

Name: _____

Class: _____

Yinghua Academy-English Language Arts

ELA 3 Spring Break Homework Packet

Reading Log – March 13-22

Please complete the attached homework pages for each day of the week. The homework packet **MUST** come back and forth between school and home every day in your child's take-home English folder. Please do not go ahead in the packet. The homework packet will be turned in on Monday, May 23rd.

Weekly Homework and Reading Log				
Day	Nightly Homework	Number of Minutes Read (Average 25-30 min/day)	Title	Author
Friday 3/13				
Saturday 3/14				
Sunday 3/15				
Monday 3/16				
Tuesday 3/17				
Wednesday 3/18				
Thursday 3/19				
Friday 3/20				
Saturday 3/21				
Sunday 3/22				

Name _____

Minnesota Comprehensive Assessments-Series III

Reading Item Sampler
Grade 3



**ITEM SAMPLERS ARE NOT SECURE TEST MATERIALS. THIS ITEM
SAMPLER TEST BOOK MAY BE COPIED OR DUPLICATED.**

Minnesota Department of
Education

Reading Test – Segment 2

A young girl named Helen Keller was blind and deaf. Read this article about how Helen’s teacher helped her learn about the world around her. Then answer the questions. Some questions may ask you about certain paragraphs. The numbers are found on the left side of the paragraphs.

Helen Keller: The World in Her Heart

by Lesa Cline-Ransome

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- 1 Helen found ways to speak to her family. For Father, she made the shape of glasses with her fingers. For baby sister Mildred, she sucked her thumb, and for Mother, she laid her hand against her face. But each day she grew more frustrated and angry, hitting Mildred, kicking at her family, and crying. Her parents tried to make her happy, but Helen’s behavior only got worse.
- 2 They needed help, so they sent for a teacher from the Perkins Institute for the Blind, a school in Boston.
- 3 A stranger was here. Helen reached forward to touch her.
- 4 A smooth, round face with no lines.
- 5 *Young.*
- 6 Curly hair, pulled back smooth.
- 7 *Neat.*
- 8 Tight lips, turned up just a little on each end.
- 9 *Trying to hide a smile.*
- 10 And her eyes.
- 11 *Hidden behind glasses.*

- 12 The stranger will not leave. Each day there is something new. The stranger's hand in hers. Fingers tracing, fist pounding, so many unfamiliar shapes.
- 13 *What do they mean?*
- 14 The stranger stayed by her side every minute of the day. Helen tried to hide, but she was always found. She even tried locking the stranger in her room. Nothing worked. Helen reached for her favorite things: her doll, a piece of hard candy, a bowl of cake batter. The stranger always took Helen's hand in hers, fingers tracing, fists pounding, too many strange shapes.
- 15 *I don't like her.*
- 16 Helen fought. She cried. She touched her cheek.
- 17 *I want my mother.*
- 18 Helen learned her first word at the pump. A cool splash, slippery and wet. *Water*. She learned quickly. With the stranger's help she discovered that each of the movements in her hand was the shape of a letter. And that all of the letters put together made words.
- 19 One by one the words came. Perched high in her favorite oak amid the caresses of plants came *tree*. And *leaves*. A smooth, hard something nestled in the palm of her hand. *Egg*. Then *birds* and *nests*.
- 20 Helen touched everything in her path. *Tell me the name*, she gestured.
- 21 And the stranger taught her to spell the names of her family: *M-o-t-h-e-r*; all the foods she ate: *e-g-g-s* and *b-r-e-a-d* and, her favorite, *c-a-k-e*.
- 22 *Is there a name for everything?*

23 *Y-e-s*, the stranger responded.

24 *But who are you?* Helen asked by pointing and placing a hand on the stranger's chest.

25 The letters were spelled slowly into her hand. *T-e-a-c-h-e-r*.

26 *T-e-a-c-h-e-r*. Helen spelled back.

27 *I like her*.

28 Soon Helen could spell nearly six hundred words. Stepping onto a well-worn path, leading Teacher down past the old barn, Helen paid close attention. She felt the sharp crunch of pine needles underfoot, then the spongy cushion of moss, and the rickety planks of a bridge.

29 *Almost there*, she signaled to Teacher.

30 When she caught the scent of water she stopped.

31 *W-a-t-e-r*, she spelled in Teacher's hand.

32 *T-e-n-n-e-s-s-e-e R-i-v-e-r*, Teacher corrected.

33 Helen dug in mud up to her elbows, filling holes with water, stacking pebbles one by one, and shaping mounds of mud. She trudged home with dirt-caked fingernails and a dress stiff with dirt, but in her head were many new words, such as *o-c-e-a-n*, *d-a-m*, *m-o-u-n-t-a-i-n*, and *v-a-l-l-e-y*.

34 In the heat of the day, Helen soaked in the warmth as *s-u-n*, *s-k-y*, *p-l-a-n-e-t*, and *s-t-a-r* were traced in her palm.

35 On other days, as drops poured down on her face, Helen stood perfectly still, her feet in a puddle, drinking in the rain. *C-l-o-u-d-s* and *t-h-u-n-d-e-r* she practiced spelling.

36 But it was in the family garden, fragrant with perfumed blossoms, that Helen discovered her favorite spot. *C-l-e-m-a-t-i-s, l-i-l-y, r-o-s-e*, she spelled as she touched each petal. Surrounded by butterflies and bees, beetles and dragonflies, she felt them whir and crawl and land softly all around her.

