

Name: _____



New York State Testing Program

2018 English Language Arts Test Session 1

Grade 3

April 11–13, 2018

Released Questions

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Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice.

D*irections* Read this passage. Then answer questions 1 through 6.

Alex, the Talking Parrot

by Dorothy Hinshaw Patent

- 1 Parrots that are trained to talk often say silly things like “Polly want a cracker.” Although these birds have learned to imitate the sounds that make up the words, they don’t really know what they’re saying. But there is one parrot who speaks more than a hundred words and actually understands their meanings. He is an African gray parrot named Alex.
- 2 Dr. Irene Pepperberg, a research scientist, has worked with Alex for many years. Teaching Alex to speak and understand wasn’t easy at first. He had to learn one word at a time. Irene and an assistant would teach Alex by showing him what a word meant. Irene would hold up an object, saying, “What’s this?” Her human partner would give the word—“pasta,” for example—while Alex watched. Irene would praise her partner, then ask Alex the name of the object. When he got it right, Irene would praise him and give him the object to play with as a reward. It took Alex many weeks to learn his first word. After that, each new word became easier and easier for him.
- 3 Why did Irene spend so much time getting a parrot to talk? Scientists like Irene are interested in discovering how intelligent animals are and how their brains work. But studying animal intelligence has always been difficult, partly because animals haven’t been able to communicate clearly with humans. Teaching Alex to speak words that he understands has let Irene talk to him directly. She can ask him questions, and he can answer them in English. In this way, Irene is finding out what sorts of things Alex’s brain can do. She has found that parrots are much smarter than scientists used to think. The word “birdbrain,” which means someone who isn’t very smart, certainly doesn’t apply to Alex.
- 4 Alex can identify over forty kinds of objects, five different shapes, five materials, and seven colors, and he can use his knowledge to solve problems and answer questions. For example, from a group of objects, he can pick out a number of things of a certain color, up to the number six. He can also make comparisons, such as bigger or smaller and same or different, between objects.
- 5 “Want wheat!” Alex says loudly. Irene explains to him that she doesn’t have any shredded wheat for him. “How about some crackers, Alex?” she asks.

GO ON

6 “No, no—want wheat!” he replies.

7 Because it’s time for them to work, Irene ignores his request and shows Alex a tray with simple objects scattered over it: a yellow plastic key, a green wooden square, a five-cornered piece of yellow felt, a gray rawhide rectangle, a yellow paper triangle, a red plastic square, and a blue Play-Doh square.

8 “What material is green, Alex?” Irene asks.

9 Alex glances over the assortment, then answers, “Wood!” in his clear but croaky parrot voice.

10 “Good birdie,” says Irene as she nuzzles him and hands him the green square. Alex nibbles at it for a moment, then he drops it.

11 “How many yellow?” asks Irene.

12 Alex takes his time looking over the bright, colorful display on the tray.

13 “Three,” he answers.

14 Irene praises him again. “Good boy, good birdie,” she says as she hands him the yellow key to play with.



15 Alex mouths the key, nibbling at it gently before dropping it.

16 “Wanna go shoulder,” he announces.

17 “O.K., you can come onto my shoulder,” answers Irene. She puts out her hand. Alex climbs aboard, and she puts him on her shoulder. He rubs his head against Irene’s cheek. “Do you want some corn?” asks Irene.

18 “Soft corn,” answers Alex, and Irene holds out her hand with a few kernels on it. Alex carefully takes one kernel into his mouth and eats.

19 Alex has shown us that birds like parrots can understand categories such as shape, color, and size. They can solve problems and recognize numbers. Before Alex came along, scientists did not believe that animals with such small brains could do these things.

20 Alex uses his ability to talk outside of work sessions, too. At the end of the day, Irene tells Alex she is leaving.

21 “I’m going to dinner now,” she says. “You be good.”

22 “You be good,” Alex answers.

23 “See you tomorrow,” says Irene.

24 “Bye,” says Alex.

25 “Bye,” she responds.

26 “I love you,” croaks Alex.

27 Irene’s last words as she goes out the door are “I love you, too.”

1

What does the word “assistant” mean as it is used in paragraph 2?

