

3rd Grade ELA Reading Test Prep



Materials Developed by Nancy Bruen for A+ Literature Guides.

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3rd Grade ELA/Reading Test Prep



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Directions for Paperless Google Docs

What you need to get started:

1. Download link for Passage 1 (Google Docs)

<https://docs.google.com/document/d/12zs2077HZdazD8OhfmamaJbiLNEKs105GxjvPh4IqWc/copy>

(Answer Key page 12)

2. Download link for Passage 2 (Google Docs)

<https://docs.google.com/document/d/1YCgIBNFvucKwUAQ1-AaxTd-y6TGCeFUSwIz9FGY/copy>

(Answer Key page 22)

3. Download link for Passage 3 (Google Docs)

<https://docs.google.com/document/d/1WwE0poGBzdQFkcnzdK7BYGgIhOZMo0BUWcNaGsK22pE/copy>

(Answer Key page 32)

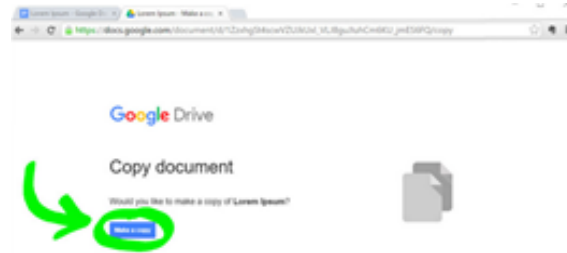
4. Have access to the Internet and a Google Account. (FREE)
5. Open the file on your own Google Drive and engage while in the edit mode.
6. Printer access to print out the finished product. (OPTIONAL)

Begin your Google Docs Project:

If you haven't created a free Google account, you will need to do that before beginning the project. Each student will need their own account if they will be working on their own project using Google Docs.

Go to the links above. *When you click these links, you'll go to a screen that says, "Copy document." Click the blue button that says "Make a copy" to transfer this file to your own Google Drive account. If you have Google Drive accounts with multiple email addresses, **make sure you***

log out of all the accounts EXCEPT the one you will be using for the project.



When creating an assignment, select the option that requires your students to make a copy on their own drive before editing the file. This ensures your students do not edit your original file.

Read the passage and answer the questions that follow.

Passage 1: The Cell Phone



(1) Emma sat at the kitchen table watching her older sister, Sarah. Emma had envy in her eyes. It was Sarah’s 13th birthday, and she received a new cell phone.

(2) Emma approached her mother. “Can I have a cell phone too?” asked Emma.

(3) “Why would you need a cell phone? You’re only in 3rd grade!” replied her mother.

(4) Emma gave her mother a lot of reasons, but nothing worked. The next day in school, she spoke with her teacher, Miss Marangus. It was recess, and they were sitting on the benches by the playground.

(5) “Why would you need a cell phone? You’re only in 3rd grade!” said Miss Marangus. Emma gasped as she heard the same words spoken by her mother. She struggled to come up with a good excuse. Thankfully, the bell rang and they had to go back to class.

(6) Emma bothered her mother night and day until she couldn’t take it any longer. “Fine!” yelled her mom. “If you really want one, you can buy one. But

you'll have to work all summer to come up with the money."

(7) "I will!" said Emma with glee. Emma was true to her word. She earned money cleaning the kitchen, living room, and back porch every week. She even went to her grandmother's house and cleaned the basement for a few dollars. She had lemonade stands, cookie stands, and brownie stands. Emma was always selling something!

(8) By the end of the summer, she had all the money. She kept it in a shoe box under her bed. "I am proud of your ambition," said her mother. "I will take you to the store on Saturday, and you can buy your new phone."

(9) On Saturday the doorbell rang. Emma opened the door to find a girl about her age. "My name is Ella. I just moved across the street. Do you want to play?"

(10) Emma didn't think twice. Boy did she miss playing outside! She grabbed her jacket and ran out the door. Emma and Ella climbed trees, played on the swing set, and jumped rope. They were like two peas in a pod. Emma couldn't believe how much fun she was having!

(11) "Emma it's time to go to the store!" yelled her mother.

(12) "But mom, I'm having so much fun. Can't we go next week?"

(13) "Sure," said her mom with a big grin.

(14) Emma and Ella played together all week. One day Emma looked down at Ella's feet, and asked her why she was wearing flip flops. The weather was unseasonably cold for August.

