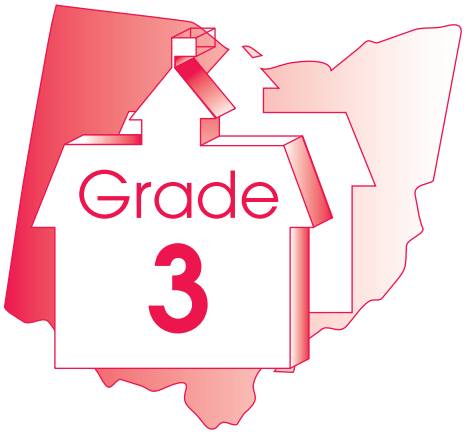
Ohio Department of Education

Student Name _____

Ohio Achievement Assessments



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

Reading

Student Test Booklet

Spring 2010

This test was originally administered to students in Spring 2010.

Not all items from the Spring 2010 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 2: What Is the World Made Of? All about Solids, Liquids and Gases

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Selection 5: Farmer Brown's Gray Pony

"Farmer Brown's Gray Pony" from *The Man in the Drum: Stories in Music Appreciation* by Hazel Gertrude Kinscella, copyright © 1951. Used by permission of University Publishing Company.

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SERIAL #

Directions:

Today you will be taking the Ohio Grade 3 Reading Achievement Assessment. 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. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best.

3. Use only a #2 pencil to answer questions on this test.

4. For multiple-choice questions, fill in the circle next to your answer choice. Mark only one answer for each question. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.

5. For constructed-response questions, write your answer neatly, clearly and only in the space provided. Answers written outside of the space provided will not be scored.

6. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet.

7. Check over your work when you are finished.

8. When you finish this section of the test, you may **NOT** go on to the mathematics section in the Student Test Booklet.

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

Items 1–2 have not been slated for public release in 2010.

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

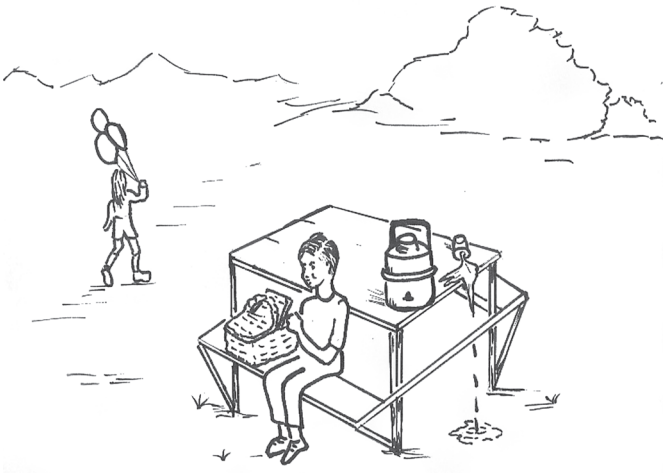
- ○ A. count
- ○ B. separate
- ○ C. carry

Items 4–14 have not been slated for public release in 2010.

Directions: Read the selection.

What Is the World Made Of?
All about Solids, Liquids and Gases

by Kathleen Weidner Zoehfeld



Matter

Walls and blocks, dolls and socks.

Milk and lemonade. Rocks and trees. All of these things are made of matter.

The air in the breeze that blows the leaves. Water flowing in the creek. Everything on earth is made of matter. Lucky for us, it's easy to tell that not all matter is alike.

Matter comes in three states. It can be solid, liquid, or gas. Walls and blocks are SOLIDS.

Milk and lemonade and water are LIQUIDS. The air you breathe is a GAS.

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Solids

Some solids are hard and some are soft. But all solids hold their shape unless you do something to change them. A wooden block is hard. You can push it and pull it and squeeze it—it will always stay squared. If your baby brother pounds it with his toy truck, it may chip or break. But then the broken pieces will hold their shapes.

Modeling clay is soft. You can roll it out flat, like a pancake, or squeeze it into a ball. You can cut it with a knife or scissors. But if you leave it alone, it will hold whatever shape it is in. It is a solid.

Liquids

Liquids can be thick, like a milkshake, or thin, like water. They can feel slippery, like cooking oil, or sticky, like maple syrup. But all liquids can be poured. And all liquids take on the shape of whatever they are in.

Gases

Gases have no shape either. Like air, most gases are invisible—you cannot see them. But you can feel them. Hold onto your arms and spin. You can feel the air move against your skin. Air fills up all the space around you. Gases spread out to fill up any container they are in, no matter how big.

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Directions: Use the selection to answer questions 15 – 20.

15. Which of the following questions does the selection answer?

- ○ A. What is maple syrup used for?
- ○ B. How are trucks made?
- ○ C. What are the states of matter?

