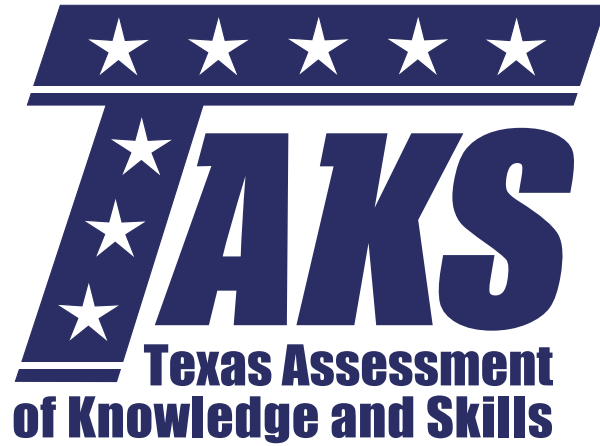


STUDENT NAME _____



**GRADE 3
READING**



READING



DIRECTIONS

Read each selection. Then read each question that follows that selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

SAMPLE

A Rabbit Named Sticks

- 1 Lop-Eared Rabbit Village was on the north edge of a forest. The rabbits who lived there were called lop-eared because their ears drooped down around their faces. They were all very proud of their long, floppy ears. One young rabbit in Lop-Eared Rabbit Village was not so happy. His ears were different. They stood straight up. Everyone teased him and called him Sticks.
- 2 “Be proud. Your grandfather had ears just like yours,” his mother often said to him.
- 3 But Sticks didn’t like looking different. He wanted his ears to be long and floppy like everyone else’s.



S-1 In paragraph 1, which word helps the reader know what the word drooped means?

- proud
- floppy
- young
- different

S-2 What problem does Sticks have in this story?

- His mother doesn’t like his straight ears.
- He wishes that he could be more like his grandfather.
- The other young rabbits in his village are jealous of him.
- He wants to look like the other rabbits in his village.





TARANTULA GIRL

by Tom Owen

1 When a large wolf spider crawled across three-year-old Elizabeth Mulé's car seat, she didn't scream or cry, as many children would have done. She just wanted to learn more about the spider.

2 Young Elizabeth's curiosity led to a genuine interest in spiders. She asked questions about spiders and wanted books about them. By the age of five, just reading about spiders wasn't enough for Elizabeth. She wanted her own tarantula, a type of spider that many people are frightened of.

3 Like many people, Elizabeth's parents were afraid of spiders. They were not sure it was a good idea to get their daughter a tarantula. Elizabeth didn't give up, though. Instead, she began teaching her parents what she had learned about the big spiders. She explained to them that although a tarantula can bite and does have venom, its poison does not kill humans. In fact, most people don't have a bad reaction to its bite.

4 Since her parents were still uncertain, Elizabeth told them more. She explained that tarantulas are actually very delicate. These spiders can easily be hurt and need special care. For example, tarantulas that usually live on the ground should not be kept in a tall cage, because a fall from a high place can kill them. Elizabeth also told her parents that tarantulas are helpful to humans because they eat bugs such as cockroaches.

5 Finally Elizabeth was able to prove to her parents that a pet tarantula would not hurt her. Once her parents were convinced, Elizabeth was allowed to have her first tarantula, which she named Spot. After her parents became used to having a large spider in the house, they let Elizabeth get a second tarantula, which she named Fluffy.

6 Elizabeth was very happy with her pets, but many of her friends thought they were a little scary. Some of her friends didn't even want to play at her house. Elizabeth decided that she needed to teach other people all the interesting things she knew about spiders.

7 First Elizabeth started speaking at elementary schools. She talked about tarantulas and showed the students her own spiders. Then she gave presentations about spiders at

high schools. Soon Elizabeth, with her mother's help, wrote an article about spiders that was put on the Internet. She wanted to teach as many people as possible about tarantulas.

8 Elizabeth continued to study and learn more about tarantulas. Three years after Elizabeth received Fluffy, she was happily surprised when the spider made an egg sac. The egg sac is where baby spiders grow. The kind of tarantulas that Elizabeth owned usually did not have babies when they were kept as pets. Elizabeth watched closely as Fluffy guarded the egg sac.