(15) Ella explained that she and her three little sisters would be getting new sneakers in about a month. Money was tight with the move. Ella said she didn't mind, but Emma could tell that it bothered her.

(16) On Saturday Emma got her shoebox from under the bed, and she went to the store with her mother. Instead of buying a new cell phone, Emma spent her savings on four new pairs of sneakers for her new neighbors.

(17) Tuesday was the first day of school, and Emma introduced Ella to all her friends during lunch. They asked Ella a million questions, and admired her new sneakers.

(18) Just as the bell rang and they stood up to go to class, Angela, one of Emma's friends, held her back.

(19) "Show me your new cell phone before we go back to class. I know you gave up your whole summer to work for it. Do you love it?" asked Angela.

(20) "Why would I need a cell phone?" replied Emma. "I'm only in 4th grade!"

1. What problem does Emma have?

- A. She wants a new pair of sneakers.
- B. Her sister, Sarah, won't share her phone.
- C. She wants her own cell phone.
- D. Her friend, Ella, only wants to play outside.

2. Who thinks Emma is too young for a cell phone? Put a check mark next to TWO people.

_____ her mother

_____ Ella

_____ Angela

_____ Miss Marangus

3. Read these sentences from Paragraph 5: Emma gasped as she heard the same words spoken by her mother. She struggled to come up with a good excuse.

The word struggle means to -

- A. have difficulty
- B. feel tired
- C. have energy
- D. feel sad

4. What did Emma do to gain money? Place a check mark next to THREE activities.

_____ ran a lemonade stand

_____ cleaned her house

_____ hid her money

_____ ran a cookie stand

_____ babysat her brother

5. Read these sentences from Paragraph 10: Emma and Ella climbed trees, played on the swing set, and jumped rope. They were like two peas in a pod.

What does the phrase “like two peas in a pod” mean?

- A. Emma and Ella like their vegetables.
- B. Emma and Ella are very much alike.
- C. Emma and Ella like going for walks.
- D. Emma and Ella are going to dress up.

6. How does Emma’s Mom feel about her playing outside? Place a check mark BEFORE the sentence that BEST shows how she feels.

_____ Emma couldn’t believe how much fun she was having!

_____ “Emma it’s time to go to the store!” yelled her mother.

_____ “But mom, I’m having so much fun.

_____ Can’t we go next week?”

_____ “Sure,” said her mom with a big grin.

7. What big surprise happened in the story?

- A. Emma bought sneakers for her neighbors instead of a cell phone.
- B. Emma got new neighbors in her neighborhood.
- C. Emma talked to Miss Marangus about the cell phone.
- D. Emma’s sister got a cell phone for her birthday.

8. Where does Emma keep her money?

- A. on a stand
- B. in a shoebox
- C. at her grandmother’s house
- D. in the bank

9. In Paragraph 8, Emma’s mother said she was proud of her “ambition”. What does the word “ambition” mean?

- A. determination
- B. kindness
- C. spunk
- D. intelligence

10. Number the events in the story from 1 – 5.

_____ Emma spoke to her teacher on the playground.

_____ Emma’s sister got a cell phone for her birthday.

_____ Emma played outside with Ella.

_____ Emma bought four pairs of sneakers.

_____ Emma worked odd jobs in the summer.

11. What is the MAIN lesson of the story?

- A. Cell phones are fun.
- B. Hopscotch is fun.
- C. The importance of doing your homework.
- D. The importance of being kind to others.

12. How do you think the author feels about free time for children?

- A. They should spend it cleaning their rooms.
- B. They should spend it talking on cell phones.
- C. They should spend it playing outside.
- D. They should spend it making lemonade.

13. Part A - What are the BEST words to describe Emma?

- A. Friendly and Lazy
- B. Hardworking and Caring
- C. Caring and Quiet
- D. Strong and Hardworking

14. Part B - Place a check mark BEFORE the sentence that BEST shows the description from Part A.

(16) _____ On Saturday Emma got her shoebox from under the bed, and she went to the store with her mother. _____ Instead of buying a new cell phone, Emma spent her savings on four new pairs of sneakers for her new neighbors.

(17) _____ Tuesday was the first day of school, and Emma introduced Ella to all her friends during lunch. _____ They asked Ella a million questions, and admired her new sneakers.

15. At the end of the story, why did Emma say she was in 4th grade instead of 3rd?

- A. She wanted to sound older.
- B. She forgot what grade she was in.
- C. A new school year has started.
- D. Ella told her to play a pretend game.