- A helper
- B leader
- C neighbor
- D friend

2

Which sentence from the passage shows a cause and effect relationship?

- A “But there is one parrot who speaks more than a hundred words and actually understands their meanings.” (paragraph 1)
- B “Teaching Alex to speak words that he understands has let Irene talk to him directly.” (paragraph 3)
- C “In this way, Irene is finding out what sorts of things Alex’s brain can do.” (paragraph 3)
- D “He can also make comparisons, such as bigger or smaller and same or different, between objects.” (paragraph 4)

3

Read this sentence from paragraph 4.

Alex can identify over forty kinds of objects, five different shapes, five materials, and seven colors, and he can use his knowledge to solve problems and answer questions.

What is the **best** meaning of the word “identify” as used in this sentence?

- A feel
- B look at
- C pick up
- D recognize

4 How does the photograph add to the information in the passage?

- A It shows one way that Irene works with Alex.
- B It shows that Irene does not talk with Alex.
- C It shows that Alex is able to count objects.
- D It shows the few objects that Alex cannot name.

5 Which part of the passage **best** shows how Alex feels about Irene?

- A paragraph 9
- B paragraph 10
- C paragraph 17
- D paragraph 18

6 Which detail **best** supports the main idea of the passage?

- A Irene's parrot is named Alex.
- B Alex can find a green object when asked.
- C Irene sometimes puts Alex on her shoulder.
- D Alex has a croaky parrot voice.

GO ON

D*irections* Read this story. Then answer questions 19 through 24.

The Shark Kite

by Jane McAdams

- 1 “Oh, no!” said Stella, as the string of her shark kite tangled with the string of a biplane kite. The biplane dove toward the ground, the grinning shark spiraling behind it. “I feel like a spider in a web,” she said, frowning as the tangled strings drifted down around her.
- 2 “I think that shark kite has too many strings,” said the owner of the biplane kite, as he untangled his string from Stella’s.
- 3 “My kite doesn’t have too many strings,” said Stella. “It’s a grownup’s kite. That’s why it’s complicated to fly.”
- 4 “You should really try flying a paper plate,” said Stella’s friend Robby. Stella looked at Robby’s kite. He had decorated a plate with stickers and a long yellow streamer and attached a string to it. Right now, his paper plate was flying so high that Stella could hardly see it.
- 5 “Your shark kite hasn’t flown as high as my paper plate all day,” said Robby, wiping his nose on his sleeve.
- 6 “Paper plates are for babies,” said Stella. She felt like being mean, because her shark kite could hardly fly.
- 7 Just then Stella noticed a fluffy pink jellyfish kite sailing overhead, bobbing a little as it passed Robby’s paper plate. Stella wished she could trade her shark for that jellyfish.
- 8 Stella wound the string of her fallen kite around its spool. Then, holding the string near the shark’s belly, she started running. If she could catch a tiny breeze, her kite would fly.
- 9 “Stella, it’s almost time to go!” called Stella’s mother from a park bench in the shade. “We have to pick up your sister at the pool.”
- 10 “Come on, shark, fly!” Stella said as she tossed the kite into a little puff of wind. For a moment, the shark looked as if it was swimming up into the sky. Then, it dove back toward the grass, teeth and all.
- 11 “Maybe it’s too heavy,” said Robby. He tugged lightly on the string of his paper plate, which dipped gently in the air.

