

Sample Assessment Booklet: New Layout

Grade

3

Primary Division • Language

READING BOOK



Education Quality and
Accountability Office



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

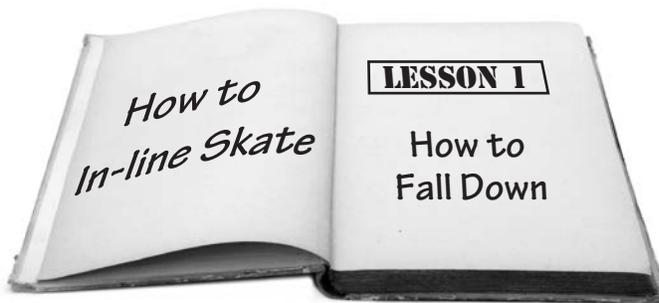
Aldo looked at the hard sidewalk ahead. He looked at the soft grass at the side. He wished he had practised lesson number one—how to fall. 16

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

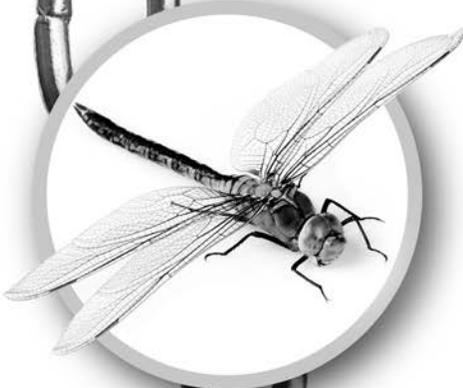
“You were wonderful,” said Farah. She smiled at her friend. 22

“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

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.

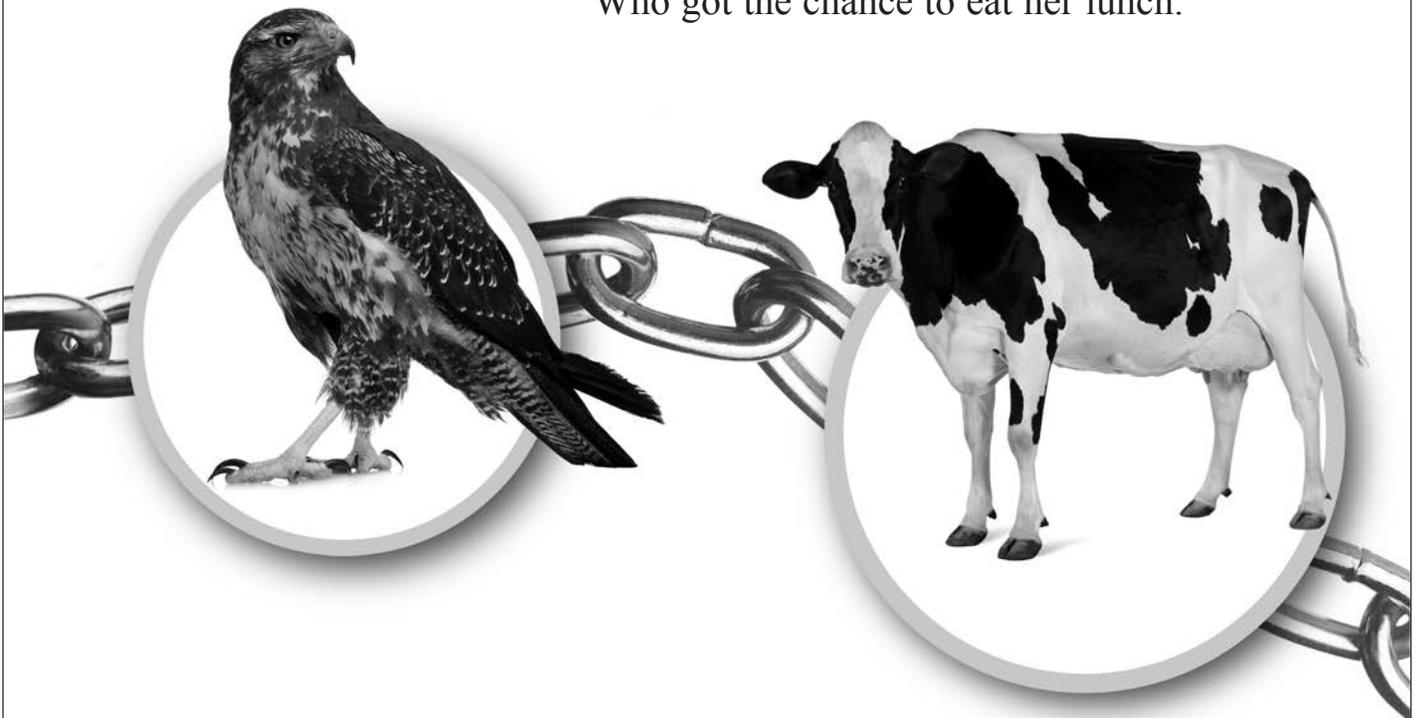
10



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.



