Students will be taking a nine-week English Language Arts (ELA) test at the end of the nine-week grading period. This nine-week test and study guide will help students prepare for their end of grade ELA test.

For this test, students will have to read a non-fictional, fictional, folktale and poetry selection. Each selection contains questions based on a passage. Below you will find a sample passage with questions. This packet also includes examples of question stems and vocabulary words the students will see on the test.

A great way to study is to practice these question stems with your child’s AR book. This will help them understand the wording in the questions.

Sample Passage. Read the passage and answer questions 1-12.

Birds

1 Many birds make their nests in the spring. Most nests are shaped like a cup. Birds make their nests out of dry grass and small twigs. Some birds use string or yarn they find on the ground, too.

2 Birds make nests so they can lay their eggs. The mother bird sits on the eggs. Her body keeps the eggs from getting cold. She sits on them until they hatch. Most eggs hatch after about two weeks. Baby birds look very funny. They have no feathers yet. Their bodies are covered with fluff. Their feathers grow in after a few weeks.

3 Baby birds are born with their eyes open. Some birds have small eyes. Other birds have big eyes. All birds can see well now matter how big their eyes are. Birds can see better than people.

4 Baby birds like to eat. They are always hungry. Mother birds are very busy. They are always looking for food for their babies. Sometimes they bring worms. Other times they bring bugs. The mother bird crushes the food in her beak first. Then she gives the food to the babies. Baby birds open their mouth and wait for the food. Sometimes a baby taps its mother’s beak. That is the baby’s way of saying, “I’m hungry!”

5 Baby birds are ready to fly about two weeks after they hatch. That is when their bones are strong. That is also when they have all their feathers. Birds learn to
fly much like a child learns to walk. They have to practice. Sometimes it takes a while for baby birds to get the hang of flying.

6 Baby birds often fall out of the nest as they learn how to fly. They hop around on the ground and call for their parents. The parents show them how to stay safe under bushes. If you see a baby bird on the ground, leave it alone. It might be learning how to fly. Its parents are probably close by.

7 Baby birds live in the nest for a while longer after they learn to fly. They still need help finding food. Their parents also protect them from animals that could hurt them. Baby birds are ready to live on their own after about two months. That is when they leave their parents and their nest.

Use the passage Birds to answer questions 1-12.

1. What is the main idea of the selection?
   A. Birds make great pets.  
   B. How birds begin to fly. 
   C. The stages of a bird’s life.  
   D. Birds are born with their eyes open.  

2. How long does it take bird eggs to hatch?
   A. two days  
   B. two weeks  
   C. two months  
   D. two years  

3. What does a mother bird do before she gives food to her baby?
   A. She crushes the food. 
   B. She tastes the food.  
   C. She eats the food. 
   D. She taps the food. 

4. According to the selection why does a mother bird sit on her eggs?
   A. The mother bird sits on the eggs so they will not hatch. 
   B. The mother bird sits on the eggs so they do not get warm.  
   C. The mother bird sits on the eggs so they do not get cold.  
   D. The mother bird sits on the eggs so they do not fall from the nest.
5. What do you think the baby bird will do once its bones get strong?
   A. The baby bird will try to fly.
   B. The baby bird will grow feathers.
   C. The baby bird will find its own food.
   D. The baby bird will go live on its own.

6. In paragraph 7 what is the best meaning of the word **protect**?
   A. fly away        B. find food         C. care for             D. keep safe

7. What conclusion can you draw from the passage?
   A. Birds make their nests all during the year.
   B. Baby birds do not always live with their parents.
   C. Not all baby birds learn to fly.
   D. Birds can see better than most animals.

8. Which question can be answered by reading paragraph 5?
   A. What do baby birds eat?                               C. When can baby birds fly?
   B. Why do birds make nests?                           D. Who helps the baby bird?

9. The story says, “**It takes a while to get the hang of flying.**”
   What do the words **get the hang of** mean?
   A. try to do something                     C. get help doing something
   B. learn how to do something            D. watch others do something

10. According to the passage, why should you leave a baby bird alone if you see it on the ground?
    A. It is looking for food.            C. The bird is tired.
    B. The baby is learning to fly.      D. The bird is looking for its parents.
11. Which detail supports the main idea of paragraph 4?

