

**MASSACHUSETTS
COMPREHENSIVE
ASSESSMENT
SYSTEM**

*Release of
Spring 2007
MCAS Test Items*

**June 2007
Massachusetts Department of Education**



This document was prepared by the
Massachusetts Department of Education
Dr. David P. Driscoll
Commissioner of Education

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Commissioner's Foreword

Dear Colleagues:

One of the goals of the Department of Education is to help schools acquire the capacity to plan for and meet the accountability requirements of both state and federal law. To assist schools and districts in achieving this goal, the Department regularly releases MCAS test items to provide information regarding the kinds of knowledge and skills that students are expected to demonstrate. In keeping with our past practice of releasing all of the test items on which student results are based, I am pleased to announce that all common items on which student scores are based from most spring 2007 tests are included in *Release of Spring 2007 MCAS Test Items*. Also included is a limited release of items from the grades 5 and 7 History and Social Science tests, and the high school U.S. History test.

Due to its length of approximately 600 pages, this publication is available only on the Department Web site at www.doe.mass.edu/mcas/testitems.html. The test items for individual subjects at each grade level can be easily printed from this site. I encourage local educators to use the relevant sections of this document together with their *Test Item Analysis Report Summaries* and *Test Item Analysis Rosters* as guides for planning changes in curriculum and instruction that may be needed to ensure that schools and districts make regular progress in improving student performance.

Thank you for your support as we work together to strengthen education for our students in Massachusetts.

Sincerely,

David P. Driscoll
Commissioner of Education

I. Document Purpose and Structure

Document Purpose and Structure

Purpose

The purpose of this document is to share with educators and the public all of the test items on which the spring 2007 MCAS student results are based. Local educators will be able to use this information to identify strengths and weaknesses in their curriculum and instruction, and to guide the changes necessary to more effectively meet their students' needs.

This document is also intended to be used by school and district personnel as a companion document to the test item analysis reports. Each school receives in the fall a 2007 *School Test Item Analysis Report Summary* and a *Test Item Analysis Roster* for each content area at each grade level tested (e.g., grade 10 Mathematics). These reports provide data generated from student responses. Each report lists, for the school receiving the report, the names of all enrolled students in the grade covered by the report and shows how each student answered each common item in that report's content area. The report labels each item as multiple-choice, open-response, short-answer, or writing prompt and identifies the item's MCAS reporting category. Item numbers in this document correlate directly to the "Item Numbers" in the test item analysis reports.

Structure

Each subsequent chapter of this document contains information and materials for one MCAS test (one grade level and one content area). For example, chapter II contains information for the grade 3 ELA Reading Comprehension test; chapter XV contains information for the grade 10 Mathematics test. Note that chapters III, VI, and VIII contain information for both the ELA Composition (Part A) and the ELA Reading Comprehension (Part B) tests for the relevant grade.

Beginning with chapter II, each chapter has three main sections. The **first section** introduces the chapter by listing the Massachusetts *Curriculum Framework* content strands assessed by MCAS in that chapter's content area. These content strands are identical to the MCAS reporting categories under which test results are reported to schools and districts. The first section also provides the Web address for the relevant *Framework* and the page numbers on which the learning standards assessed by the test items in the chapter can be found. In addition, there is a brief overview of the test (number of test sessions, types of items, reference materials allowed, and cross-referencing information).

The **second section** contains the common test items used to generate spring 2007 MCAS student results for that chapter's grade level and content area. With the exception of the ELA Composition writing prompt, the test questions in this document are shown in the same order and basic format in which they were presented in the test booklets. The Mathematics reference tools used by students during MCAS Mathematics test sessions (Mathematics Tool Kits for grades 3 and 4; Mathematics Reference Sheets for grades 5, 6, 7, 8, and 10) are inserted immediately following the last question in the second section of each Mathematics chapter. Students in all the tested grades were also provided with plastic rulers. Images of these rulers are not presented in this document. The reference tools used by students during the high school Science and Technology/Engineering tests (Chemistry Formula and Constants Sheet/

Periodic Table of the Elements for the Chemistry test; formula sheets for the Introductory Physics and Technology/Engineering tests) are inserted immediately following the last question in the second section of the associated chapter. A plastic ruler is also provided to students taking the high school Technology/Engineering test.

