

**New Paltz Central School District
Reading
Third Grade**

Schema/Making Connections Mini-Quiz

Name _____

Date _____

Directions: Read the passage “The Three Brothers Duff.” Then fill in the table below about making connections.

Describe the part of the story where you used your schema and made a connection.	What does this part of the story remind you of?

The Three Brothers Duff

Once upon a time, there were three brothers, Danny, David, and Duncan, whose last name was Duff. The Brothers Duff all had red hair. They all had freckles. And they all went to the same school.

The Brothers Duff walked to school together every morning. When they got to school, Danny went in one door to his classroom. David and Duncan went in another door. That's how the trouble started.



There was a bully who liked to hang out by the door that led to Danny's room. He would threaten the little kids and take their lunch money. One day, the bully took Danny's lunch money. After school, Danny told his brothers what happened.

"He's like the mean old troll," said Danny.

That gave Duncan an idea, and he told his brothers his plan.

The next morning, the bully grabbed Danny. He was older than Danny and bigger. "Give me your lunch money, or I'll punch you," said the bully.

"I don't have any lunch money," said Danny. "My brother has it. You'll have to get it from him. He's right behind me."

When David walked up, the bully grabbed him. David and the bully were the same age and about the same size. "Give me your lunch money, or I'll punch you," said the bully.

"I don't have any lunch money," said David. "My brother has it. You'll have to get it from him. He's right behind me."

When Duncan walked up, the bully grabbed him. Duncan was older than the bully and bigger. "Give me your lunch money, or I'll punch you," said the bully.

"I'm not giving you my lunch money," said Duncan calmly, pulling himself free. "What you're doing is wrong and mean, so just cut it out."

With that he turned and marched with his brothers to the principal's office.

They told the principal about everything that happened. And after that, the bully never bothered any one of them again.

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Inference Mini-Quiz

Name _____

Date _____

Directions: Read the following story, “A Nighttime Adventure”. Answer the questions below based on the story and making inferences.

1. What important fact does the author expect the reader to know?
 - a. Opossums sleep in the day time
 - b. Dogs are afraid of opossums
 - c. Opossums play dead when they're afraid
 - d. Opossums are active at night

2. Why does Mom start talking and start laughing?
 - a. She is happy the opossum is dead
 - b. She realizes that the opossum is “playing possum”
 - c. She can't stay mad at Nick for very long
 - d. Nick does something funny to make her laugh

3. What can you figure out about Mom from this story?
 - a. She likes all animals
 - b. She works at home
 - c. She likes taking walks at night
 - d. She doesn't know about opossums

4. What do you think will happen when Mom and Nick go back in the house?
 - a. Mom will punish Nick
 - b. Nick will want to go out again
 - c. The opossum will get up and go away
 - d. Nick will bark and keep the family away

5. Who is telling this story?
 - a. A narrator who is the author
 - b. The main character – Mom
 - c. Nick the family dog
 - d. Mom's son or daughter

Guided Practice

Listen and follow along as your teacher reads this story. Then answer the questions.

A Nighttime Adventure

It was late at night. I was already in bed. I had been sleeping, but all the barking woke me up.

It was summer, and the windows in my room were open. The barking was coming from the backyard. It sounded like our dog, Nick.

I looked out the window to see what was going on. First I saw Mom. She was walking toward the back of the yard. She had a flashlight. Then I saw Nick. He was standing by the back fence. He was barking at something that was lying on the ground.

Mom shined her flashlight at the ground, and I could see what Nick was barking at. It was a small white animal. It was curled up on the ground. It looked like it was dead.



I could hear Mom say, "Oh, no! Nick, what have you done?"

She grabbed Nick's collar and tugged him away. As they walked toward the house, I could hear her talking to Nick. She was using the voice she uses when she's not mad but *very* disappointed.

“Oh, Nick,” she said. “How could you have done that? How could you hurt another living thing? I’m very disappointed. How could a sweet dog like you hurt another animal? That poor opossum wasn’t hurting anyone. That opossum—”

Suddenly she stopped talking and started laughing. Then she bent and hugged Nick.

“You sweet dog,” she said. “How could I be so silly?” She patted his head and kissed his nose.

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Determining Importance Mini-Quiz

Name _____

Date _____

Directions: Read the following passage and answer these questions.

The main purpose of this paragraph is to

- a. Describe a new tennis shoe
- b. Persuade people to play soccer
- c. Explain a new tennis shoe technology
- d. Persuade readers to buy the new tennis shoe

What is one thing that tells you that this is an ad?

- a. An explanation of how the shoe is made
- b. Directions for playing soccer
- c. Opinions about a new shoe
- d. A made-up sports story

For what audience was this ad probably written? Explain.

Read this paragraph. Then answer the questions that follow.

How high do you want to jump? How fast do you want to run? Do you want to be faster? Now you can have it all with Astro Star's new Cougar tennis shoe. This sleek, lightweight shoe has a new high tech design that promises top performance. Cougars are made from the best quality materials that will last for years of tough play. And you can show off your shoes in three hot new colors: blue, red, and silver. Now anyone can have the look of a serious athlete! Can the right shoes make a difference? Just ask soccer champion Lisa Chavez from the West Coast Golden Suns. "The new Cougar tennis shoe provides the speed and support you need to excel in any sport. Look what they did for me!"



