**A**

**Student Name** _____

School Name _____

District Name/LEA _____

# PARCC

## Grade 3
### English Language Arts/Literacy
### End-of-Year Assessment
### Practice Test

**B**

| Last Name | First Name | MI |
|---|---|---|

(Bubble grid A–Z for Last Name, First Name, and MI columns)

**School Use Only**

**F** State Student Identifier

(Bubble grid A–Z and 0–9 for State Student Identifier)

**C**

Place the Student ID Label Here

**D** Gender
○ Female   ○ Male

**E** Date of Birth

| Day | Month | Year |
|---|---|---|

Day: 0 0, 1 1, 2 2, 3 3, 4, 5, 6, 7, 8, 9
Month: ○ Jan, ○ Feb, ○ Mar, ○ Apr, ○ May, ○ Jun, ○ Jul, ○ Aug, ○ Sep, ○ Oct, ○ Nov, ○ Dec
Year: 1 2 / 0 0 0, 1 1, 2 2, 3 3, 4 4, 5 5, 6 6, 7 7, 8 8, 9 9 9

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**Directions:**

Today, you will be taking the Grade 3 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

Ⓐ ● Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

Ⓐ ● Ⓒ ● ● Ⓕ Ⓖ

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

**GO ON ▶**

Read the passage from *Pordy's Prickly Problem*. Then answer questions 1 through 5.

## from *Pordy's Prickly Problem*

*by* Janette Oke



© Janette Oke/Nancy Munger/Jennifer Parker

1  It wasn't that I didn't want to climb. After all, porcupines are supposed to climb. It seemed that it would be fun up in the tree with Mother. And it wasn't that I wanted to stay on the ground all alone. It was scary being there all by myself.

2  But the tree was so tall and so straight. It seemed such a long, long way up to the lowest branch. The little nails on the ends of my toes felt too weak to dig into the bark and keep my body from falling. If I fell—it was such a long, long way down. And the ground, where I would land with a thump, was so hard. I just knew it would knock the wind right out of me.

4

**GO ON ▶**

3 I looked up at Mother again and whimpered in fright.

4 "Come on, Pordy," she coaxed for the tenth time. "Come on up. You're not safe down there."

5 I looked up at the tall tree with its branches that seemed to reach up to the sky. I felt a lot safer right where I was than where Mother wanted me to be.

6 I curled up in a tight ball, tucked my neck in, and shut my eyes to block out the sight of the tree and Mother.

7 "Come on," Mother called again.

8 "I can't," I insisted. I was just too scared.

9 I watched Mother back all the way down the trunk. At first she said nothing, just drew me close and held me until my body stopped shaking. Then, still holding me, she talked softly.

10 "Now, Pordy," she began. My name is really Pordillia, but Mother calls me Pordy. "Pordy, you have grown too big to stay in the nest on the ground. You must learn to eat from the trees now. We live up there." Mother pointed up the tree to the high branches.

11 "It is too dangerous for us on the ground. We cannot run as fast as the fox or deer. We can't hide as easily as the rabbits or weasels. We can't dash for a tree as quickly as the squirrels. So we stay up there. Safe. Up in the branches. We have everything we need up there. Food. Water from the dew. A safe place to sleep. Everything."

12 I nodded so Mother would know that I had been listening.

13 "You understand?" she prodded gently.

14 I nodded again.

**GO ON ▶**

1. **Part A**

   What does the phrase **it would knock the wind right out of me** mean in paragraph 2 of the passage from *Pordy's Prickly Problem*?

   Ⓐ   Hitting the ground would harm Pordy.

   Ⓑ   Hitting the ground would surprise Pordy.

   Ⓒ   Hitting the ground would make a loud sound.

   Ⓓ   Hitting the ground would cause a strong breeze.

   **Part B**

   Which **two** details from paragraph 2 **best** support the answer to Part A?

   Ⓐ   ". . . toes felt too weak . . . ."

   Ⓑ   ". . . dig into the bark . . . ."

   Ⓒ   ". . . keep my body from falling."

   Ⓓ   ". . . such a long, long way down."

   Ⓔ   ". . . where I would land . . ."

   Ⓕ   ". . . was so hard."

**GO ON ▶**

**2.** **Part A**

How do the ideas in paragraph 11 build on ideas from paragraph 4 in the passage from *Pordy's Prickly Problem*?