Due to copyright restrictions, certain English Language Arts reading passages are not available on the Department's Web site. Copyright information for all common reading passages is provided in the document. Note that the Department of Education has obtained permission to post all English Language Arts reading passages that appear on its Web site. While the Department grants permission to use the posted test items for educational purposes, it cannot grant or transfer permission to use the passages that accompany the items. Such permission must be obtained directly from the holder of the copyright. For further information, contact Student Assessment Services at 781-338-3625.

The **final section** of each chapter is a table that cross-references each common item with its MCAS reporting category and with the *Framework* standard it assesses. Correct answers to multiple-choice questions and, for the Mathematics tests, short-answer questions are also listed in the table.

Responses to open-response items and compositions written in response to writing prompts are scored individually. An overview of procedures for scoring these responses and compositions is presented in the MCAS fact sheet, "Scoring Student Answers to Open-Response Questions and Writing Prompts," which is available on the Department's Web site at www.doe.mass.edu/mcas. Scoring procedures will also be explained further in the MCAS document, *Guide to Interpreting the Spring 2007 MCAS Reports for Schools and Districts*, due for release in fall 2007. Similar guides are currently available on the Department's Web site for previous years' MCAS *School Reports* and *District Reports*. Sample student responses and compositions from previous MCAS administrations may also be viewed on the Department's Web site.

Materials presented in this document are **not** formatted **exactly** as they appeared in student test booklets. For example, in order to present items most efficiently in this document, the following modifications have been made:

- Some fonts and/or font sizes may have been changed and/or reduced.
- Some graphics may have been reduced in size from their appearance in student test booklets; however, they maintain the same proportions in each case.
- For grades 7 and 10, the English Language Arts Composition writing prompt is presented on the same page as the make-up writing prompt, and the four lined pages provided for students' initial drafts are omitted.
- All references to page numbers in answer booklets have been deleted from the directions that accompany test items.

A partial release of common items from the grades 5 and 7 History and Social Science tests, and the high school U.S. History test is included in this publication.

II. English Language Arts, Reading Comprehension, Grade 3

Grade 3 English Language Arts Reading Comprehension Test

The spring 2007 grade 3 MCAS English Language Arts Reading Comprehension test was based on learning standards in the two content strands of the Massachusetts *English Language Arts Curriculum Framework* (2001) listed below. Specific learning standards for grade 3 are found in the *Supplement to the Massachusetts English Language Arts Curriculum Framework* (2004). Page numbers for the learning standards appear in parentheses.

- Language (*Framework*, pages 19–26; *Supplement*, pages 6–7)
- Reading and Literature (*Framework*, pages 35–64; *Supplement*, pages 7–9)

The *English Language Arts Curriculum Framework* and *Supplement* are available on the Department Web site at www.doe.mass.edu/frameworks/current.html.

In *Test Item Analysis Reports* and on the Subject Area Subscore pages of the *MCAS School Reports* and *District Reports*, ELA Reading Comprehension test results are reported under two MCAS reporting categories: **Language** and **Reading and Literature**, which are identical to the two *Framework* content strands listed above.

Test Sessions and Content Overview

The MCAS grade 3 ELA Reading Comprehension test included three separate test sessions. Each session included selected readings, followed by multiple-choice and open-response questions. Common reading passages and test items are shown on the following pages as they appeared in grade 3 test & answer booklets. Due to copyright restrictions, certain reading passages cannot be released to the public on the Web site. For further information, contact Student Assessment Services at 781-338-3625.

Reference Materials and Tools

The use of bilingual word-to-word dictionaries was allowed for current and former limited English proficient students only, during all three ELA Reading Comprehension test sessions. No other reference materials were allowed during any ELA Reading Comprehension test session.

Cross-Reference Information

The table at the conclusion of this chapter indicates each item’s reporting category and the *Framework* general standard it assesses. The correct answers for multiple-choice questions are also displayed in the table.

English Language Arts

Reading Comprehension

SESSION 1

DIRECTIONS

This session contains one reading selection with eight multiple-choice questions. Mark your answers by filling in the circle next to the best answer.