16. Place check marks to show the order of events in the story.

	First	Next	Finally
Emma works all summer to save money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah got a new cell phone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emma buys sneakers for her new neighbors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer Key – The Cell Phone

1. What problem does Emma have?

- A. She wants a new pair of sneakers.
- B. Her sister, Sarah, won't share her phone.
- C. She wants her own cell phone. LAFS.3.RL.1.1 A**
- D. Her friend, Ella, only wants to play outside.

2. Who thinks Emma is too young for a cell phone? Put a check mark next to TWO people.

- her mother LAFS.3.RL.1.3
- Ella
- Angela
- Miss Marangus

3. Read these sentences from Paragraph 5: Emma gasped as she heard the same words spoken by her mother. She struggled to come up with a good excuse.

The word struggle means to -

- A. have difficulty LAFS.3.RL.2.4 D**
- B. feel tired
- C. have energy
- D. feel sad

4. What did Emma do to gain money? Place a check mark next to THREE activities.

- ran a lemonade stand LAFS.3.RL.1.1
- cleaned her house
- hid her money
- ran a cookie stand
- babysat her brother

5. Read these sentences from Paragraph 10: Emma and Ella climbed trees, played on the swing set, and jumped rope. They were like two peas in a pod.

What does the phrase “like two peas in a pod” mean?

- A. Emma and Ella like their vegetables.
- B. Emma and Ella are very much alike. LAFS.3.RL.2.4**
- C. Emma and Ella like going for walks.
- D. Emma and Ella are going to dress up.

6. How does Emma’s Mom feel about her playing outside? Place a check mark BEFORE the sentence that BEST shows how she feels.

_____ Emma couldn’t believe how much fun she was having!

_____ “Emma it’s time to go to the store!” yelled her mother.

_____ “But mom, I’m having so much fun.

_____ Can’t we go next week?”

 X “Sure,” said her mom with a big grin. LAFS.3.RL.1.3

7. What big surprise happened in the story?

- A. Emma bought sneakers for her neighbors instead of a cell phone. LAFS.3.RL.2.5**
- B. Emma got new neighbors in her neighborhood.
- C. Emma talked to Miss Marangus about the cell phone.
- D. Emma’s sister got a cell phone for her birthday.

8. Where does Emma keep her money?

- A. on a stand
- B. in a shoebox LAFS.3.RL.1.1**
- C. at her grandmother’s house
- D. in the bank

9. In Paragraph 8, Emma’s mother said she was proud of her “ambition”. What does the word “ambition” mean?

A. determination LAFS.3.RL.2.4

- B. kindness
- C. spunk
- D. intelligence

10. Number the events in the story from 1 – 5. LAFS.3.RL.2.5

 2 Emma spoke to her teacher on the playground.

 1 Emma’s sister got a cell phone for her birthday.

 4 Emma played outside with Ella.

 5 Emma bought four pairs of sneakers.

 3 Emma worked odd jobs in the summer.

11. What is the MAIN lesson of the story?

- A. Cell phones are fun.
- B. Hopscotch is fun.
- C. The importance of doing your homework.
- D. The importance of being kind to others.** LAFS.3.RL.1.2

12. How do you think the author feels about free time for children?

- A. They should spend it cleaning their rooms.
- B. They should spend it talking on cell phones.
- C. They should spend it playing outside.** LAFS.3.RL.2.6
- D. They should spend it making lemonade.

13. Part A - What are the BEST words to describe Emma?

- A. Friendly and Lazy
- B. Hardworking and Caring LAFS.3.RL.1.3**
- C. Caring and Quiet
- D. Strong and Hardworking

14. Part B - Place a check mark BEFORE the sentence that BEST shows the description from Part A. LAFS.3.RL.1.1 A

(16) _____ On Saturday Emma got her shoebox from under the bed, and she went to the store with her mother. X Instead of buying a new cell phone, Emma spent her savings on four new pairs of sneakers for her new neighbors.

(17) _____ Tuesday was the first day of school, and Emma introduced Ella to all her friends during lunch. _____ They asked Ella a million questions, and admired her new sneakers.

15. At the end of the story, why did Emma say she was in 4th grade instead of 3rd?

- A. She wanted to sound older.
- B. She forgot what grade she was in.
- C. A new school year has started. LAFS.3.RL.2.5**
- D. Ella told her to play a pretend game.

