



# Ready™ New York CCLS Practice

3

English Language Arts

Addresses latest  
**NYS Test**  
updates from 11/20/12  
Replaces Practice Test 3



## To the Student

**Ready New York CCLS Practice** is a review program for the Common Core Learning Standards for English Language Arts. In this practice test, you will answer 47 ELA questions (37 multiple choice, 8 short response, and 2 extended response).

Your teacher will explain how you will do the practice test and record your answers. Be sure to follow the directions. As you complete the practice test, read the passages and answer the questions carefully. Use the Answer Form on page 41 to record your answers to the multiple-choice questions. Remember to fill in the answer bubbles completely. If you change an answer, you must erase your first answer fully. You will write out your answers to the short- and extended-response questions in the book.

While you work on the practice test, use the Testing Tips below. Read these helpful tips carefully. They can make you a better test taker.

### Testing Tips for Answering Multiple-Choice Questions

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Cross out any answer choices that are not reasonable. Then make your choice from the remaining choices.
- Read the question again. Check that your answer makes sense.

## Contents

### Practice Test

Book 1 .....	1
Book 2 .....	18
Book 3 .....	22
Book 4 .....	30
Answer Form .....	41

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Read the fable. Then answer the questions that follow.

## The Fox and the Crow

*a fable by Aesop  
retold by Hilary Dumitrescu*

1 “My goodness, but I am hungry!” said Crow, who was sitting on a fence near the market. Just then, she noticed a farmer drop some cheese out of his bag. Crow saw her chance. She swooped down and grabbed the large chunk of cheese in her beak. Taking her prize to a high tree branch, she settled down to have her snack.

2 Just at that moment, Fox strolled by. Suddenly, a delicious smell reached his nose. He sniffed high and low to find where the smell was coming from. Finally, he spied the crow on her perch. He spotted the huge chunk of cheese she had, and wished to have it for himself.

3 Now, like most foxes, Fox was not a good tree climber. But he was very clever. He quickly crafted a plan.

4 “Heavens, is there any bird lovelier than Crow?” said Fox, in a voice loud enough for Crow to hear. She paused her cheese nibbling and peered down at Fox. He pretended not to see her.

5 “I mean, those beautiful feathers—they are as black as the darkest night. The light sparkles off of them like stars. Her eyes are like two pieces of shining onyx. Truly, she is the Queen of the Birds.” Fox sighed loudly and leaned against the tree. He put his paw over his heart.

6 Now Fox had Crow’s full attention. She shifted herself on the branch, nearly dropping her cheese. She grabbed it again. Holding tightly to her snack, she continued to listen.

7 “I wonder,” said Fox, stealing a quick glance up at Crow, “if Crow’s voice is as beautiful as her feathers?” Crow’s eyes widened. Of course I can sing, she thought. Why, I have a lovely voice. She cleared her throat as best she could with the huge chunk of cheese in her beak.



**Go On**

8 Fox yawned. He pretended he was going to take a nap. He curled up under the tree. He tucked his long bushy tail up around his front paws. “Surely not. It wouldn’t be fair to have such beautiful feathers, beautiful eyes, and a beautiful voice, would it?” Fox tempted. He settled his head onto his tail. “I doubt she can sing at all.”

9 Hearing this, Crow sat up straight, ruffled her feathers, spat out the piece of cheese, and began to squawk loudly. The cheese sailed down out of the tree and dropped right in front of Fox. Chuckling to himself, Fox picked up the piece of cheese and gobbled it up.

10 “Ah, poor Crow, I see I was right,” laughed Fox with a full mouth. Crow stopped her singing and stared sadly down, thinking of her lost cheese. “Your voice is not quite as lovely as your feathers!”

11 Fox got up and had a good long stretch. He started to walk away. Before leaving, he stopped and looked up once more at Crow. “But you are better at singing, Crow, than you are at being clever!”

12 And with that, he scampered off into the forest, flashing his bright red tail behind him.

13 [Moral: Only fools fall for fake compliments.]

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**1** What is the **main** problem in the beginning scenes of the story?

- A** Fox is not good at climbing trees.
- B** A farmer drops food from his bag.
- C** Fox wants the cheese that Crow has.
- D** Crow wants to show off for Fox.

**2** Read this sentence from the story.

Just at that moment, Fox strolled by.

The author uses the word “strolled” to show that

- A** Fox was hiding, trying not to be seen
- B** Fox tried to take something away
- C** Fox ran quickly, as if being chased
- D** Fox walked in an unhurried way

**3** Based on the story, which two words describe Crow?

- A** dishonest and angry
- B** kind and generous
- C** simple and proud
- D** rich and famous

**4** Why is Fox looking away from Crow while he talks to her in the picture?

- A** He cannot see that Crow is sitting in the tree with the cheese.
- B** He wants Crow to think that he does not know she in the tree.
- C** He knows Crow is about to drop the cheese and wants to be ready.
- D** He wants Crow to fly down to the ground to talk to him.

**5** Which of these **best** retells what happens in the story?

- A** A farmer drops a chunk of cheese, and Crow picks it up. Fox wants the cheese. He tricks Crow into dropping the cheese and then eats it.
- B** Fox sees Crow with a big piece of cheese. He tells Crow that she has beautiful eyes and feathers. Then he wonders if her voice is also beautiful.
- C** Crow is hungry. She sees a farmer drop a piece of cheese. She takes the cheese high into a tree. Fox praises her, so she gives him the cheese.
- D** Fox smells a tasty piece of cheese. He asks Crow for some of the cheese, but she is selfish. When Crow drops the cheese, Fox runs away with it.

Read the passage. Then answer the questions that follow.