Laura Ingalls Wilder wrote about living in America in the late 1800s, when much of our country was still wilderness. In this story, Laura is five years old; Pa has gone into town and has not yet returned. Read the story and answer the questions that follow.

from *Little House in the Big Woods*

by Laura Ingalls Wilder

Students read a selection titled *Little House in the Big Woods* and then answered questions 1 through 8 that follow on pages 11 and 12 of this document.

Due to copyright restrictions, the selection cannot be released to the public over the Internet. For more information, see the copyright citation below.

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Due to copyright restrictions, the selection that appeared on this page cannot be released to the public over the Internet. For more information, see the citation on the previous page.

Due to copyright restrictions, the selection that appeared on this page cannot be released to the public over the Internet. For more information, see the citation on page 7.

Due to copyright restrictions, the selection that appeared on this page cannot be released to the public over the Internet. For more information, see the citation on page 7.

Mark your choices for multiple-choice questions 1 through 8 by filling in the circle next to the best answer.

- 1 Read the sentence from paragraph 5 in the box below.

The woods were dark, but there was a gray light on the snowy path, and in the sky there were a few faint stars.

What is **true** about the sentence?

- (A) It explains the problem in the story.
- (B) It explains the lesson that the story teaches.
- (C) It describes the setting for part of the story.
- (D) It describes the solution to the problem in the story.

- 2 According to paragraph 17, what is the **main** reason the barn door is so solid and heavy?

- (A) to keep the farm animals quiet
- (B) to keep the farm animals safe
- (C) to keep the barn warm
- (D) to keep the barn dry

- 3 According to paragraph 19, why is Ma pleased with Laura?

- (A) Laura went to bed early.
- (B) Laura worried about Sukey.
- (C) Laura obeyed her mother right away.
- (D) Laura carried the lantern while Ma milked.

- 4 In paragraph 20, what makes Ma laugh?

- (A) She is happy to be safe inside.
- (B) She is happy that Pa has come home safely.
- (C) She thinks it is amazing that she hit a bear.
- (D) She thinks it is silly that Laura is so worried.

5 According to the story, why does Ma latch the door before going to bed?

- (A) so nothing can get inside
- (B) so the girls can go to sleep
- (C) to block the sound of the wind
- (D) to keep the wind from blowing the door open

6 In the story, what proves that a bear had been in the yard?

- (A) Pa saw the bear on his way home.
- (B) Sukey and the horses had bear claw marks on them.
- (C) Ma and Laura heard the bear growl as they ran inside.
- (D) There were bear tracks near the barn the next morning.

7 Read paragraph 16 in the box below.

Laura began to cry. She hung on to Ma and sobbed, “Oh, will he eat Sukey?”

Which word in the paragraph helps the reader understand the word *sobbed*?

- (A) began
- (B) cry
- (C) hung
- (D) eat

8 Read the sentence from paragraph 7 in the box below.

It was too early in the spring for Sukey to be let out in the Big Woods to eat grass.

Which sentence uses the word *spring* in the same way as the sentence in the box?

- (A) The cat will spring toward the rabbit.
- (B) The campers drink water from a spring.
- (C) The families plant gardens in the spring.
- (D) The pink flowers will spring from the tiny buds.

English Language Arts

Reading Comprehension

SESSION 2

DIRECTIONS

This session contains three reading selections with sixteen multiple-choice questions and one open-response question. For multiple-choice questions, mark your answers by filling in the circle next to the best answer. For the open-response question, write your answer in the space provided below the question.

In this poem, the poet describes what it is like to gather leaves on a windy day. Read the poem and then answer the questions that follow.

Gathering Leaves

In autumn the falling leaves
Run races on the paths,
Tumble head over heels
And catch against the tufts of grass.

5 I gather them in a heap
With a stiff brush and a rake,
Though they are light as feathers
And do their best to escape.

Then I splash right into the heap
10 And the leaves wash over me
With a long swishing sound
Like a wave of the sea.

—*Stanley Cook*

“Gathering Leaves” by Stanley Cook. Reprinted by permission of Sarah Matthews.

