

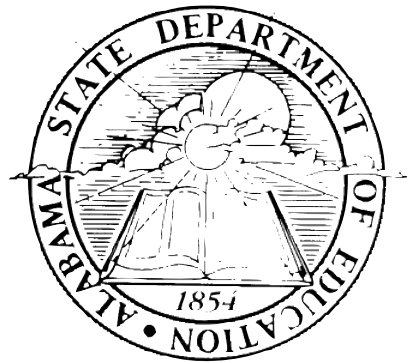
*Alabama Reading and Mathematics Test*

**Item Specifications**

**for**

**Reading**

**Grade 3**



**Dr. Joseph B. Morton**  
**State Superintendent of Education**  
**Alabama State Department of Education**  
**Montgomery, Alabama**  
**Bulletin 2005, No. 81**

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# ARMT GRADE 3 READING

## INTRODUCTION

This bulletin provides specific information about the *Alabama Reading and Mathematics Test* (ARMT). Educators representing each State Board of Education district as well as both city and county school systems served on committees to determine the content standards on which the ARMT is based. In addition, educators from throughout the state of Alabama served on committees to review the content of the tests, including selecting reading passages, reviewing specific test items, and determining achievement levels.

Teachers must be familiar with the information in this bulletin so that they may incorporate effective teaching of the reading content standards with classroom assessments. Using classroom assessments with similar test formats from time to time will help to enable students to demonstrate proficiency on the various content standards in reading.

Two item types are included in the ARMT. Multiple-choice and open-ended items assess student performance on the ARMT in reading. Multiple-choice items carry a point value of one, while open-ended items carry a point value of three. In this document, teachers will see sample reading selections and representative item types for reading.

<b>Content Standard</b>	A statement of what students should know and be able to do by the end of the academic year
<b>Item Type</b>	Multiple-choice items, open-ended items
<b>Additional Information</b>	Further information about the test items for the content standard
<b>Sample Items</b>	A collection of item types for each content standard
<b>Answer Key</b>	Answers for multiple-choice items
<b>Scoring Rubrics for Open-Ended Items</b>	Scoring guide for open-ended items

## DEFINITION OF READING MATERIALS

**Literary/recreational** reading materials are generally read for pleasure, such as magazine articles, poetry, novels, and short stories.

**Informational/textual** reading materials are generally read for information, such as materials containing charts or graphs and materials found in encyclopedias, textbooks, lab manuals, essays, and news magazines.

**Functional** reading materials are generally read for a precise action, such as directions, maps, schedules, menus, catalogues, instructions, and other materials generally encountered in everyday life beyond the classroom.

**CONTENT STANDARDS**  
**Grade 3**

CONTENT STANDARD	POINTS POSSIBLE
<p><b>1 – Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels.</b></p>	<p>7</p>
<p><b>2 – Demonstrate reading vocabulary knowledge of compound words.</b></p> <ul style="list-style-type: none"> <li>• Using structural analysis to develop meaning Examples: prefixes, suffixes, root words</li> <li>• Drawing semantic maps</li> <li>• Learning new synonyms and antonyms</li> <li>• Spelling correctly compound words, phonetically regular words, contractions and possessives; using dictionary to check spelling</li> </ul>	<p>8</p>
<p><b>3 – Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade literary/recreational materials in a variety of genres.</b></p> <p>Examples: stories, trade books, poetry, subject texts</p> <ul style="list-style-type: none"> <li>• Identifying literary elements and devices Examples: characters, similes</li> <li>• Determining sequence of events</li> <li>• Distinguishing fiction from nonfiction</li> <li>• Using sentence structure</li> <li>• Drawing conclusions</li> <li>• Self-monitoring for understanding Examples: rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences</li> <li>• Using vocabulary knowledge</li> <li>• Relating main ideas to specific life experiences</li> <li>• Reading fluently at approximately 120 words per minute</li> <li>• Adjusting speed/rate</li> <li>• Previewing and predicting</li> <li>• Utilizing text features</li> <li>• Using prior knowledge and experience</li> </ul>	<p>17</p>

ARMT GRADE 3 READING

<p><b>4 – Use a wide range of strategies and skills, including retelling information, using general context clues, and making inferences to identify the main idea, to comprehend third-grade functional and textual/informational and reading materials.</b></p> <ul style="list-style-type: none"><li>• Using sentence structure</li><li>• Distinguishing main idea from details</li><li>• Summarizing passages</li><li>• Using text feature to gain meaning Examples: titles, headings, glossary, boldface print, index, table of contents, maps, charts, tables</li><li>• Using vocabulary knowledge</li><li>• Self-monitoring for text understanding</li><li>• Following simple written directions</li><li>• Ordering by importance or chronology</li></ul>	<p><b>26</b></p>
<p><b>TOTAL POINTS POSSIBLE</b></p>	<p><b>58</b></p>



# PASSAGES WITH ITEMS

*These are the directions given to students.*

**DIRECTIONS:**

**Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your response in the answer document.**

## A Visit in the Sky

By Joe Whitecloud

My vacation with Grandma and Grandpa Whitecloud was great! They used to live with us in New York, but they moved to Arizona when I was five. They are Native American, and Arizona has always been their home. Dad usually visits them, but not this summer! Dad is sending me to stay with them for a two-week adventure.