16. Place check marks to show the order of events in the story. LAFS.3.RL.2.5

	First	Next	Finally
Emma works all summer to save money.	<u> </u>	<u> X </u>	<u> </u>
Sarah got a new cell phone.	<u> X </u>	<u> </u>	<u> </u>
Emma buys sneakers for her new neighbors.	<u> </u>	<u> </u>	<u> X </u>

Read the following passage and answer the questions.

Passage 2

History of the Emoji



(1) People like to use emojis. Emojis are smileys used in electronic messages. Did you ever wonder where they came from?

(2) Emojis came from Japan during the late 1990s. At the time, Japan's cell phone users were sending a lot of pictures to each other. The phone companies noticed this habit. They decided to give their customers more of what they wanted.

(3) A man named Shigetaka Kurita is the person who created emojis. At the time, he was working for a company named NTT DoCoMo. He was part of a team that wanted people to send more text messages.

(4) The team decided that text messaging needed to be more personal. They observed that it was difficult to show how you feel in messages. Shigetaka Kurita's solution was the creation of the emoji. Emoji means "picture" (e) and "character" (moji).

(5) According to Shigetaka Kurita, "Everything was shown using words. Even the weather was described as 'fine'. When I saw it, I found it hard to understand.

The Japanese have always shown pictures to describe the weather. A picture of the sun meant 'sunny'. I'd rather see a picture of the sun, instead of a text saying 'fine'."

(6) Shigetaka Kurita contacted many companies to draw his smiley idea. No one wanted to design it. So, he decided to design it himself with his team. They came up with 176 characters to show objects and describe how people feel. They created many feelings like happy and sad faces. They also created many objects like hot dogs, cars, and fruit.

(7) These emojis came with the new cell phones. So, if you wanted to use emojis, you had to buy their latest phone. Users could choose which emojis to insert into their text messages. These emojis became very popular in Japan, and soon spread around the world.

17. Why do you think the author included the illustration below the title?

- A. to tell a joke
- B. to show what emojis are
- C. to show off her art skills
- D. to show why she wrote the article

18. What caused Japan to become interested in emojis?

- A. They knew people liked sending pictures.
- B. They knew people liked writing letters.
- C. They knew people liked drawing pictures.
- D. They knew people liked writing stories.

19. What made Shigetaka Kurita famous?

- A. He worked for NTT DoCoMo.
- B. He was a weatherman.
- C. He invented the cell phone.
- D. He invented emojis.

20. Read these sentences from Paragraph 2: At the time, Japan’s cell phone users were sending a lot of pictures to each other. The phone companies noticed this habit.

What does the word “habit” mean?

- A. picture
- B. drawing
- C. behavior
- D. problem

21. Read these sentences from Paragraph 4: The team decided that text messaging needed to be more personal. They observed that it was difficult to show how you feel in messages.

What does the word “observe” mean?

- A. to notice
- B. to complain
- C. to decide
- D. to explain

22. Part A - What does the word “emoji” mean?

- A. picture smile
- B. smile happy
- C. picture character
- D. fun drawing

23. Part B – Place a check mark BEFORE the sentence that helps you define the word from Part A.

(4) _____ The team decided that text messaging needed to be more personal. _____ They observed that it was difficult to show how you feel in messages. _____ Shigetaka Kurita’s solution was the creation of the emoji. _____ Emoji means “picure” (e) and “character” (moji).

24. Part A - How did the other companies feel about creating smileys for Shigetaka Kurita?

- A. They were excited.
- B. They were not interested.
- C. They were unsure.
- D. They were angry.

25. Part B – Place a check mark BEFORE the sentence that BEST shows the feeling in Part A.

(6) _____ Shigetaka Kurita contacted many companies to draw his smiley idea. _____ No one wanted to design it. _____ So, he decided to design it himself with his team. _____ They came up with 176 characters to show objects and describe how people feel. _____ They created many feelings like happy and sad faces. _____ They also created many objects like hot dogs, cars, and fruit.

26. Part A - How did the creation of emojis sell more phones?

- A. You must buy the phone to get the emojis.
- B. The emojis made the price lower.
- C. You need to buy emojis to get points for the phone.
- D. The emojis helped the phone take pictures.

27. Part B – Place check marks BEFORE the TWO sentences that help you answer Part A.

(7) _____ These emojis came with the new cell phones. _____ So, if you wanted to use emojis, you had to buy their latest phone. _____ Users could choose which emojis to insert into their text messages. _____ These emojis became very popular in Japan, and soon spread around the world.

