

Grade 3

Assessment of Reading, Writing and Mathematics, Primary Division

Student Booklet Language 2

Spring 2013

**RELEASED SELECTIONS AND
ASSESSMENT QUESTIONS**

Education Quality and
Accountability Office



Please note: The format of this booklet is different from that used for the assessment. The questions themselves remain the same.

Language 2

Section C

The Board

My tae kwon do instructor stood in front of me, the board held tightly in his hands. 1

“Just tell me when you’re ready,” he said. 2

I *had* to break it. That thought was ringing around inside my head, inside my stomach. “Break it. BREAK IT! You have to break it.” 3

I stepped back for a practice kick. I got in a good stance, clenched my fists, and then I spun around backwards, doing a complete turn, and brought my heel up lightly on the edge of the board. Just to make sure that I was lined up, I practised again. 4

The thin, old brown carpet was rough on my bare feet as I turned. The fluorescent lights in the ceiling filled the room with light. Everything was silent, waiting for me. My martial arts classmates sat in a row on the floor to my left. At the back of the room, my mom and dad sat in chairs. I could feel everyone’s gaze boring through me like so many tiny lasers. I had never broken a board before, although I had tried several times. Even a boy in my tae kwon do class who was two years younger than me (and a lower rank) had broken one. 5

My loose white uniform made snapping sounds as I lined myself up once more, but the baggy pants and jacket didn’t keep me from sweating. I paused to pull tight the knot in my deep-blue belt. 6

“OK,” I whispered, and with one last deep breath, I swirled around, the room blurring before my eyes. Then I kicked my heel against the hard wood. I stepped back. The board was still in one piece. 7

- “You stopped,” my instructor said, smiling. “You have to go *through* the board. Try it again.” 8
- “Through the board, through the board,” I chanted to myself. I took another practice try and then flew around again, my long, blond hair swishing around behind me. But again, I couldn’t break the board. I hadn’t even cracked it! I wouldn’t disappoint everyone by being a quitter. I wouldn’t disappoint myself. 9
- “Almost,” my instructor told me. “You still stopped. Try it just one more time.” 10
- One more chance. That was all I had. Suddenly, I remembered my instructor once sticking his tongue out and waving his hands by his ears. 11
- “That’s what the board’s doing,” he had said to me. 12
- I closed my eyes and pictured myself cracking the board in half. 13
- “I’ll show you, Mr. Board. I’ll do it,” I whispered, and the words “I’ll do it” echoed inside me. “I’ll do it. I’ll do it. I’ll do it.” 14
-
- “OK,” I said quietly. I spun around. My foot snapped out and collided with the board in just the right spot. I heard a distant CRACK! and then my foot fell through the board, and my instructor was holding up the two pieces and grinning. 15
- “Knowing that you can,” he said. “That’s all there is to it.” 16

Adapted from “The Board” by Ann Pedtke, published in the July/August 2000 issue of *Stone Soup*. Reprinted with permission from *Stone Soup, the Magazine by Young Writers and Artists*. © 2000 by the Children’s Art Foundation.

1 Who is instructing the group?

- a parent
- a classmate
- a martial arts teacher
- a martial arts student

2 Why is the word “had” in paragraph 3 written differently?

- to describe the board
- to describe the ringing sound
- to show the student is talking aloud
- to show the student’s determination

3 What does the word “stance” mean as used in paragraph 4?

- step
- kick
- motion
- position

4 In paragraph 5, the room is

- hot.
- dim.
- noisy.
- bright.

5 The first two sentences of paragraph 5 describe

- the time.
- the place.
- a problem.
- a character.

6 The words “everyone’s gaze boring through me” (paragraph 5) show that the student

- is feeling pressure.
- is hot from the lights.
- wants visitors to watch.
- wants everyone to move closer.

7 What changes in paragraph 7?

- The student is feeling dizzy.
- The student breaks the board.
- The student is no longer practising.
- The student ignores the instructor’s advice.

8 What does the word “it” refer to in paragraph 10?

- standing tall
- stepping back
- spinning around
- breaking the board

- 9** The words “I’ll do it” are repeated in paragraph 14 to show that the student is
- angry at the board.
 - talking to the board.
 - preparing mentally to break the board.
 - reminding the instructor to hold the board.
- 10** What do the words “collided with” mean as used in paragraph 15?
- split easily
 - bumped loudly
 - touched lightly
 - struck forcefully

11 Explain how the student is feeling in paragraphs 5–6. Use details from the text to support your answer.

12 What does the dialogue in this text help the reader understand about the instructor? Use details from the text to support your answer.

