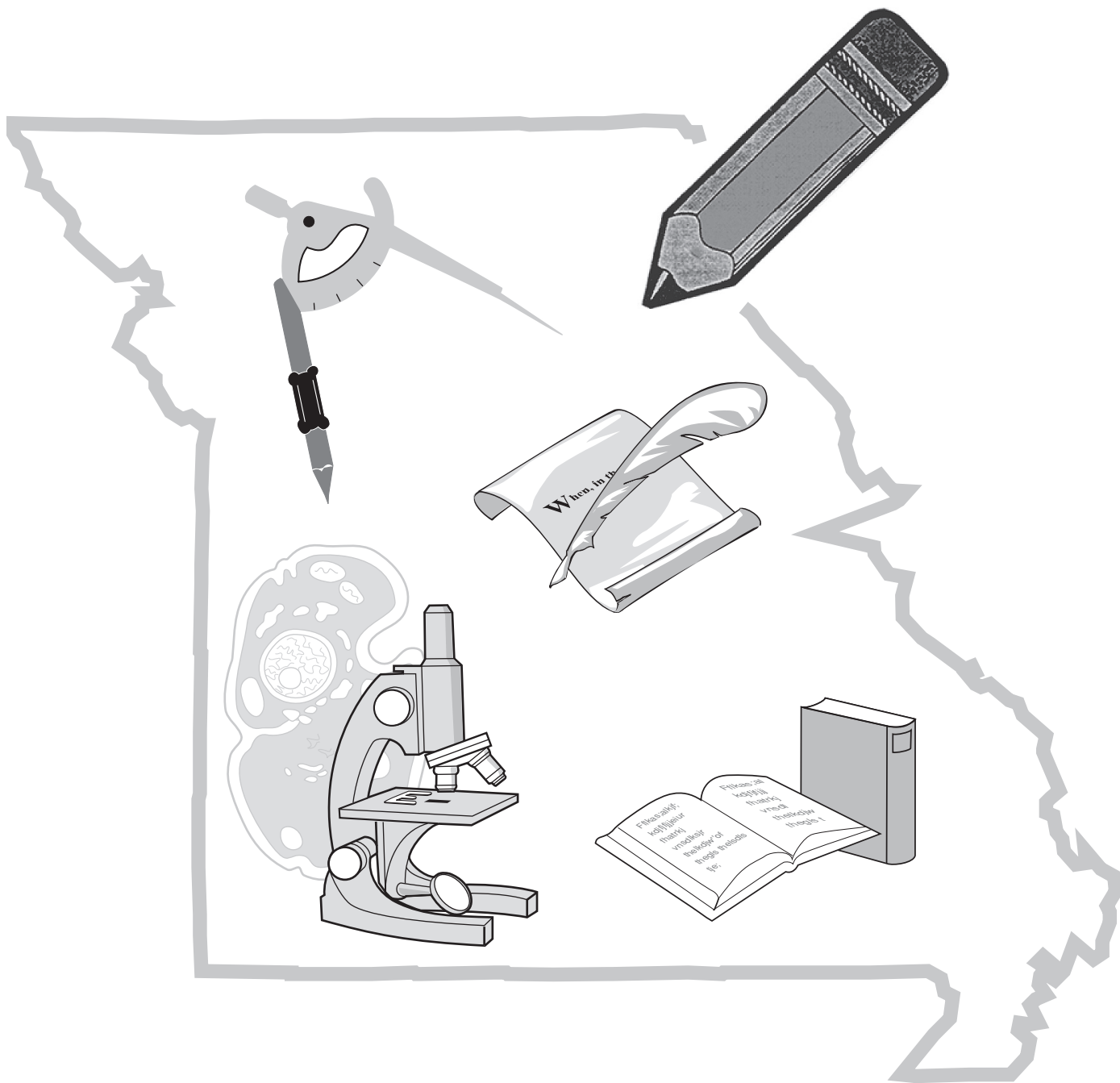


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Missouri Assessment Program

Practice Form Grade 3 English Language Arts



2017–2018

Missouri Department of Elementary
and Secondary Education

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Please use ONLY a Number 2 pencil for this session.

