
II. English Language Arts, Grade 3

Grade 3 English Language Arts Test

The spring 2017 grade 3 English Language Arts test was a next-generation assessment, featuring a new test design and new item types. The test was administered in two formats: a computer-based version and a paper-based version. The test included both operational items, which count toward a student's score, and matrix items. The matrix portion of the test consisted of field-test questions that do not count toward a student's score.

In general, all students were administered the same operational items, regardless of whether they took the computer-based test or the paper-based test. In some instances, the wording or content of a paper item differed slightly from the computer-based version. More information about the differences between the computer-based and paper-based tests will be posted to the MCAS website at www.doe.mass.edu/mcas/.

This document displays the **paper-based versions** of the 2017 operational items that have been released. The **computer-based versions** of the released items are available on the MCAS Resource Center website at mcas.pearsonsupport.com.

Test Sessions and Content Overview

The grade 3 ELA test was made up of three separate test sessions. Each session included reading passages, followed by selected-response questions and constructed-response or essay questions. On the paper-based test, the selected-response questions were multiple-choice items, in which students select the correct answer from among several answer options.

Standards and Reporting Categories

The grade 3 ELA test was based on Pre-K–5 learning standards in three 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)
- Writing (*Framework*, pages 23–28)
- Language (*Framework*, pages 33–40)

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

ELA test results are reported under three MCAS reporting categories, which are identical to the three framework content strands listed above.

The tables at the conclusion of this chapter provide the following information about each released and unreleased operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for released selected-response questions are also displayed in the released item table.

Reference Materials

During all three ELA test sessions, the use of bilingual word-to-word dictionaries was allowed for current and former English language learner students only. No other reference materials were allowed during any ELA test session.

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This session contains 12 questions.

Directions

Read the passage and questions carefully. Then answer each question as well as you can. You must record all answers in this Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

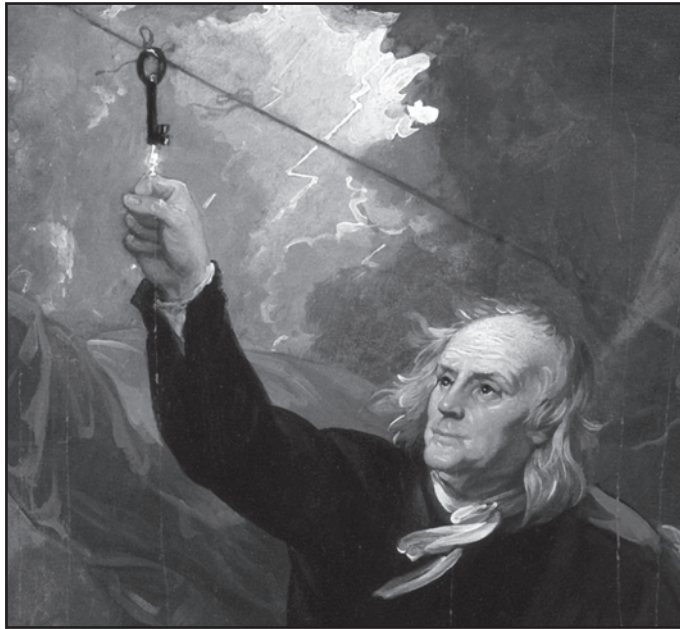
One question will ask you to write an essay. Write your essay in the space provided. Only essays written within the provided space will be scored.

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Read the passage about a famous American named Benjamin Franklin and then answer the questions that follow.

Benjamin Franklin: Writer, Inventor, Statesman

by Pamela Hill Nettleton



- 1 Benjamin Franklin is one of the most important and interesting people in the history of the United States. Ben helped the country form its first government. He was good with both people and ideas.
- 2 Ben was very smart and curious, too. He taught himself how to do many things well. His inventions and ideas still help us today.
- 3 This is the story of Benjamin Franklin.
- 4 Benjamin Franklin came from a big family. He had 16 brothers and sisters! He was born in Boston, Massachusetts, in 1706. Massachusetts was then a colony belonging to England.
- 5 Ben's father had a shop where he made soap and candles. When Ben turned 10, he had to stay home from school and help his father. Ben got to go to school for only two years, but he read every book he found. He taught himself math, writing, and science.

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- 6 Ben learned how to make newspapers in his brother's print shop. He and his brother argued a lot, so Ben ran away when he was 17. He went to Philadelphia, the largest city in the 13 colonies. In Philadelphia, Ben worked hard to become a successful printer. By the time he was 24, he had his own print shop. He printed the *Pennsylvania Gazette* newspaper. He also printed a book he wrote called *Poor Richard's Almanac*. People loved to read Ben's almanac. It was funny and full of wise sayings we still use today.
- 7 In 1730, Ben married Deborah Read. She helped run a general store in front of the print shop. She sold things such as soap and fabrics.
- 8 Ben was a happy, funny man. He was also curious. He had a lot of questions about the world: What makes wind blow? Where does electricity come from? Why is the ocean warm near the shore?
- 9 When Ben had a question, he tried to find the answer. He wondered if lightning made electricity. He flew a kite in a storm until lightning hit the kite. The lightning traveled down the string and hit a key tied at the other end. It made a spark—electricity!
- 10 When Ben found an answer, he used it to help people. He invented the lightning rod, a tall pole to put on top of a house. It kept lightning from starting fires in people's homes.
- 11 Back then, people heated their homes with wood-burning stoves. Ben invented a stove that burned less wood yet was even hotter than other stoves. It was called the Franklin stove.