# This Tiny House

*by Alexis Morton*

1 Gregory Johnson lives in a house so tiny that he can pull it from place to place with a pickup truck. It looks like a regular two-story house made of wood. But it's much, much smaller.

2 Gregory takes two steps inside the front door. This is his kitchen. This is also his dining room, living room, and study—all in one tiny space.

3 On one side, he has a sink and a small cooking surface. There is also a small refrigerator. When Gregory turns around, without taking a step, he is in the “main room.”

4 Gregory pulls out a board to create a table and opens a folding chair. Here, he eats his meals or uses his laptop computer. When he is finished, he slides the board into a slot and tucks the chair away. That's important, because when the table and chair are set up, he has no room to walk.

5 When Gregory wants to sleep, he climbs a ladder to the loft above. The loft has just enough room for a mattress and a few clothes.

6 “I don't spend much time here, so I don't need a lot of things. I use the services in my community. I borrow books from the library. I go to the gym to exercise. I watch movies on my laptop. And I spend time with my friends outdoors.”

7 Living in a small house saves money. Gregory's house uses very little energy for heating or cooling. This is just one way that Gregory practices energy conservation. And when he goes shopping, he never buys more than he needs. There is no room for clutter.

8 But one thing is missing. There is no bathroom! Lucky for Gregory, his house sits in his parents' driveway. They let him use their bathroom and shower.

9 Why would someone build a house without a bathroom?

10 Gregory says, “People who build tiny houses often park them together in a community. They share a bathhouse, where they use the bathrooms and take showers. They wash their clothes in a shared laundry. They exercise in a shared gym. And they meet, talk, and eat together in a shared community room. By sharing, they save money and get to know their neighbors.”

11 Gregory thinks a tiny house community would be a wonderful place to live. What do you think?

## First Steps for Building a Tiny House

1. Choose a house plan, or map for building, for the kind of house you want.
2. Clear the space on which you will build, and make sure the ground is even.
3. Buy all the building materials, and bring them to the building site.
4. Begin building the floor by nailing together a wooden frame and nailing wood beams inside the frame.
5. Then nail a sheet of plywood (thin layers of wood glued together) over the beams to make a floor.
6. Put together the frames for the walls, leaving open spaces for the door and windows.
7. For a flat roof, build a frame and cover it just as you did for the floor.
8. Cover the wall frames with plywood, and nail tarpaper (a very heavy, waterproof paper) over the outside of the plywood to seal it.
9. Nail tarpaper over the roof board to seal it.

Now you're ready to add windows and a door and make all the finishing touches to your new house!



- 6** Which sentence from the passage **best** supports the main idea about Gregory's home?
- A** "This is also his dining room, living room, and study—all in one tiny space."
  - B** "Gregory pulls out a board to create a table and opens a folding chair."
  - C** "When Gregory wants to sleep, he climbs a ladder to the loft above."
  - D** "Lucky for Gregory, his house sits in his parents' driveway."

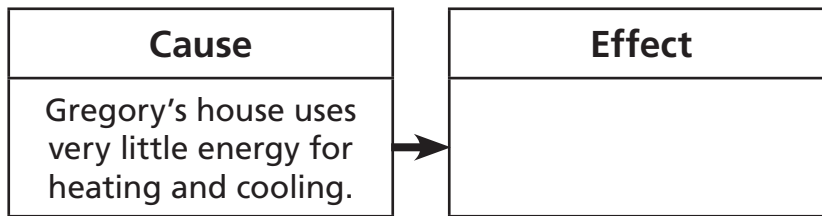
- 7** How does the photograph with "This Tiny House" show that Gregory's home is usable?
- A** It shows that the door of the house is made of wood.
  - B** It shows that the house is near Gregory's parents' home.
  - C** It shows that the whole house can be moved on its wheels.
  - D** It shows that the house is tall enough for Gregory to stand in.

- 8** In "This Tiny House," how does Gregory do his shopping?
- A** He shops for everything he needs for a month at a time.
  - B** He shops every day and stores food at his parents' house.
  - C** He buys only what he needs each time he shops.
  - D** He buys large numbers of items to save money.



**9**

This chart is based on information in "This Tiny House."



Which of the following belongs in the empty box?

- A** Gregory's house is always dark.
- B** Gregory's house gets cold.
- C** Gregory saves money.
- D** Gregory uses community services.

**10**

Based on information in the sidebar "First Steps for Building a Tiny House," which should you do **first**?

- A** Make sure the ground is even.
- B** Begin building the floor.
- C** Nail tarpaper to the roof.
- D** Choose a house plan.

**11**

Based on the passage, how do you think the author feels about large homes?

- A** People who live in large homes are lucky.
- B** No one should have a large home.
- C** Large homes should not have bathrooms.
- D** A large home can be wasteful.

**Go On**

Read the passage. Then answer the questions that follow.

# The Monarch Butterfly

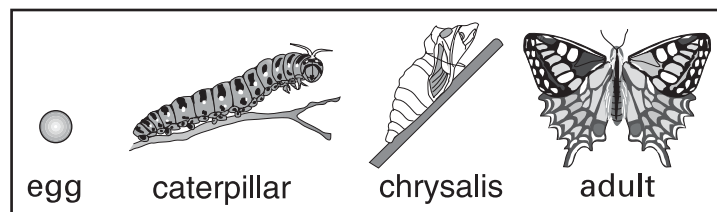
by Luis Mendoza

1 Monarch butterflies start out as eggs. A female butterfly lays about 400 eggs. She lays each egg on the leaf of a milkweed plant. In about four days, the eggs hatch. They become tiny caterpillars. They are yellow, black, and white striped.

2 The caterpillars eat milkweed leaves. Milkweed is poisonous to most animals. It is not poisonous to the caterpillars. By eating milkweed, the caterpillars become poisonous. Birds do not eat the caterpillars. The birds would get sick if they did.