GO ON

- 12 “It’s not heavier than that one,” said Stella. She pointed at an enormous monster truck kite gliding past Robby’s paper plate. The monster truck had big black wings. “I bet that kite weighs more than you do, Robby,” said Stella.
- 13 Robby squinted at the sky. “No, it doesn’t. I weigh forty pounds,” he said.
- 14 “Stella, your sister is waiting,” her mother called again.
- 15 “One more try, Mom,” yelled Stella, running with the shark. This time, the shark kept its nose pointed downward the whole time, refusing to fly at all. Stella tripped over the shark’s fin and fell into the dirt.
- 16 “Come on, brush yourself off, Stella,” said her mother. “We’re leaving.”
- 17 “You can take my paper plate if you want,” said Robby. “At least you’ll get to fly something today.” He looked at Stella hopefully.
- 18 Stella sighed. Robby’s paper plate was nothing like the fancy shark she had imagined flying. But it did fly pretty high.
- 19 “O.K.,” Stella agreed with a shrug. She took Robby’s string and felt the strong, steady pull of the kite dancing at its end. She gave a slight tug. The paper plate swirled and floated even higher on the breeze. Stella smiled at Robby. “You’re right,” she said. “Paper plates do make good kites.”
- 20 “You can keep it,” said Robby. “I’ll make another one next weekend.”
- 21 “Want to borrow the shark, then?” asked Stella, handing the tangle of strings and the grinning shark to Robby. “Maybe you can make it fly.”
- 22 “Hey, thanks,” he said. “See you next weekend, Stella.”
- 23 Stella and her mother walked toward the car. Stella held the string of her new kite, and the paper plate sailed along above them, its yellow streamer wriggling through the air.
- 24 “What happened to your shark kite?” asked Stella’s mother.
- 25 “Robby and I swapped for a while,” Stella replied.
- 26 As Stella rode in the car, she held on to the paper plate’s string and watched it bob next to her window. “I bet that big old shark couldn’t do this!” she laughed.

19 In paragraph 1, what does Stella mean when she says, “I feel like a spider in a web”?

- A** Stella is untangling the strings.
- B** Stella is confused by the strings.
- C** Stella is surrounded by the tangled strings.
- D** Stella is winding the strings around her spool.

20 In paragraphs 6 through 8, what do you know as the reader that Robby does not know?

- A** Stella wishes she could trade her kite for a jellyfish kite.
- B** Stella has to run to make her kite fly.
- C** Paper plate kites are easier to fly than other kites.
- D** Paper plate kites are easier to make than shark kites.

21 Read this sentence from paragraph 8.

If she could catch a tiny breeze, her kite would fly.

What does “catch” mean as it is used in the sentence?

- A** stop and hold a moving object
- B** bring in while hunting or fishing
- C** get an illness
- D** find and use

22 What happens after Stella trips over the shark's fin and falls into the dirt?

- A** Stella tries to fly her kite again.
- B** Stella takes Robby's paper plate home with her.
- C** Stella's kite points downward and refuses to fly.
- D** Stella points at a kite shaped like a monster truck.

23 What do the details in paragraph 17 show about Robby?

- A** He is at the park most weekends.
- B** He is a thoughtful friend to Stella.
- C** He is better at flying kites than Stella.
- D** He is creative with paper plates.

24 What happens because Stella cannot fly her shark kite?

- A** Stella tries to fix her kite.
- B** Stella notices a pink jellyfish kite.
- C** Stella gets into the car with her mother.
- D** Stella tries the paper plate kite.

STOP

Grade 3
2018
English Language Arts Test
Session 1 Form
April 11–13, 2018

Name: _____



New York State Testing Program

2018 English Language Arts Test Session 2

Grade 3

April 11–13, 2018

Released Questions

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Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before writing your response.
- In writing your responses, be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided, but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

Directions
Read this passage. Then answer questions 25 and 26.

How We Use Glass

by Chris Oxlade

Glass and Its Properties

- 1 All the things we use at home, school, and work are made from materials. Glass is a material. It can be used for all sorts of different jobs. For example, we make ornaments from glass, we cover buildings with glass, and a type of glass even carries our emails around the world.
- 2 Properties tell us what a material is like. Glass can be transparent, which means light goes through it. This is a property of glass. Glass can also be clear or colored. It has a very smooth surface. It is hard but it is also brittle, which means it breaks before it bends. Air and water cannot flow through glass and neither can electricity.

Where Does Glass Come From?

- 3 Glass is not a natural material. It is made in factories. But the raw materials for glass are natural. They come from the ground. The main raw material is sand, the same as the sand on a beach. There are different kinds of glass. To make each different kind, different chemicals are added to the sand. Most glass is soda glass. It is made from sand, limestone, and a chemical called soda ash.

Making glass

- 4 At a glass factory the ingredients are mixed together and poured into a huge tank. The glass mixture is heated to about 2,732° F (1,500° C), which is many times hotter than the temperature in a kitchen oven. The sand melts and mixes with the other ingredients. This makes hot, liquid glass.