Session 1

English Language Arts

Directions

Now you will be taking the English Language Arts Practice Form. This test has three sessions that contain different types of questions. Today you will take Session 1. This session includes questions based on passages. Be sure to read each passage. Some questions will have answer choices that begin with letters. Circle the letter of each correct answer. Other questions will ask you to write or circle your answers. Read each question carefully and follow the directions. Mark all your answers in your test booklet.

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Lark and Ant

One spring day, Lark began building a nest in the grass beneath an elm tree. As she wove some twigs together, she happily gazed at the nearby meadow. Bright wildflowers dotted the field. They would provide lots of seeds for Lark's family.

Suddenly, Lark felt a pinch.

"Ouch!" Lark hopped backward. She shook her wing and noticed a tiny black ant grasping one of her feathers.

"Excuse me, but I have been trying to get your attention all morning," said Ant. "You will have to move your nest because you have built it on the entrance of my home."

Lark refused to move her nest. She began to see ripples of movement in the green grass. Slowly, an army of ants gathered around Lark's nest. Lark became alarmed.

"You must all leave," Lark demanded in a forceful voice. However, the ants began to object with sharp cries.

The argument woke tired, old Elm. For a moment, he listened silently. Then he shook his leafy head and said:

"It is best for all creatures to live together in peace. Set aside your differences, and let your joys increase."

Instead of listening to Elm's advice, Lark started threatening the ants.

The ants knew that they could not win a battle against Lark. Ant made the decision to move his colony to a grassy hill under a cliff, away from the meadow.

Satisfied, Lark perched on one of Elm's branches.

Elm softly shook his leaves again and said:

"You should have welcomed the ants' busy crowd. There is a silver lining inside of every cloud."

Lark paid little attention to Elm's words. With a flick of her tail feathers, Lark flew off to search for more twigs. It was time to finish her nest.

A year passed. When spring arrived again, Lark eagerly returned to the elm tree to build another nest. Sadly, Lark discovered an uninviting change in the meadow. Many of the wildflowers had vanished.

Lark's eyes widened in disbelief. "What . . . happened to all the blossoms?" she asked Elm.

Go On ►

Quietly, Elm pointed to the grassy hill where the ants lived. It now wore a dazzling crown of flowers. Gently, Elm said to Lark:

“All summer long, the busy ants toil.
They gather seeds and store them in the soil.
Some seeds become their tasty meal,
but some seeds bloom with bright appeal.
Wherever the ants make their home,
flowers appear, looking like a beautiful poem.”

Lark’s shoulders sagged as she listened to Elm’s words. Lark had never realized how much the ants helped her. As she remembered her hasty words, she bowed her head. Perhaps she could aid the ants too.

With a new purpose, Lark glided to the flowery hill. She sang out, calling for Ant. Soon he appeared on a pebble near her feet.

Lark said, “I’m sorry. I owe you my thanks. To repay you, I will always knock some seeds to the ground when I am snacking on a flower.”

Ant smiled and made a generous offer. “You may make your nest in our wildflowers.” Ant preferred to have friends instead of enemies.

Across the field, Elm watched as Lark began building a nest near the ants’ home. He softly shook his leaves and spoke once more:

“It is best for all creatures to live together in peace.
Set aside your differences, and let your joys increase.”

1 Read the sentences from the passage.

She began to see ripples of movement in the green grass. Slowly, an army of ants gathered around Lark’s nest. Lark became alarmed.

Why does the author use the phrase “an army of ants”?

- A. to explain how ants hide from others
- B. to describe the movements of the ants
- C. to create a picture of the number of ants
- D. to compare the actions of the ants to soldiers

2 Which sentences from the passage **best** support the idea that Lark is selfish? Choose **two** answers.

- A. Lark refused to move her nest.
- B. “You must all leave,” Lark demanded in a forceful voice.
- C. “What . . . happened to all the blossoms?” she asked Elm.
- D. Lark’s shoulders sagged as she listened to Elm’s words.
- E. As she remembered her hasty words, she bowed her head.

