



New York State Testing Program

English

Language Arts Test

Book 1

Grade

3

January 12–16, 2009

Name _____

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing or writing your response.

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Reading

***D*irections**

In this part of the test, you are going to do some reading. Then you will answer questions about what you have read.

Go On

Directions

Read this passage. Then answer questions 1 through 5.



by Gail Gibbons

The book *Chicks & Chickens* tells about chickens. Most chickens live on farms where female chickens, called hens, lay eggs. This part of the story tells what happens to the eggs.

Many farmers raise hens to lay eggs. Some breeds of hens lay white eggs. Others lay brown eggs. A few breeds lay green or blue eggs. A hen usually lays no more than one egg a day.

After the hen has laid all her eggs, she sits on them gently, turning the eggs over now and then, keeping them warm all over. Warming the eggs is called incubation.

The mother hen incubates her eggs for about 3 weeks. During this time, a chick is growing inside each egg.

incubation =
in-kew-BAY-shun

When the incubated eggs are about 3 weeks old, the brooding mother hears a cheeping sound. The eggshell of one of the eggs begins to crack. A chick using its egg tooth, a sharp part of its beak, is breaking out of its shell. The other eggs begin to hatch, too.

Go On

At first the chicks are wet and sticky. They are very tired. Soon they dry and have fluffy yellow feathers called down. They become stronger. They can see and hear and begin to move about. The chicks make a cheeping sound to let their mother know where they are. The mother hen clucks and drops food in front of them. Chicks can eat the same food as their mothers.

In a few weeks the chicks are bigger, but their mother still protects them. The chicks have grown feathers. In a few months these young chickens will look like their mother or father.

- 1** What does the mother hen do during incubation?
- A** lays the eggs
 - B** warms the eggs
 - C** cracks the eggs
 - D** hides the eggs
- 2** Which word best describes a chick **right after** it breaks out of its shell?
- A** fluffy
 - B** strong
 - C** tired
 - D** warm
- 3** According to the passage, how do the chicks let the mother hen know where they are?
- A** They sit on the eggs.
 - B** They break their shells.
 - C** They make a cheeping sound.
 - D** They drop food in front of her.

- 4** Which statement about chicken eggs is **most** important to the main idea of this passage?
- A** Eggs can be easily cracked.
 - B** A hen can lay one egg a day.
 - C** Eggs can be different colors.
 - D** A chick can grow inside an egg.
- 5** According to the passage, which statement about chickens is true?
- A** A mother hen can find her chick by its sounds.
 - B** The color of the egg tells how big each chicken will be.
 - C** Mother hens dry the feathers of their chicks after they hatch.
 - D** Chicken eggs take longer to hatch than other bird eggs.

STOP

*D*irections

Read this poem. Then answer questions 6 through 9.

If It Was Sunlight Shining

by Jack Prelutsky

If it was sunlight shining,
I'd know that it was day,
I'd gobble down my breakfast,
then hurry out to play.

If it was sunlight shining,
I would not be indoors,
I'd race around the garden,
I'd fill the air with roars.

If it was sunlight shining,
I'd be a chimpanzee,
I'd run, I'd jump, I'd tumble,
I'd clamber up a tree.

But it is moonlight shining,
my eyes are getting red,
my head is full of cobwebs,
and I am off to bed.

Go On

6 This poem is **mostly** about someone who is thinking about

- A** eating
- B** roaring
- C** sleeping
- D** playing

7 If the sun was shining, what would the speaker in this poem do **first**?

- A** climb up a tree
- B** fill the air with roars
- C** gobble down breakfast
- D** race around the garden

8 In the poem, the speaker **most likely** wishes to

- A** go to sleep
- B** be outside
- C** eat breakfast
- D** stay indoors

9 What will **most likely** happen next in the poem?

- A** The speaker will climb a tree.
- B** The speaker will run outside.
- C** The speaker will eat breakfast.
- D** The speaker will go to sleep.

STOP

Directions

Read this article. Then answer questions 10 through 15.

Float in the Ocean

by Janet F. Hoover

It is easier to float in the ocean than it is to float in a swimming pool. Do you know why?

Ocean water is full of salt—and salt water can hold up more weight than fresh water. See for yourself! (Ask an adult to help you.)

You Will Need:

- 3 cups warm water
- Measuring cup
- Wide-mouth jar
- Salt
- Spoon
- Raw potato

You Will Do:

1. Pour $1\frac{1}{2}$ cups of warm water into the jar.
2. Add $\frac{1}{3}$ cup salt.
3. Stir until the salt is completely dissolved.
4. Add another $1\frac{1}{2}$ cups of water. Pour it slowly over the back of the spoon into the jar so that the two liquids will not mix together.



Go On

5. Gently place the potato into the jar.
Do not drop it.

What Will Happen:

The potato will sink—but only halfway!

Why?

Salt water is heavier than fresh water, so it will stay on the bottom. The fresh water will remain on top.