28. What is the author’s purpose for writing this article?

- A. to get people to buy more phones
- B. to inform people about how emojis got started
- C. to tell a story about a funny emoji
- D. to explain why people send phone pictures

29. Place check marks to choose whether each sentence describes Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Friendships are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New designs are created.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cell phones are mentioned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Place check marks to choose whether each sentence describes Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Contains facts that are true.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contains problems and solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contains a lesson about good deeds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer Key – History of the Emoji

17. Why do you think the author included the illustration below the title?

- A. to tell a joke
- B. to show what emojis are LAFS.3.RI.2.5**
- C. to show off her art skills
- D. to show why she wrote the article

18. What caused Japan to become interested in emojis?

- A. They knew people liked sending pictures. LAFS.3.RI.3.8 D**
- B. They knew people liked writing letters.
- C. They knew people liked drawing pictures.
- D. They knew people liked writing stories.

19. What made Shigetaka Kurita famous?

- A. He worked for NTT DoCoMo.
- B. He was a weather man.
- C. He invented the cell phone.
- D. He invented emojis. LAFS.3.RI.1.1**

20. Read these sentences from Paragraph 2: At the time, Japan’s cell phone users were sending a lot of pictures to each other. The phone companies noticed this habit.

What does the word “habit” mean?

- A. picture
- B. drawing
- C. behavior LAFS.3.RI.2.4**
- D. problem

21. Read these sentences from Paragraph 4: The team decided that text messaging needed to be more personal. They observed that it was difficult to show how you feel in messages.

What does the word “observe” mean?

A. to notice LAFS.3.RI.2.4

B. to complain

C. to decide

D. to explain

22. Part A - What does the word “emoji” mean?

A. picture smile

B. smile happy

C. picture character LAFS.3.RF.4.4 R

D. fun drawing

23. Part B – Place a check mark BEFORE the sentence that helps you define the word from Part A. LAFS.3.RI.1.1

(4) _____ The team decided that text messaging needed to be more personal. _____ They observed that it was difficult to show how you feel in messages. _____ Shigetaka Kurita’s solution was the creation of the emoji.

 X Emoji means “picture” (e) and “character” (moji).

24. Part A - How did the other companies feel about creating smileys for Shigetaka Kurita?

A. They were excited.

B. They were not interested. LAFS.3.RI.1.3 D

C. They were unsure.

D. They were angry.

25. Part B – Place a check mark BEFORE the sentence that BEST shows the feeling in Part A. **LAFS.3.RI.1.1**

(6) _____ Shigetaka Kurita contacted many companies to draw his smiley idea. X No one wanted to design it. _____ So, he decided to design it himself with his team. _____ They came up with 176 characters to show objects and describe how people feel. _____ They created many feelings like happy and sad faces. _____ They also created many objects like hot dogs, cars, and fruit.

26. Part A - How did the creation of emojis sell more phones?

A. You must buy the phone to get the emojis. LAFS.3.RI.1.3

- B. The emojis made the price lower.
- C. You need to buy emojis to get points for the phone.
- D. The emojis helped the phone take pictures.

27. Part B – Place check marks BEFORE the TWO sentences that help you answer Part A. **LAFS.3.RI.1.1 A**

(7) X These emojis came with the new cell phones. X So, if you wanted to use emojis, you had to buy their latest phone. _____ Users could choose which emojis to insert into their text messages. _____ These emojis became very popular in Japan, and soon spread around the world.

28. What is the author’s purpose for writing this article? **LAFS.3.RI.2.6**

- A. to get people to buy more phones
- B. to inform people about how emojis got started**
- C. to tell a story about a funny emoji
- D. to explain why people send phone pictures

29. Place check marks to choose whether each sentence describes Passage 1, Passage 2, or both passages. **LAFS.3.RI.3.9**

	Passage 1	Passage 2	Both Passages
Friendships are made.	<u> X </u>	<u> </u>	<u> </u>
New designs are created.	<u> </u>	<u> X </u>	<u> </u>
Cell phones are mentioned.	<u> </u>	<u> </u>	<u> X </u>

30. Place check marks to choose whether each sentence describes Passage 1, Passage 2, or both passages. **LAFS.3.RI.3.9**

	Passage 1	Passage 2	Both Passages
Contains facts that are true.	<u> </u>	<u> X </u>	<u> </u>
Contains problems and solutions.	<u> </u>	<u> </u>	<u> X </u>
Contains a lesson about good deeds.	<u> X </u>	<u> </u>	<u> </u>

Read the following passage and answer the questions.

