had played checkers with my mother and had read to my little brother for hours.

CSL11950.118

- 69** Read this sentence from paragraph 2 of the essay.

She explain that a mobile is a moving piece of art.

What is the correct way to rewrite the underlined part of the sentence to match the tense of paragraph 2?

- A She will explain
- B She is explaining
- C She explained
- D She explains

CSL11951.118

- 70** Read this sentence from paragraph 3 of the essay.

I decorated them with glitter and markers.

Which underlined word from the sentence in the box is a verb?

- A decorated
- B them
- C with
- D glitter

CSL11956.118

- 71** Which words from the essay are listed in alphabetical order?
- A balloons, stars, mobile, markers, glitter, string
 - B balloons, glitter, mobile, markers, stars, string
 - C balloons, glitter, markers, mobile, stars, string
 - D balloons, glitter, mobile, markers, string, stars

CSL11948.118

- 72** Which source would probably be MOST helpful to the writer of an article about projects to make at home?
- A an atlas
 - B an encyclopedia
 - C a dictionary
 - D a how-to book

CSL11959.118

Released Test Questions

English–Language Arts

3

The following questions are not about a passage.
Read and answer each question.

73 Which sentence is written correctly?

- A On Independence Day, we'll be in washington, d.c.!
- B On independence day, we'll be in Washington, D.C.!
- C On Independence Day, we'll be in Washington, D.C.!
- D On independence Day, we'll be in washington, d.c.!

CSL00013.OSA

74 Which sentence is divided correctly into its subject and predicate?

- A The shiny black kitten licks / his clean, soft fur.
- B Stars are shining / in the midnight sky.
- C A tall tree stands in the / middle of the park.
- D Five small children / dance to the lively music.

CSL00008.OSA

75 Which group of words is in alphabetical order?

- A banana, bargain, bath, base
- B fan, faint, fasten, fault
- C necklace, net, neat, ninety
- D roast, robber, robe, rooster

CSL00095.OSA

76 Read this part of a sentence.

My cousin Jamie and I _____

Which of these could NOT be used to complete this sentence?

- A built a sandcastle at the beach.
- B live on the same street.
- C at school in the afternoon.
- D like to play at the park.

CSL00290.OSA

77 Read this part of a sentence.

My dog can sleep through _____

What is the correct way to write the missing part of the sentence?

- A engines, blasting, timers, beeping and doorbells, ringing.
- B engines blasting timers, beeping, and, doorbells ringing.
- C engines blasting, timers beeping, and doorbells ringing.
- D engines blasting timers, beeping and doorbells ringing.

CSL00294.OSA

78 Read this sentence.

Some people enjoys getting up early each morning.

What is the correct way to write the underlined words?

- A people is enjoying
- B people enjoy
- C people has enjoyed
- D Leave as is.

CSL00090.OSA

79 Read this sentence.

The valley quail is a plump, gray bird that is smaller than a pigeon.

Between which guide words is the word plump found in a dictionary?

- A plain – plug
- B plow – plus
- C pound – prepare
- D pull – purple

CSL11438.156

80 Read this sentence.

It is also called the valley quail.

What is the correct way to shorten the underlined words?

- A Its
- B It's
- C I'ts
- D Its'

CSL11437.156

Released Test Questions

English–Language Arts

3

Question Number	Correct Answer	Standard	Year of Release
1	A	3RW1.6	2003
2	C	3RL3.2	2003
3	D	3RL3.2	2003
4	B	3RL3.4	2003
5	B	3RL3.1	2003
6	A	3RC2.2	2003
7	B	3RC2.7	2003
8	D	3RC2.4	2003
9	C	3RC2.7	2003
10	A	3RW1.6	2004
11	B	3RL3.3	2004
12	B	3RC2.6	2004
13	C	3RC2.6	2004
14	D	3RL3.4	2004
15	B	3RW1.6	2005
16	A	3RW1.4	2005
17	C	3RW1.8	2005
18	B	3RL3.2	2005
19	A	3RC2.2	2005
20	C	3RC2.4	2005
21	A	3RL3.4	2005
22	B	3RW1.2	2005
23	A	3RW1.8	2005
24	B	3RW1.7	2005
25	D	3RC2.4	2005
26	C	3RC2.3	2005
27	B	3RC2.2	2005
28	B	3RC2.7	2006
29	B	3RC2.1	2006
30	D	3RC2.1	2006
31	A	3RW1.1	2006
32	C	3RW1.2	2006
33	D	3RC2.3	2007
34	B	3RL3.6	2007
35	C	3RL3.2	2007

Question Number	Correct Answer	Standard	Year of Release
36	<i>B</i>	3RW1.7	2007
37	<i>A</i>	3RW1.4	2007
38	<i>C</i>	3RW1.1	2003
39	<i>D</i>	3RW1.4	2003
40	<i>D</i>	3RW1.4	2003
41	<i>B</i>	3RC2.1	2004
42	<i>C</i>	3RC2.1	2004
43	<i>D</i>	3RW1.4	2004
44	<i>B</i>	3RW1.5	2004
45	<i>A</i>	3RW1.8	2004
46	<i>B</i>	3RW1.5	2006
47	<i>D</i>	3RW1.8	2006
48	<i>B</i>	3RW1.6	2006
49	<i>A</i>	3RW1.6	2006
50	<i>C</i>	3RW1.4	2006
51	<i>A</i>	3RW1.2	2006
52	<i>C</i>	3RW1.1	2007
53	<i>D</i>	3RW1.2	2007
54	<i>B</i>	3RW1.6	2007
55	<i>B</i>	3WC1.2	2003
56	<i>A</i>	3WS1.4	2003
57	<i>C</i>	3WS1.3	2003
58	<i>D</i>	3WC1.8	2004
59	<i>C</i>	3WS1.1.2	2004
60	<i>C</i>	3WC1.1	2004
61	<i>C</i>	3WC1.5	2004
62	<i>B</i>	3WC1.5	2006
63	<i>C</i>	3WC1.7	2006
64	<i>B</i>	3WC1.3	2006
65	<i>B</i>	3WS1.4	2006
66	<i>C</i>	3WS1.3	2006
67	<i>B</i>	3WC1.7	2007
68	<i>D</i>	3WS1.1.B	2007
69	<i>C</i>	3WC1.2	2007
70	<i>A</i>	3WC1.4	2007

Released Test Questions

English–Language Arts

3

Question Number	Correct Answer	Standard	Year of Release
71	<i>C</i>	3WC1.9	2007
72	<i>D</i>	3WS1.3	2007
73	<i>C</i>	3WC1.7	2003
74	<i>D</i>	3WC1.4	2004
75	<i>D</i>	3WC1.9	2004
76	<i>C</i>	3WC1.1	2005
77	<i>C</i>	3WC1.6	2005
78	<i>B</i>	3WC1.2	2005
79	<i>B</i>	3WS1.3	2007
80	<i>B</i>	3WC1.8	2007