



# GRADE 3

## Local District South Four Day Grade Level Assignment Packet

### Grade 3 English Language Arts



**Read the passages and answer the questions that follow. Remember to pace yourself and go back to reread the text. You can also annotate in the text as you read, or take notes on another paper. Try your best. The selections are taken from Benchmark Unit 10 Assessment. Fluency practice follows the assessment.**

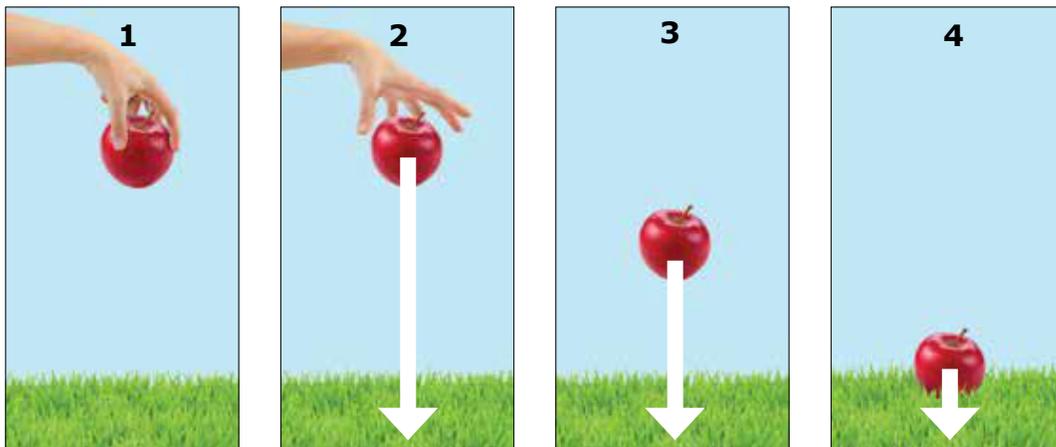
**Lea los pasajes y responda a las preguntas que siguen. Recuerde de leer el texto la primera vez y volver a leerlo para comprenderlo mejor. También puedes anotar el texto mientras lo lees, o tomar notas en otro papel. Haz tu mejor esfuerzo. Las selecciones de lectura son de la evaluación de la Unidad número 10. La práctica de fluidez sigue la evaluación.**

## Unit 10 • Assessment

Read this passage about gravity. Then answer the questions.

### The Pull of Gravity

- 1 At recess, students race to the playground on this cloudy day. Some children start a game of catch, while others jump rope. A softball flies high into the air and falls, down, down, down, into a catcher's mitt. A jump rope is thrust up and then slaps down to the pavement, over and over. At the swing set, children pump their swings upward and then enjoy the downward plunge. At the top of the slide, students push off, picking up speed as they glide down toward the ground.



- 2 At the far end of the playground, there's great excitement. Children are flying kites. Wind carries the kites like large birds over the treetops. Suddenly, the wind dies down, and the kites fall toward Earth. A moment later, the clouds darken and thunder bangs. Raindrops begin falling, faster and faster. Children dash to get out of the pouring rain as their recess ends.
- 3 On a playground you can see many activities. You can also observe the effects of one of nature's great forces—gravity. Gravity is the pull of one object on another. Gravity is invisible. You can't see it or feel it, but you can see its effects. When a balloon falls from the sky, you see the effect of gravity. When a boy rides a skateboard down a hill, you see the effect of gravity. A ball dropping and rain falling are effects of gravity, too.

4 All objects have pull, so softballs, kites, rocks, and people have gravity. The bigger the object, the more pull it has. As a result, our Earth exerts much more gravity than anything else in our world. Earth's gravity is the reason a ball falls down after you toss it up. It is the reason a swing drops back down after you pump it into the air. The pull of gravity is the reason that people, houses, cars, trees, oceans, and mountains stay on the ground and don't fly off into space.

1. This question has two parts. First, answer Part A. Then answer Part B.

**Part A** What is the main idea of the passage?

- A Gravity causes rain to fall.
- B Gravity has an effect on all objects.
- C Gravity lets objects fly into space.
- D Gravity is an invisible force.

**Part B** Which sentence from the passage **best** supports the main idea in Part A?

- A "Some children start a game of catch, while others jump rope."
- B "At the far end of the playground, there's great excitement."
- C "A moment later, the clouds darken and thunder bangs."
- D "Earth's gravity is the reason a ball falls down after you toss it up."

2. Use this dictionary entry to answer the question.

**pump** (pump) *verb* **1.** push liquid up **2.** blow air into **3.** move up and down **4.** get information from

Which definition of pump fits the way it is used in paragraph 1?

