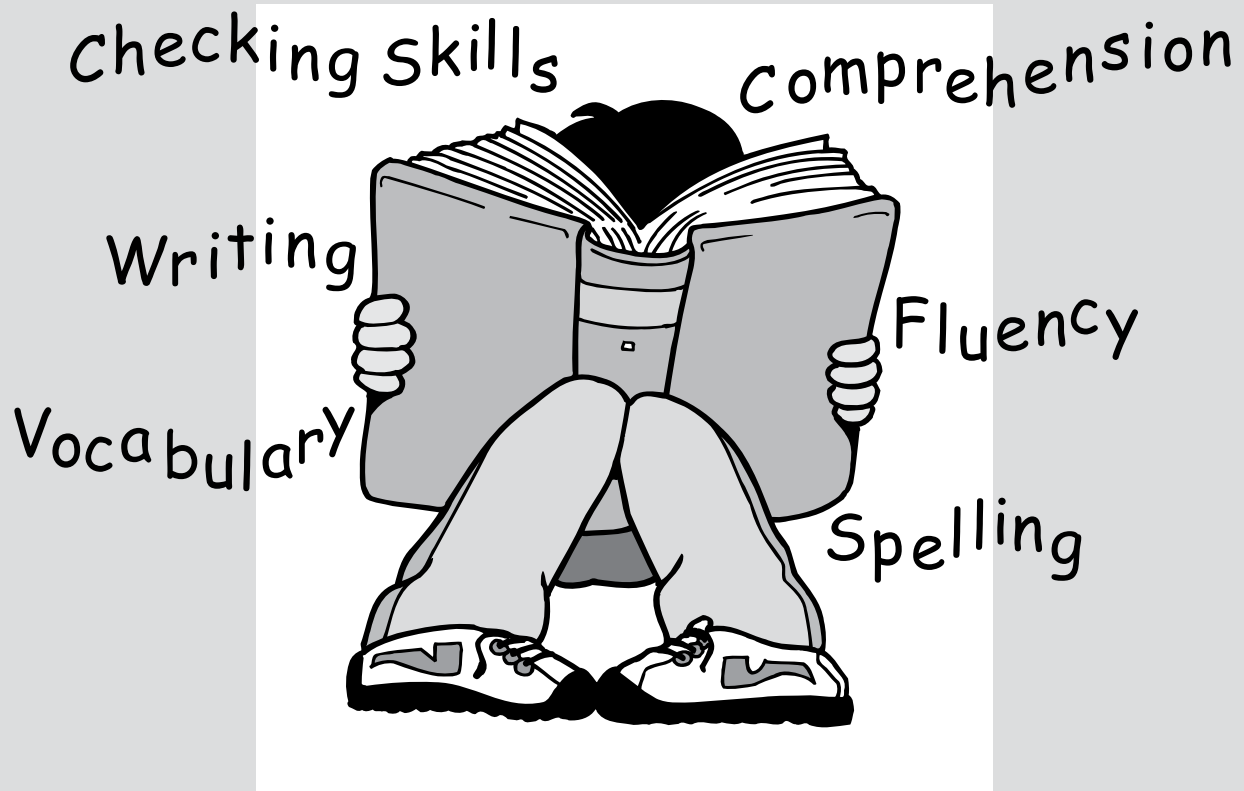


STUDENT TEST BOOKLET

6-8 Week Skills Assessments Developed for
Districts Using *Houghton Mifflin Reading*



GRADE 3
Theme 3

Student Name _____

DIRECTIONS: Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

The Girl Who Brought Down the Wind

Constance Veatch Toney

One spring long ago, the wind roared down from his western palace to play with the earth. It was his favorite game. But that day, for some reason, the wind was angry.

Instead of sailing gently through the trees, he ripped them from the ground and flung them about. Instead of whistling merrily through the wind chimes, he tore off roofs, flattened temples, and scattered the newly planted rice shoots.