Mark your choices for multiple-choice questions 9 through 12 by filling in the circle next to the best answer.

9 In line 7, what are “light as feathers”?

- (A) tufts
- (B) paths
- (C) leaves
- (D) waves

10 In lines 9–12, what is the speaker doing?

- (A) playing in the ocean
- (B) raking leaves in the yard
- (C) running through the woods
- (D) jumping in a pile of leaves

11 Which of the following lines in the poem rhyme?

- (A) lines 1 and 3
- (B) lines 5 and 8
- (C) lines 6 and 7
- (D) lines 10 and 12

12 Read line 9 from the poem in the box below.

Then I splash right into the heap

In the line, the word *splash* is an example of a

- (A) verb.
- (B) noun.
- (C) contraction.
- (D) compound word.

9 Almost nobody used a fork. . . .

10 They thought forks were silly. Why bother, they said. “Fingers were made before forks.”

11 But everyone needed a spoon, because the Pilgrims ate so many soups and stews. The first spoons made in Plymouth were clamshells attached to sticks.

12 Buffalo horns made good spoons, too. You scooped up the food with the open end. Later, when they had more time, people carved spoons out of wood. Some lucky folks had brought pewter or silver spoons from England.

13 And everyone had his or her own knife. If you were a grown-up, it was okay to stick your knife right into the pot and pull out a piece of food. But children weren’t supposed to take any food for themselves. They were supposed to eat whatever their parents handed to them.

14 It was always fine to eat with your fingers. The only rule was that you were supposed to wash them—or at least wipe them—before you stuck them in the pot.

15 Naturally, this meant that everyone needed a napkin. A big napkin! The Pilgrims threw it over one shoulder or tied it around their necks. It hung down almost to their knees. And your napkin wasn’t just for wiping your hands. You could use it to grab pieces of hot food.

16 Often, a Pilgrim family had only one chair, and the father was the one who sat in it. The other family members sat on stools, sections of tree trunk, or wooden benches without backs.

17 Children sometimes had to stand at the table. In some families, this was because there was nothing for them to sit on. Other families made children stand just because they thought it was good manners. They thought it was rude for a child to sit down when a grown-up was in the room.

18 Sometimes children had to stand at a separate little table. They came to the main table to have their trenchers filled.

. . .

19 Men and boys were allowed to keep their hats on while they were eating. They needed to take them off only to drink a toast.

- 20 A polite person did not scratch at the table. Most people had lice and fleas living in their hair and clothes. But it was good manners to wait until you were done eating to scratch. It wasn't pleasant to see your neighbor mash a flea and then reach into the trencher you were sharing.
- 21 A big bowl of salt was placed in the center of the table. Important guests sat near the father, toward the head of the table—"above the salt." Children and other less important people were near the foot of the table—"below the salt."
- 22 It was very bad manners to dip your food right into the salt bowl. The salt would get sticky. You were supposed to take salt only with a clean knife.
- 23 If you wanted bread, you broke a piece off the loaf with your hands. You could use it to mop up your plate.
- 24 When you were eating meat, what did you do with the bones? Throwing them on the ground was considered poor manners. And you weren't supposed to put them back in the pot. The correct thing was to pile them neatly on the table.

Reprinted with the permission of Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division from EATING THE PLATES by Lucille Recht Penner. Copyright © 1991 by Lucille Recht Penner.

Mark your choices for multiple-choice questions 13 through 20 by filling in the circle next to the best answer.

- 13 According to the selection, what was the reason the Pilgrims did **not** have regular meals when they first came to America?

(A) There was not enough food.
(B) They had a lot of work to do.
(C) They were too cold to sit and eat.
(D) Tables had not been invented yet.

- 14 What is the **main** idea in paragraphs 11 and 12?

(A) Buffalo horns made the best spoons.
(B) Spoons were first made from clamshells.
(C) Pewter and silver spoons were very valuable.
(D) Spoons were made from many different materials.

- 15 In the selection, if a Pilgrim family had only one chair, who would sit in it at mealtime?

(A) the father
(B) the mother
(C) the oldest son
(D) the youngest child

- 16 Which of the following sentences **best** describes the main idea of paragraph 20?