Glass Windows

- 5 Most of the glass made in factories is used in windows. Glass is a good material for making windows because it is transparent, waterproof, and airtight. So a glass window lets light in, but it keeps out wind and rain. It also keeps warm air in, stopping a room from getting cold. Glass used in windows is called glazing.

GO ON

Making window glass

- 6 Windows are made from a type of glass called float glass. To make float glass, melted glass is poured into a huge bath of a molten metal called tin. The glass spreads out on top of the tin to make a flat, thin sheet. The sheet is cooled very slowly, which keeps it from cracking.

molten = melted by heat

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

GO ON

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use **two** details from the passage to support your response.

D*irections* Read this passage. Then answer questions 27 through 29.

The Great Horned Owl

by Shirley Anne Ramaley



- 1 There's a call in the air. "Whooo, hoo-hoo, hoo, hoo." It almost sounds like, "Who's awake, me too." There is only one bird that sounds like this—the great horned owl. It can be heard about anywhere, because these owls live in mountain forests, desert canyons, city parks, and even on some rooftops of homes. They are very widespread and adapt easily to many environments. They live all over North America, Central America, and certain regions of South America.
- 2 Great horned owls hunt just about anything that's not too big for them. They like insects and scorpions, great blue herons, snakes, jackrabbits, mice, other birds, and lots more. They also like cats, so keep your cat inside. Another delicious meal for a great horned owl is a skunk! The world is just one big smorgasbord for this big owl.

smorgasbord = meal with many foods

GO ON

3 Its wing span can reach five feet—that’s the size of many shorter adults! There are no predators that hunt this owl. It is the great horned owl that is the top predator.

4 When it hunts, it likes to sit and wait. It can hear the smallest sound, like the squeak of a tiny mouse from far away. Its excellent vision in low light makes it the perfect night hunter.

5 Like all raptors, or birds of prey, great horned owls use their feet instead of their beaks to capture prey. They have powerful feet with curved, sharp talons. The hooked beak is for cutting and tearing meat. Not much gets away from this big bird!

6 They are the only owls with ear tufts. Scientists disagree on why they have them, but it is a very interesting feature. Some people say the owl lowers the ear tufts like a dog when it’s upset. If you see one, take a good look at the ear tufts. Maybe it will let you know what it thinks of you.

7 Their ears are offset, and not even like those of people and most other animals. This means their ears are slightly tilted in different directions. They are able to determine something’s location and establish the distance between two points. The owl tilts its head until the sound is equal in both ears. This pinpoints the direction and distance of the sound of the possible prey.

8 A common belief is that an owl can turn its head completely around. Actually, while it can rotate its head 270 degrees, it can’t turn completely around. (If it could, that would be 360 degrees.) Unlike our eyes, owls’ eyes are fixed in their sockets. They can’t move their eyes up and down. Instead, they move their entire head.

360 degrees = a full circle

9 The eyes are really big. If a great horned owl was as tall as a human, the eyes would be as big as oranges!

10 The owl has something else that helps it hunt. Its flight is silent. The feathers are soft, like fleece. This deadens the sound as air rushes over the wings while the owl is in flight. At night, as the owl flies silently toward its prey, the prey animal has no idea it’s in danger.

- 11 The owls nest in January and raise their families in winter. The female sits on the eggs, and the male brings her food. The eggs take about a month to hatch. For a while, the babies, or “owlets,” huddle under the mother’s wings. Gradually, the little heads will peek out and eventually move out from under their mother’s wings. Both parents closely guard the owlets.
- 12 The owlets start walking around the nest in about another month, often crowding each other. The parents usually sit nearby, perhaps in a tree branch, and guard the nest. Don’t ever go near a great horned nest. Those parents won’t like it, and they aren’t afraid to attack anything that threatens the family.
- 13 The parents bring food to the nest to feed the owlets. Soon the owlets begin to flap their wings, getting ready for the day when they *fledge*, or fly away from the nest. The closer they get to *fledging*, the more they practice flapping their wings. When they are about six weeks old, it’s time to go. They don’t all leave at the same time, but usually within a few days of each other.

At six weeks old, owlets start walking outside the nest. They are able to fly well when they reach nine to ten weeks old.