The people were terrified and called out fearful curses against the wind. This angered the wind even more.

“I will show them!” he howled. “When I have finished here, I will stay in my palace. Let them see just how much they need me.” The wind pulled his dark cloak of clouds about him and stormed back to his palace. And there he stayed.

The people in Cherry Blossom’s province gave thanks when they saw the wind departing. For days afterward they cleaned, gathered, chopped, and rebuilt. Cherry Blossom helped her father repair their little house. She went with her mother to search for rice seedlings and fruit trees to replant. She watched over her baby brother and thought about the wind and all he had done.

As weeks passed, the people noticed something strange. While they rebuilt their houses, no gentle breeze came to cool their sweating brows. When they replanted their rice fields, no playful winds rippled the water.

Now answer the questions about this part of the story.

1. Why did the wind decide to stop blowing?
 - A. The wind was sorry for causing so much damage.
 - B. Cherry Blossom was upset.
 - C. The people told him to stop.
 - D. The wind was angry because people had yelled at him.

2. At first the people were glad when the wind stopped blowing. Why did they change their minds?
 - A. They missed the cooling breezes.
 - B. They were sorry they hurt the wind's feelings.
 - C. They needed a breeze to fly their kites.
 - D. They were ashamed of the way they acted.

“Why is it so hot, Father?” Cherry Blossom asked one day.

“The wind has gone elsewhere,” her father replied, wiping his forehead.

“Where is the wind?” she asked her mother.

“I fear we drove it away with our curses,” her mother said with a wave of her fan.

“How can we bring back the wind?” Cherry Blossom asked.

“Perhaps Wind Singer can tell us,” her father answered.

The people gathered around the old man called Wind Singer. He had more wrinkles than a dried plum, and his hair hung down like cobwebs. He was very wise.

“Sing down the wind for us,” the people begged.

“I have called the wind for many years,” he said. “I will try again.” Wind Singer’s voice sailed out into the air like a thin note from a bamboo flute. It drifted along the ground and then fell silent.

The people sighed and waited for the first breath of wind. Nothing happened.

“The wind is very angry with us,” the old man said. “I do not think he will return until we apologize.”

“But he hurt us and ruined our houses!” one man cried.

“Nevertheless,” Wind Singer cautioned, “the wind is like a spoiled child who must be always entertained. We must coax him back.”

So the people tried many things. Some went to the temple and beat upon gongs and cymbals. Others blew silver flutes and whistles. The wind listened but sat unmoved in his palace. Great bonfires burned in the night. The people hoped the wind might see the flames and come to play with them. He watched the stars instead.

Now answer the questions about this part of the story.

3. Wind Singer said that the wind is like a spoiled child because the wind

- A. liked to play with toys.
- B. thought he was better than everyone else.
- C. wanted people to entertain him.
- D. destroyed so many buildings.

4. Which word **best** describes the wind?

- A. selfish
- B. cooperative
- C. cheerful
- D. generous

Cherry Blossom saw all these things and thought about them. Remembering Wind Singer's words, she went to her father. "If the wind is like a child, perhaps we should make him a toy to play with," she said.

Her father smiled and shook his head. "What can a girl know of these things?" he asked. But he told his neighbor who told others. The people laughed at Cherry Blossom and her idea, but Wind Singer sat and thought.

The days grew hot. No wind blew in rain clouds, so the rice fields slowly dried, and the young seedlings withered. The trees drooped, and the birds could not fly. The wind chimes in every window were silent. A great, hot hush settled over the province.

At last, Wind Singer came to Cherry Blossom's house. "Make a toy that will bring down the wind for us," he said.

Cherry Blossom took paper and carefully cut out a strange shape. She painted a beautiful design over the paper, using all the colors she thought the wind would enjoy. Then she sewed the paper to thin wooden slats and added a tail of colored cloth. She tied a long string to it and carried the wonderful toy outside and fixed it to a long pole.

