

OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

**ENGLISH LANGUAGE ARTS
& MATHEMATICS**

2017-2018 **GRADE 3**



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

**Oklahoma School Testing Program
Administration Dates
2017–2018 School Year
English Language Arts and Mathematics
Paper/Pencil Assessment Window
April 2–20, 2018**



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JOY HOFMEISTER

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Dear Families and Educators,

Students will soon be taking the Oklahoma School Testing Program (OSTP) tests to provide a snapshot of academic performance near the end of the school year. For an overview of the tests that will be given this spring, please click on the following link: <http://sde.ok.gov/sde/documents/2016-09-01/assessment-program-overview>.

Families will receive online reports that include their child's test results, areas of success and areas in need of additional growth. Paper reports will be sent home by the local school district in summer 2018.

A digital version of the OSTP Parent, Student and Teacher Guide is available on the Oklahoma State Department of Education (OSDE) website at <http://sde.ok.gov/sde/assessment-material>. Inside this guide, you will find an explanation of what's covered in the test and sample questions to become familiar with the test format. These will help your child understand what to expect on the tests.

OSTP tests measure your child's progress in learning the Oklahoma Academic Standards for school subjects. To learn more about the standards, please visit <http://sde.ok.gov/sde/oklahoma-academic-standards>.

We know that all families have dreams for their children and want what is best for them. The spring tests are an opportunity for children to showcase their learning this school year. Students are most successful when schools and families work together. During the week of testing, please be sure your child gets plenty of sleep, eats a healthy breakfast and is at school on time.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or assessments@sde.ok.gov.

Sincerely,

A handwritten signature in cursive script that reads 'Joy Hofmeister'.

State Superintendent of Public Instruction

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THE OKLAHOMA SCHOOL TESTING PROGRAM

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to obtain post-secondary success. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and jobs that require new and different skills.

In addition, the Legislature established the standards-based assessment component of the Oklahoma School Testing Program (OSTP) to measure students' progress in mastering the Oklahoma Academic Standards. Assessments have been developed by national questions publishers that specifically measure the Oklahoma Academic Standards. Teachers throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in these assessments.

In the content areas assessed by the OSTP, a student's performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, or Unsatisfactory.

Beginning with the 2017–2018 school year, students who score below the Proficient level on the reading portion of the statewide third grade assessment may only be promoted to fourth grade if the student qualifies for a good cause exemption or a “probationary promotion” pursuant to the Reading Sufficiency Act (70 O.S. § 1210.508C). To determine the promotion or retention of third grade students pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the reading comprehension (*Standard 2*) and vocabulary (*Standard 4*) score portions of the statewide third grade ELA assessment and shall not use language arts score portions of the assessment.

This year, students in Grade 3 will take assessments in English Language Arts and Mathematics.

This guide provides an opportunity for families, students, and teachers to become familiar with how skills in these subject areas will be assessed. It presents general test-taking tips, lists the Oklahoma Academic Standards assessed, gives blueprints for the assessments, and provides practice questions.

TEST-TAKING TIPS

The following tips provide strategies for taking the Oklahoma School Testing Program assessments. Test-taking skills cannot replace proper preparation based on the Oklahoma Academic Standards, which serve as the foundation for these assessments.

General Test-Taking Tips

- Read this guide carefully and complete the practice questions. These questions are for you to familiarize yourself with the format of the assessment and should not be used as a predictor of how you will score on the actual assessment.
- Make sure you understand all directions. If you are uncertain about any of the directions, on the day of the assessment, raise your hand to ask questions before starting.
- Check your work if you finish your assessment early. Use the extra time to answer any questions that you skipped.
- Remember that if you cannot finish within the time allotted, you will be given additional time as an immediate extension to the current session to complete the assessment.
- Don't spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.

Multiple-Choice Questions

- Each multiple-choice question contains four answer choices.
- Read each question and every answer choice carefully. Choose the best answer for each question.
- Check your work if you finish your assessment early. Use the extra time to answer any questions that you skipped.
- Read the selections on the English Language Arts assessment carefully.
- Be sure that you have seen all four answer choices before making your selection.