3 Caterpillars eat constantly. They double their weight in one day. They grow and grow. Their weight increases about 2,700 times. When the caterpillar is about two inches long, it stops eating.

4 The caterpillar has lived all its life on milkweed plants. Now it leaves the plants. It finds a safe branch. It hangs from the branch. It looks like the letter *J*. Soon, it molts, or loses its skin. It now looks like a green pod. The new skin dries and hardens. It gets gold spots. The caterpillar is now called a chrysalis. Its body is changing. In about 12 days, a damp butterfly comes out.



5 The new butterfly rests in the sun. It takes hours for its wings to dry. Finally, it flies. It does not grow anymore. It eats only liquids, called nectar, from flowers. The adult monarch has bright orange wings. The wings have black lines and edges. It's easy to tell a male from a female. The male has two dark spots on its wings. The black lines in the female are thicker.

6 Like some birds, monarch butterflies fly south for the winter. They are the only butterflies to migrate. Some travel 2,000 miles in three months. In the fall, cool weather tells them to go south. Monarch butterflies from all over the United States and Canada fly through Texas. They go to Mexico. They arrive there in November. They stay in Mexico all winter.

7 The butterflies rest on fir trees. Each butterfly hangs upside down. Its wings cover another upside-down butterfly. In this way, the butterflies stack themselves. Imagine stacking upside-down *V*'s into a tower. This is how the monarchs live all winter.

8 In March, the butterflies go north. Millions of butterflies leave the trees and darken the skies. Flying close together, they form huge butterfly clouds. The butterflies fly at speeds of up to 30 miles per hour! They want to get north where there is milkweed. There they can lay their eggs.

9 Monarch butterflies travel through Texas twice a year. They arrive in the fall and spring. The butterflies use two routes. One route is a central route. The other is along the coast. The butterflies that use the central route are from states between the Rocky Mountains and the Mississippi River. The butterflies that take the route along the coast are from states that are east of the Mississippi River.

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**12** In paragraph 2, what does the word “poisonous” mean?

- A** leafy and green
- B** causes sickness
- C** helps with growth
- D** bad tasting

**13** What do readers learn about the chrysalis from the passage and the illustration?

- A** that it is eaten by caterpillars
- B** that it is larger than a butterfly
- C** that it can climb onto a branch
- D** that it looks like a small pod

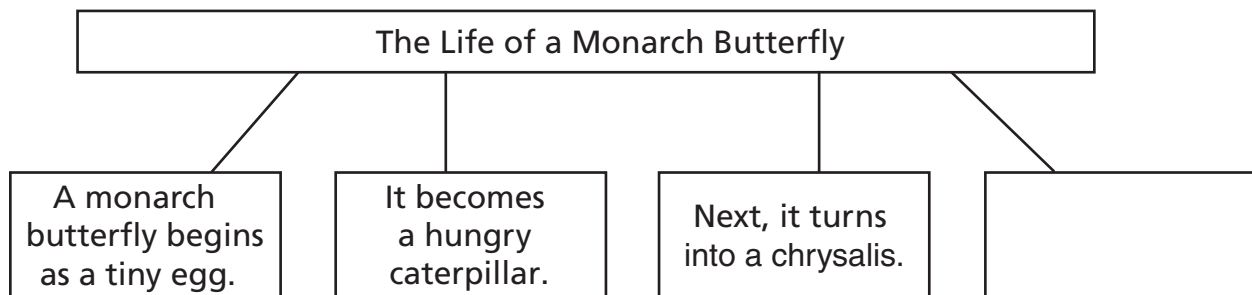
**14** What do adult monarch butterflies eat?

- A** green pods
- B** fir trees
- C** milkweed
- D** flower nectar

**15** According to the passage, monarch butterflies know it is time to fly south because

- A** they follow flocks of birds that fly south, too
- B** all of the milkweed plants begin to die
- C** cool fall weather tells them when to go
- D** they fly south with other kinds of butterflies

**16** The diagram below shows some of the stages of the life of a monarch butterfly.



Which of these belongs in the empty box?

- A** The female butterfly lays hundreds of eggs.
- B** A butterfly finds the chrysalis.
- C** A butterfly exits the chrysalis.
- D** The new butterfly waits for its wings to dry.

- 17** Which of the following **best** describes the relationship between the paragraphs in this passage?
- A** The paragraphs show the order of events in the lives of monarch butterflies.
  - B** The paragraphs show the reader how interesting monarch butterflies are.
  - C** The paragraphs explain the effects of the actions of monarch butterflies.
  - D** The paragraphs explain how fast and how far monarch butterflies can fly.
- 18** How does the illustration help readers better understand the passage?
- A** It shows how big adult butterflies can get.
  - B** It shows how a butterfly changes during its life.
  - C** It shows how long it takes for an egg to become a butterfly.
  - D** It shows how many eggs each adult butterfly lays.

Read the passage. Then answer the questions that follow.

# The Mounds of Cahokia

by E. D. Mahr, Appleseeds

1 The year was 1150. The chief stepped out of his huge thatched house into the chilly dawn air. His 50-foot-tall house was built atop a terraced, flat-topped mound, 100 feet high. The mound covered 14 acres. The chief looked down upon his city of 20,000 people.