The people gathered about Cherry Blossom and her strange creation. She ignored their snickering and watched the tail.

Was it moving ever so slightly?

Now answer the questions about this part of the story.

5. How did the people treat Cherry Blossom **before** she made the toy?

- A. They offered to help make the toy.
- B. They laughed at her.
- C. They encouraged her to build the toy.
- D. They ignored her.

6. Which word **best** describes Cherry Blossom?

- A. lucky
- B. creative
- C. impatient
- D. mysterious

From his western palace the wind was surveying Cherry Blossom's province when he saw the brightly painted thing on the pole. Silently he sailed out to look at it. Gently he puffed at its tail. Why, it was only cloth! He could easily blow it any way he wished. First to the left, then to the right. It switched like a cat's tail. The wind chuckled.

Next the wind pressed against the beautiful toy. It crackled and shifted easily on the pole. Why, it's only paper! He thought. How often had he tossed paper up into the sky and chased it for miles? But this paper was different. It was beautiful and delightfully shaped. It would be much more fun to lift this pretty scrap up into the sky and play with it.

Softly at first, then with stronger gusts, the wind lifted his new toy up off the pole and carried it above the treetops. At just the right moment, Cherry Blossom leaned forward and caught the string she had tied to the paper. The people held their breath.

Suddenly, all about them, the trees sprang to new life, their leaves clapping in the breeze. Wind chimes sang from every window, and the birds rose up on eager wings to dance with the wind.

The people cheered and laughed. "Cherry Blossom!" they chanted. "The girl who brought down the wind!"

Cherry Blossom only smiled and held tightly to the string, while high above her the wind tugged and played with his pretty new toy.

Ever after, the children in the province made bright paper toys like Cherry Blossom's so that the wind wouldn't forget to come down from his western palace. And even today, in all parts of the world, children still bring down the wind every spring in the same special way.

Now answer the questions about this part of the story.

7. Cherry Blossom's trick worked because the wind
- A. couldn't resist playing with the new toy.
 - B. missed the people.
 - C. wanted to please Cherry Blossom.
 - D. was no longer angry with the people.
8. How did the people feel about Cherry Blossom **after** she tricked the wind?
- A. They were jealous of her success.
 - B. They were sad they hadn't made the toy.
 - C. They were happy she succeeded.
 - D. They were afraid the wind would get angry again.
9. Cherry Blossom's toy was a paper
- A. airplane.
 - B. ball.
 - C. kite.
 - D. frisbee.
10. What lesson can you learn from Cherry Blossom?
- A. Always finish what you start.
 - B. Adults can solve problems more quickly than children.
 - C. You can solve any problem if you are old and wise.
 - D. Have faith in yourself no matter what others say.

TOTAL SCORE: ____/10

Read each group of words. Rewrite each phrase, changing the underlined noun to a **possessive noun**.

1. the top of the old crater

2. the awful breath of the creature

3. the troops of the mice

Find the **verb** in each sentence and write it on the line at the right.

4. In the city of Barletta, a statue brings the people good luck. _____

5. The wind plays with the paper toy. _____

6. Zia Concetta slices the onion for the Mysterious Giant. _____

Read each sentence. Choose the correct **verb** form and write it on the line to complete the sentence.

7. Ma and Pa _____ (teach, teaches) the girl about caring for little creatures.

8. Hank _____ (fly, flies) over the ocean at night.

Choose the correct **verb** form in parentheses and write it on the line to complete the sentence.