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

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

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

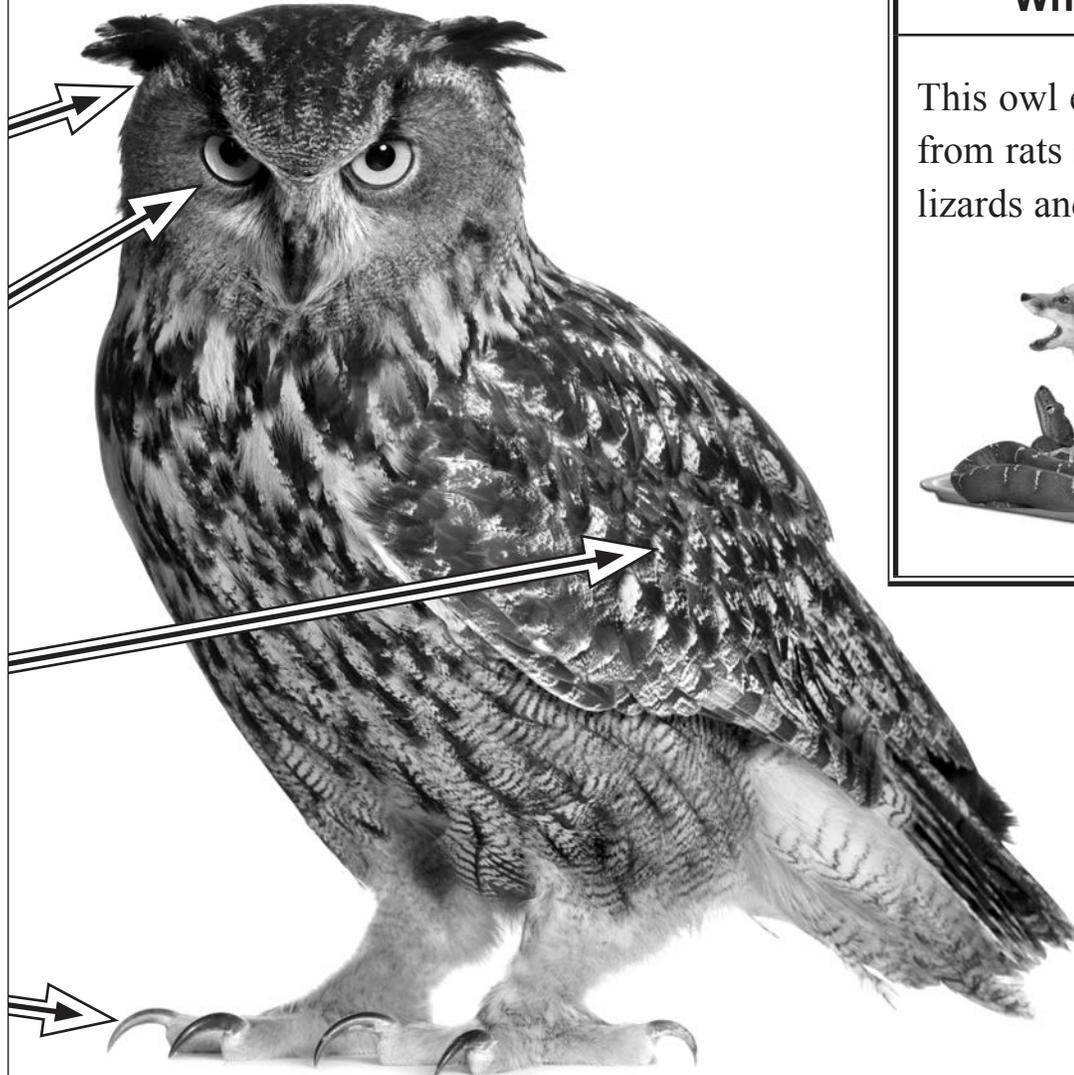
Big eyes to spot prey in the pitch-black night

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).



GO TO

Language
ANSWERS

D1

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Section A1: Reading

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Section A2: Reading

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Section B1: Reading

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Section C1: Reading

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Section D1: Reading

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