PAPER/PENCIL ASSESSMENTS

Each Grade 3 subject area assessment is divided into separate sections. The separate sections may be administered on the same day with a break given between sections or on consecutive instructional days. Students taking an assessment will have multiple-choice questions in English Language Arts and Mathematics.

Students should have enough time to complete all sections. Students may be given additional time if needed, but additional time will be given as an immediate extension of the same testing period, not at a different time.

Students will mark their answers directly in their test books, which are scanned and scored. Students who finish early need to make sure their work is complete and are encouraged to check and verify their answers prior to closing their test books. Students will not be allowed to reopen their test books once they have been closed for a given session.

The following sections:

- list the Oklahoma Academic Standards assessed in each subject area,
- reproduce the student directions,
- present practice questions for each subject, and
- provide information about preparing for testing of the Oklahoma Academic Standards.

OKLAHOMA ACADEMIC STANDARDS

The Oklahoma School Testing Program will assess the full depth and breadth of the Oklahoma Academic Standards (OAS) in the Grade 3 assessments. Presented below are the OAS for Grade 3 English Language Arts and Mathematics. Student performance on the assessments is reported at the standard level for each content area.

English Language Arts

OAS English Language Arts—Grade 3

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend increasingly complex literary and informational texts.		Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.	3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.
3.2.R.2	Students will compare and contrast details (e.g., <i>plots or events, settings, and characters</i>) to discriminate genres.	3.2.W.2	Students will edit drafts and revise for clarity and organization.
3.2.R.3	Students will summarize events or plots (i.e., <i>beginning, middle, end, and conflict</i>) of a story or text.	3.2.W.3	Students will correctly spell grade-appropriate words while editing.
		3.2.W.4	Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries</i>).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading		Writing	
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.		Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
3.3.R.1	Students determine the author's stated and implied purpose (<i>i.e., entertain, inform, persuade</i>).	3.3.W.1	NARRATIVE – Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>).
3.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	3.3.W.2	INFORMATIVE Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.
3.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> · setting (<i>i.e., time, place</i>) · plot · characters · characterization · theme 	3.3.W.3	OPINION Students will express an opinion about a topic and provide reasons as support.
3.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> · simile · metaphor · personification · onomatopoeia · hyperbole 		
3.3.R.5	Students will distinguish fact from opinion in a text.		
3.3.R.6	Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.		
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.		

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	3.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
3.4.R.2	Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.	3.4.W.2	Students will select appropriate language according to purpose in writing.
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.		
3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.		
3.4.R.5	Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.		

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.		Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
3.5.R.1	Students will recognize pronouns and possessive nouns.	3.5.W.1	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> · titles of respect · appropriate words in titles · geographical names
3.5.R.2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.	3.5.W.2	Students will use complex contractions (<i>e.g., should've, won't</i>).
3.5.R.3	Students will recognize adjectives, articles as adjectives, and adverbs.	3.5.W.3	Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.
3.5.R.4	Students will recognize prepositions and conjunctions.	3.5.W.4	Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.
3.5.R.5	Students will recognize the subject and verb agreement.		

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.		Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
3.6.R.1	Students will use their own questions to find information on their topic.	3.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.	3.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.
3.6.R.3	Students will locate information in visual and text reference sources, electronic resources, and/or interviews.	3.6.W.3	Students will summarize and present information in a report.
3.6.R.4	Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.		

OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT ENGLISH LANGUAGE ARTS

2017-2018 GRADE 3

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE OF ITEMS	IDEAL NUMBER OF ITEMS	STANDARDS
40%	20	STANDARD 2: READING AND WRITING PROCESS** Students will use a variety of recursive reading and writing processes.
12%	6	STANDARD 3: CRITICAL READING AND WRITING Students will apply critical thinking skills to reading and writing.
24%	12	STANDARD 4: VOCABULARY** Students will expand their working vocabularies to effectively communicate and understand texts.
12%	6	STANDARD 5: LANGUAGE Students will apply knowledge of grammar and rhetorical style to reading and writing.
12%	6	STANDARD 6: RESEARCH Students will engage in inquiry to acquire, refine, and share knowledge.
		**Reading Comprehension and Vocabulary standards applied to determine RSA Status
100%	50	TOTAL

*Standard 8: Independent Reading and Writing is assessed throughout the test and dually aligned to each standard. Please note this blueprint does not include items that may be field-tested. A minimum of 6 items is required to report a standard.