A. “Baby birds often fall out of the nest as they learn how to fly.”
B. “Baby birds are born with their eyes open.”
C. “Baby birds like to eat.”
D. “Their feathers grow in after a few weeks.”

12. According to the text, why do baby birds look funny?

A. “Birds can see better than people.”
B. “The baby bird taps its mother’s beak.”
C. “They have no feathers. Their bodies are covered with fluff.”
D. “All birds can see well no matter how big their eyes are.”
The Cow
From A Child’s Garden of Verses by Robert Louis Stevenson. Published by Charles Scribner’d Sons, 1885

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

5
She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant air,
The pleasant light of day;
And blown by all the winds that pass

10
And wet with showers,
She walks among the meadow grass
And eats the meadow flowers.

Use the poem “The Cow” to answer questions 13-19.

13. According to the poem, what does the cow eat?
A. an apple   B. a tart   C. flowers   D. grass

14. Read the lines from the poem:

She wanders lowing from here and there
And yet she cannot stray
What is the meaning of the word **stray** as it is used in these lines?
A. Become wild   B. fall down   C. run away   D. eat too much

15. Which words from the poem help you know the cow lives outside?
A. “The friendly cow all red and white.”
B. “She gives me cream with all her might.”
C. “She wanders lowing here and there.”
D. “I love with all my might.”

16. What does the cow do in the third stanza of the poem?
A. The cow runs away from her home in the meadow.
B. The cow feels the wind and rain, and eats flowers.
C. The cow runs out of cream, and begins to eat a tart.
D. The cow comes inside out of the wind and the rain.
17. Which statement best summarizes the message of the poem, “The Cow”?

A. People can care deeply for animals.
B. Animals belong inside and outside.
C. It’s good to take care of yourself.
D. The reader likes to walk in the meadow.

18. What two words in the poem rhyme?

A. white and heart
B. day and stray
C. grass and flowers
D. air and showers

19. What color is the cow?

A. grey and white
B. red and white
C. black and white
D. orange and white
Many years ago a large fish lived in the ocean. The fish found the ocean to be an amazing place. It was also full of dangers. To stay safe, it hid along the ocean reef. The ocean was very busy. The water was bursting with many other fish.

Day after day, the large fish darted along. It swam in shallow water. It swam in deep water. It once woke a sleeping green turtle. It swam past mini-canyons. It sped among bright sponges. It saw purple, yellow, and orange coral.

Sometimes, large shapes appeared. These were the shapes of hide-and-strike fish. At any moment, one could circle overhead. The large fish was always watchful.

“This ocean is a beautiful place,” thought the large fish. “It is home to many wonderful creatures. But some are scary.” Sharks came in the blink of an eye. “I might be their meal one day,” thought the fish sadly.

Then the fish’s life changed. The day was bright and clear. The fish swam near the water’s surface to enjoy the sun’s rays in the water. All of a sudden, the sun’s rays were blocked, and the fish looked up to see a large shadow in the water above. “What has blocked the sun?” wondered the fish.

Before the fish could find the answer, a large net circled around it. The fish swam this way and that, but the net tangled up around it. The fish could not escape. A man pulled the net and fish from the water and on to his boat. “This is a fine fish!” said the man happily. “It will feed all of my children well.”

However, the man soon found it was no ordinary fish. The fish began to plead with the man in a human voice. “Please, sir,” the fish begged, “put me back in the sea.” The man was surprised. How could this fish talk?

The fish did indeed talk. It told the man about the odd creatures of the sea. It described fish with flute-shaped mouths. It told of masses of fish eggs. It spoke about angel fish, coral trout, and leopard sharks. It asked the man for mercy.
The man was fascinated by the fish’s tales. “I have never heard such exciting stories,” said the man. The man got an idea. “If I throw you back into the water, will you come to shore when I call you?” he asked.

“I will, if you set me free,” replied the big fish.

“I have many children but few stories. My family would be very interested in your stories. I will bring the children sometimes to the sea. You can entertain us.”

The fish was on guard. It had learned to avoid humans. Still, it was a good offer. “I will come when you call and tell your children about my life in the ocean,” decided the fish. The man threw the fish back into the sea and the fish swam away quickly.

The fish kept its promise. It met the fishermen’s children at the shore. The children sat in the shallow water and listened to the fish’s stories. The fish told of times it had been chased by terrifying creatures. Its narrow escapes kept the children in awe. It told of enormous sea creatures never before seen by humans. The fish never retold the same tale. Its endless stories kept the children happy for many years.

