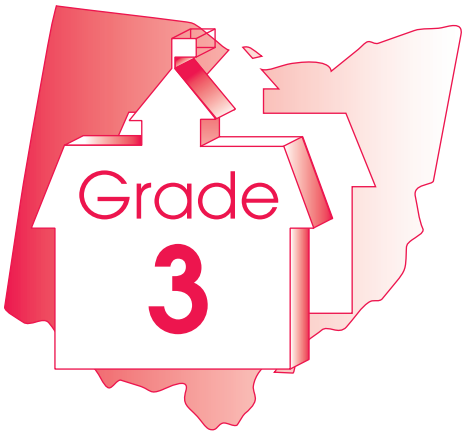
Ohio | Department of Education

Student Name _____

Ohio Achievement Tests



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Reading

Student Test Booklet

October 2009

This test was originally administered to students in October 2009.

Not all items from the October 2009 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11:4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as public record.

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.

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Acknowledgments

Reading

Selection 1: The Giant Who Threw Tantrums

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Selection 2: Seven Weeks on an Iceberg

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SERIAL #

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 carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.

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 using a pencil.

4. When you answer a multiple choice question, make sure you fill in the circle next to the answer. Mark only one answer.

5. If you do not know the answer to a 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 Student Test Booklet.

6. If you finish the test early, you may check over your work. When you are finished and your Student 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. **You've** seen many animals today at the zoo.

   You've is a contraction for

   ○ A. you had.
   ○ B. you did.
   ○ C. you have.

2. Which meaning of **bow** is used in the following sentence?

   A sailor stood on the **bow** and looked for land.

   ○ A. the front part of a boat or a ship
   ○ B. a bending of the body used to show respect
   ○ C. a special stick used to play a stringed musical instrument

Items 3–5 have not been slated for public release in 2010.

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R Reading

Directions: Read the selection.

The Giant Who Threw Tantrums

by David L. Harrison

At the foot of Thistle Mountain lay a village.

In the village lived a boy. One Saturday afternoon he was walking in the woods when a giant came stamping down the path.

The giant banged his head against a tree.

Yanking up the tree, he whirled it around and knocked down twenty-seven other trees.

The boy hurried home.

"I just saw a giant throwing a tantrum!" he told everyone.

"There's no such thing as a giant," the mayor assured him.

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SERIAL #

"He knocked down twenty-seven trees," said the boy.

"Must have been a tornado," the weatherman said.

The next Saturday afternoon the boy again went walking.

Soon the same giant came storming down the path.

Throwing himself down, he pounded the ground with both fists.

Scowling, the giant puckered his lips into an "O."

He drew in his breath sharply. It sounded like somebody slurping soup.

The boy hurried home.

"That giant's at it again," he told everyone. "He threw such a tantrum that the ground trembled!"

"Must have been an earthquake," the police chief said.

The next Saturday afternoon the boy again went walking. Before long the giant came down the path. He puckered his lips into an "O." He drew in his breath sharply. "Phooey!" he cried. "I *never* get it right!"

"All I want is to whistle," he sighed.

"I know what you're doing wrong," the boy said.

The giant leaned down.

"Tell me," he begged.

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"You have to stop throwing tantrums," the boy told him.

"I promise!"

"Pucker your lips . . .," the boy said. "Then blow."

The giant puckered his lips into an "O." He blew. Out came a long, low whistle. It sounded like a railway engine. The giant smiled.

"You're a good friend," the giant said.

The boy **seldom** saw the giant after that. But the giant kept his promise.

"We never have earthquakes," the mayor liked to say.

"Haven't had a tornado in ages," the weatherman would add.

Now and then they heard a long, low whistle somewhere.

"Must be a train," the police chief would say.

Word Bank
scowling — frowning angrily
seldom — not often

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

6. Which sentence best describes the giant?

   - ○ A. He is proud because he will not take help from the boy.
   - ○ B. He is patient because he stays calm when he has trouble whistling.
   - ○ C. He is honest because he keeps his promise to stop throwing tantrums.

7. Why does the giant throw so many tantrums?

   - ○ A. He wants to scare the village.
   - ○ B. He wants the boy to visit him.
   - ○ C. He wants to learn to whistle.

8. This sentence is from the selection.

   " `**There's** no such thing as a giant,' the mayor assured him."

   There's is a contraction for which words?

   - ○ A. There is
   - ○ B. There was
   - ○ C. There are

9. How does the giant feel at the end of the selection?

_____

Support your answer with information from the selection.

_____

10. How are the mayor, the weatherman and the police chief alike?

- ○ A. They all blame the problems on tornados.
- ○ B. They all believe the boy's story about the giant.
- ○ C. They all are wrong about the giant.

11. What is a theme of this story?

- ○ A. If you have a problem, accept help.
- ○ B. To get what you want, you need a plan.
- ○ C. Being greedy will get you into trouble.

