

Example Items

Grade 3 Reading

Grade 3 Reading Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

*The specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of the [Assessment website](https://assessment.dallasisd.org): <https://assessment.dallasisd.org>.

OR

(2) To submit directly, click “Example Feedback – online form” **after** you click the Example Items link under ACP Resources on the ACP tab on the [Assessment website](#).

First Semester
2020–2021
Code #: 2031

EXAMPLE ITEMS Grade 3 Reading, Sem 1

➡ Read the selection and choose the best answer for each question.

Magician of the Sea

by Kelly Hashway

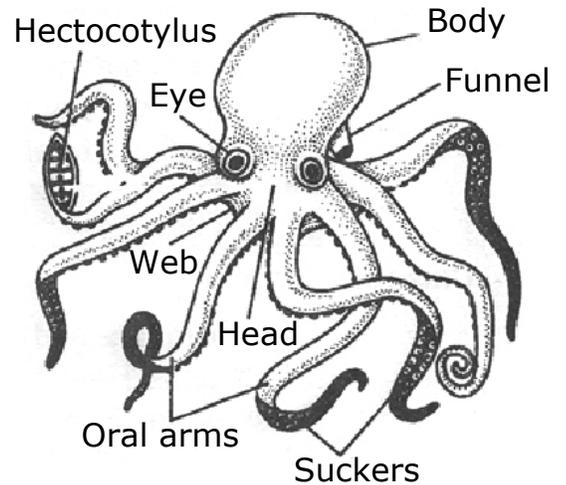
- 1 What do three hearts, eight arms, and one huge brain add up to? An octopus, a creature that can do amazing things.
- 2 Octopuses are extremely intelligent. They can learn new things just like humans. They've even learned a few tricks to get them out of sticky situations. If an octopus is threatened by a predator, it can use some pretty neat skills to get away. Octopuses don't have teeth or sharp claws to defend themselves. Instead, they use other ways to fool their attackers. Octopuses like to hide in the sand on the bottom of the ocean floor. How, you ask? Well, the octopus is like a chameleon because it can change the color of its skin to match the sand. And this color change happens in less than a minute.
- 3 Some octopuses like to stay in shallow water where there are rocks and coral. Octopuses don't have backbones. They can squeeze themselves into small spaces between the rocks. Another way an octopus can hide is by shooting ink. An octopus uses a part of its body called a siphon to shoot ink into the water. The ink forms a cloud that hides the octopus so it can swim away or hide.
- 4 If you think that's a neat trick, then you'll love what else these creatures have up their sleeves. If an octopus is being attacked, it can actually make itself look like a venomous sea snake. It will bury itself in the sand, keeping two arms visible. It will change the color of those arms to match a sea snake. But what if there's no time to hide? If an octopus is in trouble, it can break off one of its arms. The arm will then change colors and squirm around in the water to distract the predator while the octopus swims away. Don't worry though. The octopus's arm will grow back.



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5 There is one kind of octopus that has venom to use for defense. The blue-ringed octopus is tiny. It could fit in the palm of your hand. Predators might think this size makes the octopus a great snack, but they know to stay away. The blue-ringed octopus is very poisonous.

6 So the next time you see an octopus remember that inside that oversized head is a very large brain. It is a clever addition to the sea.



Octopus Body Parts

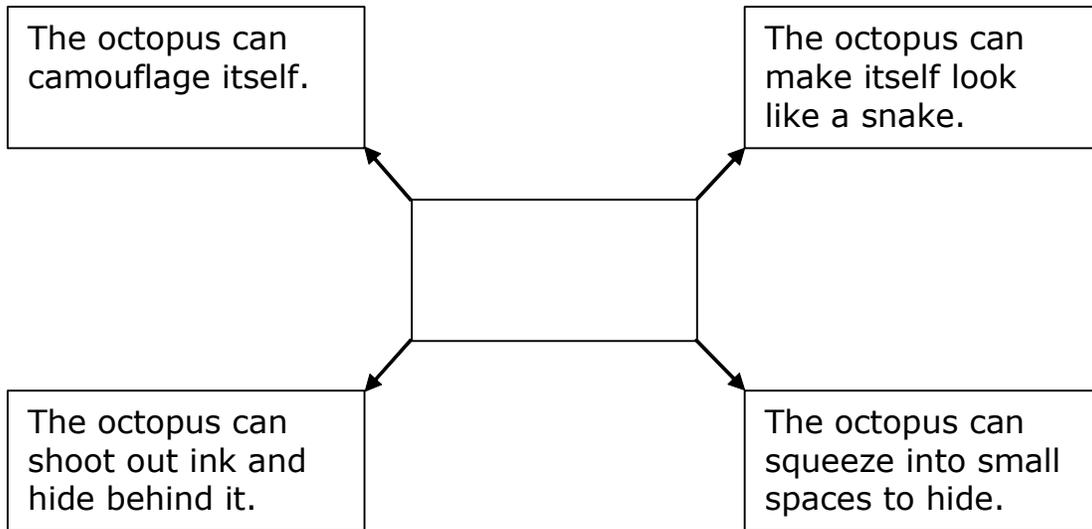
Octopus Facts	
Found:	In oceans all over the world in shallow, warm water
Eats:	Crabs, shrimp, lobster
Colors:	Can change to gray, brown, pink, blue, or green for camouflage
Predators:	Seals, whales, and large fish
Size:	<u>Smallest</u> —Octopus Wolfi is less than 1 inch wide and weighs less than a dollar bill <u>Largest</u> —North Pacific Giant Octopus is 20 feet wide and weighs 150 pounds

