

Grade 3

Assessment of Reading, Writing and Mathematics, Primary Division

Student Booklet **1** Language

Spring 2014

**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 1

Section A

The In-Line Skating Lesson



Aldo and Farah sat on the steps as Aldo put on his new skates. 1

“Here is a book called *How to In-line Skate*,” said Farah. “Lesson one is ‘How to Fall Down.’” 2

Aldo laughed. “I don’t want to fall down,” he said. “I want to skate fast.” 3

He stood up on his new skates. 4

“I’m not getting anywhere,” he said. 5

He wiggled some more. “I’m rolling!” he shouted. He waved his arms in the air. 6

Aldo wiggled and jiggled to a long, slow slope. “I’ll glide downhill,” he called. 7

“Lesson number three is ‘How to Stop,’” Farah called. 8

“I don’t want to stop,” Aldo yelled. “I’m having fun.” 9

Aldo skated past bushes, past hydro poles, past houses. 10

“Uh-oh,” Aldo thought. “The sidewalk ends soon. I have to stop or I’ll crash.” 11

“Farah! Read how to stop!” Aldo yelled. 12

“What?” Farah called from the step. 13

“How do I stop?” Aldo yelled. 14

“It’s complicated on a hill,” yelled Farah. “Fall down.” 15

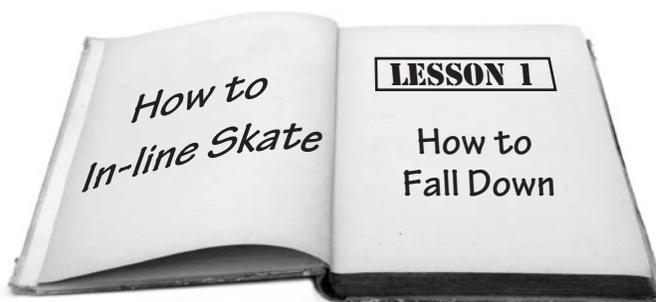
Aldo looked at the hard sidewalk ahead. He looked at the soft grass at the side. He wished he had practised lesson number one—how to fall. 16

Farah put down the book and ran after Aldo. “It says relax, be a wet noodle and fall.” 17

“I am a wet noodle,” yelled Aldo. 18

He flopped on the grass and rolled—one, two, three rolls. Finally Aldo stopped. 19

He grinned. 20



“I did it,” he said. “I can in-line skate, and I can stop.” 21

“You were wonderful,” said Farah. She smiled at her friend. 22

“But now let’s read the book,” she said. Aldo took off his skates,
and the two friends walked back up the hill. 23

“And start at the beginning.” 24

1 Why does Farah yell at Aldo?

- He is having fun.
- He is ignoring Farah.
- He is moving farther away.
- He is looking in another direction.

2 In paragraph 15, what does the phrase “It’s complicated on a hill” refer to?

- falling
- yelling
- stopping
- wiggling

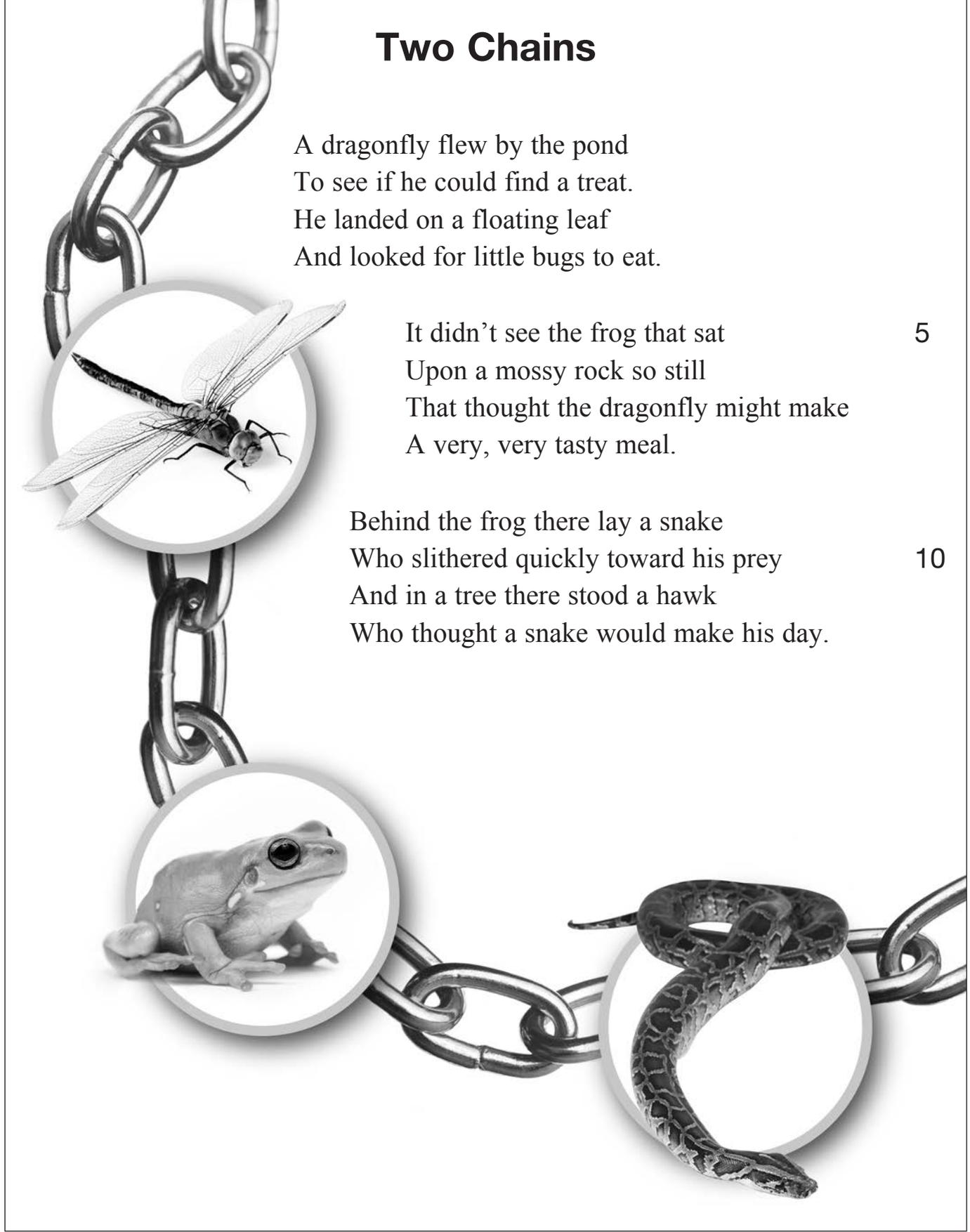
3 The phrase “be a wet noodle” in paragraph 17 means that Aldo needs to