Mathematics

Mathematical Actions and Processes

The Mathematical Actions and Processes simultaneously reflect the holistic nature of mathematics as a discipline in which patterns and relationships among quantities, numbers, and space are studied (National Academies of Science, 2014) and as a form of literacy such that all students are supported in accessing and understanding mathematics for life, for the workplace, for the scientific and technical community, and as a part of cultural heritage (NCTM, 2000). The seven Mathematical Actions and Processes leverage both the NCTM Process Standards and the Five Mathematical Proficiencies (NRC, 2001) to capture the mathematical experience of Oklahoma students as they pursue mathematical literacy.

Throughout their PK–12 education experience, mathematically literate students will:

Develop a Deep and Flexible Conceptual Understanding

Demonstrate a deep and flexible conceptual understanding of mathematical concepts, operations, and relations while making mathematical and real-world connections. Students will develop an understanding of how and when to apply and use the mathematics they know to solve problems.

Develop Accurate and Appropriate Procedural Fluency

Learn efficient procedures and algorithms for computations and repeated processes based on a strong sense of numbers. Develop fluency in addition, subtraction, multiplication, and division of numbers and expressions. Students will generate a sophisticated understanding of the development and application of algorithms and procedures.

Develop Strategies for Problem Solving

Analyze the parts of complex mathematical tasks and identify entry points to begin the search for a solution. Students will select from a variety of problem solving strategies and use corresponding multiple representations (verbal, physical, symbolic, pictorial, graphical, tabular) when appropriate. They will pursue solutions to various tasks from real-world situations and applications that are often interdisciplinary in nature. They will find methods to verify their answers in context and will always question the reasonableness of solutions.

Develop Mathematical Reasoning

Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.

Develop a Productive Mathematical Disposition

Hold the belief that mathematics is sensible, useful, and worthwhile. Students will develop the habit of looking for and making use of patterns and mathematical structures. They will persevere and become resilient, effective problem solvers.

Develop the Ability to Make Conjectures, Model, and Generalize

Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of a problem.

Develop the Ability to Communicate Mathematically

Students will discuss, write, read, interpret, and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.

OAS Mathematics—Grade 3

Develop a Deep and Flexible Conceptual Understanding	Develop Accurate and Appropriate Procedural Fluency	Develop Strategies for Problem Solving	Develop Mathematical Reasoning	Develop a Productive Mathematical Disposition	Develop the Ability to Make Conjectures, Model, and Generalize	Develop the Ability to Communicate Mathematically
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Number & Operations (N)

3.N.1 Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.	3.N.1.1 Read, write, discuss, and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives.
	3.N.1.2 Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones, including expanded form.
	3.N.1.3 Find 10,000 more or 10,000 less than a given five-digit number. Find 1,000 more or 1,000 less than a given four- or five-digit number. Find 100 more or 100 less than a given four- or five-digit number.
	3.N.1.4 Use place value to compare and order whole numbers up to 100,000, using comparative language, numbers, and symbols.
3.N.2 Add and subtract multi-digit whole numbers; multiply with factors up to 10; represent multiplication and division in various ways; Solve real-world and mathematical problems through the representation of related operations.	3.N.2.1 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.
	3.N.2.2 Demonstrate fluency of multiplication facts with factors up to 10.
	3.N.2.3 Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract multi-digit numbers.
	3.N.2.4 Recognize when to round numbers and apply understanding to round numbers to the nearest ten thousand, thousand, hundred, and ten and use compatible numbers to estimate sums and differences.
	3.N.2.5 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.
	3.N.2.6 Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.
	3.N.2.7 Recognize the relationship between multiplication and division to represent and solve real-world problems.
	3.N.2.8 Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.
3.N.3 Understand meanings and uses of fractions in real-world and mathematical situations.	3.N.3.1 Read and write fractions with words and symbols.
	3.N.3.2 Construct fractions using length, set, and area models.
	3.N.3.3 Recognize unit fractions and use them to compose and decompose fractions related to the same whole. Use the numerator to describe the number of parts and the denominator to describe the number of partitions.
	3.N.3.4 Use models and number lines to order and compare fractions that are related to the same whole.