(A) Scratching fleas was common.
(B) It was rude to have lice or fleas.
(C) Scratching at the table was bad manners.
(D) It was impolite to share food if you had fleas.

17 According to the selection, who was **most likely** to sit “below the salt”?

- Ⓐ a father
- Ⓑ a mother
- Ⓒ a young child
- Ⓓ a special guest

18 Based on the selection, how did Pilgrims put salt on their food?

- Ⓐ with a knife
- Ⓑ with a salt shaker
- Ⓒ by dipping food into the salt
- Ⓓ by dipping their fingers into the salt

19 According to the selection, which of the following was **most** necessary for eating in colonial days?

- Ⓐ a fork
- Ⓑ a chair
- Ⓒ a barrel
- Ⓓ a spoon

20 According to the selection, what were Pilgrims supposed to do with leftover bones?

- Ⓐ wrap them in a napkin
- Ⓑ stack them on the table
- Ⓒ throw them onto the floor
- Ⓓ put them into the cooking pot

Question 21 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.

Write your answer to question 21 in the lined space provided below.

<p>21 Based on the selection, describe three eating habits of the Pilgrims and give a reason for each one. Look at the examples in the boxes below, but use different examples in your answer.</p>	
Way the Pilgrims Ate	Reason
Example: People used bread as a plate.	Example: They did not have bowls.
<p>1. _____</p> <p>_____</p> <p>_____</p>	<p>1. _____</p> <p>_____</p> <p>_____</p>
<p>2. _____</p> <p>_____</p> <p>_____</p>	<p>2. _____</p> <p>_____</p> <p>_____</p>
<p>3. _____</p> <p>_____</p> <p>_____</p>	<p>3. _____</p> <p>_____</p> <p>_____</p>

Watching wriggly worms can be very interesting. Read this article about creating a worm farm and then answer the questions that follow.

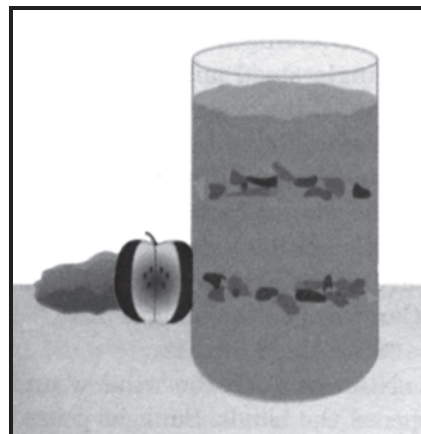
Watching Worms

by Cassie Brenn

- 1 **W**orms help our gardens grow. They wriggle through the soil, breaking up chunks of dirt and making it loose. It's easier for plant roots to push through loose soil and grow deeper into the ground. The worm tunnels also leave spaces in the soil for water and air to reach the plant roots.
- 2 That's not all. Worms help feed the plants, too. They add important nutrients to the soil by eating dead plants and leaves that fall on the ground. The plants use the nutrients to make the food they need to grow big and strong.
- 3 **Follow these steps to create your own worm farm.**

Step 1: Wash and dry a clear plastic two-liter bottle. Ask an adult to cut off the top of the bottle, then poke a small hole in the bottom.

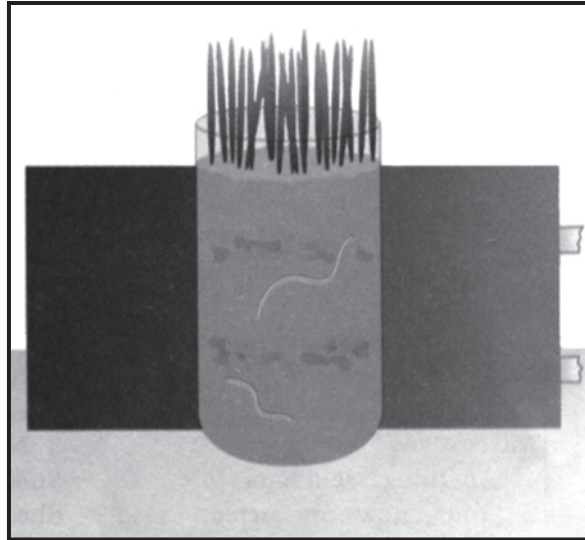
Step 2: Prepare some food for your worms. They eat things like fruit and vegetable peels, wilted lettuce leaves, and fallen leaves. With adult help, cut the food into tiny pieces.