This was my first time to travel alone. On the airplane, I studied the picture that Grandma had sent me. It was a picture of Walpi, an old Hopi village where Grandma and Grandpa lived. The village is on top of a tall rock hill. It looked steep, and I wasn't sure I could climb that high. I also wondered if Grandma and Grandpa would act differently in this village than they had in our apartment in New York. Would I be a stranger there?



Grandpa met me at the airport. He looked the same! We picked up my suitcase and took it to Grandpa's truck. As we drove away from the city, I stared at the beauty of the desert. An eagle flew above us. Soon we headed up the path to Walpi. Grandpa

parked the truck on the edge of the hill. I looked down and gulped. We were so high up, I felt like a bird! He took me to some stairs that led to a door of the building. Ladders were used to get to other rows of doors on the second and third floors.

Grandma was waiting for us. "Joe, this is called a 'pueblo.' The buildings are made from stones and baked clay," she explained. "We live on the first floor, and other people will live above us."

Grandma and Grandpa's rooms felt cool after standing under the hot Arizona sun. Grandma said that the stones kept the rooms cool. Her hand-woven rugs covered the walls. After eating beans and cornbread that Grandpa cooked on the stone fireplace, we took a walk outside. We visited the "kiva," which is a large room where the Hopi go for special events.

(continued on next page)

I really liked meeting the Hopi people. One man helped me make a clay vase to take home to Mom. The children included me in their ball games and foot races. Sometimes I helped Grandpa and his friends work in the fields. One afternoon a woman showed me how to weave a basket from grasses. The whole time I felt as if I were part of a big family in our secret village in the sky. It was hard to leave my grandparents when my two weeks were over. I could have lived in Walpi forever!

1. You can tell that a reason Joe visited Walpi was to —

- A** learn about a new place
- B** work in the fields
- C** enjoy the beautiful desert
- D** eat home-cooked foods

3. This story would most likely be found in a —

- A** big city newspaper
- B** student's journal
- C** book on the Hopi people
- D** report on the desert

2. Joe thinks he might feel like a stranger when he —

- A** sees his grandfather at the airport
- B** visits the village kiva
- C** makes a clay vase for his mother
- D** looks at a picture of the village

4. Which of these is a simile in the story?

- A** "This was my first time to travel alone."
- B** "As we drove away from the city, I stared at the beauty of the desert."
- C** "We were so high up, I felt like a bird!"
- D** "I could have lived in Walpi forever!"

## ARMT GRADE 3 READING

5. On the airplane, how does Joe feel about visiting Walpi?

Use details from the story to support your answer.

Write your answer in the answer document.

6. How do the Hopi people treat Joe?

Use details from the story to support your answer.

Write your answer in the answer document.

## Looking at Nature

I like to look at forests,  
The trunks of many trees,  
Their branches spreading out  
Reaching towards the sky with leaves.

I like to look at meadows,  
Their flowers moist with dew,  
Windy grasses bending  
Across the open views.

I like to look at the ocean,  
Its untamed waves of green  
That splash upon the shore  
To make a lovely scene.

I like to look at mountains  
Rising to the sky.  
Up to their tops I'd go  
If only I could fly!

Nature has so many things  
Wonderful to see;  
Just use your many senses,  
I'm sure you will agree!



## Shore Walk

Each morning I awake  
And walk along the shore,  
To watch the rising sun  
And hear the ocean's roar.

Each morning I awake  
To watch the seagulls fly—  
They flap their pointed wings  
And sail into the sky.

Each morning I awake  
To smell the salty sea—  
The scent is in the wind  
That blows so wild and free.

Each morning I awake  
To look for shiny shells,  
And stones, polished smooth  
By mighty waves and swells.

At night I go to sleep  
And dream of pleasant seas,  
Of rising in the morning  
To greet the ocean breeze.



1. Read this line from "Looking at Nature."

Their flowers moist with dew . . .

What does moist mean in the poem?