ⒶParagraph 4 tells where Pordy will be living, and paragraph 11 tells why.

ⒷParagraph 4 introduces the idea that Pordy is safe, and paragraph 11 explains why.

ⒸParagraph 4 shows Pordy's mother is unhappy, and paragraph 11 describes some of the reasons why.

ⒹParagraph 4 tells why Pordy's mother wants her to climb the tree, and paragraph 11 gives more reasons why.

**Part B**

Which **two** details from the passage **best** support the answer to Part A?

Ⓐ"'Come on, Pordy,' . . . ." (paragraph 4)

Ⓑ". . . she coaxed for the tenth time." (paragraph 4)

Ⓒ"'You're not safe down there.'" (paragraph 4)

Ⓓ"'We cannot run as fast as the fox . . . .'" (paragraph 11)

Ⓔ"'So we stay up there.'" (paragraph 11)

Ⓕ"'Up in the branches.'" (paragraph 11)

**GO ON ▶**

3.  **Part A**

What is the central message of the passage from *Pordy's Prickly Problem*?

Ⓐ   Parents care for their children by helping them get over fears.

Ⓑ   Parents help their children to do well by always believing in them.

Ⓒ   Parents work hard to be sure their children have the best things in life.

Ⓓ   Parents show their children how to be brave by teaching them special skills.

**Part B**

Which detail from the passage supports the answer to Part A?

Ⓐ   ". . . where Mother wanted me . . ." (paragraph 5)

Ⓑ   ". . . watched Mother back all the way down . . ." (paragraph 9)

Ⓒ   ". . . held me until my body stopped shaking." (paragraph 9)

Ⓓ   "'We have everything we need . . . .'" (paragraph 11)

**GO ON ▶**

**4. Part A**

Why is it dangerous for Pordy and her mother to stay on the ground?

Ⓐ They have special nails that make it easy to climb trees but hard to walk on the ground.

Ⓑ They are so large that they cannot make safe homes on the ground in the forest.

Ⓒ They can only find the things they need to live when they are in the trees.

Ⓓ They do not have skills to protect themselves like other animals have.

**Part B**

Which detail from the passage supports the answer to Part A?

Ⓐ "The little nails on the ends of my toes felt too weak . . . ." (paragraph 2)

Ⓑ "'Pordy, you have grown too big to stay in the nest on the ground.'" (paragraph 10)

Ⓒ "'You must learn to eat from the trees now.'" (paragraph 10)

Ⓓ "'We can't hide as easily as the rabbits or weasels.'" (paragraph 11)

**GO ON ▶**

**5.** **Part A**

What is Pordy **most** afraid of in the passage from *Pordy's Prickly Problem*?

Ⓐ   getting into trouble

Ⓑ   falling out of the tree

Ⓒ   being away from Mother

Ⓓ   staying on the ground alone

**Part B**

Which detail from the passage **best** supports the answer to Part A?

Ⓐ   ". . . it would be fun up in the tree with Mother." (paragraph 1)

Ⓑ   ". . . the tree was so tall and so straight." (paragraph 2)

Ⓒ   "I curled up in a tight ball, tucked my neck in, and shut my eyes . . . ." (paragraph 6)

Ⓓ   "I nodded so Mother would know . . . ." (paragraph 12)

**GO ON ▶**

Read the passage from "What Is a Spacewalk?" Then answer questions 6 through 12.

# from "What Is a Spacewalk?"

*by* NASA



**Ed White was the first American to perform a spacewalk.**

### Why Do Astronauts Go on Spacewalks?

1 Astronauts go on spacewalks for many reasons. Spacewalks let astronauts work outside their spacecraft while still in space. Astronauts can do science experiments on a spacewalk. Experiments can be placed on the outside of a spacecraft. This lets scientists learn how being in space affects different things.

2 Spacewalks also let astronauts test new equipment. They can repair satellites or spacecraft that are in space. By going on spacewalks, astronauts can fix things instead of bringing them back to Earth to fix.

### How Do Astronauts Go on Spacewalks?

3 When astronauts go on spacewalks, they wear spacesuits to keep themselves safe. Inside spacesuits, astronauts have the oxygen they need to breathe. They have the water they need to drink.