That is how fish tales came to be told.

20. What is the author’s purpose for writing Fish Tale”?
   A. to persuade the reader to be kind to fish
   B. to explain to the reader how to catch a fish
   C. to inform the reader about the life of a fish
   D. to entertain the reader with a story about a fish

21. Read the sentence from the story.
   The man was fascinated by the fish’s tales

Which meaning of the word fascinated is the same one as used in the sentence above?
   A. excited   B. mad   C. scared   D. doubt

22. When does the large fish decide to tell stories about his life in the ocean?
   A. right after the fisherman agrees to set him free
   B. right before the large shape appears in the water
   C. right before the large fish talks about the coral trout
   D. right after sleeping green turtle wakes up from a nap
23. Which sentence from the selection shows that the fish is honest?
   A. “Tis ocean is a beautiful place.”
   B. “It spoke about angel fish, coral trout, and leopard sharks.”
   C. “That is how fish tales can be told.”
   D. The fish kept its promise.

24. Following the sequence of the story, which sentence from the selection goes in the empty box?

<table>
<thead>
<tr>
<th>The fish swam this way and that, but the net tangled up around it.</th>
<th>The man was fascinated by the fish’s tales.</th>
<th>The man threw the fish back into the sea and the fish swam away quickly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. However, the man soon found it was no ordinary fish.</td>
<td></td>
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<tr>
<td>B. Many years ago a fish lived in the ocean.</td>
<td></td>
<td></td>
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<tr>
<td>C. The fish met the fishermen’s children at the shore.</td>
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<tr>
<td>D. The man fed his children the fish.</td>
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Answers:

**Birds**


**The Cow**


**Fish Tale**


**Important ELA Vocabulary**

For the test the students do not have to memorize the definitions.

<table>
<thead>
<tr>
<th>adjective</th>
<th>central message</th>
<th>character</th>
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</thead>
<tbody>
<tr>
<td>A part of speech that describes a person, place or thing</td>
<td>The main idea or most important part of a written selection; theme</td>
<td>A person, thing, or animal in a story, poem, book, play or movie</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>character’s feelings</th>
<th>character’s motivation</th>
<th>character trait</th>
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<tbody>
<tr>
<td>The emotions or opinions expressed by a character</td>
<td>The cause of a character’s actions or feelings</td>
<td>A description of a character that may include physical appearance, personality, speech, behavior actions, thoughts, feelings, or interactions with other characters</td>
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<th>conclusion</th>
<th>event</th>
<th>fable</th>
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<tbody>
<tr>
<td>The closing or ending of a written selection</td>
<td>A happening in a story, book, play or poem</td>
<td>A story that is meant to teach a useful lesson</td>
</tr>
</tbody>
</table>
Below are examples of standards and question stems your child will see on the Nine Week Test and the End of Grade Test. Use the sample question stems as a review. This guide will help your child be able to read and understand the questions on the test. You can use these question stems as practice with your child’s AR book.

**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Examples:**
- Informational
  - Which question can be answered by reading paragraph 2?
  - Who, what, where, when and why questions.
- Fiction
  - At the beginning of the story why did….?
  - In paragraph 7, what made…?
  - Which question is answered in paragraph 1?
  - Which lines of the poem tell you…..?
  - Why did…?

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**Examples:**
- Informational
  - What is the central message of the story?
  - What is the main idea of paragraph 2?
  - What is the main idea of the entire selection?
- Fiction
  - Which detail could be left out when recounting the important events in the story?
  - Which sentence from the selection shows that…?
  - Which line from the story tells you that…..?

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.

**Examples:**
**Informational**
- What happens when...?
- Which sentence from the story tells how ______ affected ______? (cause and effect)

**Fiction**
- How does stanza 1 of the poem build on stanza 2 of the poem?
- Which word best describes the narrator?
- Which word best describes how the character felt at the beginning of the story?
- How does the character’s feelings change from the beginning of the story to the end of the story?
- What might happen next time...?

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

**Informational**
- In the section below, what is the meaning of ______________?
- In paragraph 5, what is the meaning of ________?

**Fiction**
- What does the word ______ mean as used in this poem?

**RI.3.7** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

**Informational**
- Using the passage and the diagram in this selection...?