

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, and 2005. 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	14
• Reading Comprehension	15	13
• Literary Response and Analysis	8	8
• Writing Strategies	9	3
• Written Conventions	13	10
TOTAL	65	48

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 14 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., *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*) and suffixes (e.g., *-er*, *-est*, *-ful*) 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 13 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.

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.

3RC2.1 Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

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.

3RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.

3RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.

3RC2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.

3RC2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.

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).

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 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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- 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 three 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.
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- 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 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.

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., *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and common homophones (e.g., *hair-hare*).

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.

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

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.

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.

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.

This story is BEST described as a

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

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.

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.

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

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.

Which step takes the MOST time to do?

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

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.



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.

Which word BEST describes Coyote in this passage?

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

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.

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.

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.

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.

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.

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

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.

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.

Released Test Questions

English-Language Arts

3

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

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

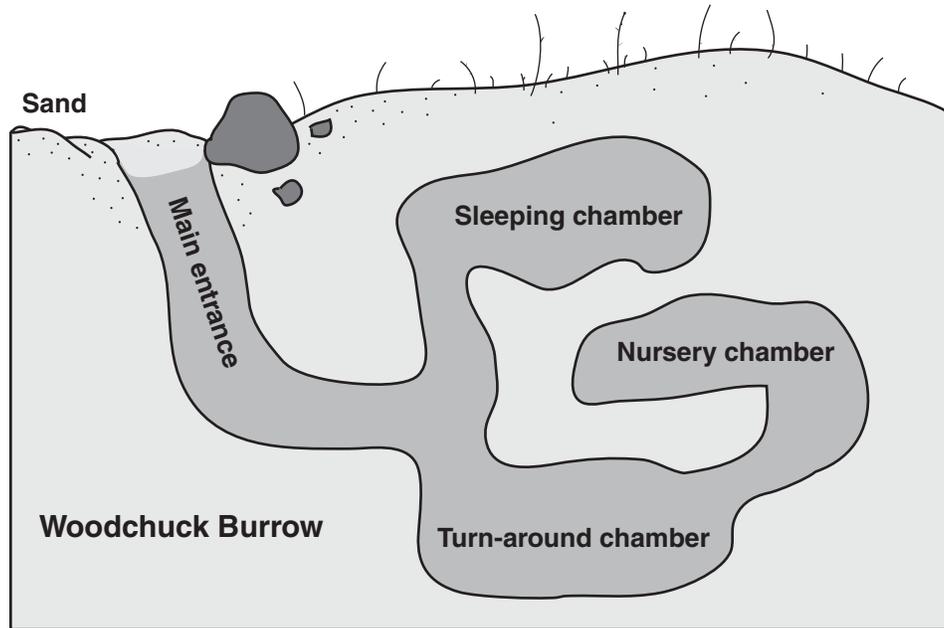
- A She gave it to Serafina, then went into the kitchen to prepare the rice.
- B She wanted to hold the pot safely in her lap.
- C She did not know that her baby brother, Armando, had left his toy truck there.
- D She held her hands tightly over her eyes.

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.

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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How should the word chambers be divided into syllables?

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

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.

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

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

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.

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

Released Test Questions

English-Language Arts

3

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

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

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

Which word is an ANTONYM for slow?

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

Here is part of the index from a book about California Indians. Use it to answer questions 31 and 32.

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

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

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

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

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

Which two words are **ANTONYMS**?

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

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

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

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

Released Test Questions

English-Language Arts

3

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.

In sentence 2, what is the subject?

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

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,

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.

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.

39 In sentence 2, hopping should be spelled

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

40 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.

41 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!

Released Test Questions

English-Language Arts

3

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.

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

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.!

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.

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

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.

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.

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.

Released Test Questions

English-Language Arts

3

Question Number	Correct Answer	Standard	Year of Test
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	3RW1.1	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

Question Number	Correct Answer	Standard	Year of Test
28	<i>C</i>	3RW1.1	2003
29	<i>D</i>	3RW1.4	2003
30	<i>D</i>	3RW1.4	2003
31	<i>B</i>	3RC2.1	2004
32	<i>C</i>	3RC2.1	2004
33	<i>D</i>	3RW1.4	2004
34	<i>B</i>	3RW1.5	2004
35	<i>A</i>	3RW1.8	2004
36	<i>B</i>	3WC1.2	2003
37	<i>A</i>	3WS1.4	2003
38	<i>C</i>	3WS1.3	2003
39	<i>D</i>	3WC1.8	2004
40	<i>C</i>	3WS1.1.2	2004
41	<i>C</i>	3WC1.1	2004
42	<i>C</i>	3WC1.5	2004
43	<i>C</i>	3WC1.7	2003
44	<i>D</i>	3WC1.4	2004
45	<i>D</i>	3WC1.9	2004
46	<i>C</i>	3WC1.1	2005
47	<i>C</i>	3WC1.6	2005
48	<i>B</i>	3WC1.2	2005