2 Small thatch-roofed houses were in neat rows near the chief's mound and a large central plaza. Pathways connected neighborhoods, markets, and other, smaller plazas. Grain-storage buildings, sweat lodges, and other ceremonial huts were used by different people. Around the center of the city was a two-mile-long wall, 15 feet high, made of nearly 20,000 log poles. Every 70 feet there was a watchtower. Other, smaller mounds were scattered around the city.

abandoned: left suddenly
ceremony: formal celebration
terraced: carved into steps
thatch: dried grasses

3 Beyond the houses were fields. There, the people grew corn, squash, pumpkins, sunflowers, and other crops.

4 The chief saw fires being lit in front of the houses as the villagers began their day. A mother boiled chunks of pumpkin and spices for breakfast. Days earlier, she had sliced the pumpkin into rings, using a knife made of obsidian (volcanic glass). Since then, the pumpkin rings had been hanging on a stick, drying in the sun. Now she mixed water and ground corn together in a clay pot and began to make flat corn cakes.

5 From his high platform, the chief could see the sun calendar, made of 48 log poles standing in a ring. At the center of the ring stood another pole. From their calendar, the people could tell the seasons and important ceremonial dates. The time was drawing near for the ceremony of the fall equinox, when day and night are the same length.

6 Today, we call this place Cahokia (ka-HOE-key-ah). Cahokia lies across the Mississippi River from St. Louis, Missouri. Today, we call the high chief's mound Monks Mound. It is the largest Indian mound north of Mexico, and the largest ancient earth construction on this continent. More than 22 million cubic feet of earth was moved for the mound construction. The soil was carried one basketful at a time on people's backs.

7 Smaller mounds—120 of them—dot Cahokia. These smaller mounds were used for religious worship, burials, and homes for the wealthy. In one mound, the body of an important ruler was laid on a blanket decorated with more than 20,000 seashells. From the shells, scientists learned that the people of Cahokia traded with other Indians who lived near the ocean.

8 Scientists have been studying Cahokia for many years, and they have learned a lot. But some mysteries remain. After being alive and well for nearly 700 years, why was the great city abandoned? What did the Indians call themselves? Will you be the one to find the answers?

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**19** What helped the people of Cahokia know the ceremonial dates?

- A** 120 small mounds scattered around
- B** 48 log poles centered in a ring
- C** a two mile long wall made 15 feet high
- D** watchtowers built every 70 feet

**20** With which idea would the author agree?

- A** There's someone alive who knows where the Cahokia went.
- B** The Cahokia probably used machines to build the mounds.
- C** Some people still want to know what happened to the Cahokia.
- D** The Cahokia could not really tell the date just by watching the sun.

**21** Read this sentence from the passage.

In one mound, the body of an important ruler was laid on a blanket decorated with more than 20,000 seashells.

What does the word “decorated” mean in this sentence?

- A** made beautiful
- B** set out to sea
- C** kept safe
- D** carried off

**22** One reason the people of Cahokia built the smaller mounds was to

- A** form a wall around the city
- B** make a sun calendar
- C** bury thousands of seashells
- D** make houses for wealthy people

**23** What is the meaning of the word “ceremony” in the passage?

- A** formal celebration
- B** dried grasses
- C** carved into steps
- D** left suddenly

**24** This article is **mostly** about what aspect of Cahokia?

- A** where the mounds of Cahokia are located and how scientists discovered them
- B** the people who built the mounds of Cahokia and what their lives were like
- C** the chief who lived in a 50-foot-tall house on top of Monks Mound
- D** why the people of Cahokia suddenly left their city after almost 700 years



Read the poem. Then answer the questions that follow.

## The Cow

*from A Child's Garden of Verses by Robert Louis Stevenson,  
published by Charles Scribner's Sons, 1885*

The friendly cow all red and white,  
I love with all my heart:  
She gives me cream with all her might,  
To eat with apple-tart.

5 She wanders lowing here and there,  
And yet she cannot stray,  
All in the pleasant open air,  
The pleasant light of day;

10 And blown by all the winds that pass  
And wet with all the showers,  
She walks among the meadow grass  
And eats the meadow flowers.

---

**25** Based on the poem, who will eat the apple tart?

- A** the cow
- B** the reader
- C** the flowers
- D** the speaker

**Go On**

**26** Read these lines from the poem.

She wanders lowing here and there,  
And yet she cannot stray

What is the meaning of the word “stray” as it is used in these lines?

- A** become wild
- B** fall down
- C** run away
- D** eat too much

**27** Which words from the poem help you know that the cow lives outside?

- A** “The friendly cow all red and white”
- B** “She gives me cream with all her might”
- C** “She wanders lowing here and there”
- D** “And blown by all the winds that pass”

**28** What does the cow do in the third stanza of the poem?

- A** The cow runs away from her home in the meadow.
- B** The cow feels the wind and rain and eats flowers.
- C** The cow runs out of cream and begins to eat a tart.
- D** The cow comes inside out of the wind and the rain.

- 29** Which line from the poem **best** shows how the speaker feels about the cow?
- A** "I love with all my heart"
  - B** "And yet she cannot stray"
  - C** "All in the pleasant open air"
  - D** "She walks among the meadow grass"

- 30** What is the **main** message of "The Cow"?
- A** People can care deeply for animals.
  - B** Animals such as cows belong outside.
  - C** It's good to take care of yourself.
  - D** The best things in life are free.

**STOP**

Read the passage. Then answer the questions that follow.

# A Farmhouse on the Prairie

by Lucille Pipho Kramer

1 In the early 1900s, my family bought a farm in Iowa. Eight of us—six children, Mom, and Dad—lived in a big farmhouse. There were three bedrooms upstairs: one for our parents, one for the boys, and one for the girls. Our neighbors were a long way down the road, and the nearest town was a mile away.

## Electricity!

2 We were luckier than many families, because we had electricity. The electric water pump and the well were in a small building north of the house. Instead of pumping water by hand, all we had to do was flip on a switch. Since we didn't have a refrigerator, we kept our butter and milk cold in a small cellar below the pump.

