Ohio Department of Education

Student Name _____

Ohio's Assessment System

STOP

Do not place student label in space below. Place on back cover.

Reading Achievement Test

Fall 2004

This test was originally administered to students in the fall of 2004. This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.

7/05

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Acknowledgments

Selection 1: Ring! Ring!
Excerpt from *Rockin' Reptiles* by Stephanie Calmenson and Joanna Cole. Used by permission of Harper Collins Publishers.

Selection 2: Rabbits, Rabbits and More Rabbits
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Selection 3: The Red Woolen Blanket
Copyright © by Bob Graham.

Selection 4: Smell
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Directions:

Today you will be taking the Ohio Grade 3 Reading Achievement Test. This is a test of how well you understand what you read. The test consists of vocabulary questions and reading selections followed by questions about each reading selection. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each reading selection to understand what it is about. You may look back at the reading selection as often as necessary.

2. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.

3. When you write your answers, write them neatly and clearly in the space provided.

4. When you are asked to select the answer, make sure you fill in the circle next to the answer. Mark only one answer.

5. If you do not know the answer to the question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your test booklet.

6. If you finish the test early, you may check over your work. When you are finished and your test booklet has been collected, you may take out your silent work.

Directions: Carefully read each question. Fill in the circle next to the correct answer.

1. **She's** the principal of the school.

   She's is a contraction for which words?

   - ○ A. She was
   - ○ B. She is
   - ○ C. She knows

2. The boys were **unable** to reach the cookies.

   What does **unable** mean in this sentence?

   - ○ A. very able
   - ○ B. not able
   - ○ C. somewhat able

3. What word is a synonym for **stop**?

   - ○ A. skip
   - ○ B. end
   - ○ C. leave

4. What word is an antonym for **noisy**?

- ○ A. drum
- ○ B. praise
- ○ C. quiet

5. Which definition of **good** is used in the sentence below?

good (gŏŏd)	*adj.* 1. excellent, fine *adj.* 2. kind, friendly *adj.* 3. well behaved, proper

That movie was really **good**, so I think you should see it.

- ○ A. definition 1: excellent, fine
- ○ B. definition 2: kind, friendly
- ○ C. definition 3: well behaved, proper

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Ring! Ring!

from "Rockin' Reptiles" by Stephanie Calmenson and Joanna Cole

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Directions: Use the selection to answer questions 6 – 11.

7. How do Amy and Allie feel when they see their new neighbor?

- ○ A. confused
- ○ B. disappointed
- ○ C. excited

9. At the end of the reading selection, Allie, Amy and Gracie finally meet. Do you think that the three girls will become friends?

_____

Use three details from the selection to support your answer.

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

11. What do Amy and Allie notice about the way Gracie looks?

- ○ A. Gracie has long hair.
- ○ B. Gracie has bright eyes.
- ○ C. Gracie has braces.

Rabbits, Rabbits and More Rabbits

by Gail Gibbons

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Word Bank

descendants—coming from the same parents or ancestors

domestic—tame

nurses—to feed babies

Directions: Use the selection to answer questions 12 – 20.

12. What is the author's purpose for writing this reading selection?

- ○ A. to entertain
- ○ B. to list directions
- ○ C. to inform

13. All tame rabbits come from

- ○ A. European common rabbits.
- ○ B. cottontail rabbits.
- ○ C. Antarctica rabbits.

14. Show how kits grow by completing the chart below.

Kit Growth Chart

Week	Description
Birth	Kit's eyes are closed, and they don't have any fur.
One Week	_____ _____
Two Weeks	Kits leave the nest.
Six Months	_____ _____

15. Antarctica is the only place where wild rabbits

- ○ A. do not live.
- ○ B. do not have long fur.
- ○ C. live longer than tame rabbits.

17. Which food will a rabbit eat?

- ○ A. chicken
- ○ B. lettuce
- ○ C. honey

18. Rabbits depend on their senses is an important idea from the reading selection.

List four details from the selection to support this idea.

A. _____

_____

B. _____

_____

C. _____

_____

D. _____

_____

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The Red Woolen Blanket

by Bob Graham

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Directions: Use the selection to answer questions 21 – 29.

22. What are two things Julia comes home with from the hospital?

A. _____

_____

B. _____

_____

23. The reading selection takes place over

○ A. a month.
○ B. a year.
○ C. several years.