4 Astronauts put on their spacesuits several hours before a spacewalk. The suits are pressurized. This means that the suits are filled with oxygen.

**GO ON ▶**

5 Once in their suits, astronauts breathe pure oxygen for a few hours. Breathing only oxygen gets rid of all the nitrogen in an astronaut's body. If they didn't get rid of the nitrogen, the astronauts might get gas bubbles in their body when they walked in space. These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists and knees. This pain is called getting "the bends" because it affects the places where the body bends. Scuba divers can also get "the bends."

6 Astronauts are now ready to get out of their spacecraft. They leave the spacecraft through a special door called an airlock. The airlock has two doors. When astronauts are inside the spacecraft, the airlock is airtight so no air can get out. When astronauts get ready to go on a spacewalk, they go through the first door and lock it tight behind them. They can then open the second door without any air getting out of the spacecraft. After a spacewalk, astronauts go back inside through the airlock.



NASA—Public Domain

**Astronauts on the International Space Station exit their spacecraft for a spacewalk through the Quest airlock.**

**How Do Astronauts Stay Safe During Spacewalks?**

7 When on a spacewalk, astronauts use safety tethers to stay close to their spacecraft. Tethers are like ropes. One end is hooked to the spacewalker. The other end is connected to the vehicle. The safety tethers keep astronauts from floating away into space. Astronauts also use tethers to keep tools from floating away. They tether their tools to their spacesuits.

**GO ON ▶**

**SERIAL #**

8 Another way astronauts stay safe during spacewalks is by wearing a SAFER. SAFER stands for Simplified Aid for EVA Rescue. SAFER is worn like a backpack. It uses small jet thrusters to let an astronaut move around in space. If an astronaut were to become untethered and float away, SAFER would help him or her fly back to the spacecraft. Astronauts control SAFER with a small joystick, like on a video game.

from "What Is a Spacewalk?" by NASA—Public Domain

**GO ON ▶**

6.   **Part A**

What does the word **thrusters** mean as it is used in paragraph 8 of the passage?

Ⓐ   ropes that connect

Ⓑ   machines that power

Ⓒ   spacesuits that protect

Ⓓ   bags that hold tools

**Part B**

Which detail from the passage helps the reader understand the meaning of **thrusters**?

Ⓐ   ". . . hooked to the spacewalker." (paragraph 7)

Ⓑ   ". . . is worn like a backpack." (paragraph 8)

Ⓒ   ". . . fly back to the spacecraft." (paragraph 8)

Ⓓ   ". . . with a small joystick . . ." (paragraph 8)

**GO ON ▶**

7.   **Part A**

Why are two doors needed to create an airlock on a spacecraft?

Ⓐ   to make it safe for astronauts to enter and exit the spacecraft on Earth

Ⓑ   to let the astronauts do scientific experiments to see how air in outer space affects living things

Ⓒ   to allow the astronauts to go into space without letting air out of the spacecraft

Ⓓ   to provide a place where astronauts can connect their ropes to the spacecraft so they do not float away

**Part B**

Which section of the passage provides information about the answer to Part A?

Ⓐ   **Why Do Astronauts Go on Spacewalks?**

Ⓑ   **How Do Astronauts Go on Spacewalks?**

Ⓒ   the caption of the second picture

Ⓓ   **How Do Astronauts Stay Safe During Spacewalks?**

**GO ON ▶**

8. **Part A**

   How does the first picture in the passage support the idea that spacewalks can be dangerous for astronauts?

   Ⓐ  by showing how thin and light the spacesuits are

   Ⓑ  by showing an astronaut doing work in space

   Ⓒ  by showing how an astronaut is connected to a spacecraft

   Ⓓ  by showing a tool used on a spacewalk

   **Part B**

   Which detail from the passage **best** supports the answer to Part A?

   Ⓐ  "They can repair satellites or spacecraft that are in space." (paragraph 2)

   Ⓑ  "Once in their suits, astronauts breathe pure oxygen for a few hours." (paragraph 5)

   Ⓒ  "These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists and knees." (paragraph 5)

   Ⓓ  "The safety tethers keep astronauts from floating away into space." (paragraph 7)

**GO ON ▶**

**9.** **Part A**

What is the connection between paragraphs 4 and 5 of the passage?