3 Experiments with electricity go back at least to Benjamin Franklin in the mid 1700s. But using electricity was not common. In the early 1900s, electric lights were usually found only in factories and businesses. Homes that had electricity were mostly in cities.

## Heating and Cooking

4 Our main source of heat was a huge, wood-burning cook stove in the kitchen. On top was a warming oven where Mom would let bread dough rise. She used the main oven to cook and bake. But we also opened the door to dry mittens and boots or to warm baby pigs or sheep that had gotten chilled.

5 We also had a round stove in the dining room that burned wood and coal. On a cold day, we'd stand next to the stove to soak up the heat. If we faced the stove, we would be warm on the front, but our backsides would be freezing!

## Personal Care

6 We washed all of our clothes by hand in water that Mom heated on the stove. To dry our clothes, we hung them on a line outside. In the winter, they would freeze almost instantly, and so would our hands.

### *Fast Facts Sidebar*

Today we depend on electricity. It runs appliances, computers, phones, heating and cooling systems, and even cars. But in the early 1900s, electricity was still a strange and frightening idea to most people.

7 When we had to use the bathroom, we went outside to the outhouse. The outhouse was a little wood building that sat over a deep pit in the ground.

8 Every Saturday night was bath night. Our bathtub was a large, round washtub that sat on the floor in the kitchen. My mother would heat water on the stove in a large metal pail. After each pail of water was nice and warm, she would pour the water into the tub. She had to heat about five pails of water to fill the tub. The little kids got bathed first, then the bigger kids, and finally the adults. When everyone had had a bath, we dumped the water outside.

### School

9 I started school in an old wooden schoolhouse in 1924. There were eight grades all in one room. When the weather was nice, my sisters and I walked a mile to get to school. There was a crossroad where we often would meet others coming from the north or south. We often walked barefoot in the nice, soft dirt. In the winter, I'd ride my horse, Nellie, to school. After school, I could just put the reins over her head, and she would take me straight home.

- 31** What does the author **mostly** suggest about her life on the farm?
- A** Living on the farm was always very hard.
  - B** Her life had good parts and hard parts.
  - C** Living on the farm was unsafe in the winter.
  - D** Her family was too large for the farmhouse.

- 32** What does the "Fast Facts Sidebar" help you understand about "A Farmhouse on the Prairie"?
- A** It shows how unusual it was to have electricity in the early 1900s.
  - B** It explains why people were afraid of electricity in the 1900s.
  - C** It points out that many people had electric pumps in the 1900s.
  - D** It suggests that no one had electricity in the 1900s.

**33** In paragraph 4, the author writes that her family had a huge, wood-burning cook stove in the kitchen. Later the author adds the following sentences.

We also had a round stove in the dining room that burned wood and coal. On a cold day, we'd stand next to the stove to soak up the heat. If we faced the stove, we would be warm on the front, but our backsides would be freezing!

What is the **most likely** reason the author adds these details?

- A** to show how the family used the two stoves differently
- B** to say that the round stove was better than the kitchen stove
- C** to show how little electricity the family actually used
- D** to say that the family had more stoves than they really needed

**34** Based on "A Farmhouse on the Prairie," what was the cook stove used for besides cooking?

- A** drying laundry in the winter
- B** warming baby pigs and sheep
- C** heating the outhouse
- D** keeping the electric pump from freezing

**35** What information can you find under the heading "Personal Care"?

- A** how the family cared for farm animals
- B** how members of the family washed and took care of themselves
- C** how members of the family cleaned and cared for the farmhouse
- D** how the stove and other appliances were kept working

**36** In paragraph 7, the writer talks about the outhouse. What does “outhouse” mean?

- A** a small building set against the outside of a house
- B** a house with wires for electricity
- C** a small building over a pit used as a bathroom
- D** a large round washtub used for taking baths

**37** Paragraph 8 describes how the family bathed. Why did the family **most likely** take turns bathing on the same night?

- A** Using the same tub meant the water stayed warm.
- B** The youngest children could get to bed early.
- C** The washtub would only need one cleaning.
- D** Taking turns and sharing the washtub saved water.

**STOP**

Read the passage. Then answer the questions that follow.

## Finders Keepers

*by Karen DelleCava, Highlights*

- 1 “Look what I found,” Sophie said, picking up a bracelet from the grass.
- 2 “It’s pretty,” said Veronica.
- 3 Sophie wrapped the bracelet around her wrist. The pink beads sparkled in the sun. She tried to put it on, but the clasp was broken.
- 4 “We should turn it in to the office after recess,” Veronica said.
- 5 Sophie thought for a minute. Dad would know how to fix the clasp. The bracelet would match most of her clothes. Maybe it didn’t even belong to anyone from school. Maybe it had been lying in the grass for a year and the owner had forgotten all about it. It was just a homemade bracelet anyway.
- 6 “Finders keepers,” Sophie said and slipped the bracelet into her pocket.
- 7 Veronica made a sour face.
- 8 Sophie shrugged. “Losers weepers.”
- 9 The next day, Sophie noticed Maggie digging through the lost-and-found box in the lunchroom. During recess, Maggie searched all over the playground for something.
- 10 Sophie started to feel funny inside. One time, her baby brother, Jack, had lost his favorite toy. It was a floppy leopard. At bedtime Jack cried for the leopard, and Sophie kept wishing that someone would call and say they’d found it. Jack had cried a lot of tears that night.
- 11 Sophie walked over to Maggie on the playground. “What are you looking for?” Sophie asked, hoping the answer wasn’t what she guessed it was.
- 12 “A bracelet,” Maggie said. “My sister made it for me before she left for college so I wouldn’t feel so sad. Whenever I start to miss her, it reminds me that she’ll be home soon. And now it’s gone, too.”
- 13 Sophie felt her face get hot. “Is this it?” she asked, stretching out her arm.
- 14 “You’re wearing my bracelet!”
- 15 “I’m really sorry,” Sophie said. She quickly took it off. “I should have turned it in before.”