Step 3: Fill the bottom of the bottle with one or two inches of damp peat moss or soil. Next, add a layer of food. Keep layering until you fill the bottle three-quarters full. End with a layer of peat moss or soil on top.

Step 4: Put about ten worms on top of your worm farm. You can find worms under leaf piles, in compost bins, or at a store that sells fishing bait. Be sure to get the small, skinny red worms (also called *red wigglers* or *composting worms*). Worms don't like light, so they will quickly move underground.

Step 5: Tape a few sheets of newspaper or dark construction paper around the bottom three-fourths of the bottle to block out light. This will let the worms come to the sides of the bottle, where you can see them.



Step 6: For fun, scatter fast-growing seeds (such as grass seeds) across the top of the soil. Place your worm farm in a sunny location, and add water when needed to keep it moist.

- 4 To watch the worms at work, remove the paper covering. Replace the covering when you're not watching. When you're done with your worm farm, add the worms and soil to a garden.

Mark your choices for multiple-choice questions 22 through 25 by filling in the circle next to the best answer.

22 According to paragraph 1, how do worms help plants?

- (A) They eat the dead roots.
- (B) They loosen the soil.
- (C) They carry water deep into the soil.
- (D) They cut plant food into tiny pieces.

23 According to the article, which statement is **true**?

- (A) Worms like bright sunlight.
- (B) Worms must be near grass.
- (C) Worms eat vegetable peels.
- (D) Worms need very dry soil.

24 Based on the article, what is the purpose of creating a worm farm?

- (A) to sell worms
- (B) to study worms
- (C) to collect worms
- (D) to protect worms

25 What makes the article nonfiction?

- (A) It solves a problem.
- (B) It gives information.
- (C) It includes drawings.
- (D) It has many paragraphs.

English Language Arts

Reading Comprehension

SESSION 3

DIRECTIONS

This session contains three reading selections with sixteen multiple-choice questions and one open-response question. For multiple-choice questions, mark your answers by filling in the circle next to the best answer. For the open-response question, write your answer in the space provided below the question.

Here is a story about one lucky cat. Read the story to see what makes Moe McTooth so lucky. Then answer the questions that follow.



- 1 **M**oe McTooth was an outdoor cat.
- 2 By day he prowled Dumpsters and doorways.
- 3 By day he napped under the fruit stand.
- 4 By day he chased after dockside trucks for sardines that spilled like silver into his mouth.
- 5 By night Moe McTooth danced down alleys in the moonlight.
- 6 By night on back fences he wailed “The Fishmarket Blues.”
- 7 By night he stargazed from the tarry roof of the funnel factory.
- 8 And life was good.
- 9 Then came winter.
- 10 By day big wet flakes of snow fell.
- 11 By night the wind was so cold that the moonlight creaked.
- 12 Slowly, Moe McTooth turned into a hungry fur sack of a cat.
Shivering in doorways. Shuddering on back fences.

13 **O**ne morning, as Moe lay huddled in the stuffing of a junked sofa,
a young woman came by.

14 She stopped. She looked at Moe McTooth. She lifted him into her
arms. She took him to her apartment three blocks away.

15 There Moe McTooth became an indoor cat.

16 By day he lapped cream from a blue saucer.

17 By day he scampered after catnip toys.

18 By day he napped among geraniums on the windowsill.



19 By night Moe McTooth curled up in the young woman's lap.

20 By night he purred in the glow of the fire.

21 By night he whiskered around the cozy rooms.

22 And life was good.

23 And yet . . .

48 After several days Moe McTooth became lonely, too.
He missed the young woman. He missed the cozy apartment.
He missed his own blue saucer and catnip toys.