Go On ►

3

Read the sentences from the passage.

Elm softly shook his leaves again and said:

“You should have welcomed the ants’ busy crowd.
There is a silver lining inside of every cloud.”

Which sentences from the passage explain what Elm means by “a silver lining inside of every cloud”? **Choose three answers.**

- A.** Quietly, Elm pointed to the grassy hill where the ants lived.
- B.** It now wore a dazzling crown of flowers.
- C.** “All summer long, the busy ants toil.”
- D.** “They gather seeds and store them in the soil.”
- E.** “Some seeds become their tasty meal, but some seeds bloom with bright appeal.”
- F.** “Wherever the ants make their home, flowers appear, looking like a beautiful poem.”

4 This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the central message in the passage?

- A.** Accept the advice others have to offer.
- B.** Getting along with others can bring benefits.
- C.** Be demanding to others to get what you want.
- D.** Treat others the way you would want to be treated.

Part B

Which pair of sentences from the passage **best** supports the answer to part A?

Choose one answer.

- A.** "It is best for all creatures to live together in peace. Set aside your differences, and let your joys increase."
- B.** The ants knew that they could not win a battle against Lark. Ant made the decision to move his colony to a grassy hill under a cliff, away from the meadow.
- C.** Lark paid little attention to Elm's words. With a flick of her tail feathers, Lark flew off to search for more twigs.
- D.** "You may make your nest in our wildflowers." Ant preferred to have friends instead of enemies.

Go On ►

Visiting National Parks

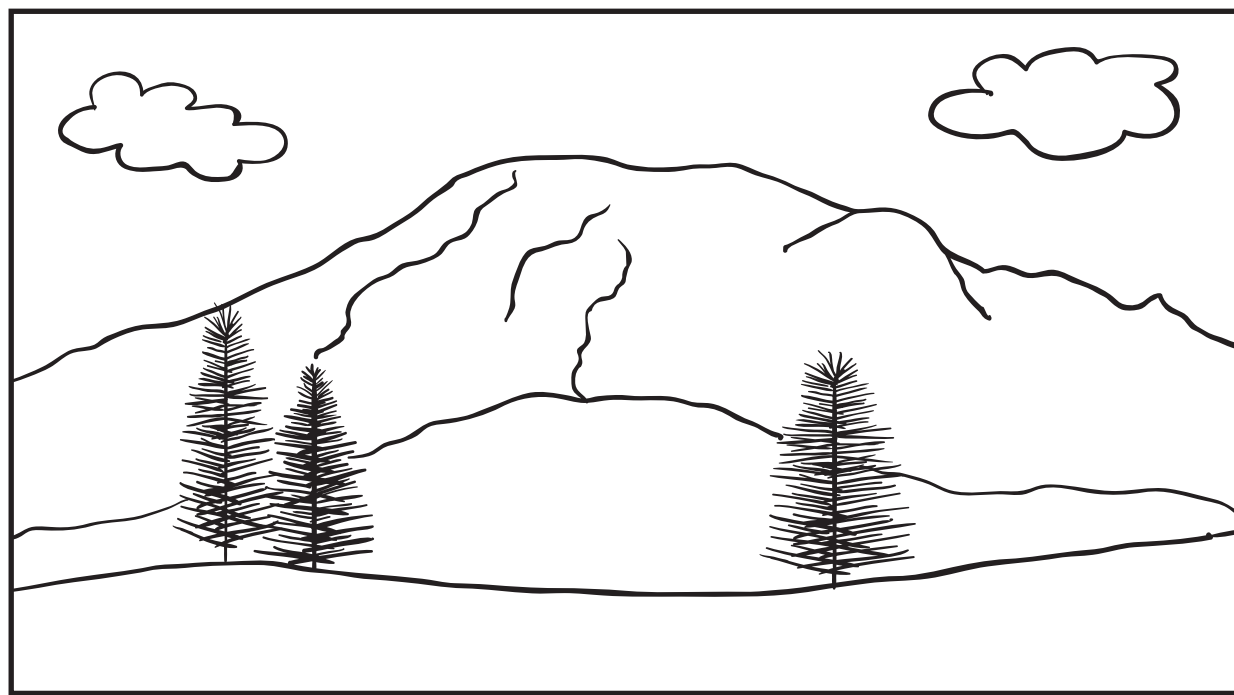
July 8:

Hi! I'm Lucas. Welcome to my blog. This summer, my family and I are visiting national parks.

