II. English Language Arts, Reading Comprehension, Grade 3
Grade 3 English Language Arts
Reading Comprehension Test

The spring 2013 grade 3 English Language Arts Reading Comprehension test was based on Pre-K–5 learning standards in two content strands of the Massachusetts Curriculum Framework for English Language Arts and Literacy (March 2011) listed below. Page numbers for the learning standards appear in parentheses.

- Reading (Framework, pages 13–19)
- Language (Framework, pages 33–40)

The Curriculum Framework for English Language Arts and Literacy is available on the Department website at www.doe.mass.edu/frameworks/current.html.

ELA Reading Comprehension test results are reported under two MCAS reporting categories, Reading and Language, which are identical to the two framework content strands listed above.

Test Sessions and Content Overview

The grade 3 ELA Reading Comprehension test included two separate test sessions. Each session included reading passages, followed by multiple-choice, short-response, and/or open-response questions. Selected common reading passages and approximately half of the common test items are shown on the following pages as they appeared in grade 3 test & answer booklets.

Reference Materials

The use of bilingual word-to-word dictionaries was allowed for current and former English language learner students only, during both ELA Reading Comprehension sessions. No other reference materials were allowed during any ELA Reading Comprehension test session.

Cross-Reference Information

The tables at the conclusion of this chapter indicate each released and unreleased common item’s reporting category and the standard it assesses. The correct answers for released multiple-choice questions are also displayed in the released item table.
Welcome!
1. Many people have come from other countries to live in the United States. Some come to find new jobs. Others are looking for a better way to live. All of them want to be free.
2. For more than 100 years, the Statue of Liberty has greeted newcomers as they sail into New York Harbor. It gives hope to everyone who dreams of freedom.

A Gift from France
3. The people of France have been friends with the people of the United States for a long time. One man from France wanted to share his love of freedom by giving the United States a gift. That gift was a huge statue. The statue would show the friendship between the two countries.

Making the Statue
4. A French artist named Frédéric Bartholdi had the job of making the statue. He began making small models out of clay in 1875. He pictured the statue as a woman who was holding a torch high in the air. He made the statue’s face look like his mother’s face.
The statue was made of copper, iron, and steel. Lots of people helped make the giant statue. Bartholdi worked with builders who knew how to make large things.

The right hand and torch were the first parts that Bartholdi finished. He sent these pieces to Philadelphia in 1876 for a special fair. The fair was for the 100th birthday of the United States. At the fair, people could climb a ladder to the torch. Everyone was excited because people were able to go inside the statue.

Back in Paris, they finished the statue in 1884. Lady Liberty, another name for the statue, is 151 feet tall from its feet to the tip of its torch.

A Grand Party

On October 28, 1886, the French people presented the Statue of Liberty to the people of the United States. People from all over the world came to see it. Bartholdi was there. The president of the United States was there, too.

Many people watched the party from boats floating in New York Harbor. There were parades, and some people gave speeches.

What a great day for freedom!

Liberty Still Stands

Many years passed, and the statue started to look old. In 1980, the people of the United States decided to repair the statue and make her look new again. Everyone helped by giving money. Workers replaced the rusty parts and they cleaned the inside and outside of the statue. They even put in new elevators.

When the work was done in 1986, there was a big party for the statue’s 100th birthday. Even the president was there. The people at the party watched fireworks and heard speeches.
A Reminder of Freedom

Liberty Island is the place where the statue stands. Each year many people go there to see the Statue of Liberty. It reminds them how good it is to be free.

The Statue of Liberty is an amazing sight. It reminds us that freedom is important for people all over the world.

Important Dates for the Statue of Liberty

1. 1875 - People begin to build the statue.
2. 1884 - The statue is finished in Paris.
3. 1886 - Statue of Liberty opens in the United States.
4. 1885 - Statue pieces go to New York.
5. 1876 - The torch and right hand go to Philadelphia.
6. 1980 - People repair the statue.
7. 1986 - Statue of Liberty reopens.

Mark your choices for multiple-choice questions 1 through 10 by filling in the circle next to the best answer.

1. Based on paragraphs 4 and 5, other people worked with Bartholdi to
   - A) build the Statue of Liberty.
   - B) move the Statue of Liberty.
   - C) make models of the Statue of Liberty.
   - D) think of ideas for the Statue of Liberty.

2. Based on the passage, the most likely reason the Statue of Liberty was sent to the United States in parts was because of its
   - A) size.
   - B) cost.
   - C) color.
   - D) shape.

3. Based on the passage, the party in 1886 mostly showed that Americans wanted to
   - A) clean the statue.
   - B) welcome visitors.
   - C) meet the president.
   - D) celebrate the statue.

