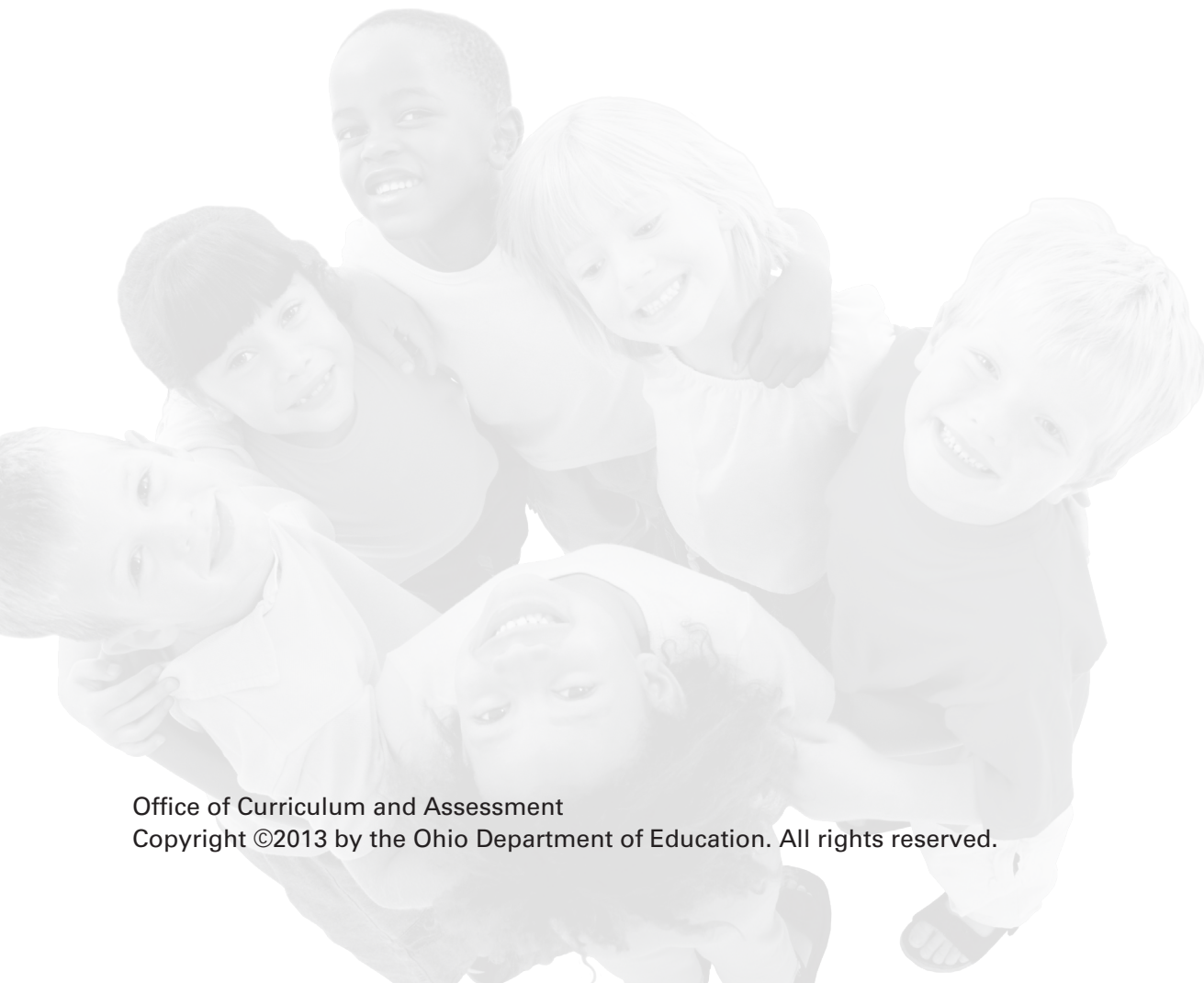


# Ohio's Diagnostic Assessments

# GRADE 3 READING

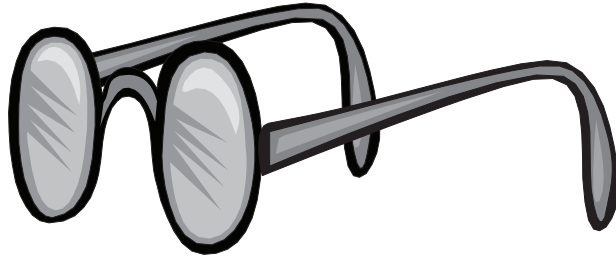
## Student Booklet SCREENER



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# Glasses for Cassie



In her third-grade class, Cassie sat at the table in the back of the room. She enjoyed sitting with her friends, but she had a hard time reading things that her teacher wrote on the board. She squeezed her eyes tight to help her read the words that seemed so far away. Cassie knew she should tell her teacher that she couldn't see very well, but she was afraid Mr. Clark would move her seat.

At the end of the week, Cassie came home from school with a note from Mr. Clark. He noticed Cassie was having trouble reading things written on the board. The note said that Cassie should go to the eye doctor right away. She gave the envelope to her mom. Cassie's mom read the note carefully.

"Cassie, your teacher says you are having trouble reading things that are far away. Why didn't you tell me you could not see well?" asked her mom.

"I didn't want Mr. Clark to know. He will move my seat and I won't be near my friends anymore," replied Cassie.

"Don't worry. We will go to the eye doctor. Glasses will help you to read the board. Then you won't have to move at all," said her mom.

"Glasses? I don't want glasses. Everyone will make fun of me!" cried Cassie.



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She did not sleep well that night. The next morning they went to the eye doctor. The doctor checked Cassie's eyes and let her pick out a new pair of red glasses. Even though red was her favorite color, she was sure she would not wear them in class.