Number & Operations (N)

3.N.4 Determine the value of a set of coins or bills.

3.N.4.1 Use addition to determine the value of a collection of coins up to one dollar using the cent symbol and a collection of bills up to twenty dollars.

3.N.4.2 Select the fewest number of coins for a given amount of money up to one dollar.

Algebraic Reasoning & Algebra (A)

3.A.1 Describe and create representations of numerical and geometric patterns.

3.A.1.1 Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.

3.A.1.2 Describe the rule (single operation) for a pattern from an input/output table or function machine involving addition, subtraction, or multiplication.

3.A.1.3 Explore and develop visual representations of growing geometric patterns and construct the next steps.

3.A.2 Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.

3.A.2.1 Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.

3.A.2.2 Recognize, represent and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.

Geometry & Measurement (GM)

3.GM.1 Use geometric attributes to describe and create shapes in various contexts.

3.GM.1.1 Sort three-dimensional shapes based on attributes.

3.GM.1.2 Build a three-dimensional figure using unit cubes when picture/shape is shown.

3.GM.1.3 Classify angles as acute, right, obtuse, and straight.

3.GM.2 Understand measurable attributes of real-world and mathematical objects using various tools.

3.GM.2.1 Find perimeter of polygon, given whole number lengths of the sides, in real-world and mathematical situations.

3.GM.2.2 Develop and use formulas to determine the area of rectangles. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.

3.GM.2.3 Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.

3.GM.2.4 Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.

3.GM.2.5 Using common benchmarks, estimate the lengths (customary and metric) of a variety of objects.

3.GM.2.6 Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.

3.GM.2.7 Count cubes systematically to identify number of cubes needed to pack the whole or half of a three-dimensional structure.

3.GM.2.8 Find the area of two-dimensional figures by counting total number of same size unit squares that fill the shape without gaps or overlaps.

Geometry & Measurement (GM)

3.GM.3 Solve problems by telling time to the nearest 5 minutes.

3.GM.3.1 Read and write time to the nearest 5-minute (analog and digital).

3.GM.3.2 Determine the solutions to problems involving addition and subtraction of time in intervals of 5 minutes, up to one hour, using pictorial models, number line diagrams, or other tools.

Data & Probability (D)

3.D.1 Summarize, construct, and analyze data.

3.D.1.1 Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph, and/or bar graph with scaled intervals.

3.D.1.2 Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.

OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT MATHEMATICS

2017-2018 GRADE 3

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by strand and standard of the Oklahoma Academic Standards (OAS).

IDEAL % OF ITEMS	IDEAL # OF ITEMS	STRANDS AND STANDARDS
46%	23	NUMBER AND OPERATIONS 6 3.N.1 Number Sense 11 3.N.2 Number Operations (8) 3.N.4 Money (3) 6 3.N.3 Fractions
14%	7	ALGEBRAIC REASONING AND ALGEBRA 7 3.A.1 Numerical and Geometric Patterns (4) 3.A.2 Equations (3)
28%	14	GEOMETRY AND MEASUREMENT 7 3.GM.1 Describe and Create Shapes (4) 3.GM.3 Time (3) 7 3.GM.2 Measurement
12%	6	DATA AND PROBABILITY 6 3.D.1 Data Analysis
100%	50	TOTAL

(Please note this blueprint does not include items that may be field-tested.)
 A minimum of 6 items is required to report a standard.



MULTIPLE-CHOICE PRACTICE QUESTIONS



Directions

Choose the best answer for the question. Mark the circle for the answer you have chosen.

1 Read the sentence.

The two trees leaves are turning brown.

What change, if any, should be made to trees in the sentence?

- Ⓐ tree's
- Ⓑ trees'
- Ⓒ treeses
- Ⓓ no change

2 Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

- Ⓐ Does'nt
- Ⓑ Do'esnt
- Ⓒ Doesn't
- Ⓓ no change



Read the selection. Then read the questions that follow. Choose the best answer for each question. Mark the circle for the answer you have chosen.