- A** Pretty
- B** Soft
- C** Wet
- D** Pink

2. Which activity would the speaker in "Looking at Nature" most likely enjoy?

- A** Visiting museums
- B** Taking photographs
- C** Playing a board game
- D** Visiting a big city

3. Based on the poem, what will the speaker in "Shore Walk" most likely do when he wakes up tomorrow?

- A** Call a friend
- B** Hunt for shells
- C** Go surfing
- D** Pick flowers

4. Read this line from "Looking at Nature."

To make a lovely scene.

In which sentence below does the word scene mean the same as in the sentence above?

- A** Anna got mad and made a scene at the store.
- B** My friend is in the next scene of the play.
- C** As we ate our lunch, I looked at the peaceful scene.
- D** This is my favorite scene of the movie.

## ARMT GRADE 3 READING

5. Imagine the speaker in “Shore Walk” meeting the speaker in “Looking at Nature.” What would they probably discuss? Use details from the poems to support your answer.

Explain your answer.

Write your answer in the answer document.

6. Where does the speaker in “Shore Walk” live?

Explain your answer using details from the poem.

Write your answer in the answer document.

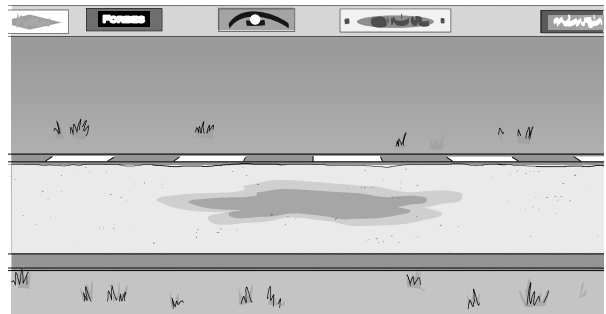
## The Jumping Contest

Imagine you are in a jumping contest. You can probably jump about a foot high. Jumping forward, you can probably go a few feet. That is pretty good—for a human. Look out though! Animals and insects can enter this jumping contest. They might just leave humans in the dust!

### The Long Jump

The first event is the long jump. The human athlete is Mike Powell. In 1991, he jumped nearly 30 feet, which is the world record for the long jump. That is about the length of two cars, or five times his own height. Of course, most people cannot jump as well as Mike Powell.

His competitor in the long-jump contest is a frog named “Rosie the Ribbiter.” Rosie set the world record for frogs in 1986 by jumping more than 21 feet. Her record has never been broken by any other frog. Compared to Mike Powell, Rosie’s jump is not that amazing. But wait! Rosie is only about 10 inches long when her legs are stretched to their full length. She can jump more than 25 times her size. Rosie, the frog, wins the long-jump event.



### The High Jump

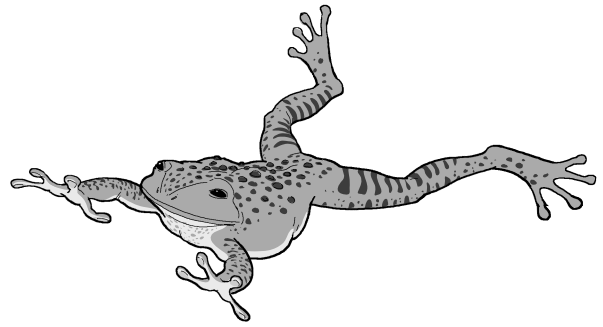
The next event is the high jump. Javier Sotomayor holds the world record for the high jump. He can jump a bar 8 feet high. That is about as high as the ceiling in most homes.

Looking around for someone to challenge his record, Javier might need a magnifying glass. The next contestant is a tiny insect with wonderful jumping talent. It is called the spittlebug.

(continued on next page)



The spittlebug can jump 28 inches into the air. That is amazing, because the spittlebug is only a quarter-inch long. That is less than the width of a pencil. If the spittlebug were the same size as Javier, it would be able to jump 600 feet into the air. That is like a human jumping over a building 55 stories high! The spittlebug wins the high-jump contest.



Though the humans lose the “jumping contest,” their competitors would probably agree that Mike and Javier are still pretty remarkable athletes. If only Rosie and the spittlebug could speak!

1. Mike Powell does not win the jumping contest because —

- A** Mike’s jump is shorter than Rosie’s jump
- B** frogs jump farther than humans
- C** Rosie’s record will never be broken
- D** Rosie jumped 25 times her size

2. What does the word competitor mean in this passage?

- A** Teammate
- B** Jumper
- C** Challenger
- D** Coach

3. Why does the spittlebug win the high-jump contest?

- A** The spittlebug is 28 inches tall.
- B** Sotomayor does not jump as many times his own height.
- C** The spittlebug can jump 25 times its own height.
- D** Sotomayor needs a magnifying glass to see.