Passage 3:

How to Make Slime



(1) Slime is a soft, gooey, and slippery substance. Why do kids love it so much? Some say because it is satisfying. Moving it around makes them feel good. They can squish, poke, stretch and roll it. Others say because it is a good stress reliever. When they are feeling uptight, slime relaxes them and makes them feel better.

(2) Whatever the reason, it seems like this trend is here to stay. Are you a fan of slime? Would you like to know how to make it at home?

(3) The first step is to gather all the ingredients. You will need:

- 4 oz. Elmer's Glue
- 1 and ½ teaspoons of baking soda
- 1 tablespoon of contact lens solution
- food coloring (optional)

(4) Next, pour the glue into a disposable cup or bowl. Disposable means a cup or bowl that you can throw away. Then, add the baking soda and stir until everything is well-mixed.

(5) The next part is optional. You can add the food coloring now, or you can just leave it the same color. If you choose to add food coloring, be careful. Only use a little bit. If you use too much, the slime will color your hands and other surfaces.



(6) Finally, add the contact lens solution very slowly. Push and pull the mixture until it becomes thick and putty-like. Do not add too much contact solution. If you add too much, the slime will feel too wet. It also won't last very long.

(7) That's it! Now you are ready to play with the slime. Make sure to keep it away from younger brothers and sisters. This recipe is not edible. That means you can't eat it!

31. According to the author, why do kids like slime?

- A. It lasts forever.
- B. It makes them feel good.
- C. It smells good.
- D. It makes great gifts.

32. Part A – What does “disposable” mean as used in Paragraph 4?

- A. able to use with baking soda
- B. able to pour in a cup or bowl
- C. able to throw away
- D. able to use many times

33. Part B - Using the definition from Part A, which one of these is “disposable”?

- A. a car
- B. a table
- C. a paper plate
- D. a soda

34. The “optional” ingredient is discussed in Paragraph 5. What does “optional” mean?

- A. You don't have to use it.
- B. You must use it.
- C. Everyone uses it.
- D. Your parent will make you use it.

35. What happens if you use too much food coloring? Place a check mark next to TWO answers.

_____ It will make the slime smell funny.

_____ It will make the slime feel too wet.

_____ The slime will color your hands.

_____ The slime won't last very long.

_____ The slime will stain other surfaces.

36. Which word lets the reader know that the last ingredient will be used?

- A. First
- B. Next
- C. Then
- D. Finally

37. Why should slime be kept away from young children?

- A. They do not like the way it feels.
- B. They might eat it.
- C. It's not their turn.
- D. It's only meant for adults.

38. Put these steps in the correct order (1 – 5).

- _____ add the baking soda
- _____ gather the ingredients
- _____ pour the glue into a cup or bowl
- _____ push and pull mixture until putty-like
- _____ add the contact solution

39. What is the author’s purpose for writing this passage?

- A. to teach readers how to make slime
- B. to show readers the different colors to make slime
- C. to teach readers how to use baking soda
- D. to show readers when to use the kitchen

40. Place check marks to show how each image contributes to the ideas in Passage 3.

	Image 1	Image 2	Both Images
shows what slime looks like when complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shows the sticky quality of slime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shows what slime looks like when adding ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Part A – Which describes the structures of Passage 2 and Passage 3?

- A. They both are based on true information.
- B. They both are made-up stories.
- C. Passage 2 is based on true information, and Passage 3 is a made-up story.
- D. Passage 3 is based on true information, and Passage 2 is a made-up story.

42. Part B – Use the information from Part A to answer this question.

Place a check mark next to the **THREE** correct statements about Passage 2 and Passage 3.

_____ They both have characters.

_____ They both share information.

_____ Passage 3 shows how to do something.

_____ Passage 2 solves a mystery.

_____ Passage 3 contains rhyme words.

_____ Passage 2 shows how something was created.

Answer Key – How to Make Slime

31. According to the author, why do kids like slime?

- A. It lasts forever.
- B. It makes them feel good. LAFS.3.RL.2.6**
- C. It smells good.
- D. It makes great gifts.

32. Part A – What does “disposable” mean as used in Paragraph 4?

- A. able to use with baking soda
- B. able to pour in a cup or bowl
- C. able to throw away LAFS.3.RL.2.4**
- D. able to use many times

33. Part B - Using the definition from Part A, which one of these is “disposable”?

- A. a car
- B. a table
- C. a paper plate LAFS.3.RF.4.4**
- D. a soda

34. The “optional” ingredient is discussed in Paragraph 5. What does “optional” mean?

- A. You don’t have to use it. LAFS.3.RL.2.4**
- B. You must use it.
- C. Everyone uses it.
- D. Your parent will make you use it.