1 Which word in paragraph 2 helps the reader understand the meaning of the word chameleon?

- A *tricks*
- B *bottom*
- C *change*
- D *skin*

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2 Read the graphic organizer.



What main idea belongs in the blank box?

- A Why the octopus is poisonous
- B What the octopus eats
- C Where the octopus lives
- D How the octopus defends itself

3 Which idea is supported by the Octopus Facts table?

- A Octopuses eat many things such as seals and large fish.
- B Octopuses come in many sizes and are found around the world.
- C Octopuses can shoot ink into the water to help them hide from enemies.
- D Octopuses can squeeze into small spaces between rocks.

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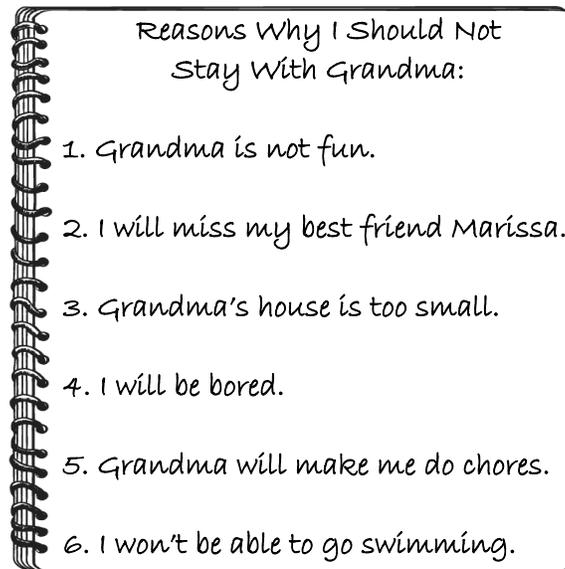
➔ Read the selection and choose the best answer for each question.

Two Weeks with Grandma



- 1 "I'm not staying with Grandma! And you can't make me!" Mia yelled. She slammed the door of her bedroom. The sound echoed down the hallway.
- 2 No matter what her mother said, Mia wasn't going to stay at her grandmother's house for two weeks during summer vacation. Just because her mother had to go away on a business trip, why did she have to ruin Mia's life?
- 3 "Grandma won't be any fun," Mia thought. "Old people don't understand kids my age."
- 4 After a while, Mia's mother knocked on the door. "Come in," muttered Mia. "I'm not trying to upset you," Mom said. "I just think it would be good for you to spend time with your grandmother and get to know her. Give me one good reason why you shouldn't go."
- 5 Mia's mother waited for a reply, but Mia didn't utter a word. Mom sighed and said, "Maybe you should just stay in your room and think for a while."
- 6 "If Mom wants a reason," Mia thought, "I'll give her more than one." Mia got out a notebook and started making a list of reasons for not wanting to stay with her grandmother. When she was done, Mia handed the list to her mother.

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7 Mom read the list and then said firmly, "You're still going."

8 The Sunday before Mia was scheduled to leave, her friend Marissa came over to say goodbye. "Isn't there something you can do?" pleaded Marissa.

9 "No. I leave in the morning. There's nothing anyone can do now," replied a miserable Mia. Both Mia and Marissa hugged each other and began to cry.

10 The next day, Mia sat silently during the two-hour drive to her grandmother's house. As they pulled into the driveway, Mia looked at her mother and declared, "This is pure torture!" Mom only smiled as she handed Mia her suitcase and said goodbye.

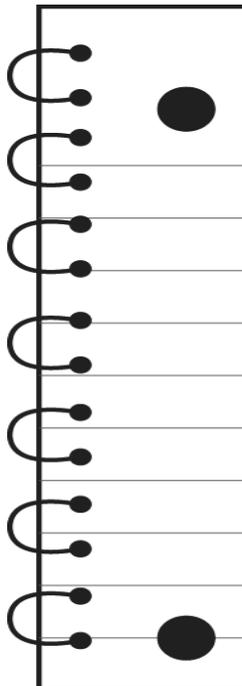
11 Mia greeted her grandmother with a weak smile. They walked into the tiny house, and her grandmother showed her to the guest room. It contained a bed, a dresser, and a window. Other than a few old pictures on the wall, the room was plain.