16 “Thank you,” Maggie said softly. She ran her finger over the pretty glass beads. “Why are you giving it back?”

17 “It’s yours,” said Sophie. “It never belonged to me. Want me to help you put it on? My dad fixed the clasp.”

18 “Yes. Thank you.” Maggie turned her hand over and said, “When I wear this, I think of my sister. Now I’ll think of you, too.”

19 Sophie smiled. The bracelet was sparkling on Maggie’s wrist, right where it belonged.

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**38** At the beginning of the story, what do Sophie and Veronica each think should be done with the bracelet? Use **two** details from the story to support your answer.

Write your answer in complete sentences.

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**39**

What causes Sophie to give the bracelet to Maggie? Use **two** details from the story to support your answer.

Write your answer in complete sentences.

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Read the passage. Then answer the questions that follow.

# What Are Clouds?

by David Hitt, [www.nasa.gov](http://www.nasa.gov)  
NASA Educational Technology Services

1 A cloud is a mass of water drops or ice crystals suspended<sup>1</sup> in the atmosphere. Clouds form when water condenses<sup>2</sup> in the sky. The condensation lets us see the water vapor. There are many different types of clouds. Clouds are an important part of Earth’s weather and climate.

## How Do Clouds Form?

2 Clouds form from water in the sky. The water may evaporate<sup>3</sup> from the ground or move from other areas. Water vapor is always in the sky in some amount but is invisible. Clouds form when an area of air becomes cooler until the water vapor there condenses to liquid form. At that point, the air is said to be “saturated”<sup>4</sup> with water vapor. The air where the cloud forms must be cool enough for the water vapor to condense. The water will condense around things like dust, ice or sea salt—all known as condensation nuclei. The temperature, wind and other conditions where a cloud forms determine what type of cloud it will be.

## What Are Some Types of Clouds?

3 Clouds are categorized<sup>5</sup> primarily by two major factors—location and shape. High clouds form several kilometers up in the sky, with the exact height depending on the temperatures where they form. Low clouds generally form within a kilometer or two of Earth’s surface. In fact, low clouds can even form touching the ground, when they are called fog. Middle-level clouds form between low and high clouds.

4 Cirrus clouds are thin and wispy<sup>6</sup> and often curve with the wind. Cumulus clouds tend to be big and fluffy. These clouds look kind of like giant cotton balls or other shapes in the sky. As a middle-level cloud, this type also can form parallel<sup>7</sup> stripes of clouds. Stratus clouds form sheets of clouds that cover the sky.

<sup>1</sup> **suspended:** floating in the air

<sup>2</sup> **condenses:** changes from a gas, or vapor, to a liquid

<sup>3</sup> **evaporate:** to change from a liquid to a gas or vapor

<sup>4</sup> **saturated:** full of moisture

<sup>5</sup> **categorized:** grouped

<sup>6</sup> **wispy:** thin and light

<sup>7</sup> **parallel:** lined up, all in the same direction

**Go On**

## What Causes Rain?

5 Most of the water in clouds is in very small droplets, but sometimes those droplets collect more water. Then they turn into larger drops. When that happens, gravity causes them to fall through the air faster. The falling water drops are rain. When it is colder, the water may form snowflakes instead. Clouds also can cause freezing rain or sleet. These happen when snow melts on the way to ground but then gets colder again. Hail falls during more severe weather. Air currents cause rain and snow to move around in the sky. As they move, they get colder and turn into ice. As they move, the ice chunks get bigger. Finally, they fall to the ground as hail.

## Why Does NASA Study Clouds?

6 Clouds are important for many reasons. Precipitation, like rain or snow, is one of those reasons. At night, clouds reflect heat back to the surface and keep it warmer. During the day, clouds can shade us from the sun and keep Earth cooler. Studying clouds helps NASA better understand Earth's weather and climate. NASA uses satellites in space as well as computers to study clouds.

7 NASA also studies clouds on other planets. Mars has clouds that are similar to some clouds on Earth. Other planets have clouds made of materials other than water. For example, Saturn's moon Titan has clouds of methane and ethane. Jupiter has clouds made of ammonia.<sup>8</sup>

<sup>8</sup> Methane, ethane, and ammonia are colorless gases. Methane and ethane are odorless and can catch on fire. Ammonia has a sharp smell.

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**40** How do scientists categorize, or group, types of clouds? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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## *Planning Page*

You may **PLAN** your writing for question 41 here if you wish, but do **NOT** write your final answer on this page. Write your final answer on pages 28 and 29.



***Go On***





Read the story. Then answer the questions that follow.

## Following the Stars

*by Krista O'Connell*

1 “Wait up!” Robert said, hurrying along the forest path.

2 Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him. Thankfully, there was plenty of moonlight. “You’re too slow,” he called. “Hurry up!”

3 “No, you’re too fast,” Robert replied with a smile. “Slow down!” This was a regular joke between the two boys. They had been friends for as long as either could remember. And they were as different as they could be.

4 But this evening, Jake wasn’t in the mood for joking. They were completing the final test for their summer nature camp. They had to find the North Star and follow it until they came to an open field. The counselors would be waiting for them beside a toasty warm campfire. Each of the boys wore a whistle. If either blew the whistle, it would be a signal they were lost.

5 Robert was calm. He had spent lots of time hiking, even at night. But his friend was in a rush and getting worried. This was Jake’s first time out of the city. He wanted to get to the safety of the campfire as quickly as he could. “I’m going to blow my whistle. What were they thinking letting us wander around the woods alone at night?” Jake griped, standing close to Robert.