9 One day Elizabeth noticed that Fluffy had opened the egg sac. The egg sac had gotten wet from Fluffy's water bowl, and Fluffy was eating the dead eggs. Elizabeth was afraid Fluffy might eat some eggs that were still alive, so she took the egg sac from Fluffy's cage. Elizabeth and her mother carefully placed the egg sac in another cage. In a few weeks six spiders hatched from their eggs. Elizabeth put each of the tiny tarantulas into its own baby-food jar. Although she wanted to keep them all, Elizabeth's parents let her keep only two of the baby tarantulas.

10 With her mother's help, Elizabeth wrote a magazine article about hatching the tarantula eggs. When she was eight years old, Elizabeth was invited to appear on television talk shows to show people her tarantulas and share what she had learned about the big spiders. Other people also noticed Elizabeth's interest in tarantulas. In 2003 she was a guest speaker at a meeting of the American Tarantula Society.



Elizabeth and her tarantula

11 Elizabeth Mulé is fearless, but not because she handles spiders. Her courage comes from following her interests, even though other people might think they are strange. She continues to study tarantulas and to ask questions about spiders. And she doesn't let anything stop her from learning more about her favorite creature.

1 Which word from paragraph 3 means about the same thing as venom?

- bite*
- afraid*
- poison*
- reaction*

2 Tarantulas that usually live on the ground should not be kept in tall cages because —

- bugs are found only on the ground
- they don't do well in closed spaces
- they like the warmth of the ground
- falling from a high place can kill them

3 Paragraphs 1 and 2 are mostly about —

- how Elizabeth became interested in spiders
- a spider that crawled near Elizabeth
- why Elizabeth asked questions about spiders
- the tarantula that Elizabeth wanted

4 Before Elizabeth got a tarantula, she had to —

- write articles about tarantulas
- tell her friends about tarantulas
- teach her parents about tarantulas
- give presentations about tarantulas

5 Which words from paragraph 4 help the reader understand the meaning of delicate?

- still uncertain*
- can easily be hurt*
- eat bugs*
- live on the ground*

6 From the article, the reader can tell that tarantulas —

- are not as dangerous as most people believe
- can eat any kind of food
- can kill people with their bite
- live only in very tall trees

7 What is the author's purpose for writing this article?

- To tell the reader about a girl who hatched spider eggs
- To give information about how tarantulas live in cages
- To show what to do if bitten by a tarantula
- To tell about a girl who became an expert on tarantulas

8 Elizabeth took the egg sac from Fluffy's cage because she —

- did not want Spot to be able to hurt the eggs
- wanted to hatch some baby spiders to have as new pets
- did not want Fluffy to eat the eggs that were alive
- wanted to see what would happen if she took care of the egg sac

9 Why was Elizabeth invited to appear on television shows?

- To tell what she had learned about her tarantulas
- To explain how she named her spiders
- To read the article she had written about spiders
- To describe speaking to the American Tarantula Society

10 In paragraph 11, the word fearless means —

- causing fear
- full of fear
- able to fear
- without fear

11 Elizabeth's parents did not like the idea of Elizabeth having a pet tarantula because they —

- did not want any pets in their house
- thought it would not be safe to have a pet tarantula
- did not think she was old enough to have a pet
- thought her friends might be afraid of the tarantula

12 From the article, the reader can tell that Elizabeth —

- knows more about tarantulas than most children her age
- was scared when she appeared on television the first time
- is an excellent speaker in front of large crowds
- wants to write a book about tarantulas

Home in Texas

1 Angelina looked at the calendar and sighed. It was *Cinco de Mayo*, and she was missing one of her favorite holidays. Back at her old home, everyone would be getting ready to celebrate. Angelina wished she were back in Puebla with her friends. She often dreamed of returning to Mexico. Things were so different in Texas. Sometimes she thought she would never get used to it. It was hard to believe that so much had changed in just one year. “May 5 is probably just another day here in Texas,” Angelina said to herself.