4. In this passage, a remarkable athlete —

- A** jumps in order to set records
- B** cannot be beaten by a spittlebug or frog
- C** is one who always wins contests
- D** shows great talent or skill

5. Identify one fact about each contestant in either the long-jump or high-jump contest.

Use details from the passage to support your answer.

Write your answer in the answer document.

6. Javier Sotomayor might need a magnifying glass to watch the spittlebug's jump. However, Mike Powell would not need one to watch Rosie jump.

Explain why this is true.

Use details from the passage to support your answer.

Write your answer in the answer document.

7. In your own words, explain why "Rosie the Ribbiter" would win the long-jump competition.

Use details from the passage to support your answer.

Write your answer in the answer document.

★ ★ ★ ★ ★  
**It's the 3rd Annual  
Family Fun Fair!**  
★ ★ ★ ★ ★

- Games
- Crafts
- Apple Pie Contest
- Hay Rides
- Food
- Face Painting
- Door Prizes
- ... and more!

**What:** A chance to celebrate Fall, support our community, and have fun!

**When:** Saturday, October 4th from 9 A.M. to 3 P.M., rain or shine!

**Where:** The big field next to Hopedale Elementary School

**For more information:** Contact Peter Halm at 555-0191

**Don't miss the 3rd annual Family Fun Fair!  
This fair promises to be even better  
than last year's fair—no kidding!**

Last year the game booths were a big hit. (Who could forget Principal Snyder winning a stuffed toy dog that was so big it took four students to carry it to her truck?) This year we have **two** new game booths. So get ready to toss those rings and pop those balloons.

Visit our craft tables. They will be better than ever! You can buy items such as clothing, backpacks, and gift baskets.

Children ages 5 and under can have their faces painted for **FREE** by Mr. Garcia's third-grade art class. They can also take a **FREE** hay ride.



A big thank you to Janet McGwire for the use of her tractor and wagon!

No fair would be complete without food. We will be selling hot dogs, ice cream, roasted nuts, and cotton candy at our booths. For those of you who love to bake, why not enter our new apple pie contest? Just bring your pie to the pie table on the morning of the fair. At 1 P.M., our judges, Coach Carter and math teacher, Mrs. Adams, will choose a winner.

Won't you please support our school by coming to the fair? Tickets are only \$2 each. Door prizes will be given. You could win sports equipment, a new camera, or dinner for four at Merino's Restaurant!

**This will be the best fair ever. Don't miss it!**

ARMT GRADE 3 READING

1. Read this line from the selection.

Won't you please support our school by coming to the fair?

In this sentence, support means —

- A** help
- B** like
- C** start
- D** raise

2. Which of these is free to children ages 5 and under?

- A** Food
- B** Crafts
- C** Hay rides
- D** Tickets

3. The information under the title is most helpful in showing —

- A** how to get a free hay ride
- B** what can be found at the fair
- C** how to win a door prize
- D** what is at the craft tables

4. The author wrote this selection mainly to —

- A** sell hot dogs and ice cream
- B** show how to win prizes
- C** tell about Principal Snyder's toy dog
- D** get people to attend the fair

5. Read this statement from the selection.

**For more information:**  
Contact Peter Halm at 555-0191

In this statement, contact means that Peter Halm will —

- A** expect people to come to his home before the fair
- B** visit people at the fair on Saturday, October 4
- C** talk to people about the details of the fair
- D** thank people for bringing pies to the fair

6. Read this statement from the selection.

**What:** A chance to celebrate Fall, support our community, and have fun!

What does celebrate mean in this statement?

- A** Decorate
- B** Enjoy
- C** Perform
- D** Help

7. Read this sentence from the selection.

You can buy items such as clothing, backpacks, and gift baskets.

What does items mean in this sentence?

- A** Games
- B** Sweets
- C** Plans
- D** Things

8. The author of this selection wants you to come to the fair. List one question the author asks and explain how this question might make you want to go to the fair.

Use details from the selection to support your answer.

Write your answer in the answer document.

9. What actions in the selection show that teachers and students help at the fair every year?

Describe two examples by using details from the selection to support your answer.

Write your answer in the answer document.