- slow down.
- glide gently.
- enjoy himself.
- loosen his muscles.

4 Explain how Farah helps to make Aldo’s skating lesson a success. Use details from the text to support your answer.

5 Explain how Aldo’s attitude about using the book changes after he starts to skate. Use details from the text to support your answer.

Two Chains



A dragonfly flew by the pond
To see if he could find a treat.
He landed on a floating leaf
And looked for little bugs to eat.

It didn't see the frog that sat
Upon a mossy rock so still
That thought the dragonfly might make
A very, very tasty meal.

5

Behind the frog there lay a snake
Who slithered quickly toward his prey
And in a tree there stood a hawk
Who thought a snake would make his day.

10

Now when a cow that eats just grass
Stepped in the pond to drink that day
A ripple moved the leaf and scared
The hungry dragonfly away. 15

The frog jumped in, the snake crept off,
The mighty hawk took to the sky
And so their chance to have a feast,
Came to an end and passed them by. 20

The cow stepped out to eat more grass,
But never even had a hunch,
That she became the only one
Who got the chance to eat her lunch.



“Two Chains” by Judy Young, from the book *R Is for Rhyme: A Poetry Alphabet*, published by Sleeping Bear Press, an imprint of Canpage Learning, 2005. Reprinted with permission.

6 How are the events in this poem organized?

- large to small
- action and reaction
- order of importance
- problem and solution

7 In line 5, the word “it” refers to

- a treat.
- a meal.
- the frog.
- the dragonfly.

8 What does the word “prey” refer to in line 10?

- the frog
- the cow
- the hawk
- the snake

9 Which animals are hungry at the end of the poem?

- hawk, frog, cow and snake
- bugs, hawk, dragonfly and cow
- dragonfly, frog, snake and hawk
- frog, dragonfly, bugs and snake

10 Explain why the animals in the pond behave differently than the cow. Use details from the poem and your own ideas to support your answer.

11 Explain how the word “chains” in the title “Two Chains” helps the reader understand the poem. Use examples from the poem to support your answer.

- 12** Write a paragraph describing your favourite way to stay in touch with your friends and explaining why you like this form of communication.

Write your answer on the next page.

Ideas for My Paragraph

This page will not be scored.

Language 1

Section B

Ryan's Well



Ryan Hreljac sat in his Grade 1 classroom in Kemptville, Ontario, and listened to his teacher, Ms. Prest, talk about water. She said that people could get sick if they didn't have clean water to drink. She told the class that people in some countries do not have indoor sinks and have to walk for hours to get clean water. There were only nine or 10 steps between Ryan's classroom and the drinking fountain.

1

Ryan wanted to find a way to pay the cost of digging wells near people who needed them. Wells are holes dug deep into the ground to provide clean water. The water comes from rain and snow that seeps into the ground and is trapped there.

2

So Ryan worked for four months doing chores around the house and earned \$70. Then he learned that wells cost a lot more, but he was determined. "I'll just do more chores," he said. Ryan's first well was built in 1999 in Africa, when he was seven years old.

3

Ryan's family is very proud of him. "I'm just your regular, average kid," Ryan says humbly. He plays basketball and ice hockey. He also loves playing video games.

4

Now a young adult, Ryan visits schools to teach students that, though everyone needs clean water, not everyone has it. He wants to encourage young people to make a difference in the world. He has visited over two dozen different countries to tell people about the need for clean water. Ryan has also told his story on television. He works with the Global Kidz program, which teaches Canadian Grade 4 students about building healthy communities worldwide.

5

1 What did Ryan learn from Ms. Prest's lesson?

- He learned how wells work.
- He learned how to raise money.
- He learned how to teach other students.
- He learned how clean water is hard to find.

2 What does the phrase "I'll just do more chores" in paragraph 3 suggest about Ryan?

- He is worried.
- He is convinced.
- He is determined.
- He is disappointed.

3 What does "average" mean as used in paragraph 4?

- fair
- proper
- familiar
- ordinary

4 What parts of Ryan's life are covered in the text?

- from Grade 1 to adulthood
- from his birth to high school
- from Grade 1 to raising money for the first well
- from high school to his journey to other countries

5 Explain how a well is helpful to communities. Use details from the text to support your answer.

6 Explain how Ryan is making a difference in the world. Use examples from the text and your own ideas to support your answer.



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