I never knew what a national park was until we started planning our trip. My dad explained that the government sets aside land to make the parks. The animals, plants, and land of the park are protected. I think this is great!

Today we arrived at Mount Rainier in Washington state. I could see the mountain rising in the distance when we were miles away. The peak of the mountain had snow on it. My mom explained that it is always cold and snowy on top because the mountain is very high.

Mount Rainier



We started hiking through a meadow. The grass and flowers seemed to stretch for miles. As we got closer to the mountain, there were more trees. It was cool and still under the trees.

The higher we climbed the steeper the trail became. I had to rest because I was out of breath. I saw two mountain goats along a rocky cliff. These amazing animals have special hooves that grip rocks.

Bradley trained Tiger every day. Holding a treat in one hand, he clicked. When Tiger came, Bradley commanded, "Shake." As Tiger lifted his paw to get the treat, Bradley shook his paw before giving him the Fishy Delight.

"See," Bradley crowed, "Tiger is learning to shake."

"Yes," agreed Mona, "but he still has not figured out how to get Fluffy off my lap so he can be petted." She stood up and set Fluffy on the floor. "I'll feed them if you will get water." She got a bag of crunchy cat food from the cupboard. Hearing the sound of kibble landing in the bowl, Fluffy raced to get some, while Tiger just watched.

Bradley trained Tiger with the clicker daily. "I really think he will jump through a hoop someday," he told Mona. "He loves treats."

"And Fluffy loves the kibble," said Mona. "She always gets to the bowl first, but neither cat eats it all. They always leave some for later."

"I have an idea," said Bradley.

Kibble clinked into the bowl, and Fluffy jumped and ran like a bolt of lightning. Tiger scrambled from behind the chair, jumped to Mona's lap, and snuggled down.

Fluffy chomped kibble, then strolled back toward the couch. Seeing Tiger in Mona's lap, she turned and stormed away.

Bradley laughed. "Fooled Fluffy, didn't we, Tiger?"

Tiger purred.

Bradley continued training Tiger. Mona and Bradley were amused that whenever Bradley poured kibble while Fluffy was on Mona's lap, Fluffy would jump down, and Tiger would take advantage of the opportunity to leap up.

One afternoon, Bradley was reading a book when he heard kibble rattling and saw Tiger pawing the cat dish.

Fluffy sprang from Mona's lap as Tiger streaked from the dish and hurtled onto Mona's lap.

Both children hooted with laughter. "Tiger is not only a good learner," Bradley said. "He has found a way to trick Fluffy too."

9 Which sentence gives the **best** description of Bradley based on his actions in the passage?

- A.** He wants to take care of others.
- B.** He gets in a hurry and loses patience.
- C.** He wants to impress the people around him.
- D.** He stays focused and works to reach a goal.

10 What does Tiger learn through his training with Bradley? **Choose two answers.**

- A.** to jump onto the sofa
- B.** to push Fluffy off Mona's lap
- C.** to save some of his food for later
- D.** to fool Fluffy by rattling the kibble bowl
- E.** to come out when he hears a specific sound

11 Which sentence from the passage **best** supports the idea that Tiger is clever?

- A.** Fluffy chomped kibble, then strolled back toward the couch.
- B.** Seeing Tiger in Mona's lap, she turned and stormed away.
- C.** Bradley laughed.
- D.** "Fooled Fluffy, didn't we, Tiger?"
- E.** Tiger purred.

12

This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the central message of the passage?

- A. Cats need human attention.
- B. Brothers and sisters learn from one another.
- C. Cats can learn skills with direction and practice.
- D. Brothers and sisters help each other with chores.

Part B

Which evidence from the passage supports the answer to part A?