49 Finally, ear torn, fur matted, Moe McTooth found his way
back to the young woman's doorstep.

50 She squealed with delight. She lifted him into her arms.
She danced him around the apartment.

51 Once again, by day Moe McTooth was an indoor cat.

52 By day he lapped cream from his saucer.

53 By day he scampered after his catnip toys.

54 By day he napped among geraniums.

55 By night, however, Moe McTooth padded out the door into the cool,
starry air.

56 The young woman waved goodbye. "See you in the morning, Moe," she
called after him.

57 **O**ne night the young woman felt a stirring of her own. The sweet darkness
of Moe's outdoor world seemed to seep into her heart.

58 And so, when Moe stepped into the moonlight, the young woman followed.

59 Together they prowled the shadowy streets.

60 Together they listened to the silvery music of the outdoor café.

61 And when the city grew still and quiet, they climbed to the
roof of the apartment building.

62 Lazily, Moe McTooth gazed up at the stars. The young woman
made dreamy wishes.

63 Somewhere a distant train whistle sounded.

64 And life was good.

65 Together.

From MOE MCTOOTH, *An Alley Cat's Tale* by Eileen Spinelli, illustrated by Linda Bronson. Text copyright © 2003 by Eileen Spinelli. Illustrations copyright © 2003 by Linda Bronson. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Company. All rights reserved.

Mark your choices for multiple-choice questions 26 through 32 by filling in the circle next to the best answer.

- 26 Where does the **beginning** of the story take place?

(A) outside in a city
(B) near a train station
(C) inside a cozy room
(D) in an apartment building

- 27 Reread paragraph 4. The author compares sardines to

(A) silver.
(B) trucks.
(C) the day.
(D) a mouth.

- 28 Read paragraphs 25–27 in the box below.

When the late-night rattle of trucks promised surprises.
When the cold perfume of the outdoors seeped under the locked apartment door.
And Moe McTooth's heart stirred.

The paragraphs show that

(A) Moe wants to find a friend.
(B) Moe misses being outdoors.
(C) Moe is grateful to the young woman.
(D) Moe is frightened by the sound of the trucks.

- 29 Based on the story, why does the young woman put Moe's saucer and toys away?

(A) She thinks Moe has left forever.
(B) She knows his things are broken.
(C) She feels Moe is too old for them.
(D) She wants to keep the apartment neat.

- 30 Which of the following words **best** describe Moe a few days after he leaves the apartment?

(A) purring and fat
(B) dirty and lonely
(C) angry and mean
(D) dancing and cheerful

- 31 In the story, how does Moe's life change when he returns to the apartment?

(A) He takes longer naps.
(B) He only goes out at night.
(C) The young woman shares Moe with the banana man.
(D) The young woman makes Moe a bed from an old crate.

- 32 Read the sentence from paragraph 11 in the box below.

By night the wind was so cold that the moonlight creaked.

What kind of word is *moonlight*?

(A) adjective
(B) contraction
(C) proper noun
(D) compound word

In the Middle Ages, boys from important families were trained to be brave knights. Read this article to learn how they were prepared for knighthood. Then answer the questions that follow.

A Knight's Training

by Patricia Werner

Students read a selection titled "A Knight's Training" and then answered questions 34 through 37 that follow on page 33 of this document.

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Mark your choices for multiple-choice questions 34 through 37 by filling in the circle next to the best answer.

34 According to the article, how was Sir Godfrey different from some other knights?

- (A) He only cared about hunting.
- (B) He had many pages and squires.
- (C) He thought reading and writing were important.
- (D) He had a quintain for squires to practice jousting.

35 According to paragraph 4, a code of honor tells

- (A) how to prepare for battles.
- (B) how a knight must behave.
- (C) how to take care of a horse.
- (D) how a squire is different from a page.

36 According to the article, how did Nicholas's duties change when he became a squire?

- (A) He took care of the horses.
- (B) He worked for Sir Godfrey.
- (C) He learned to read and write.
- (D) He served Lady Catherine daily.

37 In paragraph 11, what does the word *unhorse* mean?

- (A) to climb down from a horse
- (B) to take the saddle off a horse
- (C) to knock someone off a horse
- (D) to take a horse away from someone

This is a story about John Henry, who was bigger, stronger, and faster than most men. Read the story and then answer the questions that follow.