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Monitoring Assessment

Name _____

Date _____

Use this checklist to assess how students monitor their comprehension.

- Student periodically stops and asks, "Does this make sense?"
- Student expresses the difference between his/her own knowledge and beliefs and the ideas expressed in text.
- Student expresses awareness or lack of awareness of what the content means.
- Student expresses doubt about understanding when he/she is unsure or when meaning is unclear.
- Student asks "Where did I lose track?"
- Student identifies the place where he/she began to lose comprehension.
- Student uses fix-up strategies when he/she experiences problems.
- Student rereads.
- Student reads on and tries to clear up the confusion.
- Student substitutes words he/she knows (and that fit the context) to replace words that are not understood to see if that works.
- Student makes mind pictures to "see" in his/her head what the text means.
- Student connects what he/she is reading to what he/she has read previously in this text, and what he/she has read and knew before he/she read this text. Student may ask an author-and-me question because his/her personal knowledge may help him/her figure out the meaning.
- Student asks him/herself questions (Why did the character do this? Why did the author put this in? How is this important? Am I supposed to "think and search" or infer?)
- Student asks for help if he/she has made attempts to understand but can't get it. The student asks a peer and then asks the teacher or another adult.

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Asking Questions Mini-Quiz

Name _____

Date _____

1. Which of the following is not a reason a reader asks questions?
 - a. To read faster
 - b. To make sense of what he/she reads
 - c. To determine author's purpose
 - d. To locate an answer in the text

2. When do readers ask questions?
 - a. Before reading
 - b. During reading
 - c. After reading
 - d. All of the above

Read the following passage and answer the following questions.

The Butterfly

Over grassy meadows
Beneath the clear blue sky
Through golden rays of sunlight
Drifts the lovely butterfly

She sways her slender body
As gentle as a breeze
Cheerful in her freedom flight
With pure and simple ease

Her beauty shimmers brightly
With colors all aglow
Feelings of peacefulness
Are only hers to know

Once a fuzzy creature
Without beauty and grace
She now flies so elegant
In all of time and space

-Lauren Pierce

3.

Are only hers to know
Once a **fuzzy creature**
Without beauty and grace
She now flies so elegant
In all of time and space

What was the **fuzzy creature**?

4. The butterfly has

- a. Long legs
- b. A slender body
- c. Yellow wings
- d. A long flight

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Creating and Using Images Mini-Quiz

Name _____

Date _____

Directions: Read the poem "Wildwood By-The-Sea". Then fill in the table below about what you visualized.

What words or phrases helped you to visualize the poem?	Draw or write what you visualized when reading those words or phrases.

What is the message the author wants us to get from reading this poem?

WILDWOOD BY THE SEA

What do I like best
about the sea?

The sound of it—
crashing, smashing
pound of it,
push and pull
call of gulls,
hypnotic hush,
quiet lull.

What do I like best
about the sea?

The sight of it—
leaping, curling
might of it,
back and forth each
lacy boom,
how it lures
sun and moon.

What do I like best
about the sea?

The smell of it—
fishy docks,
salty spray—
where people play
in the ocean,
air is slick with
coconut lotion.

What do I like best
about the sea?

The feel of it—
how it cools me
in the heat,
how it sweeps me
off my feet,
buoys me—
my mind floats
free.

What do I like best
about the sea?

The taste of it—
boardwalk's bounty—
pizza, fries—
taste better under
salty skies.

What do I like best
about the sea?

The fact that
it belongs
to ME!

* *Joan Bransfield Graham*

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Synthesizing Mini-Quiz

Name _____

Date _____

1. Read the following passage, "Making Honey".
2. Summarize this passage in one sentence.

3. Complete the template.

<u>Facts</u>	<u>Opinions</u>	<u>Changes in Thinking</u>

4. How does summarizing a story help me understand what I read?

Making Honey

What happens if bees in a hive are overcrowded, lack food, or just plain feel insecure? They swarm! That is, a group of bees leaves the hive to create a new hive. Beekeepers work hard to prevent swarming. The more bees in the hive, the more honey the beekeeper will collect.

Honeybees love violets, forget-me-nots, cornflowers, and, surprise, honeysuckle. A field of clover is like heaven on earth for honeybees. They visit these flowers and collect nectar, which they then turn into honey. But how do they do that?

Bees have a regular stomach like ours. They also have a "honey backpack" in which they store the nectar they collect when they make the rounds of their favorite flowers. When her (all worker bees are female) backpack is full, the bee heads back to the hive.

Another worker bee is waiting to suck the honey out of the returning bee's backpack. She sits around



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and chews on it for a half hour or so before she deposits it into a bunch of holes in the hive known as a honeycomb. Water evaporates from the chewed-up nectar, making it pretty thick. The bee seals off the hole in the honeycomb with a kind of wax to protect the honey. Then she waits for another bee to arrive with more nectar.

The beekeeper harvests a lot of the honey but leaves enough for the bees to live on during seasons when flowers are not in bloom. ■