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



3. Which sentence from paragraph 2 contains an example of figurative language? Underline the sentence you choose

At the far end of the playground, there's great excitement. Children are flying kites. Wind carries the kites like large birds over the treetops. Suddenly, the wind dies down, and the kites fall toward Earth. A moment later, the clouds darken and thunder bangs. Raindrops begin falling, faster and faster. Children dash to get out of the pouring rain and their recess ends.

4. In paragraph 2, the word excitement means —
- A state of being excited.
  - B excited again.
  - C very excited.
  - D able to be excited.

5. Why is Earth's gravity stronger than anything else in our world? Underline the sentence from paragraph 4 that best answers this question.

All objects have pull, so softballs, kites, rocks, and people have gravity. The bigger the object, the more pull it has. As a result, our Earth exerts much more gravity than anything else in our world. Earth's gravity is the reason a ball falls down after you toss it up. It is the reason a swing drops back down after you pump it into the air. The pull of gravity is the reason that people, houses, cars, trees, oceans, and mountains stay on the ground and don't fly off into space.

6. In paragraph 3, what is the meaning of the word skateboard?
- A a person who skates
  - B a board with wheels
  - C a skate made of wood
  - D a board for ice hockey

7. Look at the diagram. Which paragraph in the passage does the diagram best help the reader understand?
- A paragraph 1
  - B paragraph 2
  - C paragraph 3
  - D paragraph 4
8. What **two** things does the author do to make the information in the diagram easier for readers to understand?
- A compares two things
  - B uses numbered steps
  - C uses humor
  - D uses words
  - E includes pictures and arrows
  - F uses descriptive language

Read this folktale about Coyote. Then answer the questions.

## Coyote Fools Bear Again

- 1 Coyote traveled up a wooded mountain path. He was feeling really good after a delicious meal. "Ha, ha, ha," Coyote laughed, recalling how he had stolen Bear's fish stew while Bear slept.
- 2 As Coyote reached an overpass, he looked down the mountain. To his dismay, he saw Bear hot on his trail. Coyote knew he couldn't outrun Bear or beat him in a fight, so he made a plan.
- 3 Coyote went to the nearest overhanging cliff. He pressed his shoulders against the cliff. Then he began screeching like a crow. "Help me, help me, help me hold up the mountain," he screamed.
- 4 As Coyote had anticipated, Bear reached him at that very moment and heard Coyote's shouts. "I'm going to punish you for stealing my beautiful stew," Bear hollered as he lunged toward Coyote.
- 5 "If you don't help me hold up this cliff, we will all be goners," Coyote said. "The cliff is about to fall down. I can't hold it much longer, so you've got to help."
- 6 "Exactly why should I help you?" Bear asked.
- 7 "Because the whole mountainside will fall on you and me and all our friends if you don't," Coyote said. "Just hold it up for a while so I can go for help."
- 8 Bear should have known better, as Coyote had tricked him many times before. Unfortunately, Bear was a trusting but foolish fellow. So he pushed his own shoulder up against the cliff.
- 9 Coyote pretended to let go, very slowly. "Oh thank you, thank you" he said, "and now I'll run for help."

10 So Coyote ran away from Bear as fast as his paws could carry him. Meanwhile, Bear pressed as hard as he could against the cliff until he was too tired to push any longer.

11 Bear fell shivering and weeping to the ground. He expected to hear the mountain rumble and have rocks fall down on him and all his friends in the valley below. Of course, no such thing happened, and Bear soon understood the truth: Coyote had tricked him again.

9. Choose **three** key events that belong in a retelling of paragraphs 2–9. Write the sentence letter in the box and put them in correct order.

- A Coyote ate Bear’s fish stew.
- B Coyote got Bear to take his place and push against the mountain.
- C Coyote screeched like a crow.
- D Coyote saw Bear coming for him.
- E Coyote laughed.
- F Bear fell, shivered, and wept.
- G Coyote pretended to hold up the mountain.


10. Read this sentence from the passage.

He was feeling really good after a delicious meal.
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What word could the author use in place of really good to make the meaning of the sentence stronger?

- A fine
- B nice
- C contented
- D tremendous

11. Which sentence from paragraph 3 contains an example of figurative language? Underline the sentence you choose.

Coyote went to the nearest overhanging cliff. He pressed his shoulders against the cliff. Then he began screeching like a crow. "Help me, help me, help me hold up the mountain," he screamed.

12. Read this sentence from the passage.

Coyote went to the nearest overhanging cliff.

What word could the author use in place of went to make the meaning of the sentence stronger?

- A walked
  - B turned
  - C moved
  - D dashed
13. Which statement is true about Coyote?
- A He is silly but kind.
  - B He is clever but greedy.
  - C He is trusting but foolish.
  - D He is smart but lazy.
14. Bear's character traits led to what event in the story?
- A Coyote ate his food while he was sleeping.
  - B Coyote saw Bear coming up the trail to get him.
  - C Coyote knew that Bear was going to punish him.
  - D Coyote tricked him into pushing against the cliff.