37 With so many new words came many new questions.

8. What does paragraph 1 tell readers about Helen?
- A. She does not recognize her family.
 - B. She understands the thoughts of her family.
 - C. She does not enjoy time with her family.
 - D. She wants to communicate with her family.
-

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9. Why does Helen make “the shape of glasses with her fingers” when she means “Father”?
- A. Helen’s mother has different glasses.
 - B. Helen has felt the glasses on her father’s face.
 - C. Helen’s father has glasses like the teacher.
 - D. Helen learned about glasses in her teacher’s lessons.

10. Read these sentences from paragraph 12.

The stranger's hand in hers. Fingers tracing, fists pounding, so many unfamiliar shapes.

The author includes these sentences most likely to

- A. explain how the teacher makes words.
- B. show how the teacher wants to comfort Helen.
- C. explain how the teacher's behavior upsets Helen.
- D. show how Helen expresses her feelings.

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11. Which word does Helen first learn to spell?

- A. Tree
- B. Water
- C. Mother
- D. Teacher

12. Read paragraph 17 from the article.

I want my mother.

Why does the author most likely use italics in this sentence?

- A. To describe Helen's actions
 - B. To inform readers of important ideas
 - C. To show Helen's thoughts
 - D. To explain the meaning of new words
-

13. Based on information in the article, what does gestured mean in paragraph 20?

- A. Asked
- B. Pulled
- C. Motioned
- D. Demanded

14. Which sentence from the article shows that Helen is eager to learn?
- A. "The stranger stayed by her side every minute of the day."
(paragraph 14)
 - B. "Helen learned her first word at the pump."
(paragraph 18)
 - C. "The letters were spelled slowly into her hand."
(paragraph 25)
 - D. "Soon Helen could spell nearly six hundred words."
(paragraph 28)

Reading Test — Segment 3

Read this poem about a special day at school when an author visits. Then answer the questions. Some questions may ask you about certain lines. The lines are numbered on the left side.

My Special Day at Third Street School

by Eve Bunting

1 AN AUTHOR'S COMING TO OUR SCHOOL.
Our teacher's so excited.
The author wrote and said that she
was glad to be invited.

5 Her name is Miss Amanda Drake.
She's coming on the bus
from over on Biloxi Street
just to visit us.

10 First, of course, we read her books . . .
every one we've got.
Then we borrow fourteen more.
She's written quite a lot.

15 We make a welcome banner
that we hang up in the hall.
We draw a million drawings
just to decorate the wall.

We fold some origami flowers.
They're very hard to do.
We pile them in a basket
20 with a note that says "For You."

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We make a list of questions
that we'll ask Amanda Drake.
Our teacher says "Don't ask her,
'How much money do you make?'"

25 We squeeze some ice-cold lemonade.
We bake a chocolate cake.
Our classroom's looking beautiful
for Miss Amanda Drake.

30 She's here! She's here! We're in a state
of great anticipation!
We stamp our feet and clap our hands
to show appreciation.

35 Amanda Drake is tall and thin.
Her hair is streaked with pink.
It doesn't sound attractive,
but it's nicer than you think.

40 She talks to us and reads to us
and says she loves to write.
"I'm working, working every day
and sometimes every night.

"Verbs and nouns and adjectives,
words that show and tell.
My dictionary's close at hand
for words that I can't spell.

45 "There's something that I'd like to share
because it's truly true.
It doesn't seem like work
if you are loving what you do."

15. Miss Amanda Drake visits Third Street School because
- A. the children have made her presents.
 - B. she lives near the school.
 - C. the school is so beautiful.
 - D. she has been invited.
-

16. Which statement about Miss Amanda Drake is true?
- A. She writes to ask for directions to Third Street School.
 - B. She arrives in the morning at Third Street School.
 - C. She walks part way to Third Street School.
 - D. She rides the bus to Third Street School.
-

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17. Why do the students want to meet Miss Amanda Drake?
- A. They like her books.
 - B. They like her pink hair.
 - C. They like the way she reads to them.
 - D. They like the letter she wrote to them.

18. Which line from the poem contains figurative language?

- A. "We make a welcome banner"
(line 13)
 - B. "We draw a million drawings"
(line 15)
 - C. "We pile them in a basket"
(line 19)
 - D. "We make a list of questions"
(line 21)
-

19. In line 32, what does the word appreciation mean?

- A. Hope
- B. Thanks
- C. Wonder
- D. Surprise

20. Read lines 29–32 from the poem.

She's here! She's here! We're in a state
of great anticipation!
We stamp our feet and clap our hands
to show appreciation.

Which phrase describes the students in lines 29–32?

- A. Eager to prepare
 - B. Suddenly shy
 - C. Full of excitement
 - D. Suddenly surprised
-

21. Which quote contains a detail important to the main idea of the poem?

- A. "She's coming on the bus"
(line 6)
- B. "Then we borrow fourteen more"
(line 11)
- C. "but it's nicer than you think"
(line 36)
- D. "and says she loves to write"
(line 38)

22. Who is the speaker of the poem?
- A. A student at Third Street School
 - B. The principal from Third Street School
 - C. A teacher at Third Street School
 - D. A writer who visits Third Street School
-

23. What is Miss Amanda Drake's message to the students?
- A. Ask good questions if you expect good answers.
 - B. Use a tool such as a dictionary when you write.
 - C. Enjoy your job even if you have to work hard.
 - D. Behave kindly toward people when they visit.