On the way to school, mom reminded Cassie to wear her glasses in class.

"My friends are going to make fun of me," thought Cassie.

During writing time, Mr. Clark wrote the directions on the board. Cassie tried to read the directions.

"Cassie, where are your glasses?" Mr. Clark whispered to her. "You need to put them on."

Cassie slowly pulled them out of her bag and put them on. She felt as if everyone was staring at her.

"Wow, cool glasses!" Greg said.

"Thanks!" replied Cassie, "I got to pick them out myself."

"You're so lucky! I wish I could have glasses like yours," said Sarah.

Suddenly, Cassie felt pretty special with her glasses. She grinned when she realized she could read every word on the board.

"Maybe glasses aren't so bad after all," she thought.



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Read and answer each question below.

1. Why doesn't Cassie want her teacher to know that she cannot see the board?
  - A. She doesn't want to get in trouble.
  - B. She doesn't want to have her seat moved.
  - C. She doesn't want the teacher to tell her mother.
  
2. What lesson can be learned from this text?
  - A. Things are not as bad as they first seem.
  - B. Getting new glasses is a bad idea.
  - C. It is good to hide problems.
  
3. How does Cassie respond when her mom first tells her she needs glasses?
  - A. She says that she will never wear her glasses in the classroom.
  - B. She says she doesn't want glasses because everyone will make fun of her.
  - C. She says getting glasses will help her see the directions written on the board.