**ITEMS NOT  
ASSOCIATED WITH  
A PASSAGE**

**WORD STUDY SKILLS**

*These are the directions given to students.*

**DIRECTIONS:**

**Look at the word with the underlined letter or letters. The underlined letter or letters stand for a sound. Decide which of the other three words has the same sound in it. Then mark the space for the answer you have chosen.**

1.                    coastst

- A** coats
- B** pants
- C** waste

4.                    thought

- A** third
- B** bright
- C** flash

2.                    startst

- A** bark
- B** flame
- C** shadow

5.                    firm

- A** tire
- B** stir
- C** drift

3.                    trim

- A** climb
- B** limb
- C** claim



*These are the directions given to students.*

**DIRECTIONS:**

**In this question, there are three words. Decide which word is made up of two words. Then mark the space for the answer you have chosen.**

6.

larger

chipmunk

sidewalk

**A**

**B**

**C**

*These are the directions given to students.*

**DIRECTIONS:**

**Read each question and choose the best answer. Then mark the space for the answer you have chosen.**

7. In the word unhappy, un probably means —

**A** not

**B** with

**C** before

8. The es in elves means the same as the es in —

**A** does

**B** knives

**C** address

*These are the directions given to students.*

**DIRECTIONS:**

**Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.**

9. To examine means to —

- A** slide
- B** raise
- C** wait
- D** look

# ITEMS BY CONTENT STANDARD

**Content Standard 1**

Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels.

**Item Type**

Multiple-choice

**Additional Information**

Items not associated with passages

**Sample Multiple-Choice Items**

The items below reference “Items Not Associated with a Passage” on pages 19–22.

1.                    coast   

**A** coats  
**B** pants  
**C** waste \*

4.                    thought

**A** third \*  
**B** bright  
**C** flash

2.                    start   

**A** bark \*  
**B** flame  
**C** shadow

5.                    firm

**A** tire  
**B** stir \*  
**C** drift

3.                    tri   m

**A** climb  
**B** limb \*  
**C** claim

**Content Standard 2**

**Demonstrate reading vocabulary knowledge of compound words.**

- Using structural analysis to develop meaning  
Examples: prefixes, suffixes, root words
- Drawing semantic maps
- Learning new synonyms and antonyms
- Spelling correctly compound words, phonetically regular words, contractions and possessives; using dictionary to check spelling

**Item Type**

Multiple-choice

**Additional Information**

Items not associated with passages

**Sample Multiple-Choice Items**

The items below reference “Items Not Associated with a Passage” on pages 19–22.

1.

larger	chipmunk	sidewalk
<b>A</b>	<b>B</b>	<b>C *</b>

3. The es in elves means the same as the es in —

**A** does

**B** knives \*

**C** address

2. In the word unhappy, un probably means —

**A** not \*

**B** with

**C** before

4. To examine means to —

**A** slide

**B** raise

**C** wait

**D** look \*

**Content Standard 3**

**Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade literary/recreational materials in a variety of genres.**

Examples: stories, trade books, poetry, subject texts

- Identifying literary elements and devices  
Examples: characters, similes
- Determining sequence of events
- Distinguishing fiction from nonfiction
- Using sentence structure
- Drawing conclusions
- Self-monitoring for understanding  
Examples: rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences
- Using vocabulary knowledge
- Relating main ideas to specific life experiences
- Reading fluently at approximately 120 words per minute
- Adjusting speed/rate
- Previewing and predicting
- Utilizing text features
- Using prior knowledge and experience

**Item Type**

Multiple-choice  
Open-ended

**Additional Information**

Items associated with literary/recreational passages and poems will be used.

**Sample Multiple-Choice Items**

The items below reference “A Visit in the Sky” on pages 6–7.

1. You can tell that a reason Joe visited Walpi was to —

- A** learn about a new place \*
- B** work in the fields
- C** enjoy the beautiful desert
- D** eat home-cooked foods

2. Joe thinks he might feel like a stranger when he —

- A** sees his grandfather at the airport
- B** visits the village kiva
- C** makes a clay vase for his mother
- D** looks at a picture of the village \*

ARMT GRADE 3 READING

The items below reference “A Visit in the Sky” on pages 6–7.

3. This story would most likely be found in a —

- A** big city newspaper
- B** student’s journal \*
- C** book on the Hopi people
- D** report on the desert

4. Which of these is a simile in the story?

- A** “This was my first time to travel alone.”
- B** “As we drove away from the city, I stared at the beauty of the desert.”
- C** “We were so high up, I felt like a bird!” \*
- D** “I could have lived in Walpi forever!”

ARMT GRADE 3 READING

The items below reference “Looking at Nature” and “Shore Walk” on page 9.

5. Read this line from “Looking at Nature.”

Their flowers moist with dew . . .

What does moist mean in the poem?

- A** Pretty
- B** Soft
- C** Wet \*
- D** Pink

7. Based on the poem, what will the speaker in “Shore Walk” most likely do when he wakes up tomorrow?

- A** Call a friend
- B** Hunt for shells \*
- C** Go surfing
- D** Pick flowers

6. Which activity would the speaker in “Looking at Nature” most likely enjoy?

- A** Visiting museums
- B** Taking photographs \*
- C** Playing a board game
- D** Visiting a big city

8. Read this line from “Looking at Nature.”

To make a lovely scene.