- A. "You can't teach Tiger tricks," Mona said to her brother Bradley.
- B. "Pretty soon, he will come when he hears the clicker," Bradley said. "Then I can teach him another trick."
- C. "I think he wants to get up on my lap like Fluffy does," said Mona.
- D. "I'll feed them if you will get water." She got a bag of crunchy cat food from the cupboard.

Go On ►

Chocolate Chip Cookies

A Sweet History

Americans love cookies. Each person in the United States eats about 19,000 cookies in his or her lifetime. That is a lot of cookies! Chocolate chip cookies are a favorite for many people. You probably know what they taste like. Do you know their story?

We know that chocolate chip cookies were invented by Ruth Wakefield. She ran the Toll House Inn. It is in the state of Massachusetts. She was very good at baking. Ruth's inn was well known for its tasty desserts.

There are different stories about how the cookies were invented. Some say that Ruth used chocolate chips when she ran out of baking chocolate. Others claim she added the chips because she ran out of nuts. Another story says the chocolate chips spilled into the cookie dough by accident. Some people believe she came up with the recipe by testing many ideas. She then used her baking skills to find the perfect recipe.

We may never know the true story of how chocolate chip cookies were created. We do know that Ruth's recipe appeared in a cookbook in 1938. The following year, she sold her Toll House cookie recipe to a chocolate company. As payment, she received one dollar. She was also given a lifetime supply of chocolate chips.

- 5 In the 1950s, companies began to sell chocolate chip cookie dough. The dough simply needed to be baked at home. This made making fresh-baked cookies at home easier.

The first boxes of chocolate chip cookies were sold in stores in 1963. In the 1970s and 1980s, cookie stores opened across the country. People could not resist the smell of freshly baked chocolate chip cookies. By the mid-1980s, there were over 1,200 cookie stores in the United States. Chocolate chip cookie dough ice cream became popular at this time.

Here are some fun chocolate chip cookie facts:

- In 1997, Massachusetts made the chocolate chip cookie the Official State Cookie. The idea of honoring the cookie was suggested by a third-grade class.

- The first chocolate chip cookie Ruth Wakefield made was only about the size of a quarter.
- The original Toll House cookie recipe can still be found on chocolate chip bags today.

Now you know more about these famous cookies. Are you hungry for chocolate chip cookies yet? Keep reading for an easy cookie recipe you can make yourself!

No-Bake Chocolate Chip Cookies

Try this variation of an old favorite recipe. These cookies are very easy to make and taste good too. This recipe takes only 10 minutes to prepare.

Ingredients needed:

- 1 $\frac{1}{2}$ cups oatmeal
- $\frac{1}{2}$ cup chocolate chips
- $\frac{1}{4}$ cup butter
- $\frac{1}{4}$ cup milk
- 1 teaspoon vanilla
- 1 cup sugar

How to make:

1. Wash your hands.
2. Add oatmeal and chocolate chips to a mixing bowl. Stir together.
3. Add butter, milk, vanilla, and sugar to a microwave-safe bowl. Heat in the microwave until butter is melted (about 1 minute).
4. Add the wet ingredients to the dry ingredients. Mix well.
5. Drop spoonfuls of the mixture onto a cookie sheet. Allow them to become firm.
6. Once the cookies are ready, eat and enjoy!

Tip: Put the cookies in the freezer to harden them faster. Keep them fresh longer by storing them in the freezer too.

Go On ►

13 Which sentences from “**A Sweet History**” contain an opinion?
Choose two answers.

- A.** Americans love cookies.
- B.** It is in the state of Massachusetts.
- C.** She was very good at baking.
- D.** There are different stories about how the cookies were invented.
- E.** She was also given a lifetime supply of chocolate chips.

14 **This question has two parts. First, answer part A. Then, answer part B.**

Part A

What is the purpose of “**A Sweet History**”?

- A.** to inform the reader about why there is a chocolate chip cookie recipe on the chocolate chip package
- B.** to explain to the reader why chocolate chip cookies are so well liked by American people
- C.** to explain to the reader the reason chocolate chip cookies taste good
- D.** to inform the reader about the story of chocolate chip cookies

Part B

Which sentence from “**A Sweet History**” **best** supports the answer to part A?