**Revising and Editing**

**Read the paragraph from a student's report about the scientist Sir Isaac Newton. It contains some mistakes in grammar and spelling. Then answer the questions about revising and editing the paragraph.**

(1) Sir Isaac Newton was born in England in 1643. (2) His scientific ideas are important. (3) He explained gravity. (4) He wrote three laws of motion. (5) As an old man, Newton told a story about how he first got his ideas about gravity. (6) He was in his mother's garden. (7) He saw an apple fall to the ground. (8) Seeing them fall led to Newton's big ideas about how gravity works. (9) Most people did not assept his ideas at first. (10) Newton is now considered one of the most greatest scientists of all time.

- 16.** How should sentences 3 and 4 be combined?
- A** He explained gravity but wrote three laws of motion.
  - B** He explained gravity, and he wrote three laws of motion.
  - C** He explained gravity, he wrote three laws of motion.
  - D** He explained gravity, so he wrote three laws of motion.
- 17.** How should the underlined word in sentence 8 be written?
- A** it
  - B** him
  - C** their
  - D** Correct as is
- 18.** What is the correct spelling of the underlined word in sentence 9?
- A** asept
  - B** asept
  - C** accept
  - D** Correct as is

19. How should the underlined words in sentence 10 be written?

- A greatest
- B most great
- C greater
- D Correct as is

20. The writer wants to add a strong introduction to his paragraph. Which would be the **best** beginning sentence for this paragraph?

- A Maybe you would like to learn about a guy known as Sir Isaac Newton.
- B Whatever you do, don't forget the name Sir Isaac.
- C For sure, one of the brainiest people on Earth was Sir Isaac Newton.
- D Sir Isaac Newton is known today as "the father of modern science."



## Fluency Practice

Read each passage 2 or 3 times practicing expression and pacing. Make sure you change your voice when you are reading for a character. Notice all the punctuation marks.



### Whose Shadow?

Kim, May, and Ben are playing. They \_\_\_\_\_ 7  
are making shadows on the wall. They \_\_\_\_\_ 14  
use their hands to make the shadows. \_\_\_\_\_ 21

“Look at my shadow!” says Kim. “Quack! \_\_\_\_\_ 28  
My shadow is a duck.” \_\_\_\_\_ 33

“Look at my shadow!” says May. “Meow! \_\_\_\_\_ 40  
My shadow is a cat.” \_\_\_\_\_ 45

“How about my shadow?” asks Ben. “Woof! \_\_\_\_\_ 52  
My shadow is a little dog. Do you like \_\_\_\_\_ 61  
my shadow?” \_\_\_\_\_ 63

“I like your shadow,” says Kim. “But who \_\_\_\_\_71  
is making the shadow of a *big* dog?” \_\_\_\_\_79

“Not me,” says May. \_\_\_\_\_83

“Not me,” says Ben. \_\_\_\_\_87

The children turn around. They see Ben’s \_\_\_\_\_94  
dog, Jake. Jake is making a shadow \_\_\_\_\_101  
of his own. The children laugh. Jake is \_\_\_\_\_109  
making the best shadow of all! \_\_\_\_\_115

### Self-Check

1. Kim, May, and Ben were making \_\_\_\_\_ on the wall.
2. How was Kim’s shadow different from May’s shadow?
3. How did Jake surprise the kids?



## Bird Rescue

Mom and I were in the yard. I saw a \_\_\_\_\_10  
baby blue jay fly out of its nest. The \_\_\_\_\_19  
baby bird landed on the grass. Then \_\_\_\_\_26  
I saw Tabby, our cat! Tabby walked \_\_\_\_\_33  
slowly toward the bird. \_\_\_\_\_37

“Mom! Tabby is going to get the baby \_\_\_\_\_45  
bird!” I cried. \_\_\_\_\_48

Mom said, “Oh no! Save the bird!” \_\_\_\_\_55

Then we saw a big blue jay fly over \_\_\_\_\_64  
Tabby’s head. The big bird landed in \_\_\_\_\_71  
the grass. Tabby ran toward the big \_\_\_\_\_78  
bird. Tabby got very close. Then the \_\_\_\_\_85  
big blue jay flew away. \_\_\_\_\_90

Tabby looked back at the baby bird. \_\_\_\_\_ 97  
We looked, too. The baby bird flapped \_\_\_\_\_ 104  
its tiny wings. Then the baby bird flew \_\_\_\_\_ 112  
away! The big blue jay waited for the \_\_\_\_\_ 120  
baby bird in the nest. \_\_\_\_\_ 125

The baby bird did not need our help \_\_\_\_\_ 133  
after all. \_\_\_\_\_ 135

### Self-Check

1. A \_\_\_\_\_ flew out of its nest.
2. What happened after Tabby got close to the big blue jay?
3. How did the big blue jay help the baby blue jay?