The potato is heavier than the fresh water, but it is lighter than the salt water. That is why the potato will sink only halfway down.



- 10** In the experiment, what should you do **right after** you pour the water over the spoon?
- A** Add the salt to the water.
 - B** Stir the salt into the water.
 - C** Place the potato in the jar.
 - D** Pour warm water into the jar.

- 11** In Step 4 of the experiment, why do you pour the water over the spoon “slowly”?
- A** It is easier to see what you are doing.
 - B** It will keep the water from splashing out.
 - C** It pushes the fresh water to the bottom.
 - D** It will keep the liquids from mixing together.

- 12** In which step of the experiment do you add the salt?
- A** Step 1
 - B** Step 2
 - C** Step 3
 - D** Step 4

- 13** The article says to gently place the potato into the jar. What does the word “gently” mean?
- A** carefully
 - B** quickly
 - C** secretly
 - D** silently

Go On

- 14** The chart below shows steps from the experiment.



Which step **best** belongs in the empty box?

- A** Pour warm water into the jar.
- B** Stir the salt into the water.
- C** Place the potato in the jar.
- D** Pour the water over the spoon.

- 15** What is the **most** important detail about salt water in this article?

- A** A potato will sink in fresh water.
- B** You can make it yourself.
- C** It is heavier than fresh water.
- D** You can find it in the ocean.

STOP

Directions
Read this story. Then answer questions 16 through 21.

Harold's Hundred Days of School

by Susan Taylor Brown
illustrated by Jaime Zollars



Harold counts the big red X's on the calendar. "Ninety-eight, ninety-nine, one hundred!" He jumps up and down. "Yay! Tomorrow is Hundreds Day."

"What's Hundreds Day?" asks his mom.

"We've been in school for one hundred days. We get to have a party. Everyone is supposed to bring one hundred of something to count and share. I need to find the absolutely most perfect thing ever!"

Harold opens cupboards in the kitchen. He finds a box of cereal.

"I could make a necklace out of one hundred pieces of cereal." His stomach growls. "But what if I get hungry and eat the cereal off my necklace? Then I won't have anything to share."

Harold runs into his bedroom.

"I know," he says. "I bet I have more than one hundred rocks in my rock collection." He pulls out a big box from under his bed.

Harold puts rocks in his pockets. He stands up. His pants sag.

"Uh-oh. These rocks are too heavy to take to school."

Harold puts back the rocks and walks down the hall.

Go On

“I know,” he says. “My sister has over one hundred stickers. I can stick them all over me.” He looks in his sister’s room. “Can I have some of your stickers for school?”

His sister shakes her head. “Sorry. I’m taking them to school tomorrow for show-and-tell.”

Harold sighs.

He walks all around the inside of the house. He walks all around the outside of the house. Finally he sits down at the kitchen table.

“Time is running out,” he says. “And I still need to find the absolutely most perfect thing ever to take to school.”

Then he sees the grocery list on the wall. “Maybe I should make a list to help me think.” He starts to write.

* * *

“I bet I have over one hundred ideas,” says Harold. “But none of them is the absolutely most perfect thing ever.”

He puts his head down on the table. All at once he gets another idea. The absolutely most perfect idea ever.

He finds an old white shirt in the rag basket. “Mom, may I write on this old shirt?” he asks.

“Why?” asks his mom.

“It’s for school. For Hundreds Day.”

“OK,” says his mom.

He gets a black pen. He starts to write. He writes and he writes and he writes.

Harold takes his shirt to school the next day.

“Harold, please show us what you brought for Hundreds Day,” says the teacher.

Harold pulls his shirt out of a bag. He puts it on and turns in a circle.

“I couldn’t make up my mind,” says Harold. “So I brought one hundred ideas.”

Go On

- 16** What is this story **mostly** about?
- A** how Harold finds an old shirt
 - B** how Harold thinks of a good idea
 - C** how Harold gathers a rock collection
 - D** how Harold counts days on the calendar

- 17** What does Harold keep under his bed?
- A** his shirt
 - B** his calendar
 - C** his stickers
 - D** his rocks

- 18** Which sentence is **most** important to the main idea of the story?
- A** “I need to find the absolutely most perfect thing ever!”
 - B** “I could make a necklace out of one hundred pieces of cereal.”
 - C** “These rocks are too heavy to take to school.”
 - D** “My sister has over one hundred stickers.”

- 19** Which word **best** describes Harold in the story?
- A** brave
 - B** clever
 - C** rude
 - D** silly

Go On

20 Why did the author **most likely** write “Harold’s Hundred Days of School”?

- A** to give information about the calendar
- B** to tell about the history of a famous holiday
- C** to give readers ideas for school parties
- D** to entertain readers with an interesting story

21 What idea does Harold **finally** choose for Hundreds Day? How does he take his idea to school? Use details from the story in your answer.

Harold’s final idea: _____

How he takes his idea to school: _____

STOP

Place Student Label Here



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