13 Imagine you have invented a new kind of transportation. Write a paragraph explaining how it helps people.

Ideas for My Paragraph

Write your answer on the next page.

Write your paragraph here. Remember to check your spelling, grammar and punctuation.

**Do not write
in this area.**

Writing Multiple-Choice

14 Choose the sentence that does not belong in the following paragraph.

(1) Joel enjoys reading many different kinds of books. (2) Playing the piano is his favourite activity. (3) He would like to get a new graphic novel. (4) It will be available at the library next week.

- Sentence 1
- Sentence 2
- Sentence 3
- Sentence 4

15 Choose the best opening sentence for the following paragraph.

_____ It gets your heart pumping and sends oxygen to your brain. Oxygen helps you focus better on learning. Exercise can be done almost anywhere. It keeps your body healthy.

- Recess is twice a day.
- Being outside is a lot of fun.
- A healthy snack gives me energy.
- Daily physical activity is important.

16 Choose the sentence that is written correctly.

- James picked up the gym shoes, school, bag and pencil crayons from the floor.
- James picked up the gym shoes, school bag and pencil crayons from the floor.
- James picked up the gym shoes, school bag and pencil, crayons from the floor.
- James picked up the gym, shoes, school bag and pencil crayons from the floor.

Writing Multiple-Choice

17 Choose the best order to make a paragraph using the following sentences.

- (1) We picked juicy red apples.
- (2) We went to the apple farm on Saturday.
- (3) We made delicious pies when we got home.
- (4) A wagon brought us to the apple orchard.

- 1, 2, 4, 3
- 2, 4, 1, 3
- 3, 1, 2, 4
- 4, 2, 1, 3



Language 2

Section D

The Eurasian Eagle Owl

Big Bird

The Eurasian eagle owl is one of the largest owls on the planet. But it can be hard to spot. Its feathers and body are covered in splotches and streaks that help the owl blend in with tree bark while it spies on its prey.

Silent Flyer

This owl spends its days perched high up in the treetops. When the sun sets, it swoops down to hunt for food. It can capture prey in the dark because of its super eyesight and hearing. The eagle owl flies so quietly that its prey never knows it's being hunted.

Eat It Up

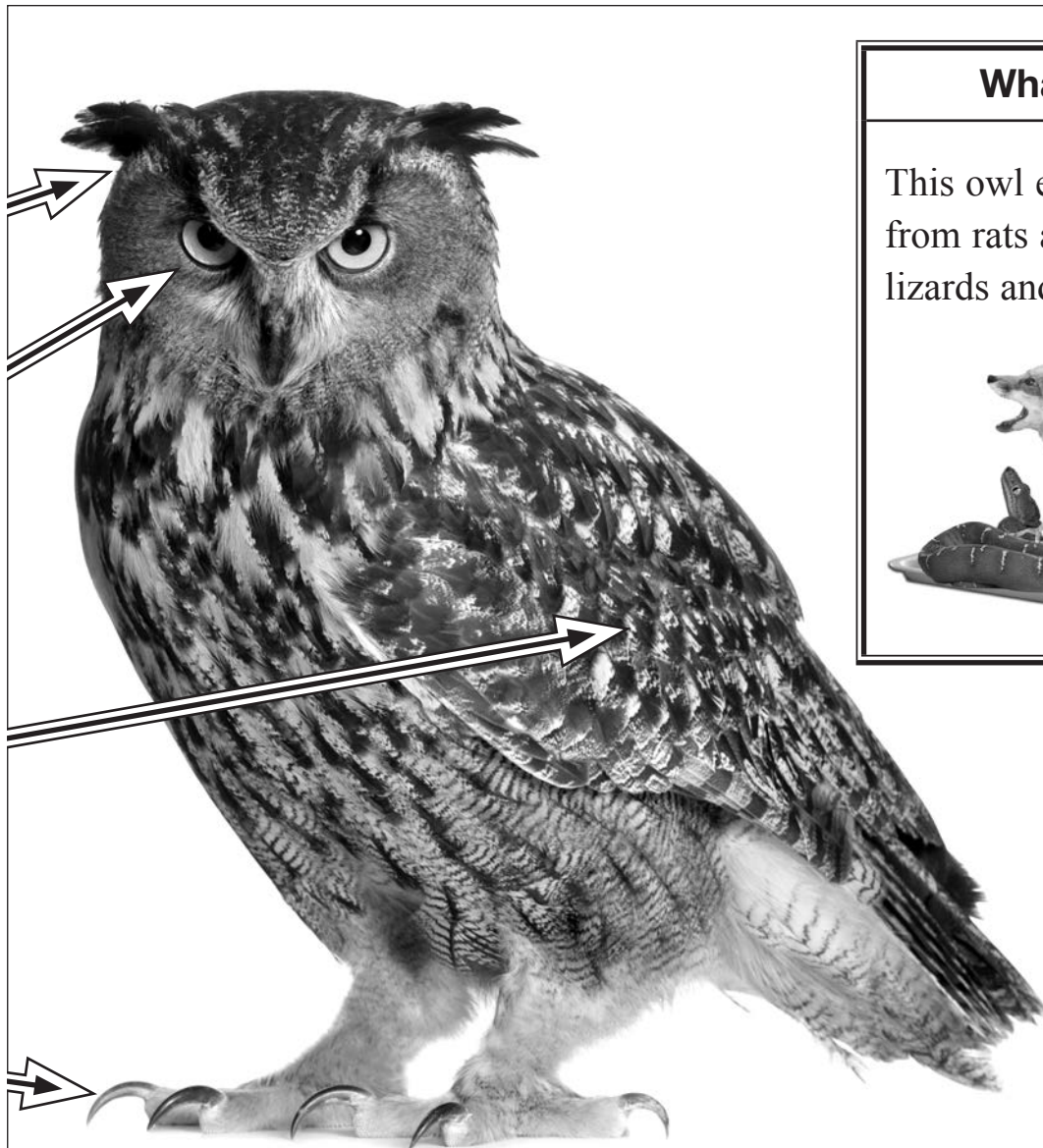
This owl doesn't chew its food. It swallows its prey whole, including fur, feathers, teeth, claws and bones! But the eagle owl can't digest these things. So its stomach muscles squash them into a ball called an owl pellet. The owl coughs up the pellet hours later.