Gone Fishing

by Kristine O'Connell George

cattails—tall plants with flat leaves that grow near water

- 1 No one else was awake
when we got up at dawn
to go fishing.
Walking the steep path
5 down to the lake,
we could see the circle flop
and splash of trout. I warned
my little brother not to go
too close to the edge.
- 10 He said:
*You can't tell **me** what to do.*
No one else was awake
when we got up at dawn
to go fishing. All I caught
15 was one little brother—
hailed up out of the cattails,
sputtering, soggy, and still stubborn.



3 "Gone Fishing" is mainly about

- Ⓐ trout splashing in a lake.
- Ⓑ children not catching a fish.
- Ⓒ a child not listening to a warning.
- Ⓓ a speaker giving orders to a brother.

4 Which word best describes how the speaker feels at the end of "Gone Fishing"?

- Ⓐ upset
- Ⓑ strong
- Ⓒ alarmed
- Ⓓ satisfied



Read the selection. Then read the questions that follow. Choose the best answer for each question. Mark the circle for the answer you have chosen.

Science

Drinking Glass Music

If you tap the side of a drinking glass with a spoon, it makes the glass vibrate. This makes the air around the glass vibrate, and your ear hears this music sound. If you pour a little water into the glass, the note will change because the glass will vibrate differently. If you have a “musical ear,” you can put just the right amount of water into the glass to make a true note of music. If you use several glasses, and put the right amount of water into each one, you can actually play a tune by tapping the glasses in the right order.

WHAT YOU NEED:

- six drinking glasses the same size, at least 4 inches tall
- water
- a spoon
- a copy of the notes for “Twinkle Twinkle Little Star”

WHAT YOU DO:

Set the glasses in a row. The first glass, #1, is left empty. The other glasses are filled with water in different amounts. Hold a ruler next to the glass and add enough water to bring the level up to the following amounts:

Glass #1 – empty

Glass #2 – 1 inch of water

Glass #3 – 1 and $\frac{3}{4}$ inches of water

Glass #4 – 2 and $\frac{1}{2}$ inches of water

Glass #5 – 2 and $\frac{3}{4}$ inches of water

Glass #6 – 3 and $\frac{1}{4}$ inches of water

As you tap the glasses, they will make notes of music. These notes will be close to

#1 – C

#2 – D

#3 – E

#4 – F

#5 – G

#6 – A



If you have a good music ear, the notes will probably not be exact. You can experiment with adding or taking away water to “tune” the glasses to the best notes, but this is not necessary to do this experiment.

PLAYING YOUR GLASSES

You are probably familiar with the tune, “Twinkle Twinkle Little Star,” so you should be able to hear this as you tap the glasses in the following order:

1 1 5 5 6 6 5 4 4 3 3 2 2 1
Twinkle Twinkle little star, how I wonder where you are

5 5 4 4 3 3 2 5 5 4 4 3 3 2
Up above the world so high, like a diamond in the sky.

1 1 5 5 6 6 5 4 4 3 3 2 2 1
Twinkle Twinkle little star, how I wonder where you are.

**5 Using more than six glasses would make it possible**

- Ⓐ to play much faster.
- Ⓑ to play much longer.
- Ⓒ to make more sounds.
- Ⓓ to make louder sounds.

6

level (lěv ' əl) *n.* **1.** Tool for measuring. **2.** Stage in learning. **3.** Height. **4.** A flat surface.

Which definition of the word level is used in the passage?

- Ⓐ definition 1
- Ⓑ definition 2
- Ⓒ definition 3
- Ⓓ definition 4

7 Which part of the passage gives instructions to make the instrument?

- Ⓐ What You Need
- Ⓑ What You Do
- Ⓒ Playing Your Glasses
- Ⓓ Twinkle, Twinkle Little Star



Read the selection. Then read the questions that follow. Choose the best answer for each question. Mark the circle for the answer you have chosen.