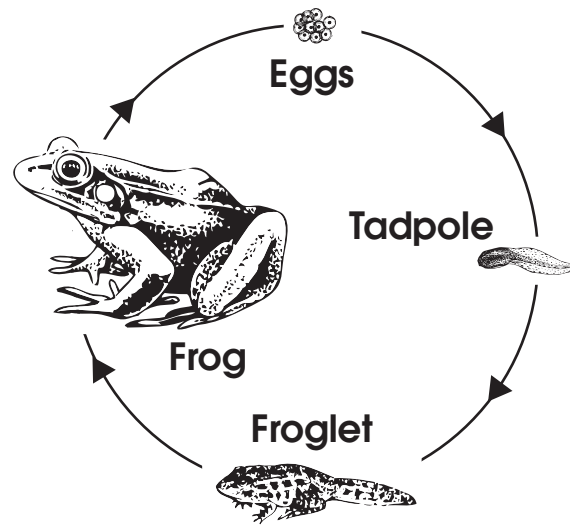
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4. How do Cassie and her mother think differently about Cassie getting glasses?
- A. Cassie thinks kids will tease her for wearing glasses. Her mom thinks Cassie will be able to read better.
  - B. Cassie doesn't want her seat to be moved. Cassie's mom wants her seat moved closer to the board.
  - C. Cassie wants to get glasses. Her mom thinks kids in Cassie's class will tease her.



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# A Frog's Life



The life of a frog is very interesting. A frog is an animal that spends part of its life in the water and part on land. Frogs go through different parts of their lives, called stages, as they grow. They go through changes at each stage. These changes happen in a certain order. The first stage begins with the egg. When frogs are born, they hatch from eggs in the water. We call them tadpoles. Tadpoles have tails but no legs.

As they get bigger, tadpoles grow legs. Then they move into the next stage. First the back legs grow, then the front legs. As their legs get longer, their tails get shorter. At this stage, we call them froglets. Froglets change even more as they keep growing. Their tails get smaller and smaller until they are completely gone.

The final stage of frogs' lives happen when the tail is completely gone. They are now full-grown adult frogs. This means they are ready to live on the land as well as in the water. Frogs swim in water and hop on land. Many times you can find them sitting on the rocks near the water. They eat insects, worms, and spiders that they find both in water and on land. In the spring, frogs lay eggs in the water that will soon hatch and become tadpoles. The stages start again.



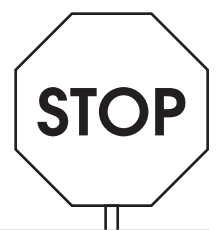
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Read and answer each question below.

5. Where do frogs live when they are first born?
- A. on land
  - B. on rocks
  - C. in water
6. What is this text mostly about?
- A. the stages in a frog's life
  - B. what tadpoles look like
  - C. where froglets live
7. What does a froglet change into after its tail is gone?
- A. an egg
  - B. a tadpole
  - C. a frog



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8. Why did the author write about frogs?
- A. to tell a funny story about frogs
  - B. to get people to buy a frog
  - C. to explain how frogs grow
9. What does the diagram above the text help you understand about frogs?
- A. how a frog grows
  - B. where a frog lives
  - C. what a frog eats

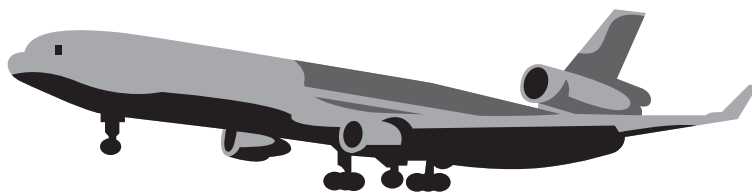


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# My First Flight



Today I rode on an airplane for the first time. My friend Lauren and I went to see my grandparents. I was scared because I was afraid of flying. Lauren said, "Don't worry, Kayla!" and gave me a hug.

When we got to the airport, we checked in. The airline has people to take care of children like us who are flying alone. They took us to the gate. I tried to think about how much fun it would be to see my grandparents, but I was so scared that I almost wished I didn't have to go.

When it was time to get on the plane, we walked through a tunnel that connected the airport to the plane. Even though I was still close to the ground, I felt like it was far away.

The worker from the airline took us to our seats near the back of the plane. I had the window seat. I wasn't sure I would like that.

"Have a great trip," said the airline worker. "If you need anything, press this button to call someone to help you." We smiled and said thank you.

When it was time for our plane to take off, we had to buckle our seatbelts. The plane started to move. It moved faster and faster until we felt it lift off the ground. I held Lauren's hand tightly, and she told me that we would be okay. I took deep breaths to keep calm.