In which sentence below does the word scene mean the same as in the sentence above?

- A** Anna got mad and made a scene at the store.
- B** My friend is in the next scene of the play.
- C** As we ate our lunch, I looked at the peaceful scene. \*
- D** This is my favorite scene of the movie.



## ARMT GRADE 3 READING

### Sample Open-Ended Items

The items below reference “A Visit in the Sky” on pages 6–7.

9. How do the Hopi people treat Joe?

Use details from the story to support your answer.

Write your answer in the answer document.

10. On the airplane, how does Joe feel about visiting Walpi?

Use details from the story to support your answer.

Write your answer in the answer document.

The items below reference “Looking at Nature” and “Shore Walk” on page 9.

11. Imagine the speaker in “Shore Walk” meeting the speaker in “Looking at Nature.” What would they probably discuss? Use details from the poems to support your answer.

Explain your answer.

Write your answer in the answer document.

12. Where does the speaker in “Shore Walk” live?

Explain your answer using details from the poem.

Write your answer in the answer document.

**Content Standard 4**

Use a wide range of strategies and skills, including retelling information, using general context clues, and making inferences to identify the main idea, to comprehend third-grade functional and textual/informational and reading materials.

- Using sentence structure
- Distinguishing main idea from details
- Summarizing passages
- Using text feature to gain meaning  
Examples: titles, headings, glossary, boldface print, index, table of contents, maps, charts, tables
- Using vocabulary knowledge
- Self-monitoring for text understanding
- Following simple written directions
- Ordering by importance or chronology

**Item Type**

Multiple-choice

Open-ended

**Additional Information**

Items associated with textual/informational and functional materials will be used.

**Sample Multiple-Choice Items**

The items below reference “The Jumping Contest” on pages 12–13.

1. Mike Powell does not win the jumping contest because —

- A** Mike’s jump is shorter than Rosie’s jump
- B** frogs jump farther than humans
- C** Rosie’s record will never be broken
- D** Rosie jumped 25 times her size \*

2. What does the word competitor mean in this passage?

- A** Teammate
- B** Jumper
- C** Challenger \*
- D** Coach

ARMT GRADE 3 READING

The items below reference “The Jumping Contest” on pages 12–13.

3. Why does the spittlebug win the high-jump contest?

- A** The spittlebug is 28 inches tall.
- B** Sotomayor does not jump as many times his own height. \*
- C** The spittlebug can jump 25 times its own height.
- D** Sotomayor needs a magnifying glass to see.

4. In this passage, a remarkable athlete —

- A** jumps in order to set records
- B** cannot be beaten by a spittlebug or frog
- C** is one who always wins contests
- D** shows great talent or skill \*

ARMT GRADE 3 READING

The items below reference “It’s the 3rd Annual Family Fun Fair!” on page 15.

5. Read this line from the selection.

Won’t you please support our school by coming to the fair?

In this sentence, support means —

- A** help \*
- B** like
- C** start
- D** raise

6. Which of these is free to children ages 5 and under?

- A** Food
- B** Crafts
- C** Hay rides \*
- D** Tickets

7. The information under the title is most helpful in showing —

- A** how to get a free hay ride
- B** what can be found at the fair \*
- C** how to win a door prize
- D** what is at the craft tables

8. The author wrote this selection mainly to —

- A** sell hot dogs and ice cream
- B** show how to win prizes
- C** tell about Principal Snyder’s toy dog
- D** get people to attend the fair \*

ARMT GRADE 3 READING

The items below reference “It’s the 3rd Annual Family Fun Fair!” on page 15.

9. Read this statement from the selection.

**For more information:**  
Contact Peter Halm at 555-0191

In this statement, contact means that Peter Halm will —

- A** expect people to come to his home before the fair
- B** visit people at the fair on Saturday, October 4
- C** talk to people about the details of the fair \*
- D** thank people for bringing pies to the fair

10. Read this statement from the selection.

**What:** A chance to celebrate Fall, support our community, and have fun!

What does celebrate mean in this statement?

- A** Decorate
- B** Enjoy \*
- C** Perform
- D** Help

11. Read this sentence from the selection.

You can buy items such as clothing, backpacks, and gift baskets.

What does items mean in this sentence?

- A** Games
- B** Sweets
- C** Plans
- D** Things \*

**Sample Open-Ended Items**

The items below reference “The Jumping Contest” on pages 12–13.

The items below reference “It’s the 3rd Annual Family Fun Fair!” on page 15.

12. Identify one fact about each contestant in either the long jump or high-jump contest.

Use details from the passage to support your answer.

Write your answer in the answer document.