2 Angelina thought of the *Cinco de Mayo* parade her family had attended the previous year in Puebla. She remembered how the parade route had looked last year. It was always decorated with beautiful Mexican flags. Each year her family would wake up early and hurry to the parade. If they got there too late, they wouldn’t get a good spot where they could see everything.

3 However, today Papá had gotten the family up early, but it wasn’t for a parade. He had business downtown. Angelina hoped Papá would take the family out for a hamburger later for lunch.

4 Thinking about food made her miss the holiday even more. She knew that many booths were already lining the parade route in Puebla. She wished she could be there eating *mole*. It was her favorite food. She thought of the thick, spicy-sweet sauce spread over chicken. Then she felt even more homesick.

5 At last it was time to go. As Angelina and her parents got into their car, Angelina asked, “What kind of business do you have to do, Papá?”

6 “I just have to see a few people downtown,” he replied. Angelina thought she saw him wink at Mamá.

7 “He probably thinks I’m too young to understand,” she thought.

8 Before long they were making their way through the downtown streets. Angelina thought the streets were unusually crowded. Then she saw a line of people forming on each side of the city's main street. Could it be a parade? "Papá, what is this?" she asked excitedly.

9 "Why, it's the *Cinco de Mayo* parade, of course," he said, laughing. "You didn't think we would miss it just because we moved to Texas, did you?"

10 "I don't understand," Angelina said. "Isn't *Cinco de Mayo* a Mexican holiday?"

11 "Yes, of course," Papá said. "But many families like us have moved from Mexico and now live in Texas. Other Mexican families have been in Texas a very long time. To remember their past, people celebrate *Cinco de Mayo* here, too."



12 Angelina couldn't believe it. Suddenly the whole day seemed brighter. After Papá parked the car, Angelina and her parents found a good spot where they could watch the parade. Soon Angelina heard the boom of a drum and the sounds of a large marching band playing Mexican music. Angelina tapped her foot and nodded her head to the beat. Next came the dancers, followed by a *mariachi* band. The women twirled around in their red, blue, and orange dresses to the band's music. Their full skirts spread straight out as they spun past the crowds of people. The men in their fancy black-and-gold suits danced around the women. One dancer even pulled Angelina from the crowd to dance with him. She had never thought she would have such fun today!

13 After the parade Angelina's family walked across the street to the many booths set up there. The smell of food filled the air. Angelina asked Papá and Mamá to take her straight to a booth that sold *mole*. The *mole* had never tasted so good! While they ate, the family enjoyed listening to a *mariachi* band. Angelina clapped and sang along to her favorite songs as the band played.

14 Angelina's family spent the whole day at the celebration. That night red, green, and gold fireworks flashed brightly against the black sky. The show ended, and it was finally time to leave. Angelina smiled as they walked back to the car. She suddenly felt that Texas was a lot more like home.

13 How do Angelina's feelings about her new home change by the end of this story?

- She wants to move back to Puebla.
- She doesn't like *Cinco de Mayo* parades anymore.
- She thinks *Cinco de Mayo* isn't fun.
- She feels better about living in Texas.

14 In Puebla, why did Angelina and her parents hurry to the parade each year?

- Papá had business there.
- They wanted to visit the food booths early in the day.
- Angelina wanted to help get the parade ready.
- They wanted a good spot where they could watch the parade.

15 What is paragraph 2 mainly about?

- What *Cinco de Mayo* is like in Puebla
- The beautiful flags on the parade route
- The business that Papá has downtown
- The foods people eat for *Cinco de Mayo*

16 Papá tells Angelina that he has business downtown because he —

- doesn't want to take her to the parade
- wants Angelina to be surprised by the parade
- doesn't want Angelina to worry about him
- wants to take Angelina downtown for lunch

17 Use the chart below to answer the question that follows.

Why It Happened		What Happened
Angelina looks at a calendar and sees the date.	➔	Angelina is sad and misses Mexico.
Angelina's father takes the family downtown.	➔	Angelina becomes curious about why people are lining the streets.
_____	➔	Angelina feels more at home in Texas.

Which of the following belongs on the empty lines?

