

Practice Test – Grade 3 Reading Answer Key

Item Number	Item Type	TEKS	Maximum Number of Points	Correct Answer(s)
1	Multiple Choice	3.A	1	B
2	Multiple Choice	9.Eii	1	C
3	Multiple Choice	7.C	1	A
4	Multiple Choice	9.Eiii	1	D
5	Multiple Choice	10.B	1	D
6	Multiple Choice	10.F	1	A
7	Multiple Choice	6.G	1	C
8	Multiple Choice	9.Ei	1	A
9	Multiple Choice	3.D	1	D
10	Multiple Choice	8.B	1	B
11	Multiple Choice	8.A	1	C
12	Multiple Choice	8.D	1	B
13	Multiple Choice	8.C	1	B
14	Multiple Choice	8.B	1	C
15	Multiple Choice	3.B	1	C
16	Multiple Choice	10.D	1	C
17	Short Constructed Response	6.F	2	See Appendix 1.1
18	Multiple Choice	6.E	1	A
19	Multiple Choice	6.E	1	B
20	Multiple Select	10.D	2	A, C
21	Multiple Choice	9.Di	1	B
22	Multiple Choice	6.H	1	C
23	Multiple Choice	9.Dii	1	B
24	Multiple Choice	9.Diii	1	D
25	Multiple Choice	10.C	1	A
26	Multiple Choice	10.A	1	D
27	Extended Constructed Response	12.B	10	See Appendix 1.2
28	Multiple Choice	11.Bi	1	D
29	Multiple Choice	11.C	1	D
30	Multiple Choice	11.Bii	1	A
31	Short Constructed Response	11.C	1	See Appendix 1.3
32	Multiple Choice	11.Bii	1	C
33	Multiple Choice	11.Bi	1	C
34	Multiple Choice	11.Bii	1	A
35	Multiple Choice	11.C	1	C

36	Multiple Choice	11.Dix	1	C
37	Multiple Choice	11.Dvi	1	B
38	Inline Choice	11.Di	1	B
39	Multiple Choice	11.Diii	1	C
40	Multiple Choice	11.Di	1	B
41	Multiple Choice	11.Dx	1	D

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Appendix

1.1

Read the question carefully. Then record your answer in the box provided.

How do the speaker's feelings change in lines 17 through 28 of the poem "Lost Treasure"? Support your answer with evidence from the poem.

Description

- A complete response will provide one of the following explanations about how the speaker's feelings change:
 - The speaker's feelings go from disappointment to hope.
 - The speaker develops a more positive attitude about the lost glove.
- A complete response will include at least one piece of supporting evidence from the text.
- A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text:
 - *My fingertips could not reach* (line 17)
 - *I'll keep using . . .* (line 25)
 - *. . . hope that I grow into* (line 27)
 - *. . . new mitt I can love.* (line 28)
- Evidence is accurately used to support the response.
- The response and the evidence to support it is based on the text.

1.2

Read the article "From Seed to Pumpkin to Seed." Based on the information in the article, write a response to the following:

Explain how bees and pumpkins are beneficial to one another.

Write a well-organized informational essay that uses specific evidence from the article to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

Rationale: This prompt will allow students to explain how pumpkins and bees are beneficial to one another. Using details from the article for support, a student could first explain how pumpkins are beneficial to bees. The student could explain how the bright yellow flowers help bees find the pollen inside and how bees will bring the pollen back to their hive where they will make honey. The student could elaborate on this idea by telling how the bright flowers make it easy for bees to find the same pumpkin plants day after day and how new flowers will appear each day with a new supply of pollen for bees to gather and bring back. In another paragraph, students could explain that bees are beneficial to pumpkins, too. When bees are attracted by the bright flowers, they move around and spread pollen between different flowers and also between different pumpkin plants. The student could support the idea that this is beneficial to pumpkins by explaining that new pumpkins are created as pollen is spread in this way. The student can conclude by emphasizing that both bees and pumpkins benefit one another.

Pumpkins are beneficial to bees

- Pumpkin flowers are bright yellow and attract bees with their pollen.
- Bees bring pollen back to their hive to make honey.
- The flowers are easy for bees to find again and again.
- New flowers open each day to provide pollen to the bees.

Bees are beneficial to pumpkins

- Bees land on several different pumpkin flowers and move pollen around.
- Pollen is spread between different flowers and also between different pumpkin plants.
- When pollen is spread around in this way, new pumpkins are created.
- Flowers will dry up, but the pollination makes the pumpkins grow.

1.3

Sentence 28 repeats information. In the box provided, rewrite sentence 28 in a clear and effective way.

- The response is a complete sentence that expresses the ideas in a clear and effective way.