6 “Take it easy!” Robert patted Jake on the back. “We just have to use what we learned. Let’s break it down into steps. We can do this!”

7 Jake took a deep breath. “Okay, okay. I guess we’re not in any danger yet. First things first, find the Big Dipper,” Jake said. The two boys stood still and looked up. For a moment, they forgot about their task and stood in awe of the sight. Away from the lights of the city, the black sky was bursting with stars.

8 But soon the boys remembered their job and began searching for the stars that formed the Big Dipper. “There!” Robert shouted, pointing his finger at a patch of stars.

9 Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. “Okay, let’s go,” Jake said, and started walking quickly away from their spot in the forest.

10 Robert grabbed his shoulder. “Wait, let’s take our time. We want to be sure we get it right,” Robert said, shaking his head. Jake was always jumping into things too fast. “What’s the next step?”





11 Jake sighed. “I guess you’re right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle,” Robert said.

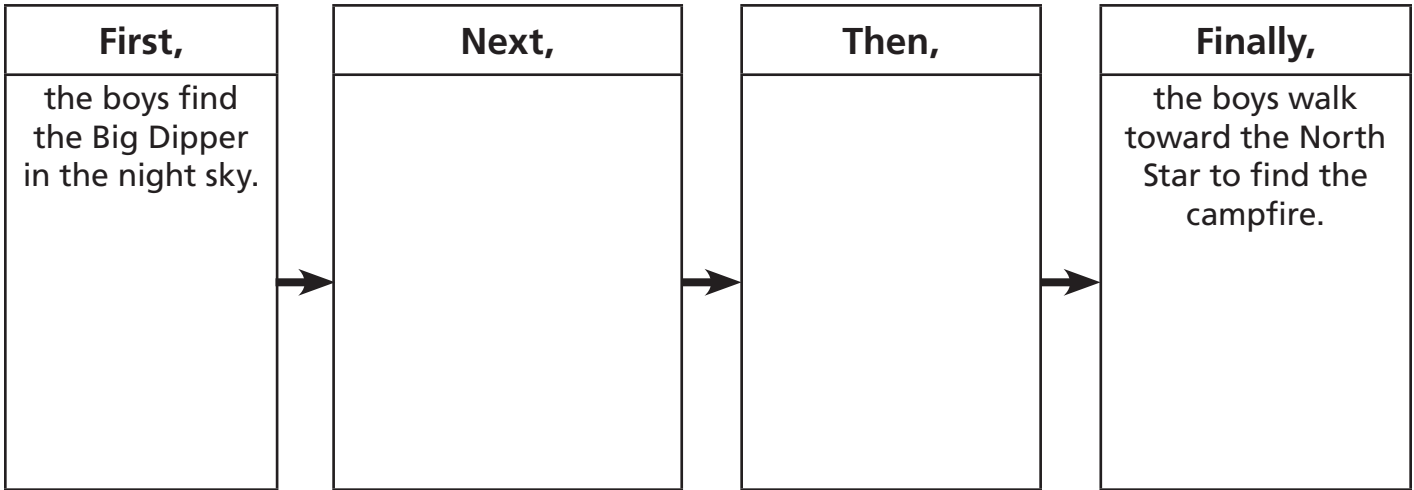
12 “There they are,” Jake said. He pointed to the picture, and then up into the sky.

13 “Now, we just have to imagine a line connecting the stars. The end of the line should point to the North Star,” Robert recalled. They soon saw the star that shone brighter than many of the others around it. They began walking toward it, hoping their decision was the right one.

14 They didn’t have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. “Told you we wouldn’t need the whistle,” Robert told Jake with a grin and a friendly whack on the back.

15 “I guess you were right...for once,” Jake said, smiling. He was proud that he hadn’t given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.

**42** In "Following the Stars," Jake and Robert have to find their way back to the campfire. What are the steps they take to get there? Fill in the chart below with the steps they took. The first and last steps have been filled in for you. Use details from the passage in your answer.



**43** How does Robert's calm nature help the boys reach their goal? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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Read the passage. Then answer the questions that follow.

# How Benny West Learned to Be a Painter

*by Edward Eggleston*

*from Stories of Great Americans for Little Americans,*

*published by American Book Company, 1895*

- 1 In old times there lived in Pennsylvania a little fellow whose name was Benjamin West. He lived in a long stone house.
- 2 He had never seen a picture. The country was new, and there were not many pictures in it. Benny's father was a Friend or Quaker. The Friends of that day did not think that pictures were useful things to make or to have. Before he was seven years old, this little boy began to draw pictures. . . . At school he used to draw with a pen before he could write. He made pictures of birds and of animals. Sometimes he would draw flowers.
- 3 He liked to draw so well, that sometimes he forgot to do his work. His father sent him to work in the field one day. The father went out to see how well he was doing his work. Benny was nowhere to be found. At last his father saw him sitting under a large poke-weed. He was making pictures. He had squeezed the juice out of some poke-berries. The juice of poke-berries is deep red. With this the boy had made his pictures. When the father looked at them, he was surprised. There were portraits of every member of the family. His father knew every picture.
- 4 Up to this time Benny had no paints nor any brushes. The . . . [Native Americans] near the house of Benny's father must have liked the boy. They showed him how to make red and yellow colors for himself. He got some of his mother's indigo to make blue. He now had red, yellow, and blue. By mixing these three, the other colors that he wanted could be made.
- 5 But he had no brush to paint with. He took some long hairs from the cat's tail. Of these he made his brushes. He used so many of the cat's hairs, that her tail began to look bare. Everybody in the house began to wonder what was the matter . . . At last Benny told where he got his brushes.
- 6 A cousin of Benny's came from the city on a visit. He saw some of the boy's drawings. When he went home, he sent Benny a box of paints. With the paints were some brushes. And there was some canvas such as pictures are painted on. And that was not all. There were in the box six beautiful engravings.