How to Make Hummingbird Food

- 1 Hummingbirds use so much energy beating their wings that they need sugar in their food. In nature, they get their sugar from the nectar of flowers. You can make a solution that is much like flower nectar. Follow this easy recipe to fill your feeder with homemade hummingbird nectar. It will keep hummingbirds returning to your feeder day by day and year by year. Ask an adult for help with this project.
- 2 You will first need to select a hummingbird feeder. Choose one that is easy to clean. It is also best to find one that has a perch. This will allow the hummingbird to rest and conserve its energy. Many feeders are red, the color that attracts hummingbirds.

What you need:

- measuring cup
- water
- pot for the stove-top burner
- white sugar

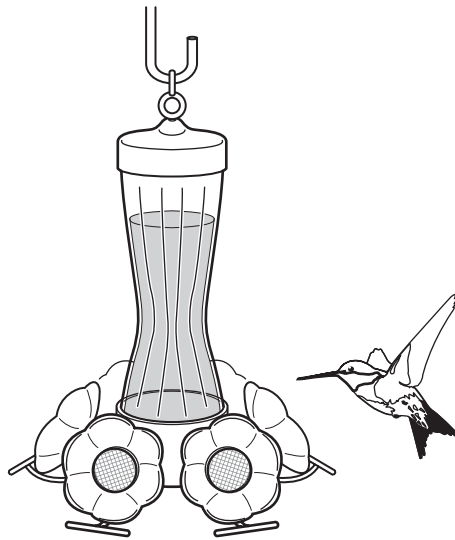
What to do:

1. Measure one cup of water and pour it into a pot for the stove.
2. Bring the water to a boil and boil for 2 minutes.
3. Once the water boils, remove the pot from the stove.
4. Measure $\frac{1}{4}$ cup of white sugar.
5. Add the sugar to the pot and stir well.
6. Allow the solution to cool completely.
7. Pour the sugar solution (nectar) into your hummingbird feeder.
8. Store any extra solution in a refrigerator.
(Do not keep it longer than 1 week.)



**Tips:**

1. Do not add red food coloring to the solution because it could harm the birds.
2. Do not place the feeder too close to a window.
3. Plant red flowers or add a red garden flag or red furniture near your feeder to bring the hummingbirds to your yard.
4. Hang your hummingbird feeder in a shaded area of your yard. If you do not have shade, you will need to change the nectar more often.
5. When you see that your nectar looks cloudy, dump it out and wash the feeder. Then place fresh homemade nectar in it.





8 In step 6, completely means

- Ⓐ not complete.
- Ⓑ almost complete.
- Ⓒ to complete again.
- Ⓓ in a complete way.

9 Why does the author probably put the heading “What you need” in bold print?

- Ⓐ to help the reader notice it
- Ⓑ to make the words easy to read
- Ⓒ to show the importance of the project
- Ⓓ to help the reader understand the steps

10 The reader can tell this selection is nonfiction because the writer

- Ⓐ describes different types of hummingbird feeders.
- Ⓑ gives directions for making hummingbird nectar.
- Ⓒ explains events that could happen in the future.
- Ⓓ uses short sentences.





Directions

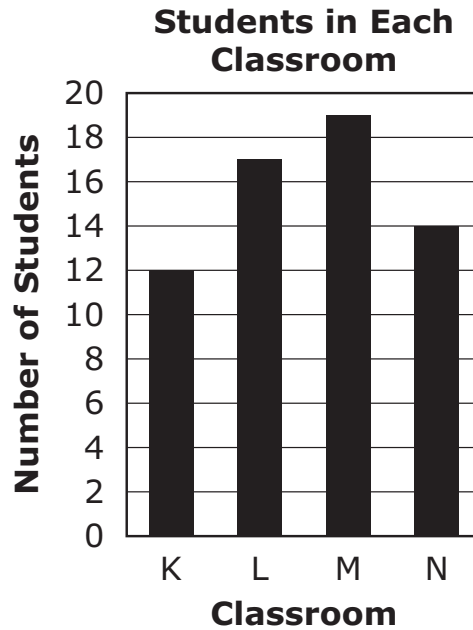
Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.

1 The distance between Washington, D.C., and Oklahoma City is about one thousand, three hundred, twenty miles. How is this distance written in numerals?