Ⓐ Paragraphs 4 and 5 compare the air in a spacesuit to the air in the spacecraft.

Ⓑ Paragraphs 4 and 5 show the sequence of steps astronauts take to prepare for a spacewalk.

Ⓒ Paragraph 4 shows the solution to the problem of having gas bubbles in the blood described in paragraph 5.

Ⓓ Paragraph 4 shows the effects of staying in a spacesuit too long and paragraph 5 shows the causes.

**Part B**

Choose **one** detail from paragraph 4 and **one** detail from paragraph 5 that **best** support the answer to Part A.

Ⓐ ". . . put on their spacesuits . . ." (paragraph 4)

Ⓑ ". . . hours before a spacewalk." (paragraph 4)

Ⓒ ". . . the suits are filled with oxygen." (paragraph 4)

Ⓓ ". . . gets rid of all the nitrogen in an astronaut's body." (paragraph 5)

Ⓔ ". . . can cause astronauts to feel pain . . ." (paragraph 5)

Ⓕ ". . . affects the places where the body bends." (paragraph 5)

**GO ON ▶**

**10. Part A**

What is the main idea of the passage from "What Is a Spacewalk?"

Ⓐ Astronauts wear spacesuits that allow them to breathe and move in space.

Ⓑ Astronauts need special machines to study outer space.

Ⓒ Astronauts go on spacewalks to do important experiments.

Ⓓ Astronauts have special tools to stay safe and work in space.

**Part B**

Which **two** details from the passage support the answer to Part A?

Ⓐ "Astronauts go on spacewalks for many reasons." (paragraph 1)

Ⓑ "This lets scientists learn how being in space affects different things." (paragraph 1)

Ⓒ "They can repair satellites or spacecraft that are in space." (paragraph 2)

Ⓓ "Once in their suits, astronauts breathe pure oxygen for a few hours." (paragraph 5)

Ⓔ "This pain is called getting 'the bends' because it affects the places where the body bends." (paragraph 5)

Ⓕ "When on a spacewalk, astronauts use safety tethers to stay close to their spacecraft." (paragraph 7)

**GO ON ▶**

**11. Part A**

What is one kind of important work that astronauts do when they are on a spacewalk?

Ⓐ   Astronauts fly through space to explore during spacewalks.

Ⓑ   Astronauts hook tools onto their spacecraft during spacewalks.

Ⓒ   Astronauts can make repairs to objects during spacewalks.

Ⓓ   Astronauts do scientific tests on their bodies during spacewalks.

**Part B**

Which detail from the passage supports the answer to Part A?

Ⓐ   ". . . lets scientists learn how being in space affects different things." (paragraph 1)

Ⓑ   ". . . fix things instead of bringing them back to Earth to fix." (paragraph 2)

Ⓒ   ". . . can cause astronauts to feel pain in their shoulders, elbows, wrists and knees." (paragraph 5)

Ⓓ   ". . . to let an astronaut move around in space." (paragraph 8)

**GO ON ▶**

12. **Part A**

What is the relationship between the airlock doors and the safety of the astronauts on the spacecraft?

Ⓐ By making a special place between the inside of the spacecraft and outer space, the airlock doors make sure that air stays inside the spacecraft for the astronauts to breathe safely.

Ⓑ The airlock doors provide a safe place for astronauts to connect themselves to the spacecraft with special rope so they do not float away while on a spacewalk.

Ⓒ The airlock doors provide a safe place for astronauts to prepare for a spacewalk where they can breathe pure oxygen so they do not get "the bends."

Ⓓ By making a special place between the air on the spacecraft and outer space, astronauts can safely check that their suits are working before they go into space.

**Part B**

Which detail from the passage supports the answer to Part A?

Ⓐ ". . . put on their spacesuits several hours before a spacewalk." (paragraph 4)

Ⓑ ". . . astronauts breathe pure oxygen for a few hours." (paragraph 5)

Ⓒ ". . . without any air getting out of the spacecraft." (paragraph 6)

Ⓓ ". . . astronauts use safety tethers to stay close to their spacecraft." (paragraph 7)

STOP

# STOP

**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**

STOP

SERIAL #

# PARCC

Partnership for Assessment of
Readiness for College and Careers

## Grade 3
## English Language Arts/Literacy
# Test Booklet

*End-of-Year Assessment*
*Practice Test*