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After a while, Lauren and I talked and read our books. I almost forgot to be afraid, but I still didn't want to look out the window. As long as I didn't look, I could forget that I was so high in the air. When we hit a bump, I grabbed Lauren's hand again. She told me to pretend I was in a car, and I tried to do what she said.

"See, it's not so bad, Kayla," she said. "Anyway, we'll be there soon."

Near the end of the flight, Lauren looked past me out the window. "Wow, that's cool!" she said. "I can see cars but they look as small as bugs! The houses look tiny, too!" I started to get curious and peeked out the window. Lauren was right. It did look cool—and not as scary as I thought it would be. We made up stories about the tiny people in their tiny cars.

We watched everything below us get bigger as the plane started to land. When we landed, I felt calm and happy. "I'm not scared anymore," I told Lauren, "Flying is fun!" She grinned and gave me a high five. I know that Lauren is the reason I stopped being afraid. I am glad I had such a good friend with me on my first flight.



Read and answer each question below.

10. When does Kayla stop feeling scared?

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11. According to the text, what lesson did Kayla learn?

- A. It is important to fly on a plane when you travel.
- B. Good friends help each other when they are scared.
- C. Airlines have workers who help children who are flying alone.

12. How does Kayla change from the beginning to the end of the text?

- A. She learns how to help Lauren.
- B. She learns to be a good friend.
- C. She learns not to be afraid of flying.



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13. Number these statements in the order they appear in the text.

\_\_\_\_\_ She told me to pretend I'm in a car, and I tried to do what she said.

\_\_\_\_\_ We made up stories about the tiny people in their tiny cars.

\_\_\_\_\_ Even though I was still close to the ground, I felt like it was far away.

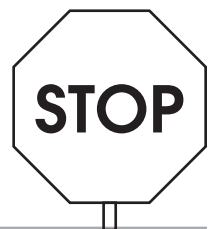
14. What is the name of the person telling the story?

\_\_\_\_\_

15. What is one thing Lauren says or does to show that she is a good friend to

Kayla? \_\_\_\_\_

\_\_\_\_\_



# Skating Safety

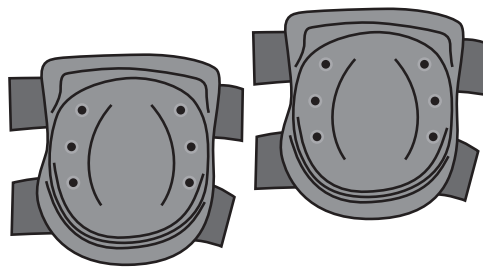
On a sunny day skating can be a lot of fun. It is a great way to play with friends. Skating can be good exercise, too. But before you put on skates, you need to know about skating safety.

## Wearing a Helmet



To stay safe, you should wear a helmet when skating. The helmet will protect your head in case you fall or hit something. It will also protect your brain. It is important to get the right size helmet. It should sit flat on top and cover your forehead. If the helmet tips back too far, it won't keep you safe. Check the straps next. They should fasten tightly under your chin. If the straps are too loose, your helmet will move and will not protect you well.

## Wearing Knee Pads



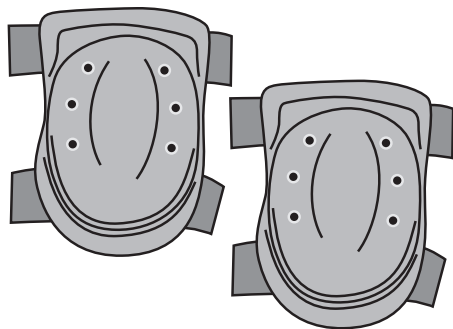
It is also a good idea to wear knee pads while you skate. These pads protect your knees if you fall. They come in different sizes just as helmets do. Try them on to be sure they fit well. They should cover your knees completely, but not be too large. If they are too big, you will know because you will not be able to



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move your legs correctly! To put on the pads, hold them in place on your knees and attach the straps in back. Walk around with them on to make sure they are comfortable for you.