- A.** Chocolate chip cookies are a favorite for many people.
- B.** We know that chocolate chip cookies were invented by Ruth Wakefield.
- C.** People could not resist the smell of freshly baked chocolate chip cookies.
- D.** The original Toll House cookie recipe can still be found on chocolate chip bags today.

15 Which details from “**No-Bake Chocolate Chip Cookies**” support the idea that the recipe is easy to make? **Choose two answers.**

- A.** The recipe is not an original.
- B.** The recipe does not require baking.
- C.** The recipe uses wet and dry ingredients.
- D.** The recipe takes ten minutes to prepare.
- E.** The recipe requires measuring ingredients.

16 How are paragraph 5 of “**A Sweet History**” and the information in “**No-Bake Chocolate Chip Cookies**” similar?

- A.** Both provide steps for making cookies.
- B.** Both provide tips to make tastier cookies.
- C.** Both explain simple ways to make cookies.
- D.** Both explain an older method for making cookies.

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Session 2

English Language Arts

Directions

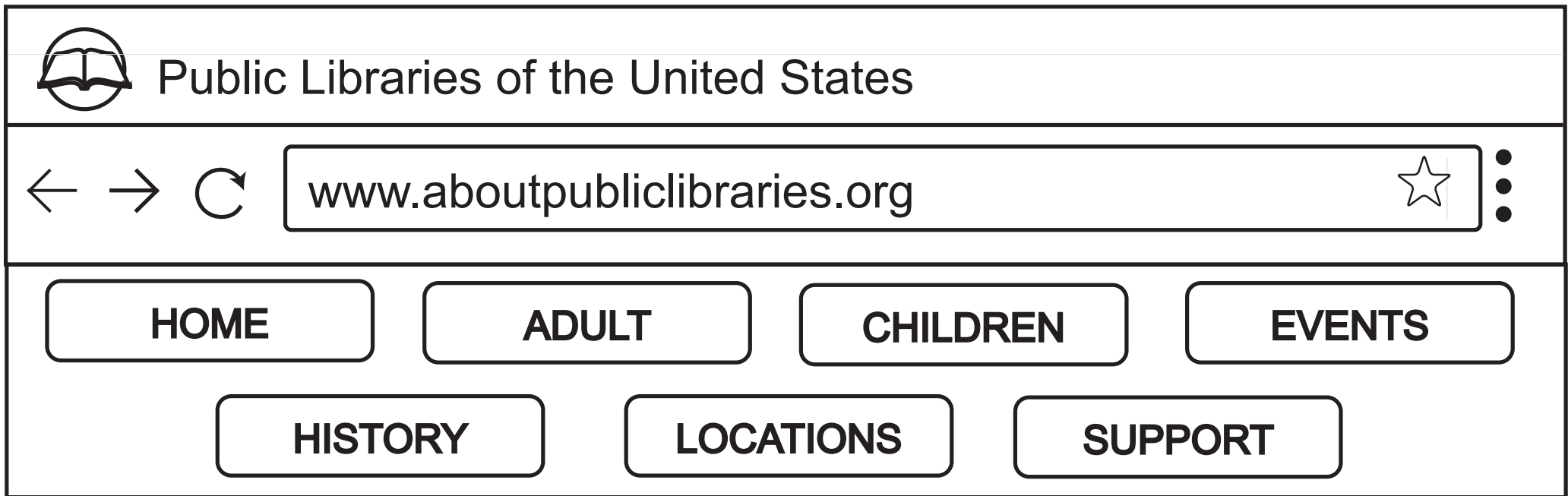
Now you will be taking Session 2 of the English Language Arts Practice Form. This session includes different types of questions. Some questions will have answer choices that begin with letters. Circle the letter of each correct answer. Other questions will ask you to write or circle your answers. Read each question carefully and follow the directions. Mark all your answers in your test booklet.

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1

A student is writing a report about the first public library in the United States. The student found a website about public libraries.



Which button on the website should the student choose to find the most useful information about the research topic?