Tufts of feathers to help blend into the colours of the forest

Big eyes to spot prey in the pitch-black night


Soft feathers on its wings make for quiet, sneaky flights

Razor-sharp talons to capture small prey




What It Eats

This owl eats everything from rats and foxes to lizards and snakes.



Its Size

The Eurasian eagle owl is about as tall as a German shepherd (a large dog).



Adaptation of "Eurasian Eagle Owl," including the "Fast Facts," written by Maria Birmingham from the October 2008 issue of *Chickadee* magazine. Used with permission of Bayard Presse Canada Inc.

1 The Eurasian eagle owl’s feathers are helpful because

- they make it easier to sit.
- they are the colour of night.
- they look like the owl’s prey.
- they look like the owl’s environment.

2 What is another word for “perched” as used in the section “Silent Flyer”?

- sitting
- hiding
- hunting
- blending

3 The Eurasian eagle owl coughs up a pellet

- so that it will not choke.
- because it cannot eat big animals.
- because it swallows food one part at a time.
- so that it can get rid of what it does not need.

4 How is the information in the text box “Its Size” useful to the reader?

- It shows the owl and its prey.
- It shows how big the owl actually is.
- It shows what each animal looks like.
- It shows how large the owl’s talons are.

5 Explain what makes the Eurasian eagle owl a good hunter. Use details from the text and your own ideas to support your answer.

6 Explain how the information in the pictures and text boxes works together to help the reader understand the Eurasian eagle owl. Use details from the text to support your answer.

- 7** You find a ticket in a book at the library. Write a story about what the ticket is for and what you do with it.



Ideas for My Story

Write your answer on the next page.

Writing Multiple-Choice

8 Choose the sentence that is written correctly.

- May I take this library book home? asked Paulo.
- “May I take this library book home? asked Paulo.”
- May I take this library book home? asked “Paulo.”
- “May I take this library book home?” asked Paulo.

9 Choose the best order to make a paragraph using the following sentences.

- (1) All the students lined up quickly at the door.
- (2) The principal told us we could go back to class.
- (3) We had a fire drill at school.
- (4) Our teacher led us to the field.

- 1, 2, 4, 3
- 1, 4, 3, 2
- 3, 1, 4, 2
- 3, 2, 4, 1

10 Choose the best opening sentence for this paragraph.

_____ They provide homes for many different kinds of animals and birds. Many types of trees, like oak and apple, provide fruit and nuts for people and animals. Trees also provide oxygen, which almost every living thing needs to survive.

- Maple trees produce syrup for us.
- Trees are very important for our planet.
- Many wood products are made from trees.
- Trees are very important because they clean the air.

11 Choose the words that best complete the following sentence.

It was raining outside ____ we stayed in for recess ____ we played games.

- so, and
- so, later
- and, earlier
- because, still



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