DID YOU KNOW?

- Ben got tired of taking his glasses on and off to read, so he invented bifocals. These special glasses help people see both near and far.
- Ben sailed back and forth between America and France many times. He used his time on the ship to study ocean currents and temperatures.
- Ben was one of the first people to work against slavery in the United States. When he was 81, he became president of the first antislavery group in the country.
- Two presidents of the United States were named after Ben. They were Franklin Pierce and Franklin D. Roosevelt.
- William Franklin, one of Ben's three children, grew up to become the governor of New Jersey. Ben wanted the colonies to be free from England's rule. William wanted the colonies to stay with England. This was a problem between father and son.

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- 12 Ben ran the post office and helped the mail get delivered faster. In 1775, he became the first postmaster general, in charge of all the post offices in the colonies. In 1847, Ben and George Washington had their pictures on the very first U.S. postage stamps.
- 13 Ben helped start the first library, the first fire department, and the first city hospital in the colonies.
- 14 In 1775, the colonies started the Revolutionary War to win their freedom from England. Ben helped write the Declaration of Independence. This important paper marked the beginning of the United States of America.
- 15 At first, the war was not going well. Ben went to France. He convinced the French to send their army to help the colonies. Many people think the war would have been lost without Ben's work.
- 16 After the war, Ben helped make America's first laws. He signed the Constitution of the United States. The country loved him! He died in 1790, at the age of 84. About 20,000 people went to his funeral.
- 17 Ben once said he would like to return to the world 100 years after he died to see all the new ideas and inventions. Imagine what he would say if he visited us today!

TIMELINE: THE LIFE OF BENJAMIN FRANKLIN

- 1706 — Born in Boston, Massachusetts, on January 6
- 1718 — Worked with his brother James in a print shop in Boston
- 1723 — Ran away to Philadelphia, Pennsylvania, at age 17
- 1728 — Opened his own print shop, publishing a newspaper and *Poor Richard's Almanac*
- 1730 — Married Deborah Read
- 1731 — Helped start the first library that loaned out books
- 1736 — Founded the Union Fire Company in Philadelphia
- 1752 — Conducted his famous kite experiment
- 1776 — Signed the Declaration of Independence
- 1778 — Signed the Treaty of Alliance with France to get France's help for the colonies
- 1783 — Signed the Treaty of Paris, ending the Revolutionary War
- 1787 — Signed the Constitution of the United States
- 1790 — Died in Philadelphia on April 17, at age 84

Benjamin Franklin: Writer, Inventor, Statesman by Pamela Hill Nettleton. Text copyright © 2004 by Picture Window Books. Reprinted by permission of Picture Window Books, an imprint by Capstone. Illustration courtesy of gift of Mr. and Mrs. Wharton Sinkler, 1958/Philadelphia Museum of Art.

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1 Based on paragraph 5, why did Ben go to school for only two years?

- Ⓐ He needed to work.
- Ⓑ He did not live nearby.
- Ⓒ He liked being at home.
- Ⓓ He did not like to study.

2 According to the passage, why did Ben leave Boston?

- Ⓐ to meet new people
- Ⓑ to read different books
- Ⓒ to be far from his brother
- Ⓓ to make more newspapers

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- 3 In paragraph 8, the author **most likely** included a list of questions to show what Ben
- Ⓐ saw.
 - Ⓑ read.
 - Ⓒ wrote.
 - Ⓓ thought.

- 4 Read the sentences from paragraph 9 in the box.

He flew a kite in a storm until lightning hit the kite. The lightning traveled down the string and hit a key tied at the other end. It made a spark—electricity!

How are the sentences **mostly** organized?

- Ⓐ by cause and effect
- Ⓑ by main idea and detail
- Ⓒ by key word and meaning
- Ⓓ by comparison and contrast

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- 5 Based on the passage, which of the following **best** describes Ben?
- Ⓐ He loved to sail.
 - Ⓑ He loved to learn.
 - Ⓒ He wanted to be rich.
 - Ⓓ He wanted to be famous.
- 6 Based on paragraph 17, why did Ben want “to return to the world 100 years after he died”?
- Ⓐ He was angry about the future.
 - Ⓑ He was serious about the future.
 - Ⓒ He was curious about the future.
 - Ⓓ He was worried about the future.