- A. Events
- B. History
- C. Locations
- D. Support

Go On ►

2

A student is writing a research paper about how writers come up with ideas for their books.

Read this section from an interview with an author. Choose one piece of information that supports the student's topic.

- A. Interviewer:** What was your childhood like?
- B. Author:** I was born on a small farm in Ohio where I had to do many chores.
- C. Author:** I took the bus to school just like many children.
- D. Interviewer:** How do you decide what to write about?
- E. Author:** I always have a notebook, and I take notes on what I see, whether I am at a park or at a grocery store.
- F. Interviewer:** What is your next book about?
- G. Author:** The book is about a neighborhood pet show with some very unusual pets.
- H. Author:** It comes out in October.

3 A student is writing a research report about honeybees. The student is using a chart to organize the notes taken.

Mark one X next to each note in the chart. Put each X under the correct heading.

Note	Appearance	Job	Type
four wings			
collect food			
lay eggs			
golden stripes			
turn pollen into honey			
six legs			
queen bees			
worker bees			
black and yellow			
male drones			
build and protect hives			

Go On ▶

4

A student is planning a research report about the history of newspapers. Which sources would provide the most useful information? Choose two answers.

- A. a website titled www.build-a-newspaper.com
- B. a book titled The Mystery of the Old Newspaper
- C. a nonfiction book titled How Modern Newspapers Came to Be
- D. a magazine article titled "What's that Old Newspaper Worth?"
- E. a chapter from a book about publishing titled "Newspapers through the Years"

5 Read the paragraph.

Being the president of the United States is an important job. To be the president, a person needs to be an American citizen from birth. The person needs to have lived in the United States for at least 14 years and needs to be at least 35 years old. The person also needs to be elected by the people of the United States. The president of the United States has many important duties. The president signs laws and leads not only the people of the United States but the armed forces as well. The president also has to work with leaders from around the world to solve many different types of problems.

A student is sorting her notes for a research report about the president of the United States. Read her notes in the Answer Bank. Write the student's notes under the correct headings in the chart.

What is required to become the president?	What are the duties of the president?

Answer Bank

signs laws

at least 35 years old

leads the armed forces

a citizen of the United States since birth

has lived in the United States for at least 14 years

works with leaders from other countries to solve problems

Go On ▶

6

Read the paragraph from a student's draft. Circle the two sentences that do not support the main idea of the paragraph.

The sun is a great big ball of gasses that is actually a star. The sun is a part of so many children's stories. It is 93 million miles away from Earth. However, the warmth of the sun does make people happy. The sun is part of the same solar system as Earth.

7

Read the draft paragraph.

Our school is getting a salad bar. _____ Students will have more lunch choices. The salad bar will help students meet their daily requirements of vegetables. It will be a good addition to the cafeteria.

Which sentence **best** supports the topic?

- A.** It will increase the cost to run the cafeteria.
- B.** It will offer many healthy vegetables for lunch.
- C.** Students will volunteer to clean the salad bar after lunch.
- D.** Students will bring salad from home to eat in the cafeteria.

- 8** A student is planning to write a story about something that happened at the playground. The student needs to put the story details in order. Write the numbers 1–4 on the blank lines to show the correct order of the story details.

Order	Story Details
_____	We called the number on the kitten’s collar and the owner came to get the kitten.
_____	We heard some meowing sounds coming from under the slide.
_____	Mom and I went to play on the playground.
_____	We discovered a kitten under the slide.

- 9** A student is writing a report for his class. The student wants to include information that is useful to other students in class. Circle the sentence that should be changed to fit the student’s audience.

Do you like to exercise? Walking is an exercise almost everyone should do. It can be done anywhere—indoors or outdoors. Try walking on your way to work. Walking improves muscle strength and causes almost no injuries. Get outside and walk.

Go On ►

- 10** Read the paragraph. Choose the two sentences in the Answer Bank that best complete the story. Write the letter of each of your choices on the correct blank line in the paragraph.