- She sees her favorite food *mole* at a festival.
- She wishes her father would buy the family hamburgers.
- She learns Texas also has a *Cinco de Mayo* celebration.
- She wants to go to Mexico for *Cinco de Mayo*.

18 When Angelina's family arrives downtown, why are the streets so crowded?

- People are gathering to watch the parade.
- People are busy hanging flags around the square.
- Many people have business downtown.
- Many people have moved to Angelina's new town.

19 Which sentence from this story shows that Mamá knows that Papá is taking the family to see the parade?

- Sometimes she thought she would never get used to it.*
- Each year her family would wake up early and hurry to the parade.*
- Angelina thought she saw him wink at Mamá.*
- "He probably thinks I'm too young to understand," she thought.*

- 20** Why does Angelina sigh when she looks at the calendar?
- She doesn't want to help Papá.
 - She has to get up early in the morning.
 - She thinks she is missing a fun holiday.
 - She doesn't want to go downtown.

- 21** What happens right after Angelina and her parents arrive downtown?
- They watch the fireworks.
 - Papá meets with some businesspeople.
 - Her family gets into the car to leave.
 - Angelina sees people lining up for a parade.

- 22** What is Angelina's problem in this story?
- Papá won't let her go to the parade.
 - She has forgotten about *Cinco de Mayo*.
 - She misses her home in Puebla.
 - Papá has to work on a holiday.

- 23** Which word in paragraph 2 means the opposite of the word late?
- hurry*
 - early*
 - always*
 - see*

A Class Pet

- 1 Sammy stared out the classroom window at a bird on the windowsill. He saw a worm squirming in the bird's beak. "Wow!" he whispered as he gazed at the bird eating the worm.
- 2 "Sammy!" his teacher Mr. Maxwell said loudly.
- 3 Sammy jumped and knocked his science book off his desk. Everyone in the class giggled, and Sammy blushed. This was the third time today he had been caught not paying attention to the science lesson. It was just so easy to get distracted when people read aloud from the science textbook!
- 4 It wasn't that Sammy didn't like science. He loved to learn about machines, Earth, and animals. He even thought bugs and plants were great. He wanted to go outside and see how a snake lived. He wanted to watch plants growing from the ground like the class had last month. He just didn't want to read about these things.
- 5 Sammy thought Mr. Maxwell would surely understand. "There was a bird with a worm in its beak . . ." Sammy began. Then he saw the furious look on his teacher's face. Sammy decided that he had better stop talking before Mr. Maxwell became any angrier.
- 6 "Sammy, please come to my desk," Mr. Maxwell said in a way that told Sammy he was in trouble. "The rest of you, please begin your assignment."
- 7 Sammy knew Mr. Maxwell was upset. When he got to his teacher's desk, he blurted out, "I know I'm always in trouble, but I really was thinking about science. Isn't our next unit about the ocean?"
- 8 Mr. Maxwell nodded slowly.

9 “Well, I still remember how neat it was when we went to the aquarium last year,” Sammy said. “What if we got a hermit crab for a class pet? Then we could see something that lives near the ocean.” Sammy waited for Mr. Maxwell’s answer.

10 After a long pause Mr. Maxwell said, “That’s an interesting idea, Sammy. I’ll make a deal with you. As extra homework tonight, write a letter to the principal explaining why a hermit crab would be a good class pet. If I think the letter is good enough, you can give it to Mrs. García. If she agrees to a class pet, I will, too.”

11 That night Sammy spent more than an hour writing, revising, and rereading his letter. A letter to the school principal had to be perfect. When he was finished, the letter read:

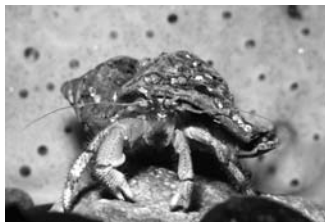
Dear Mrs. García,

I’m in Mr. Maxwell’s class. We study science every day and have a hard time paying attention when we have only the book to teach us. Mr. Maxwell is a good teacher, but I think we would learn even more about science if we could see some real animals, plants, and other things.