- Ⓐ 132 miles
- Ⓑ 1,032 miles
- Ⓒ 1,302 miles
- Ⓓ 1,320 miles



- 2** The graph shows the number of students in each of four classrooms.



How many more students are in classroom L than are in classroom N?

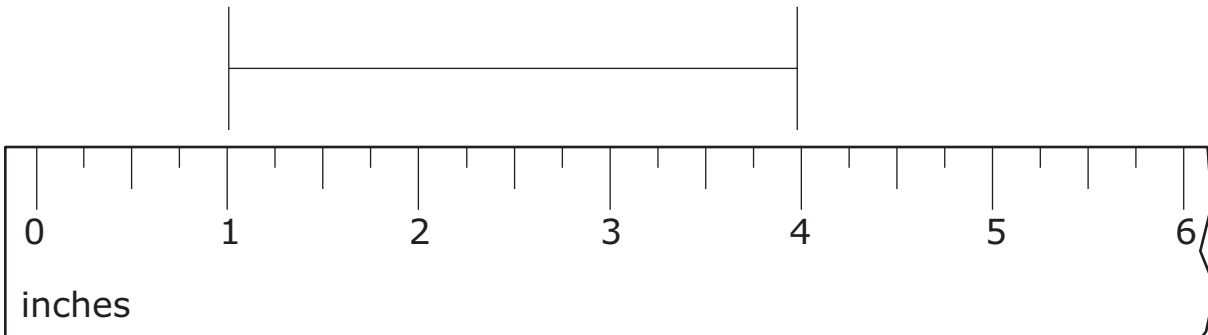
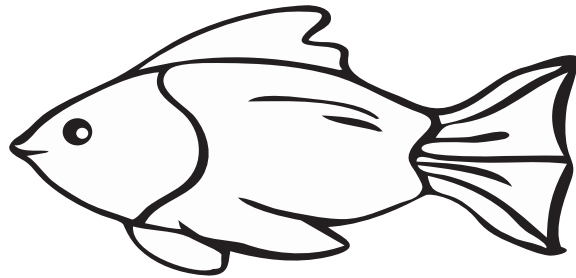
- (A) 3
- (B) 4
- (C) 5
- (D) 7

- 3** Three elephants at a zoo weigh a total of 9,898 pounds. One elephant weighs 7,859 pounds. Another elephant weighs 1,602 pounds. How many pounds does the third elephant weigh?

- (A) 437 pounds
- (B) 1,447 pounds
- (C) 1,641 pounds
- (D) 2,263 pounds



4 Jessie measured her goldfish as shown.



What is the length of Jessie's goldfish?

- Ⓐ 1 inch
- Ⓑ 3 inches
- Ⓒ 4 inches
- Ⓓ 6 inches

5 Sarah has 27 cents in her pocket. What is the fewest number of coins that Sarah could have in her pocket?

- Ⓐ 3
- Ⓑ 4
- Ⓒ 5
- Ⓓ 7



- 6** Connie is learning to play 15 songs on the piano. The table shows the number of songs Connie has left to learn at the end of each month.

Songs for Connie to Learn

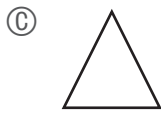
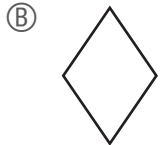
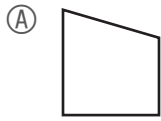
Month	Number of Songs
January	15
February	13
March	11
April	9
May	?

Connie learns the same number of songs each month. How many songs will Connie have left to learn at the end of May?

- Ⓐ 2 songs
- Ⓑ 6 songs
- Ⓒ 7 songs
- Ⓓ 8 songs



7 Which shape below appears to contain at least one acute, one obtuse, and one right angle?

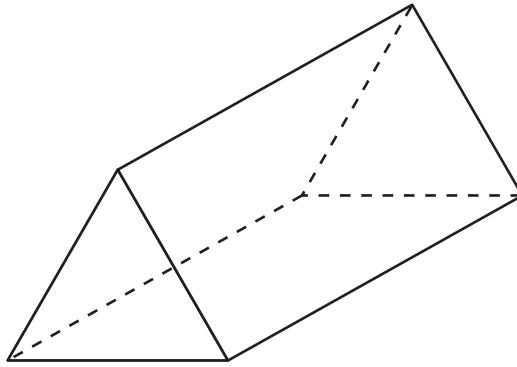


8 What is the value of the fraction $\frac{5}{8}$?

- Ⓐ one fifth
- Ⓑ eight fifths
- Ⓒ one eighth
- Ⓓ five eighths



9



What is the total number of triangular faces on the figure?