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- 7 What is the **main** purpose of the section “DID YOU KNOW?”
- Ⓐ to share funny stories
 - Ⓑ to give readers a summary
 - Ⓒ to include interesting facts
 - Ⓓ to test what readers remember
- 8 According to the timeline, when did Ben start a business?
- Ⓐ 1718
 - Ⓑ 1728
 - Ⓒ 1730
 - Ⓓ 1752

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- 9 What is the **most likely** reason the author used the title “Benjamin Franklin: Writer, Inventor, Statesman”?
- Ⓐ to show the purpose of the jobs Ben had
 - Ⓑ to show the passage is divided into sections
 - Ⓒ to show that Ben did many things in his life
 - Ⓓ to show that the passage is about different people

- 10 Read the sentence from paragraph 6 in the box.

He and his brother argued a lot, so Ben ran away when he was 17.

In the sentence, which word could be used in place of the word *argued*?

- Ⓐ ate
- Ⓑ spent
- Ⓒ spoke
- Ⓓ fought

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- 11 Read the sentence from paragraph 7 in the box.

She sold things such as soap and fabrics.

Which word in the sentence is a **verb**?

- Ⓐ sold
- Ⓑ things
- Ⓒ as
- Ⓓ fabrics

This question is a text-based essay question. Write your essay in the space provided on the next page. Your essay should:

- **Present and develop a central idea.**
- **Provide evidence/details from the passage(s).**
- **Include correct grammar, spelling, and punctuation.**

- 12 Based on the passage, write an essay that explains how Benjamin Franklin helped people. Be sure to use information from the passage to develop your essay.

You have a total of one page on which to write your response.

12

A series of horizontal lines for writing a response.

Grade 3 English Language Arts
Spring 2017 Released Operational Items:
Reporting Categories, Standards, Item Descriptions, and Correct Answers

Item No.	Page No.	Reporting Category	Standard	Item Type*	Description	Correct Answer (SR)**
1	11	<i>Reading</i>	RI.3.1	SR	Make an inference based on information from the passage.	A
2	11	<i>Reading</i>	RI.3.3	SR	Use information from the passage to determine why an event happened.	C
3	12	<i>Reading</i>	RI.3.5	SR	Determine how a text feature is important to the passage.	D
4	12	<i>Reading</i>	RI.3.5	SR	Determine how information in the passage is organized.	A
5	13	<i>Reading</i>	RI.3.3	SR	Identify a trait that describes a person in the passage.	B
6	13	<i>Reading</i>	RI.3.1	SR	Make an inference based on a quote from the passage.	C
7	14	<i>Reading</i>	RI.3.5	SR	Identify the purpose of a section of the passage.	C
8	14	<i>Reading</i>	RI.3.7	SR	Use information from the passage to determine when an event occurred.	B
9	15	<i>Reading</i>	RI.3.2	SR	Determine how the title supports the main idea of the passage.	C
10	15	<i>Language</i>	L.3.4	SR	Determine the meaning of a word in context.	D
11	16	<i>Language</i>	L.3.1	SR	Determine the part of speech of a word used in the passage.	A
12	16	<i>Writing Language</i>	W.3.2, W.3.4, L.3.1, L.3.2, L.3.3	ES	Write an essay that explains how a person described in the passage helped others; use information from the passage as evidence.	

* ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).

**Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to the Department's website later this year.

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Spring 2017 Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

Item No.	Reporting Category	Standard	Item Type*	Description
13	<i>Reading</i>	RL.3.2	SR	Identify an event that shows how the narrator's actions are important to the plot of the passage.
14	<i>Reading</i>	RL.3.1	SR	Determine how a paragraph supports overall understanding of the passage.
15	<i>Reading</i>	RL.3.2	SR	Determine the central message of the passage and identify details that support it.
16	<i>Reading</i>	RL.3.7	SR	Analyze how a picture contributes to the overall understanding of the passage.
17	<i>Writing Language</i>	W.3.3, W.3.4, L.3.1, L.3.2, L.3.3	ES	Write a narrative describing what might happen next in the passage.
18	<i>Reading</i>	RL.3.4	SR	Identify a pair of words that rhyme in the poem.
19	<i>Reading</i>	RL.3.3	SR	Identify the word that best describes the speaker in the poem.
20	<i>Reading</i>	RL.3.4	SR	Interpret the meaning of a phrase in the poem.
21	<i>Reading</i>	RL.3.2	SR	Identify the main idea that the two poems have in common.
22	<i>Language</i>	L.3.1	SR	Determine the part of speech of two words used in the poem.
23	<i>Language</i>	L.3.1	SR	Determine the part of speech of a word used in the poem.
24	<i>Language</i>	L.3.2	SR	Determine the purpose of punctuation used in words from the poem.
25	<i>Reading</i>	RL.3.2	CR	Write a paragraph that explains what the speaker is suggesting, using important details from the poem as evidence.

* ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).