**Go On**

7 The little painter now felt himself rich. He was so happy that he could hardly sleep at all. At night he put the box that held his treasures on a chair by his bed. As soon as daylight came, he carried the precious box to the garret.<sup>1</sup> The garret of the long stone house was his studio. Here he worked away all day long. He did not go to school at all. Perhaps he forgot that there was any school. Perhaps the little artist could not tear himself away from his work.

8 But the schoolmaster missed him. He came to ask if Benny was ill. The mother was vexed when she found that he had staid away from school. She went to look for the naughty boy. After a while she found the little truant.<sup>2</sup> He was hard at work in his garret. She saw what he had been doing. He had not copied any of his new engravings. He had made up a new picture by taking one person out of one engraving, and another out of another. He had copied these so that they made a picture that he had thought of for himself.

9 His mother could not find it in her heart to punish him. She was too much pleased with the picture he was making. This picture was not finished. But his mother would not let him finish it. She was afraid he would spoil it if he did anything more on it.

10 The good people called Friends did not like the making of pictures, as I said. But they thought that Benny West had a talent that he ought to use. So he went to Philadelphia to study his art. After a while he sailed away to Italy to see the pictures that great artists had painted.

11 At last he settled in England. The King of England was at that time the king of this country too. The king liked West's pictures. West became the king's painter. He came to be the most famous painter in England.

12 He liked to remember his boyish work. He liked to remember the time when he was a little Quaker boy making his paints of poke-juice and [Native American] colors.

<sup>1</sup> **garret:** the unfinished part of a house right under the roof, sometimes called an attic

<sup>2</sup> **truant:** a student who misses school without a good reason, like illness

**44**

Before his cousin gave him paints and brushes, what did Benny use to make his pictures? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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**45**

How was making pictures more important to Benny than working or going to school? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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**Go On**

Read the play. Then answer the questions that follow.

# The Old Man and His Grandson

by Augusta Stevenson

from *Children's Classics in Dramatic Form*, Book 3  
published by Houghton Mifflin Company, 1908

TIME: now.

PLACE: a certain MAN'S house.

---

THE MAN

HIS WIFE

THEIR SON—LITTLE HANS

THE GRANDFATHER

---

1 *[The MAN, his WIFE, little HANS, and the GRANDFATHER sit at the table eating the noon meal.]*

2 MAN: Be careful, father! You are spilling the soup on your coat.

3 GRANDFATHER (*trying to steady his trembling hand*): Yes, yes, I'll be careful.

4 *[Short pause.]*

5 WIFE (*sharply*): Grandfather! You have spilled the soup on my clean tablecloth!

6 GRANDFATHER (*embarrassed*): Dear me! Dear me!

7 *[Short pause.]*

8 MAN: Here, father, is your plate of meat.

9 *[The old man takes the plate, but lets it fall.]*

10 WIFE (*angrily*): There now! Just see what you have done!

11 GRANDFATHER: My hand shook so—I'm sorry—so sorry!

12 WIFE: That won't mend the plate!

13 MAN: Nor buy a new one!

14 WIFE (*to her husband*): He should eat from wooden dishes.

15 MAN (*nodding, pointing to a wooden dish*): Let him have that one for his meat.

16 *[The Grandfather sighs sadly. The Wife gets a wooden dish and fills it with meat. Little Hans leaves the table and plays with his blocks on the floor.]*

17 WIFE (*handing the wooden dish to the Grandfather*): Here's one you can't break. Go now and sit in the corner behind the oven. You shall eat there hereafter. I cannot have my tablecloths soiled—that I cannot!

18 [*The Grandfather takes his wooden plate and goes to the seat in the corner behind the oven. His eyes are filled with tears.*]

19 MAN: Come, little Hans, and finish your dinner.

20 WIFE (*turning to Hans*): Bless me! What are you making, child?

21 HANS: A wooden trough for you and father to eat out of when I grow big.

22 [*The Man and his Wife look at each other; there is a pause.*]

23 MAN (*showing shame*): He will treat us as we have treated father!

24 WIFE (*weeping*): 'T will serve us right!

25 MAN (*kindly*): Father, throw that wooden dish out of the window. I am ashamed of what I have done; forgive me!

26 WIFE (*kindly*): Father, come back to the table. I too am ashamed. Forgive me, dear father.

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**46**

In line 17 of the play, the wife hands the grandfather a wooden dish. How have events earlier in the play built up to this event? Use **two** details from the play to support your answer.

Write your answer in complete sentences.

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**Go On**

## *Planning Page*

You may **PLAN** your writing for question 47 here if you wish, but do **NOT** write your final answer on this page. Write your final answer on pages 39 and 40.









Ready™ New York CCLS ELA Practice, Grade 3  
Answer Form

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

**Book 1**

1. (A) (B) (C) (D)
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3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
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29. (A) (B) (C) (D)
30. (A) (B) (C) (D)

**Book 2**

31. (A) (B) (C) (D)
32. (A) (B) (C) (D)
33. (A) (B) (C) (D)
34. (A) (B) (C) (D)
35. (A) (B) (C) (D)
36. (A) (B) (C) (D)
37. (A) (B) (C) (D)

**Book 3**

- For numbers 38 through 41, write your answers in the book.
38. See page 23.
  39. See page 24.
  40. See page 26.
  41. See page 28.

**Book 4**

- For numbers 42 through 47, write your answers in the book.
42. See page 32.
  43. See page 32.
  44. See page 35.
  45. See page 35.
  46. See page 37.
  47. See page 39.

Cut along the dotted line.



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