JOHN HENRY

by
Julius Lester

Students read a selection titled “John Henry” and then answered questions 38 through 42 that follow on pages 36 and 37 of this document.

Due to copyright restrictions, the selection cannot be released to the public over the Internet. For more information, see the copyright citation below.

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Mark your choices for multiple-choice questions 38 through 42 by filling in the circle next to the best answer.

38 In paragraph 1, the narrator uses the word “you” three times. In the paragraph, the narrator is speaking to

- (A) the reader.
- (B) the author.
- (C) John Henry.
- (D) Ferret-Faced Freddy.

39 In the story, what is the **first** clue that John Henry is an unusual person?

- (A) He chops down many trees.
- (B) He grows very large very quickly.
- (C) He chases the moon out of the sky.
- (D) He makes a deal with Ferret-Faced Freddy.

40 In paragraph 10, what does John Henry mean when he says, “Me on my legs”?

- Ⓐ He will run in the race.
- Ⓑ He will work hard all year.
- Ⓒ He thinks the race is unfair.
- Ⓓ He is walking straight and tall.

41 In paragraph 11, why does the author describe Freddy’s voice as “bat wings on tombstones”?

- Ⓐ to show that Freddy is sad
- Ⓑ to show that Freddy is scary
- Ⓒ to show that Freddy is funny
- Ⓓ to show that Freddy is brave

42 According to the story, what happens to Ferret-Faced Freddy after the race?

- Ⓐ He loses his horse.
- Ⓑ He grows even meaner.
- Ⓒ He wants to race again.
- Ⓓ He becomes a pleasant person.

Grade 3 English Language Arts
Reading Comprehension
Spring 2007 Released Items:
Reporting Categories, Standards, and Correct Answers

Item No.	Page No.	Reporting Category	Standard	Correct Answer (MC)*
1	11	<i>Reading and Literature</i>	12	C
2	11	<i>Reading and Literature</i>	8	B
3	11	<i>Reading and Literature</i>	8	C
4	11	<i>Reading and Literature</i>	8	C
5	12	<i>Reading and Literature</i>	12	A
6	12	<i>Reading and Literature</i>	8	D
7	12	<i>Language</i>	4	B
8	12	<i>Language</i>	4	C
9	14	<i>Reading and Literature</i>	14	C
10	14	<i>Reading and Literature</i>	14	D
11	14	<i>Reading and Literature</i>	14	D
12	14	<i>Language</i>	5	A
13	18	<i>Reading and Literature</i>	8	B
14	18	<i>Reading and Literature</i>	13	D
15	18	<i>Reading and Literature</i>	13	A
16	18	<i>Reading and Literature</i>	13	C
17	19	<i>Reading and Literature</i>	13	C
18	19	<i>Reading and Literature</i>	13	A
19	19	<i>Reading and Literature</i>	13	D
20	19	<i>Reading and Literature</i>	8	B
21	20	<i>Reading and Literature</i>	13	
22	23	<i>Reading and Literature</i>	13	B
23	23	<i>Reading and Literature</i>	13	C
24	23	<i>Reading and Literature</i>	13	B
25	23	<i>Reading and Literature</i>	10	B
26	28	<i>Reading and Literature</i>	8	A
27	28	<i>Reading and Literature</i>	15	A
28	28	<i>Reading and Literature</i>	15	B
29	28	<i>Reading and Literature</i>	12	A
30	29	<i>Reading and Literature</i>	12	B
31	29	<i>Reading and Literature</i>	12	B
32	29	<i>Language</i>	4	D
33	30	<i>Reading and Literature</i>	12	
34	33	<i>Reading and Literature</i>	13	C
35	33	<i>Reading and Literature</i>	13	B
36	33	<i>Reading and Literature</i>	13	B
37	33	<i>Language</i>	4	C
38	36	<i>Reading and Literature</i>	16	A
39	36	<i>Reading and Literature</i>	16	B
40	37	<i>Language</i>	6	A
41	37	<i>Reading and Literature</i>	15	B
42	37	<i>Reading and Literature</i>	16	D

* Answers are provided here for multiple-choice items only. Sample responses and scoring guidelines for open-response items, which are indicated by shaded cells, will be posted to the Department's Web site later this year.