35. What happens if you use too much food coloring? Place a check mark next to TWO answers. **LAFS.3.RI.1.1**

_____ It will make the slime smell funny.

_____ It will make the slime feel too wet.

 X The slime will color your hands.

_____ The slime won't last very long.

 X The slime will stain other surfaces.

36. Which word lets the reader know that the last ingredient will be used?

A. First

B. Next

C. Then

D. Finally **LAFS.3.RI.1.3**

37. Why should slime be kept away from young children?

A. They do not like the way it feels.

B. They might eat it. **LAFS.3.RI.1.2**

C. It's not their turn.

D. It's only meant for adults.

38. Put these steps in the correct order (1 – 5). **LAFS.3.RI.3.8**

3 add the baking soda

1 gather the ingredients

2 pour the glue into a cup or bowl

5 push and pull mixture until putty-like

4 add the contact solution

39. What is the author’s purpose for writing this passage?

- A. to teach readers how to make slime **LAFS.3.RI.2.6**
- B. to show readers the different colors to make slime
- C. to teach readers how to use baking soda
- D. to show readers when to use the kitchen

40. Place check marks to show how each image contributes to the ideas in Passage 3. **LAFS.3.RI.3.7**

	Image 1	Image 2	Both Images
shows what slime looks like when complete	<u>X</u>	<u> </u>	<u> </u>
shows the sticky quality of slime	<u> </u>	<u> </u>	<u>X</u>
shows what slime looks like when adding ingredients	<u> </u>	<u>X</u>	<u> </u>

41. Part A – Which describes the structures of Passage 2 and Passage 3?

- A. They both are based on true information. LAFS.3.RI.3.9
- B. They both are made-up stories.
- C. Passage 2 is based on true information, and Passage 3 is a made-up story.
- D. Passage 3 is based on true information, and Passage 2 is a made-up story.

42. Part B – Use the information from Part A to answer this question.

Place a check mark next to the THREE correct statements about Passage 2 and Passage 3. LAFS.3.RI.3.9

_____ They both have characters.

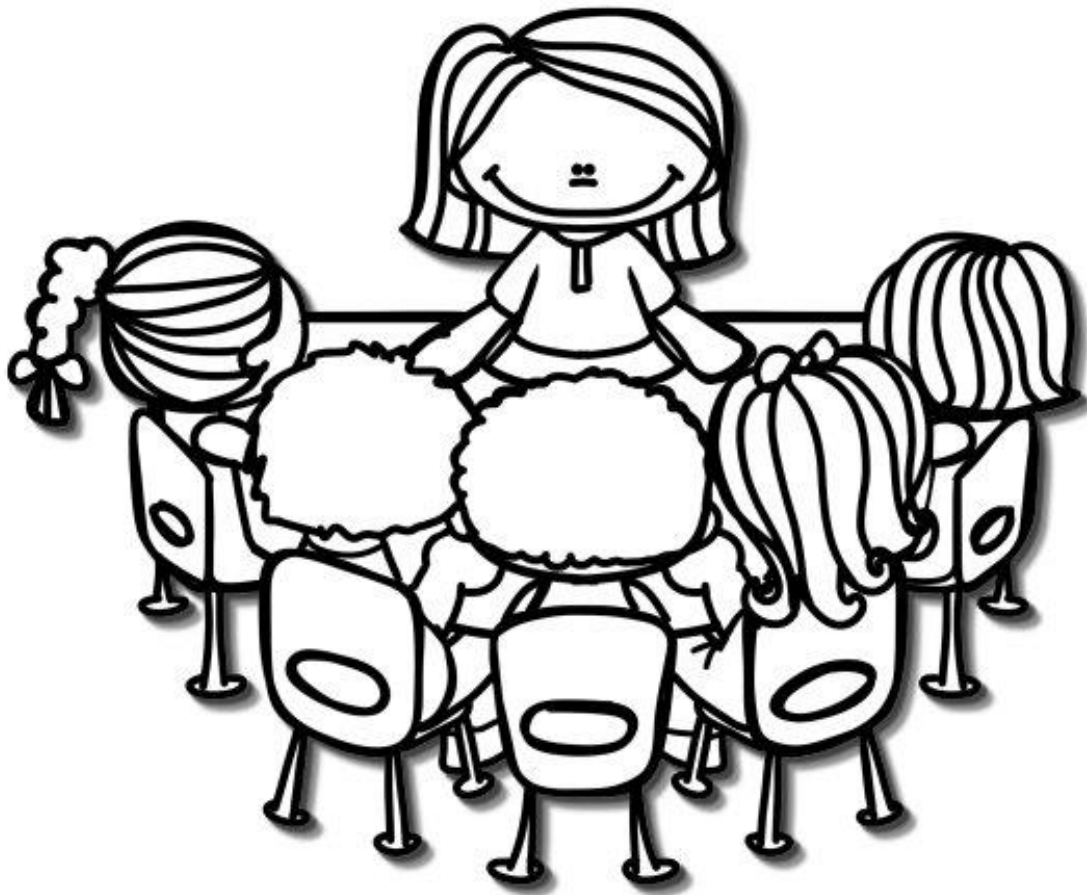
 X They both share information.