15. The author of this selection wants you to come to the fair. List one question the author asks and explain how this question might make you want to go to the fair.

Use details from the selection to support your answer.

Write your answer in the answer document.

13. Javier Sotomayor might need a magnifying glass to watch the spittlebug’s jump. However, Mike Powell would not need one to watch Rosie jump.

Explain why this is true.

Use details from the passage to support your answer.

Write your answer in the answer document.

16. What actions in the selection show that teachers and students help at the fair every year?

Describe two examples by using details from the selection to support your answer.

Write your answer in the answer document.

14. In your own words, explain why “Rosie the Ribbiter” would win the long-jump competition.

Use details from the passage to support your answer.

Write your answer in the answer document.

# ANSWER KEY

**ANSWER KEY**

**“A Visit in the Sky” (pages 6–8)**

<b>Item</b>	<b>Correct Answer</b>	<b>Content Standard</b>
1.	A	3
2.	D	3
3.	B	3
4.	C	3

**5. Content Standard 3**

<b>Score Point</b>	<b>The response should</b>
3	<p>The response thoroughly explains that Joe is nervous about his trip and includes details from the story for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• It is Joe’s first trip by himself.</li> <li>• The village is different from his apartment in New York.</li> <li>• Grandma and Grandpa might act differently in a new place.</li> <li>• Joe worries about being a stranger to them.</li> </ul>
2	<p>The response generally explains how Joe feels and includes some support from the passage. It is not as in-depth or complete as a score point 3 response.</p>
1	<p>The response shows a limited understanding of how Joe feels about his trip and includes little or no detail for support.</p>
0	<p>The response demonstrates no attempt to address the prompt.</p>



## ARMT GRADE 3 READING

### “A Visit in the Sky” (continued)

#### 6. Content Standard 3

Score Point	The response should
3	<p>The response thoroughly describes that Joe is treated kindly and included in the village as if he were one of their own. It also includes details for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"><li>• One man helped Joe make a vase.</li><li>• The children let him play in their games.</li><li>• A woman showed him how to weave a basket.</li><li>• He felt like he was part of their family.</li></ul>
2	<p>The response generally describes how Joe is treated and includes some detail from story, but is not as in-depth or complete as a score point 3 response.</p>
1	<p>The response gives a limited understanding of how Joe is treated and includes bare or no support.</p>
0	<p>The response demonstrates no attempt to address the prompt.</p>

**ANSWER KEY**

**“Looking at Nature” and “Shore Walk” (pages 9–11)**

<b>Item</b>	<b>Correct Answer</b>	<b>Content Standard</b>
1.	C	3
2.	B	3
3.	B	3
4.	C	3

**5. Content Standard 3**

<b>Score Point</b>	<b>The response should</b>
3	<p>The response should show a thorough understanding of the poem by building on the fact that the speakers in the two poems are very similar. Predictions should express the fact that the speakers would probably talk about the love of nature they share. Examples could include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• They are both observant.</li> <li>• They both specifically like the ocean, etc.</li> <li>• They might talk about places they love.</li> <li>• They share memories with each other.</li> <li>• They go to the beach together.</li> </ul>
2	The response should show a general understanding of the poem, but response is not as in-depth or complete as a score point 3 response.
1	The response should show a limited understanding of the poem by making a prediction not supported by the poem.
0	The response demonstrates no attempt to address the prompt.

## ARMT GRADE 3 READING

### “Looking at Nature” and “Shore Walk” (continued)

#### 6. Content Standard 3

<b>Score Point</b>	<b>The response should</b>
3	The response should show a thorough understanding of the poem by concluding that the speaker lives near the beach. Response should explain this conclusion by pointing to the fact that the speaker is able to walk “along the shore” and do other things at the beach every morning.
2	The response should show a general understanding of the poem, perhaps by concluding that the speaker lives near the beach, but not explaining how the student knows this.
1	The response should show a limited understanding of the poem by drawing a conclusion not supported by the poem.
0	The response demonstrates no attempt to address the prompt.

**ANSWER KEY**

**“The Jumping Contest” (pages 12–14)**

Item	Correct Answer	Content Standard
1.	D	4
2.	C	4
3.	B	4
4.	D	4

**5. Content Standard 4**

Score Point	The response should
3	<p>The response thoroughly explains one fact about two of the four contestants. Examples could include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Mike Powell jumped nearly 30 feet, about the length of two cars, six times his height.</li> <li>• “Rosie the Ribbeter” jumped more than 21 feet setting a record.</li> <li>• Javier Sotomayor can jump about 8 feet high.</li> <li>• A spittlebug can jump 28 inches, which if it was the size of a human, would be equivalent to jumping 600 feet.</li> </ul>
2	<p>The response generally explains facts about two of the four contestants, but support is less in-depth and complete as a score point 3 response OR thoroughly explains one fact about a contestant.</p>
1	The response gives a limited explanation of one contestant.
0	The response demonstrates no attempt to address the prompt.