12 "Why don't you unpack?" Grandma said. "Then, come downstairs for dinner."

13 When Mia arrived at the dinner table, sitting with her grandmother was a young girl about her own age. Grandma introduced her to Tasha. "Tasha lives a few houses down the road. I thought you two might hit it off."

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- 14 Mia sat down and began a conversation with Tasha. Mia learned that Tasha was the same age as she was and that she liked to swim just like she did. Mia also began to see her grandmother in a new light. She had been thoughtful enough to find a friend for her. She could at least return the favor by being pleasant and helpful. Maybe her stay with Grandma would be enjoyable after all.
- 15 "Tonight is movie night!" declared Grandma one day. "We're going to get pizza and watch all the movies we can stand." Mia smiled as she and her grandmother went to rent DVDs and pick up pizza.
- 16 The two weeks went by more quickly than Mia had imagined. Days were filled spending time with Tasha at the mall or swimming with her at the city pool. She also helped her grandma pick vegetables from her backyard garden and prepare meals for lunch and dinner. She even enjoyed helping her grandmother paint the kitchen a soft shade of blue. She would have never guessed that doing chores with Grandma would be so much fun.
- 17 The night before she was to return home, Mia wrote in her journal:

	
	<p>Grandma is pretty cool. She really went out of her way to make sure I had fun. The other day I had Tasha take a picture of Grandma and me in the garden. I bought a pretty frame and put the picture inside. I'm going to leave it here in my room for Grandma to find after I leave. I hope she enjoys her gift as much as I enjoyed staying with her these past few weeks. I will really miss Grandma!</p>

EXAMPLE ITEMS Grade 3 Reading, Sem 1

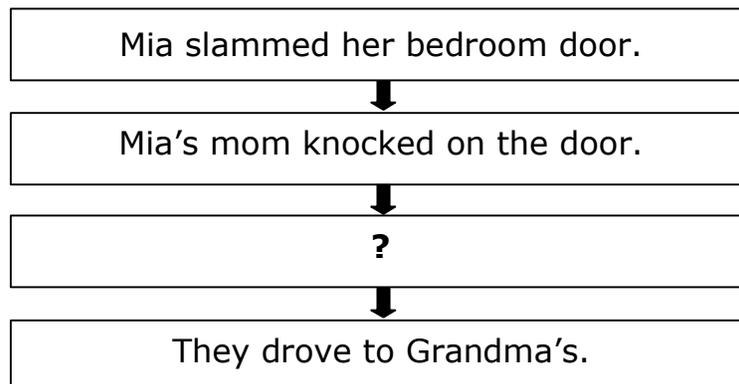
4 Why is Mia and Tasha's relationship important to the story?

- A Tasha lives close to Grandma's house.
- B Mia and Tasha are the same age.
- C Tasha helps Mia enjoy her time at Grandma's house.
- D Mia and Tasha went swimming at the city pool.

5 Why was Mia quiet during her drive to Grandma's house?

- A Mia was looking out the car window.
- B Mia was listening to the radio.
- C Mia was writing in her journal.
- D Mia was upset about going to Grandma's house.

6 This chart lists the order of events in the story.



What belongs in the empty box to **BEST** complete the chart?

- A Mia's mom went on a business trip.
- B Mia met Tasha at Grandma's house.
- C Mia made a list of reasons not to go to Grandma's.
- D Mia wrote about her stay at Grandma's in her journal.

EXAMPLE ITEMS Grade 3 Reading, Sem 1



Read the selection and choose the best answer for each question.

The Wind and the Leaves

by George Cooper

"Come, little leaves," said the wind one day,
"Come over the meadows with me and play.
Put on your dresses of red and gold,
For summer is gone, and the days grow cold."

5 Soon as the leaves heard the wind's loud call,
Down they came fluttering one and all.
Over the brown fields they danced and flew,
Singing the soft little songs they knew.

10 Dancing and whirling, the little leaves went;
Winter had called them, and they were content;
Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

7

Read line 3 from the poem.

Put on your dresses of red and gold,

The poet uses this line to show that —

- A the leaves are changing colors
- B meadows dislike wearing clothes
- C leaves have fallen off the tree
- D red and gold are summer colors

EXAMPLE ITEMS Grade 3 Reading Key, Sem 1

Item#	Key	SE	SE Justification
1	C	3.3B	Use context...to determine the meaning of unfamiliar words
2	D	3.9Di	Recognize characteristics and structures of informational text including, the central idea with supporting evidence
3	B	3.9Dii	Recognize characteristics and structures of informational text, including features such as...tables...to support understanding
4	C	3.8B	Explain the relationships among the major and minor characters
5	D	3.6F	Make inferences
6	C	3.8C	Analyze plot elements, including the sequence of events
7	A	3.10D	Describe how the author's use of...figurative language...achieves specific purposes