27

How does the picture of the great horned owl support the information in the passage?
Use **two** details from the passage to support your response.

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

GO ON

29

In “The Great Horned Owl,” how are the ideas in paragraphs 4 and 10 related? Use **two** details from the passage to support your response.

Directions
Read this story. Then answer questions 30 and 31.

Excerpt from *Jumanji*

by Chris Van Allsburg

1 “What’s that?” Judy asked.

2 “It’s a game,” said Peter, handing her the box.

3 “ ‘JUMANJI,’ ” Judy read from the box, “ ‘A JUNGLE ADVENTURE
GAME.’ ”

4 “Look,” said Peter, pointing to a note taped to the bottom of the box. In a
childlike handwriting were the words “Free game, fun for some but not for all.
P.S. Read instructions carefully.”

5 “Want to take it home?” Judy asked.

6 “Not really,” said Peter. “I’m sure somebody left it here because it’s so boring.”

7 “Oh, come on,” protested Judy. “Let’s give it a try. Race you home!” And off
she ran with Peter at her heels.

8 At home, the children spread the game out on a card table. It looked very
much like the games they already had. There was a board that unfolded,
revealing a path of colored squares. The squares had messages written on them.
The path started in the deepest jungle and ended up in Jumanji, a city of golden
buildings and towers. Peter began to shake the dice and play with the other
pieces that were in the box.

9 “Put those down and listen,” said Judy. “I’m going to read the instructions:
‘Jumanji, a young people’s jungle adventure especially designed for the bored
and restless.’ ”

10 “ ‘A. Player selects piece and places it in deepest jungle. B. Player rolls dice and
moves piece along path through the dangers of the jungle. C. First player to reach
Jumanji and yell the city’s name aloud is the winner.’ ”

11 “Is that all?” asked Peter, sounding disappointed.

12 “No,” said Judy, “there’s one more thing, and this is in capital letters: ‘D. VERY
IMPORTANT: ONCE A GAME OF JUMANJI IS STARTED IT WILL NOT BE
OVER UNTIL ONE PLAYER REACHES THE GOLDEN CITY.’ ”

13 “Oh, big deal,” said Peter, who gave a bored yawn.

GO ON

- 14 “Here,” said Judy, handing her brother the dice, “you go first.”
- 15 Peter casually dropped the dice from his hand.
- 16 “Seven,” said Judy.
- 17 Peter moved his piece to the seventh square.
- 18 “ ‘Lion attacks, move back two spaces,’ ” read Judy.
- 19 “Gosh, how exciting,” said Peter, in a very unexcited voice. As he reached for his piece he looked up at his sister. She had a look of absolute horror on her face.
- 20 “Peter,” she whispered, “turn around very, very slowly.”
- 21 The boy turned in his chair. He couldn't believe his eyes. Lying on the piano was a lion, staring at Peter and licking his lips.
- 22 The lion roared so loud it knocked Peter right off his chair. The big cat jumped to the floor. Peter was up on his feet, running through the house with the lion a whisker's length behind. He ran upstairs and dove under a bed. The lion tried to squeeze under, but got his head stuck. Peter scrambled out, ran from the bedroom, and slammed the door behind him. He stood in the hall with Judy, gasping for breath.
- 23 “I don't think,” said Peter in between gasps of air, “that I want . . . to play . . . this game . . . anymore.”
- 24 “But we have to,” said Judy as she helped Peter back downstairs. “I'm sure that's what the instructions mean. That lion won't go away until one of us wins the game.”
- 25 Peter stood next to the card table. “Can't we just call the zoo and have him taken away?” From upstairs came the sounds of growling and clawing at the bedroom door. “Or maybe we could wait till Father comes home.”
- 26 “No one would come from the zoo because they wouldn't believe us,” said Judy. “And you know how upset Mother would be if there was a lion in the bedroom. We started this game, and now we have to finish it.”
- 27 Peter looked down at the game board. What if Judy rolled a seven? Then there'd be two lions. For an instant Peter thought he was going to cry. Then he sat firmly in his chair and said, “Let's play.”

30 How is paragraph 12 important to “Excerpt from *Jumanji*”? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.



Grade 3
2018
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Session 2
April 11–13, 2018