## ARMT GRADE 3 READING

### “The Jumping Contest” (continued)

#### 6. Content Standard 4

Score Point	The response should
3	The response thoroughly explains why Mike does not need a magnifying glass to watch Rosie jump. Examples could include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Rosie’s legs are ten inches long when stretched to a full length.</li><li>• The frog is large enough to be seen without a magnifying glass.</li></ul>
2	The response generally explains why Mike does not need a magnifying glass to watch Rosie jump, but support is less in-depth and complete as a score point 3 response.
1	The response gives a limited explanation of why Mike does not need a magnifying glass to watch Rosie jump and includes bare or no support.
0	The response demonstrates no attempt to address the prompt.

#### 7. Content Standard 4

Score Point	The response should
3	The response thoroughly explains the ways Rosie is able to win the competition. Examples could include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Rosie jumped 21 feet, a record that has not been broken by any other frog.</li><li>• Rosie’s jump was 25 times her size, while Mike Powell’s jump was only six times his height.</li></ul>
2	The response generally includes the ways Rosie is able to win the competition, but support is less in-depth and complete as a score point 3 response.
1	The response gives a limited explanation of the ways Rosie won the competition using bare or no support from the passage.
0	The response demonstrates no attempt to address the prompt.

**ANSWER KEY**

**“It’s the 3rd Annual Family Fun Fair!” (pages 15–18)**

<b>Item</b>	<b>Correct Answer</b>	<b>Content Standard</b>
1.	A	4
2.	C	4
3.	B	4
4.	D	4
5.	C	4
6.	B	4
7.	D	4

**8. Content Standard 4**

<b>Score Point</b>	<b>The response should</b>
3	<p>The response demonstrates a thorough understanding of the author’s use of questions by clearly and accurately listing a question and giving a reasonable explanation. Examples could include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Who could forget Principal Snyder winning a stuffed toy dog that was so big it took four students to carry it to her truck? To show how exciting the prizes can be.</li> <li>• For those of you who love to bake, why not enter our apple pie contest? Make students with cooking skills want to enter contest.</li> <li>• Won’t you please support our school by coming to the fair? The money from the fair goes right back to the student.</li> </ul>
2	<p>The response demonstrates a general understanding of the author’s use of questions by either listing one question with no explanation OR including only an explanation without a clear statement of the question asked.</p>
1	<p>The response demonstrates a limited understanding of the author’s use of questions by inaccurately listing a question and/or its explanation.</p>
0	<p>The response demonstrates no attempt to address the prompt.</p>

## ARMT GRADE 3 READING

### “It’s the 3rd Annual Family Fun Fair!” (continued)

#### 9. Content Standard 4

Score Point	The response should
3	<p>The response demonstrates a thorough understanding of how teachers and students help out at the fair. It is clear, accurate, and well-supported by details from the text. Examples may include, but are not limited to, two of the following:</p> <ul style="list-style-type: none"><li>• The principal won a dog last year so she must have spent money at the game booths to help the fair earn more.</li><li>• The students were there to help carry the principal’s prize.</li><li>• Mr. Garcia’s third-grade class is helping people have fun by doing face painting.</li><li>• There are two teachers judging the apple pie contest.</li></ul>
2	<p>The response demonstrates a general understanding of how teachers and students help out at the fair by either listing two events without details OR completely listing one fully supported example.</p>
1	<p>The response demonstrates a limited understanding of how teachers and students help out at the fair by listing inaccurate or incomplete examples.</p>
0	<p>The response demonstrates no attempt to address the prompt.</p>

**ANSWER KEY**

**“Word Study Skills” (pages 20–22)**  
**(Items Not Associated with a Passage)**

<b>Item</b>	<b>Correct Answer</b>	<b>Content Standard</b>
1.	C	1
2.	A	1
3.	B	1
4.	A	1
5.	B	1
6.	C	2
7.	A	2
8.	B	2
9.	D	2



# **SAMPLE RESPONSE FORMAT**

SAMPLE RESPONSE: MULTIPLE-CHOICE

1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)

6	(A)	(B)	(C)	(D)
7	(A)	(B)	(C)	(D)
8	(A)	(B)	(C)	(D)

9	(A)	(B)	(C)	(D)
10	(A)	(B)	(C)	(D)

SAMPLE

SAMPLE RESPONSE: OPEN-ENDED

DO NOT WRITE OUTSIDE THE BOX.

Answer question \_ in this box.


DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.