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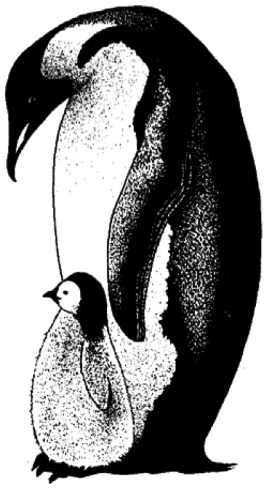
SERIAL #

Directions: Read the selection.

Penguins

from "Seven Weeks on an Iceberg" by Keith R. Potter



Antarctica is the land around the South Pole. It is one of the seven continents. It is mostly covered in ice. In the winter, which is long and dark, Antarctica is very, very, very cold. In the short summer, when the sun never sets, it is just very, very cold.

In fact, Antarctica is the coldest place on the planet.

No human beings live in Antarctica except for a few brave scientists. But plenty of interesting animal beings do live here . . . particularly penguins!

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All penguins have thick black feathers on their backs and thick white feathers on their fronts. These feathers are thick and oily, which helps make them waterproof.

Underneath these feathers is a layer of soft down. Underneath that is a healthy layer of penguin fat.

Penguins spend about half their lives on land. Penguins come ashore for two reasons: to raise families and to molt.

Molting is when penguins shed old feathers and grow new ones. All of Antarctica is covered in old penguin feathers.

Penguins cannot swim in the cold sea without a full set of waterproof feathers to keep them warm. It takes two to four weeks to grow a new coat of feathers.

During that time, penguins do not eat. Instead, they live off fat that they have **stored** in their bodies.

Penguins like to eat fish, shrimp, squid, and **krill** . . .

Some penguins can dive to **depths** of over 1,000 feet and swim at speeds of up to 20 miles per hour chasing down a meal.

When penguins are in the water, their black and white feathers help to **camouflage** them from **predators**. A penguin's white belly blends in with the ice and sunlight above. A penguin's black-feathered back blends into the deep, dark Antarctic water below.

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R Reading

Use Pencil Please

Harsh weather is part of everyday life in Antarctica. Penguins have **adapted** to conditions that other animals would find unbearable.

By lying flat on the ground, penguins are protected from the cold and bone-chilling wind.

Penguins can move through the ice and snow much faster on their bellies than they can on their feet.

Word Bank
adapted—changed to fit the environment
camouflage—hiding something by covering it or changing the way it looks
depths—deepness
krill—tiny animals that live in the sea
predators—enemies
stored—kept for later

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Directions: Use the selection to answer questions 12 – 21.

12. This paragraph is from the selection.

"Antarctica is the land around the South Pole. It is one of the seven continents. It is mostly covered in ice. In the winter, which is long and dark, Antarctica is very, very, very cold. In the short summer, when the sun never sets, it is just very, very cold."

Which question about Antarctica can this paragraph answer?

- ○ A. How much snow is there in Antarctica?
- ○ B. What type of people live in Antarctica?
- ○ C. What is the temperature in Antarctica?

13. What kinds of feathers do penguins have?

- ○ A. thin and soft
- ○ B. thick and oily
- ○ C. long and light

14. Use information from the reading selection to list two reasons penguins come ashore.

1. _____

_____

2. _____

_____

15. What does the word molting mean?

- ○ A. when penguins have babies
- ○ B. when penguins shed old feathers
- ○ C. when penguins move through the ice

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16. This paragraph is from the selection.

"When penguins are in the water, their black and white feathers help to camouflage them from predators. A penguin's white belly blends in with the ice and sunlight above. A penguin's black-feathered back blends into the deep, dark Antarctic water below."

What question does this paragraph answer?

- ○ A. How do feathers protect penguins from predators?
- ○ B. How do feathers keep penguins warm and dry?
- ○ C. How do feathers help penguins dive and swim fast?

17. An important idea from the reading selection is "penguins change their behavior for several weeks while they molt."

What detail from the selection supports this idea?

- ○ A. Penguins can dive below 1,000 feet.
- ○ B. Penguins do not eat while they molt.
- ○ C. Penguins like to eat shrimp, squid and krill.

18. From the selection, what do you know about penguins?

- ○ A. Penguins are friendly toward the scientists.
- ○ B. Penguins move faster on land than in the water.
- ○ C. Penguins have adapted to the coldest place on Earth.

19. List four facts about penguin feathers that you read about in the reading selection.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

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20. Where can you quickly find the definition of the word **camouflage**?

- ○ A. the title
- ○ B. the Word Bank
- ○ C. the selection

21. This sentence is from the selection.

"Penguins have adapted to conditions that other animals would find **unbearable**."

What does the word **unbearable** mean?

- ○ A. hard to accept
- ○ B. very warm and calm
- ○ C. not bear like

Items 22–36 have not been slated for public release in 2010.

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