4. According to the passage, why did the Statue of Liberty need to be repaired in 1980?
   - A) The statue began to fall down.
   - B) The statue began to look worn.
   - C) A person was harmed by the statue.
   - D) A celebration was planned for the statue.
5. Based on the passage, what did the events in 1886 and 1986 have in common?

- They were both held in France.
- They were both open to only Americans.
- They were both planned by the people of France.
- They were both visited by presidents of the United States.

6. What is the most likely reason the author included the timeline in the passage?

- to tell the main idea
- to describe the setting
- to explain the purpose
- to show the order of events

7. According to the timeline, when was the first viewing of the completed statue?

- 1875
- 1886
- 1980
- 1986

8. What is the main purpose of the passage?

- to tell who built the Statue of Liberty
- to describe the history of the Statue of Liberty
- to list what was used to build the Statue of Liberty
- to explain the changes made to the Statue of Liberty
9. Read the sentence from paragraph 6 in the box below.

The fair was for the 100th birthday of the United States.

Which of the following uses the word *fair* in the same way it is used in the sentence?

- My teacher always gives fair grades.
- I like to go on all the rides at the fair.
- Fair skies usually mean nice weather.
- Children with fair skin sunburn easily.

10. Read the words from the passage in the box below.

- New York
- France
- Bartholdi
- Lady Liberty

What do the words in the box all have in common?

- They are verbs.
- They are contractions.
- They are proper nouns.
- They are compound words.
Based on the passage, explain why the Statue of Liberty is important to the people of the United States. Support your answer with important details from the passage.
Tino brought his favorite miniature car, the Packard, to school the next day. It was the car that had taken him and his father the longest time to make, and it was his favorite. He wrapped it carefully in a handkerchief and packed it into his lunch box.

Mrs. Sunday was on her porch when Tino arrived.

“Tino, what a nice surprise.” Mrs. Sunday seemed very happy to see him. It made him feel good. “My first visitor today,” she said.

“I brought something to show you,” he said. “It’s a model of an old car they don’t make anymore. It was called a Packard.” He held it out to her. She took it carefully into her hands.

“You made this?” she asked. “It’s beautiful! You know, a long time ago we had a real Packard.”

“You had a real Packard?”

“I know I have pictures of it somewhere. Wouldn’t it be fun to find them? Come and look,” Mrs. Sunday said. Tino followed her into the living room. It was very dark inside. Still, he was surprised to see how nice it was. Everything was very old: framed photographs, paintings, vases, glasses, books, and old-fashioned lamps everywhere.

“Let’s see,” said Mrs. Sunday, “I think the photo albums are in that large cupboard over there, under those boxes. You can get to them more easily than I can.” Tino rummaged among the boxes where Mrs. Sunday pointed.

“That’s it . . . there,” she said. Tino carefully took out the large photo album.

“Oh dear. Look at the dust. It’s been a long time since I’ve looked at this. Now, let’s see. There’s more light by the window. We can raise the shade.”

Tino raised the shade. Warm sunlight streamed into the room and swallowed the darkness.

Mrs. Sunday said, “It’s much nicer with the shades raised. I can’t imagine why I’ve been living in the dark.”

While walking home from school, Tino often stops to visit his neighbor, Mrs. Sunday. For one visit, Tino decides to take his favorite model car with him to show her. Read “The Sharing” to find out more about his visit and answer the questions that follow.

**THE SHARING**

*by Leo Buscaglia*

1. Tino brought his favorite miniature car, the Packard, to school the next day. It was the car that had taken him and his father the longest time to make, and it was his favorite. He wrapped it carefully in a handkerchief and packed it into his lunch box.
2. Mrs. Sunday was on her porch when Tino arrived.
4. “I brought something to show you,” he said. “It’s a model of an old car they don’t make anymore. It was called a Packard.” He held it out to her. She took it carefully into her hands.
5. “You made this?” she asked. “It’s beautiful! You know, a long time ago we had a real Packard.”
6. “You had a real Packard?”
7. “I know I have pictures of it somewhere. Wouldn’t it be fun to find them? Come and look,” Mrs. Sunday said. Tino followed her into the living room. It was very dark inside. Still, he was surprised to see how nice it was. Everything was very old: framed photographs, paintings, vases, glasses, books, and old-fashioned lamps everywhere.
8. “Let’s see,” said Mrs. Sunday, “I think the photo albums are in that large cupboard over there, under those boxes. You can get to them more easily than I can.” Tino rummaged among the boxes where Mrs. Sunday pointed.
9. “That’s it . . . there,” she said. Tino carefully took out the large photo album.
10. “Oh dear. Look at the dust. It’s been a long time since I’ve looked at this. Now, let’s see. There’s more light by the window. We can raise the shade.”
11. Tino raised the shade. Warm sunlight streamed into the room and swallowed the darkness.
12. Mrs. Sunday said, “It’s much nicer with the shades raised. I can’t imagine why I’ve been living in the dark.”
They settled side by side, and Mrs. Sunday opened the album.