Our next unit in science is about the ocean. I have a cousin who has a hermit crab for a pet. From helping him, I learned that they are interesting and are not hard to take care of. And they make quiet pets. They live in hard shells and have neat claws. The class could learn a lot by watching a hermit crab eat.

I think the other kids would love to take turns feeding a class pet. Mr. Maxwell would never have to feed it or clean its tank. That would be our job. This pet would be really great to help us learn about science, too. Can we please have a hermit crab as a class pet?

P.S. This is a picture of my cousin’s hermit crab Bob.



Thank you,
Sammy Rivers

12 Sammy took the letter to Mr. Maxwell the next morning. As Mr. Maxwell read the letter, Sammy stood by quietly. When he finished reading, Mr. Maxwell smiled and said, “O.K., Sammy, you can take your letter to Mrs. García.”

13 Sammy tried not to run down the hallway to Mrs. García’s office. He couldn’t wait to hand the letter to the principal, but Mrs. García wasn’t there. Sammy left the letter with the school secretary and hoped for the best.

14 That afternoon when Sammy came back from music class, he found a note on his desk from Mrs. García. Sammy read the note and then hurried to show it to Mr. Maxwell. Sammy couldn’t keep from grinning as he waited for Mr. Maxwell to say yes.

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- 24** How does Mr. Maxwell most likely feel at the end of the story?
- Hopeful that Sammy will write more letters to the principal
 - Angry at Sammy for staring out the window
 - Disappointed that Sammy did not complete his homework
 - Proud of the good letter that Sammy has written

- 25** The author wrote this story most likely to —
- describe how Mr. Maxwell teaches science units in class
 - explain how to write a perfect letter to the principal
 - tell about a boy who wants to make science class more interesting
 - show how often a boy gets in trouble at school

- 26** The reader can tell that Mrs. García —
- spends a lot of time in her office at school
 - doesn't allow animals in school
 - is afraid of hermit crabs
 - agrees to let the class have a hermit crab

- 27** What is Sammy's class going to learn about during the next science unit?
- The planets
 - Machines
 - Animals
 - The ocean

28 Which of the following is the best summary of the story?

- Mr. Maxwell says that if Sammy wants a hermit crab as a class pet, he must write the principal a letter and ask for her permission. Sammy spends an hour working on his letter.
- Sammy has trouble paying attention in science class. He asks his teacher if his class can get a hermit crab. Mr. Maxwell tells Sammy to write a letter to the principal asking for permission. When Mrs. García agrees, Sammy hurries to tell Mr. Maxwell.
- Mr. Maxwell is upset with Sammy because he is not paying attention. He tells Sammy to write a letter to the school principal. Mr. Maxwell is pleased with Sammy's letter.
- While Sammy's class is reading, he stares at a bird outside the window. Then Sammy gets in trouble for not paying attention. Sammy asks if the class can have a hermit crab.

29 Sammy tries to make his letter perfect because he —

- is writing it to the school principal
- wants his classmates to stop laughing at him
- doesn't want to write another letter for extra homework
- wants to send it to his cousin

30 Sammy wants the class to have a hermit crab for the ocean unit so that —

- he can write a letter to the principal
- learning about science will be more interesting
- the students can learn how to clean its tank
- the class won't have to read from the science book

31 In paragraph 5, the word furious means —

- mad
- interested
- playful
- confused

32 Sammy's letter is mostly about —

- asking permission to get a hermit crab
- why Mr. Maxwell is a good teacher
- a cousin who has a hermit crab as a pet
- how the class has trouble paying attention in science

33 In this story, Sammy's main problem is that he —

- is angry because he has to do extra homework
- has a hard time paying attention during science class
- becomes upset when his classmates laugh at him
- has trouble writing the perfect letter to the principal

34 How does Sammy know about hermit crabs?

- His cousin has one.
- Mr. Maxwell taught a lesson on them.
- He read about them.
- He saw one at the beach last year.

35 How does Sammy feel after he reads Mrs. García's note?

- Curious
- Confused
- Excited
- Silly

36 When Sammy returns from music class, he —

- shows Mr. Maxwell the letter to the principal
- walks down the hallway to the principal's office
- finds a note on his desk from Mrs. García
- leaves his letter with the school secretary