- Ⓐ 2
- Ⓑ 3
- Ⓒ 5
- Ⓓ 6

10

Input	Output
12	5
19	12
25	18

Which rule could be used to change the input number to the output number in the table above?

- Ⓐ divide by 7
- Ⓑ multiply by 6
- Ⓒ add 6
- Ⓓ subtract 7



11 Mrs. Steinberg's class made a design using square pieces of paper. Each piece of paper was 1 foot wide by 1 foot long. The design was a rectangle, 5 feet wide by 7 feet long. How many square pieces of paper were used to make the design?

- Ⓐ 12 pieces of paper
- Ⓑ 20 pieces of paper
- Ⓒ 24 pieces of paper
- Ⓓ 35 pieces of paper

12 Seth wants to visit all 50 states. He has visited 14 states. The number sentence shows, \square , the number of states Seth has left to visit.

$$\square + 14 = 50$$

How many states does Seth have left to visit?

- Ⓐ 36
- Ⓑ 44
- Ⓒ 46
- Ⓓ 64



- 13** Ann's piano practice starts at 1:30 P.M. The practice ends 55 minutes later.



What time does the practice end?

- Ⓐ 12:35 P.M.
- Ⓑ 1:25 P.M.
- Ⓒ 1:55 P.M.
- Ⓓ 2:25 P.M.



14 The table shows the ice-cream cones sold during lunch.

Ice-Cream Cones Sold

Flavor	Number of Cones
chocolate	5
strawberry	2
vanilla	4

Which pictograph shows the same information as the table?

Ⓐ **Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	▼▼▼▼▼
strawberry	▼▼
vanilla	▼▼▼▼

Key: ▼ = 2 cones

Ⓑ **Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	▼▼▼
strawberry	▼
vanilla	▼▼

Key: ▼ = 2 cones

Ⓒ **Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	▼▼
strawberry	▼
vanilla	▼

Key: ▼ = 2 cones

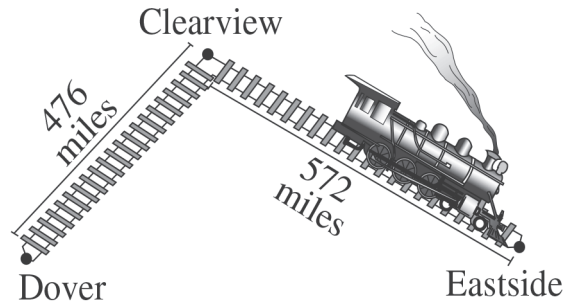
Ⓓ **Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	▼▼▼
strawberry	▼
vanilla	▼▼

Key: ▼ = 2 cones



15



To the nearest ten, about how far does the train travel from Dover to Eastside?

- Ⓐ 950 miles
- Ⓑ 1050 miles
- Ⓒ 1060 miles
- Ⓓ 1150 miles



Blank

ANSWER KEYS

English Language Arts		
Number	Answer	OAS Objective
1	B	3.5.R.1
2	C	3.5.W.2
3	C	3.2.R.1
4	A	3.3.R.3
5	C	3.3.R.7
6	C	3.4.R.5
7	B	3.6.R.2
8	D	3.4.R.3
9	A	3.6.R.2
10	B	3.2.R.2

Mathematics		
Number	Answer	OAS Objective
1	D	3.N.1.1
2	A	3.D.1.2
3	A	3.N.2.5
4	B	3.GM.2.4
5	A	3.N.4.2
6	C	3.A.1.1
7	A	3.GM.1.3
8	D	3.N.3.1
9	A	3.GM.1.1
10	D	3.A.1.2
11	D	3.GM.2.2
12	A	3.A.2.1
13	D	3.GM.3.2
14	B	3.D.1.1
15	B	3.N.2.4



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