16. This sentence is from the selection.

"They can feel **slippery**, like cooking oil, or sticky, like maple syrup."

What word means the same thing as **slippery**?

- ○ A. slick
- ○ B. sneaky
- ○ C. slow

17. If you wanted more information about hard objects, in which section would you look?

- ○ A. Gases
- ○ B. Solids
- ○ C. Liquids

Go to next page

18. Which of these is a main idea in the selection?

- ○ A. Modeling clay is soft.
- ○ B. All things are made of matter.
- ○ C. The air blows the leaves.

19. There are three states of matter. Complete the chart below. The first one has been done for you.

Three States of Matter	A Fact About Matter
Solid	It is hard and soft.
_____	_____ _____
_____	_____ _____

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20. This paragraph is from the selection.

"Modeling clay is soft. You can roll it out flat, like a pancake, or squeeze it into a ball. You can cut it with a knife or scissors. But if you leave it alone, it will hold whatever shape it is in. It is a solid."

What is the main idea of this paragraph?

- ○ A. Modeling clay can be flat.
- ○ B. Modeling clay can be cut.
- ○ C. Modeling clay is a solid.

Items 21–29 have not been slated for public release in 2010.

On the Spring 2010 Grade 3 Reading Achievement Assessment, items 30–35 are field-test items, which are not released.

Directions: Read the selection.

Farmer Brown's Gray Pony

From The Man in the Drum – Stories in Music Appreciation
by Hazel Gertrude Kinscella

Everyone in town knew Farmer Brown's Gray Pony. Farmer Brown lived on a farm in the country. In the summer he worked on his farm. In the winter he worked in a store in town.

Every morning in the winter, Farmer Brown rode Gray Pony into town. When they got to the store, Farmer Brown would say,

"Now, go home, Gray Pony. Come back for me tonight."

There he would eat sweet hay in the barn and wait for night to come so that he could go for his master.

When night came, Gray Pony would go gallop-ty, gallop, back to town and stand in front of the store, until Farmer Brown was ready to go home.

One cold winter morning, when Farmer Brown came out of the house, he found the ground all shiny with ice.

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"I cannot ride you to town today, Gray Pony," said Farmer Brown. "You have no sharp shoes on your feet. You would fall on the ice and be hurt."

So Farmer Brown walked to town that morning.

After he had been gone quite a while Gray Pony thought, "I know where the blacksmith shop is. I shall go for some sharp shoes myself. My master shall not have to walk home tonight."

Then Gray Pony turned around and went out of the barn. But this time he did not gallop. He walked very slowly, and put each foot down carefully.

At last he came to the blacksmith shop.

"Well, what do you want, Gray Pony?" asked the Blacksmith.

Gray Pony lifted each little foot, one after the other, and looked at the Blacksmith.

The Blacksmith laughed. "I believe Gray Pony wants some new shoes," he said.

Then the Blacksmith made four new, sharp shoes and put them on Gray Pony.

When supper time came, Farmer Brown found Gray Pony waiting for him outside the store.

"You are the smartest little horse I ever saw," said Farmer Brown.

Then he climbed onto Gray Pony's back and they galloped home.

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Directions: Use the selection to answer questions 36 – 42.

36. How can you tell how Farmer Brown feels about Gray Pony?

- ○ A. He will not let Gray Pony go out when he might hurt himself.
- ○ B. He makes Gray Pony go to the blacksmith shop by himself.
- ○ C. He ties up Gray Pony in the barn each morning.

37. Using the reading selection, complete these two sentences.

1. Every winter morning Gray Pony would take Farmer Brown

_____

2. Every night Gray Pony would take Farmer Brown

_____

Go to next page

38. This sentence is from the selection.

"When night came, Gray Pony would go **gallop**-ty, **gallop**, back to town and stand in front of the store, until Farmer Brown was ready to go home."

What does the word **gallop** mean?

- ○ A. run fast
- ○ B. wander slowly
- ○ C. find a new way

39. List two places where this reading selection takes place.

1. _____

2. _____

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40. How does Gray Pony get to the blacksmith shop?

- ○ A. gallops quickly
- ○ B. trots carefully
- ○ C. walks very slowly

41. Sometimes an author uses words to make you think of a sound.

Which phrase makes you think of the sound a horse makes when it walks?

- ○ A. gallop-ty gallop
- ○ B. chewed and chewed
- ○ C. lifted each foot

42. At the end of the story, Farmer Brown calls Gray Pony "the smartest little horse." Why does he say this?

- ○ A. Gray Pony comes to the store by himself.
- ○ B. Gray Pony solves the problem by himself.
- ○ C. Gray Pony chews the rope in two.

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