“Here I am with my husband, Ben, when we were first married. Can you imagine that I ever looked so young?”

She showed him another photograph. “And these are my children.”

Quickly she turned a few more pages. “Ah, here it is!” she said, touching a photo of a shiny, black automobile. “Just look at that! Isn’t it beautiful? Riding in that car always made me feel so good. We’d pile the children in on Sundays and have such a good time. I loved that Packard,” she said, “and now my new friend Tino has a Packard and it’s *his* favorite, too.”

They both laughed. “These photographs are full of memories for me,” Mrs. Sunday told Tino. “Every picture tells its own story. My past is on every page.” Tino wondered why she had tears in her eyes if her memories were as nice as she said they were.

Afterward they sat at the kitchen table and drank milk and ate fresh gingersnaps. Tino liked being with Mrs. Sunday. She was not like other grownups. She spoke right to him and listened to him as if he were really there. Most of all, she was interested in him and in the things he was doing.

“You know,” Tino stammered, rather ashamed, “before I knew you, I was afraid of you.”

“Afraid of me?” Mrs. Sunday laughed. “Oh, Tino, you can see that there is so little of me to be afraid of.” After a moment, she asked, “And what do you think now?”

“I think you’re real nice,” Tino said, matter-of-factly.
Mark your choices for multiple-choice questions 12 through 17 by filling in the circle next to the best answer.

12 Based on the selection, what is the most likely reason Tino chooses to show his model car to Mrs. Sunday?

- It is a gift for her.
- It is important to him.
- It is like one she made.
- It is the biggest one he owns.

13 Read the sentence from paragraph 11 in the box below.

Warm sunlight streamed into the room and swallowed the darkness.

What does the sentence show about the room?

- It became cold.
- It became quiet.
- It became scary.
- It became bright.

14 In paragraph 17, what does Mrs. Sunday mean when she says, “Every picture tells its own story”?

- Each picture has appeared in a book.
- Each picture makes her want to read a book.
- Each picture helps her remember a happy time.
- Each picture has something written on the back.

15 What does the selection mostly show about Mrs. Sunday?

- She enjoys sitting on her front porch.
- She enjoys sharing her memories with others.
- She enjoys looking through photo albums often.
- She enjoys building model cars with her friends.
16. How does Tino feel about Mrs. Sunday at the end of the selection?
   A. He feels proud of her.
   B. He feels sorry for her.
   C. He feels worried about her.
   D. He feels comfortable with her.

17. Read the sentence from paragraph 12 in the box below.

   “I can’t imagine why I’ve been living in the dark.”

   In the sentence, can’t and I’ve are examples of
   A. adjectives.
   B. contractions.
   C. proper nouns.
   D. compound words.
Based on the selection, explain why Tino enjoys visiting Mrs. Sunday.
# Grade 3 English Language Arts

## Reading Comprehension

### Spring 2013 Released Items:
**Reporting Categories, Standards, and Correct Answers***

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Page No.</th>
<th>Reporting Category</th>
<th>Standard</th>
<th>Correct Answer (MC)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>Reading</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>Reading</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>Reading</td>
<td>1</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>Reading</td>
<td>1</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>Reading</td>
<td>3</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>Reading</td>
<td>5</td>
<td>D</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>Reading</td>
<td>7</td>
<td>B</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>Reading</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>Language</td>
<td>4</td>
<td>B</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>Language</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>Reading</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>16</td>
<td>Reading</td>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>Reading</td>
<td>4</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>16</td>
<td>Reading</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>Reading</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>Reading</td>
<td>3</td>
<td>D</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>Language</td>
<td>1</td>
<td>B</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>Reading</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

* Answers are provided here for multiple-choice items only. Sample responses and scoring guidelines for short-response and open-response items, which are indicated by the shaded cells, will be posted to the Department’s website later this year.
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Reporting Category</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Reading</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>Reading</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>Reading</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Language</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>Reading</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>Reading</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>27</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>28</td>
<td>Reading</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>Reading</td>
<td>1</td>
</tr>
<tr>
<td>31</td>
<td>Reading</td>
<td>8.a</td>
</tr>
<tr>
<td>32</td>
<td>Language</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>Language</td>
<td>1</td>
</tr>
<tr>
<td>34</td>
<td>Language</td>
<td>4</td>
</tr>
<tr>
<td>35</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>36</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>37</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>38</td>
<td>Reading</td>
<td>1</td>
</tr>
<tr>
<td>39</td>
<td>Reading</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>Reading</td>
<td>5</td>
</tr>
<tr>
<td>41</td>
<td>Language</td>
<td>4</td>
</tr>
</tbody>
</table>