Each summer Marco and Jill liked to go fishing at the pond on their grandparents' farm. On this particular summer day, something very unexpected happened. _____ Before too long, there was a tug on the fishing line. Jill started to pull it in and then saw a huge turtle—not a fish! _____ The fishing line became loose, and when they reeled in the line, the hook was still in place. The turtle happily swam away.

Answer Bank

- A. Marco helped her hold on to the fishing rod.
- B. Marco and Jill were hoping it would not rain.
- C. Marco and Jill were out by the water waiting for a fish to bite.
- D. Marco enjoyed fishing more than Jill, but she agreed to join him.
- E. Marco and Jill had really enjoyed school this past year and looked forward to the summer.

- 11** Read the sentences. Circle the correct verb for each sentence.

Wheat and corn (grow / grows) in the farm fields. The garden (has / have) carrots and green beans.

- 12** Read the sentences. Circle the two complete sentences.

Fruits and vegetables. Are healthy snacks for all kids. These can include apples and carrots. Need to eat many servings each day. They give us vitamins.

13 Read the sentences.

Jon and Linn went to the movie. _____ enjoyed the movie.

What is the correct pronoun to use in the blank?

- A. He
- B. Them
- C. They
- D. We

14 Read the sentences. Circle the correct underlined words to complete the sentences.

Bella has been playing the piano (longer / longest) than her brother Navarro. She believes that she plays (better / best) than Navarro and that playing the piano is (more fun / most fun) than just about anything.

15 Read the sentences.

Students voted on a song to sing at the special event. The song they chose is named _____.

Which song title is capitalized correctly?

- A. "The Sunny Side Of The Road"
- B. "The Sunny Side of the Road"
- C. "the Sunny Side of the Road"
- D. "the Sunny Side of the road"

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Session 3

English Language Arts

Directions

Now you will be taking Session 3 of the English Language Arts Practice Form. This session includes different types of questions based on presentations. Some questions will have answer choices that begin with letters. Circle the letter of each correct answer. Other questions will ask you to write or circle your answers. Read each question carefully and follow the directions. Mark all your answers in your test booklet.

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Listen to the presentation. Then answer the questions.

The “W” Rule

- 1** After listening to the presentation, which question could listeners answer?
- A.** What are the four “W” rules?
 - B.** Why do weeds grow in gardens?
 - C.** Which “W” rule is the most important?
 - D.** Where do you get seeds for tomato plants?
- 2** Which question would **best** start a discussion about Marco’s feelings about gardening?
- A.** Which rule does Marco dislike?
 - B.** Which tool does Grandpa show Marco?
 - C.** Why does Marco enjoy eating tomatoes?
 - D.** Why does Grandpa ask Marco to read the plant tags?
- 3** After listening to the presentation, which question could listeners ask that would **best** help them understand how to use a carpenter’s ruler?
- A.** How old is the ruler?
 - B.** Which person has the ruler?
 - C.** What does the ruler look like?
 - D.** Where can a person buy the ruler?

Go On ►

Listen to the presentation. Then answer the questions.

The Story of America's Flag

- 4** Complete the table using the sentences in the Answer Bank. Put the correct steps of flying the flag outside a home, school, or business in the correct order by writing them in the table. **One sentence in the Answer Bank will not be used.**

Guidelines for Flying the Flag	
Step 1	
Step 2	
Step 3	

Answer Bank

Raise the flag quickly in the morning.

Attach the flag to the pole outside.

Salute the flag when it is flying.

Slowly lower the flag and fold it.

- 5** Which details from the presentation support the idea that Robert Heft took great care in preparing the American flag? **Choose two answers.**
- A.** He used a special thread.
 - B.** He took time to arrange the stars.
 - C.** He counted the number of states.
 - D.** He created a nicely organized pattern.
 - E.** He worked closely with the government.
- 6** Why are there still thirteen stripes on the flag?
- A.** to show states have been added
 - B.** to keep it from getting too large
 - C.** to match the number of stars
 - D.** to represent the first states
- 7** What was the result of Francis Scott Key writing a poem about the flag during a battle?
- A.** It became our national song.
 - B.** It sparked the design for the flag.
 - C.** It led to the flag being flown on ships.
 - D.** It explained how to raise and lower the flag.

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