### **Wearing Elbow Pads**



Elbow pads work like knee pads, but they protect your elbows. You need to try them on to be sure they fit well, too. They should not be too big or too small. If the pad covers your elbow and you can move your arm properly, it fits well. To put on your elbow pads, you may need someone to help you. First, place the elbow pad over your elbow. Then attach the straps on the inside of your elbow. Move your arms around to be sure they are comfortable for you.

Once you have your helmet and pads on, you are ready to skate. You can have fun and be safe at the same time!



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Read and answer each question below.

16. What is the fourth paragraph mostly about?

- A. how to wear a helmet
- B. how to wear knee pads
- C. how to wear elbow pads

17. List one subheading from the text.

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Provide one fact that is included under this subheading.

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18. According to the text, why is it a good idea to wear knee pads?

- A. for appearance
- B. for protection
- C. for comfort



19. **Distinguish long and short vowels when reading regularly spelled one-syllable words:**

Refer to the error analysis and check each word from the text that the student read correctly.

\_\_\_know      \_\_\_it      \_\_\_see      \_\_\_speak      \_\_\_gave  
\_\_\_ask      \_\_\_make      \_\_\_got      \_\_\_up      \_\_\_life

**TOTAL:** \_\_\_\_\_

20. **Decode regularly spelled two-syllable words with long vowels :**

Refer to the error analysis and check each word from the text that the student read correctly.

\_\_\_baby      \_\_\_became      \_\_\_fever      \_\_\_afraid      \_\_\_needed  
\_\_\_teacher      \_\_\_over      \_\_\_older      \_\_\_even      \_\_\_speaker

**TOTAL:** \_\_\_\_\_

21. **Decode words with common prefixes and suffixes :**

Refer to the error analysis and check each word from the text that the student read correctly.

\_\_\_sickness      \_\_\_talking      \_\_\_unhappy      \_\_\_worked      \_\_\_writer

**TOTAL:** \_\_\_\_\_

22. **Tell me three facts from the story.** (Check off student responses.)

- \_\_\_ She was born in 1880.
- \_\_\_ She was sick when she was a baby/she got scarlet fever.
- \_\_\_ She became deaf and blind/She could not see or hear.
- \_\_\_ She didn't learn to speak when she was young.
- \_\_\_ She was often afraid/angry.
- \_\_\_ Her parents did not know how to help her.
- \_\_\_ Her parents hired a teacher named Anne.
- \_\_\_ Anne taught Helen to talk by spelling with her fingers.
- \_\_\_ Helen learned to make words.
- \_\_\_ When she got older Helen learned to speak.
- \_\_\_ She became a writer and speaker/became famous.
- \_\_\_ She told people not to give up/to work hard.
- \_\_\_ Other:

**TOTAL:** \_\_\_\_\_

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24–25. **Conduct error analysis while the student reads orally. Then score the student’s accuracy, fluency, and comprehension using the guidelines in your manual.**

Helen Keller was born in 1880. As a baby, she became sick with scarlet fever. At that time, doctors didn’t know how to treat it. This sickness made Helen blind and deaf. This means she couldn’t see or hear. She couldn’t hear people talking, so she didn’t learn to speak when she was young.

Helen’s parents didn’t know what to do. They gave her everything she wanted so she wouldn’t be unhappy. But still Helen wasn’t happy. She was often afraid or angry because she couldn’t ask for what she wanted or needed.

Then Helen’s parents hired a special teacher named Anne Sullivan. Anne came to live with Helen and her parents. She worked with Helen every day. Anne knew a special way to talk. She spelled words by using her fingers to form letters onto Helen's hand. She placed things in Helen's hands and then spelled their names over and over again. At last, Helen learned to make words, too.

When Helen got older, she even learned to speak. She became a famous writer and speaker. Helen told people to work hard and not give up. She lived an amazing life. Helen didn’t let anything stop her.