24. How is Julia's blanket different from Billy's?

- ○ A. Her blanket is cotton.
- ○ B. Billy's blanket is green.
- ○ C. Her blanket is very small.

25. Why does Julia's father compare her to an egg?

- ○ A. She is shaped like an egg.
- ○ B. She doesn't have any hair.
- ○ C. She is a small baby.

26. Use the reading selection to write four events in the order that they happened.

A. _____

_____

B. _____

_____

C. _____

_____

D. _____

_____

27. Where does the last part of the reading selection take place?

- ○ A. at the hospital
- ○ B. at Julia's house
- ○ C. at Julia's school

28. Why does Julia bring her blanket to school on the first day?

- ○ A. The blanket is red and pretty.
- ○ B. The blanket makes her feel safe.
- ○ C. The blanket helps her sleep.

29. What do you think Julia says about her blanket when she gets home from her first day of school?

- ○ A. I will need a new red blanket.
- ○ B. I like Billy's blanket more than mine.
- ○ C. I don't need my blanket anymore.

Directions: Read the selection.

Smell

by Mandy Suhr

Close your eyes and sniff the air. What can you smell?

There are thousands of different kinds of smells. Some smells are sweet . . . and some smells are stale. Some things are nice to smell . . . but some are not so nice! Some smells can make you feel hungry. But sometimes, being able to smell is not such a good thing!

Smells are made of tiny **particles.** They float in the air and are so small that you can't see them. When you breathe, these tiny particles go into your nose. They **cling** to the sticky mucus that is inside your nose.

Under the **mucus** are special **smell detectors.** They collect the particles. The particles stick to the smell detectors, which send messages to your brain. These messages help your brain to figure out what kind of smell you are smelling.

Reading

All your senses work together, but smell and taste are special partners. When you smell something, it helps you to figure out what the taste will be like. When you have a cold, you can't smell very well. This is because your nose is blocked. Often you can't tell what things taste like either.

Some animals are really good at smelling. Dogs can find things just by smelling the **scent** that is left behind where something or someone has been. This is why dogs are often used to help find missing people.

Being able to smell can sometimes warn you of danger. Often you can smell things you might not be able to see, like gas or something burning.

What is your favorite smell?

Word Bank
cling—to hold together
mucus—sticky stuff produced especially by mucous membranes (as of the nose and throat), that moisten and protect
particles—pieces
scent—a smell
smell detectors—something that senses different smells

Directions: Use the selection to answer questions 30 – 36.

30. Use information from the reading selection to decide which sentence about smells is true.

- ○ A. There are many different kinds of smells in the air.
- ○ B. People are as good at smelling things as dogs are.
- ○ C. People can smell only the things that they can see.

31. This sentence is from the selection.

"Some smells are **sweet** . . ."

Which word is an opposite of **sweet**?

- ○ A. sour
- ○ B. clean
- ○ C. old

32. Number the steps of the smelling process in the order that they happen.

____ Particles go into the nose.

____ Messages go to the brain.

__1__ Smell particles float in the air.

____ Particles cling to the sticky mucus.

33. Sometimes you can tell that something will taste bad before you taste it.

Which detail from the reading selection might explain the reason for this?

- ○ A. Smells are made of tiny particles that float in the air.
- ○ B. Taste and smell work together as special partners.
- ○ C. Sometimes you can smell something that you cannot see.

34. How do smell and taste work together when you eat a piece of cake?

- ○ A. Tasting cake helps you eat it.
- ○ B. Smelling cake helps you taste it.
- ○ C. Eating cake helps you smell it.

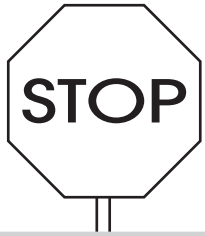
35. This is a paragraph from the selection.

"Some animals are really good at smelling. Dogs can find things just by smelling the scent that is left behind where something or someone has been. This is why dogs are often used to help find missing people."

Which question does the paragraph answer?

- ○ A. How can dogs help the police?
- ○ B. How can dogs help blind people?
- ○ C. How can dogs pull heavy sleds?

36. Use information from the reading selection to complete the sentence.

Smells can warn you of dangers such as _____ or

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