 X Passage 3 shows how to do something.

_____ Passage 2 solves a mystery.

_____ Passage 3 contains rhyme words.

 X Passage 2 shows how something was created.



READING QUESTIONS



What is the Lesson?



What happened
1st, 2nd and 3rd?



What does that
word mean?



How does that
character feel?



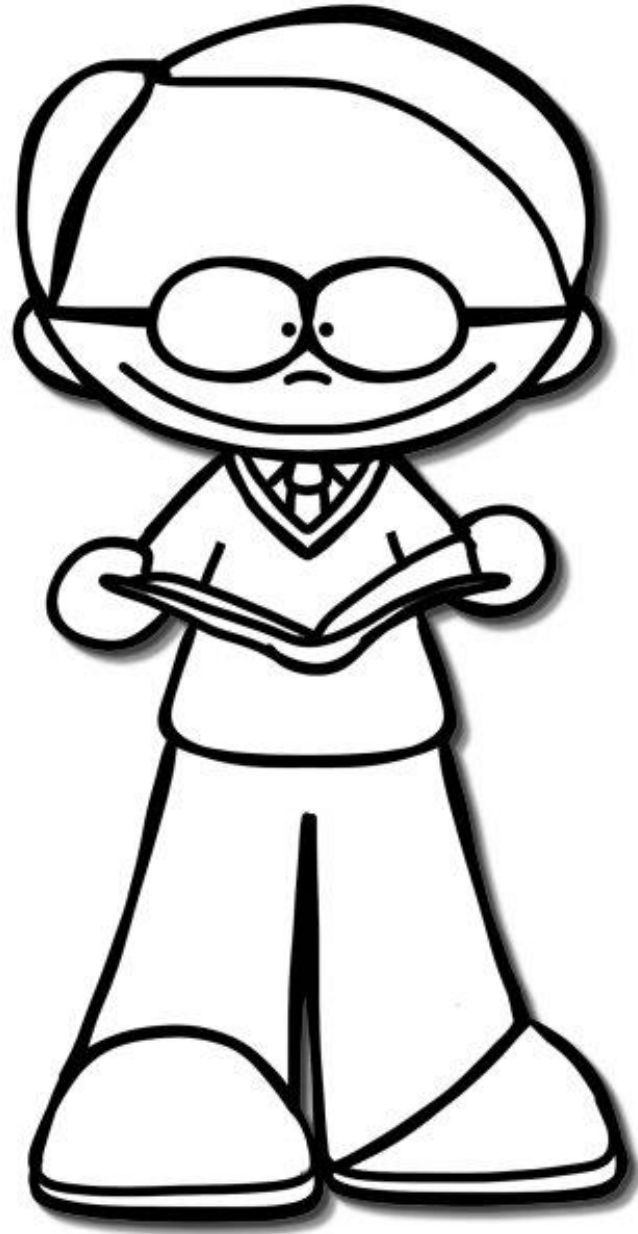
What is the problem
of the story?



What is the
author's
purpose?



How did the
story end?



What words describe
the characters?

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- [The Best Christmas Pageant Ever](#)
 - [The Best Halloween Ever](#)
 - [The Call of the Wild](#)

- The Giver
- The Hidden Girl
- The House of Dies Drear
- The Lion, the Witch and the Wardrobe
 - The Little Prince
 - The Outsiders
 - The Storm Before Atlanta
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Where the Red Fern Grows

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