9. Yesterday, Alan _____ (will follow, followed) Fritz to the house of Gasazi the Great.

10. Tomorrow, Gasazi _____ (turned, will turn) the dogs into ducks.

TOTAL SCORE: ____/10

DIRECTIONS: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

1. A. Rock climbers visit Zion National Park to scale its rugged cliffs.
 - B. Mother baked two loafs of bread in the oven.
 - C. Lives were in constant danger in the Wild West.
 - D. No mistake
2. A. School Council members said they're planning a carnival.
 - B. There are many shades of blue in the artist's painting.
 - C. The family tried to make their guest feel welcome.
 - D. No mistake
3. A. At the end of the game, the crowd began to whistle and shout.
 - B. Father chuckled when he saw the funny clown.
 - C. You can cownt on him to be at the gym on time.
 - D. No mistake
4. A. The secret ingredient in my favorite pasta sauce is garlic.
 - B. We turned the laun sprinklers off when we went on vacation.
 - C. The injured animal hurt its front paws.
 - D. No mistake
5. A. After the earthquake, the church steeple needed repairs.
 - B. The swim team won third place in the freestyle relay.
 - C. We were surved a meal of fried chicken and mashed potatoes.
 - D. No mistake

6. A. We had to werk extra hours to meet the deadline.
- B. Make sure you purchase only fresh vegetables at the market.
- C. It was unusually quiet before the tornado struck the town.
- D. No mistake
7. A. He was mystified by the strange object flying through the sky.
- B. Hikers walked along the ridge of the steep canyon.
- C. No one was happy with the juge when he declared the man guilty.
- D. No mistake
8. A. Use a wooden mallet to crack the crab's shell.
- B. The runner needed to shave two sekonds off his time to win first place.
- C. I was barely able to see the crown of the giant redwood tree.
- D. No mistake
9. A. I love to drink freshly skweezed orange juice.
- B. Huge flames quickly swept up the hillside.
- C. Snow White was named for her creamy, white skin.
- D. No mistake
10. A. That student is really on the ball!
- B. The pilot smoothly landed his plane despite the foggy conditions.
- C. We cheered joyfully when the neighbor found our lost kitten.
- D. No mistake

TOTAL SCORE: _____/10

PART 1 — Antonyms

DIRECTIONS: Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

1. The colossal shadow told us the animal was nearby.
 - A. irresistible
 - B. tiny
 - C. monstrous
 - D. awesome

2. The fireman’s heroic actions saved the lady’s life.
 - A. impossible
 - B. authentic
 - C. cowardly
 - D. departing

3. The tiny, black puppy was the weakling of the litter.
 - A. strongest
 - B. creature
 - C. inspiration
 - D. ancient

PART 2 — Multiple Meanings

DIRECTIONS: Read the sentence. Read and answer the question. Fill in the bubble next to the answer you have chosen.

4. People gathered in the town square during the day.

In which sentence is the word square used **in the same way** as in the sentence above?

 - A. Do you prefer to arrange the desks in the shape of a square or a circle?
 - B. The artist used a square to draw straight lines on the paper.
 - C. We rode our bicycles around the fountain in the square.
 - D. Mom says we should eat three square meals a day.

5. Bluejays have a tuft of feathers called a crest on the top of their heads.

In which sentence is the word crest used **in the same way** as in the sentence above?

 - A. After we ride our bikes to the crest of the hill, we can coast to the bottom.
 - B. You can identify a forest dragon lizard by its rooster-like crest.
 - C. The weatherman reported the swollen river would crest by midnight.
 - D. The castle door was decorated with the crest of the royal family.

PART 3 — Context Meaning

DIRECTIONS: Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

6. Cupping his hands around his mouth, he bellowed orders for his troops to withdraw.
- A. discovered
 - B. hitched
 - C. yelled
 - D. harvested
7. The golfer was confident he would win the tournament.
- A. dumbstruck
 - B. mysterious
 - C. tremendous
 - D. sure

PART 4 — Synonyms

DIRECTIONS: Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

8. The view of the towering mountains was incredible.
- A. ignored
 - B. amazing
 - C. sown
 - D. terrifying
9. The spaceship disappeared into the clouds.
- A. tended
 - B. strode
 - C. plowed
 - D. vanished
10. The salesman did not convince the customer to buy the property.
- A. persuade
 - B. exhaust
 - C. ignore
 - D. horrify

TOTAL SCORE: _____/10

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Lin and Vern lay stretched out on the grass. 9
 They were friends. They liked to watch clouds floating 18
 across the blue sky. They enjoyed the endless, 26
 changing shapes. The boys imagined they saw bears, 34
 ocean liners, angels, and people with funny faces. 42
 They thought the thunderhead cloud they saw on 50
 the horizon was a giant, snow-covered mountain. 58
 The friends talked about what they had seen. 66
 They wanted to learn more about storms and clouds. 75
 So they went to the city library. There they learned 85
 some interesting new facts. Different cloud shapes 92
 have names. Many storms are seasonal. For example, 100
 tornadoes usually occur in springtime. These funnel 107
 clouds look like huge coils. This violent storm slashes 116
 across the land. It causes serious damage to buildings 125
 in its path. 128
 The curious boys often had lively talks. They 136
 wanted to know why a hurricane has a calm center 146
 eye. Why are tornadoes so powerful? 152
 Both kinds of storms spin in a circular pattern. 161
 The boys wondered if the two storms had other things 171
 in common. 173
 Each of them enjoyed predicting the weather. 180
 Every morning they watched the clouds. Would it 188
 rain today? It may be no surprise to learn that they 199
 became weather forecasters after college. 204

**EVALUATING CODES FOR
ORAL READING**

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
 Read Correctly: _____

Passing Criterion
 (50th %ile) = 93

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

People tell stories about Big Foot. Some of them
believe this beast is real. They say it lives in the
deep, mountain forests of the western United States.
It is described as being over six feet tall with coarse,
human-like hair from head to toe. Big Foot is said to
give off a very foul odor.

Some people claim to have heard a loud, bellowing
cry when they were camping. Did Big Foot make
the noise? Visitors to the area have told friends they
saw the hairy beast. Some say they saw it running
through the forest. Yet, they didn’t tell forest rangers.
They were afraid the animal would be captured.
Others insist they have photographs of huge
footprints that prove its existence.

Most people think Big Foot is an imaginary
creature. They say the reports are just plain silliness.
They suggest the people who saw the beast were
simply mistaken. They failed to report the sightings
because it was just their imagination.

What is the truth? Until a live Big Foot or its
skeleton is found, the debate will not end. Stories
about Big Foot are like tales about the jack-a-lope.
Cowboys invented it. It is a cross between a
jackrabbit and an antelope. They made it up while
sitting around campfires. Could this be how the
legend of Big Foot began?

**EVALUATING CODES FOR
ORAL READING**

sky (/) word read incorrectly
blue ^ sky (^) inserted word
(□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
Read Per Minute: _____

Number of Errors: — _____

Number of Words
Read Correctly: _____

Passing Criterion
(50th %ile) = 93

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Narrative Writing Prompt

Writing Situation: You are writing an imaginary story about someone who meets a famous person.

Purpose: To entertain

Audience: Your classmates

Writing Directions: Write a short story about a character who meets a famous person. Use details to create a setting and events. Write your ideas on a sheet of paper before you begin writing your story.

Student Checklist:

Revising
<p>_____ Does your story have a beginning, middle, and end?</p> <p>_____ Did you introduce the characters in the beginning?</p> <p>_____ Are your events in a logical sequence?</p> <p>_____ Do you have details that describe characters, setting, and events?</p> <p>_____ Is the plot of your story well developed?</p>
Proofreading
<p>_____ Did you indent paragraphs?</p> <p>_____ Did you use correct capitalization and punctuation?</p> <p>_____ Did you use correct grammar?</p> <p>_____ Did you spell all words correctly?</p>

Conventions Score: _____ /4	TOTAL RUBRIC SCORE: _____ /4
Genre Score: _____ /4	
Writing Traits Score: _____ /4	

NOTES

Sixth Edition

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