Reading/Writing

2026 STAAR TEST 3rd GRADE ASSESSMENT – RELEASED TEST

Use for a student benchmark assessment in late January/early February 2027 for assessment of student readiness.

(Recommendation Note: **Students must not write directly on the assessment. To emulate a digital testing environment, all work must be completed on scratch paper. Students will then transfer their final answers to the provided Answer Key.)**

Answer Document – Third Grade R/W Benchmark - NAME: _____

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

6.) _____

7.) Write your essay on scratch paper. Your final version of that essay – rewrite on the lines below.

8.) _____

9.) _____

10.) _____

11.) _____

12.) _____

13.) _____

14.) _____

15.) _____

16.) _____

17.) _____

18.) _____

19.) _____ , _____

20.) _____

21.) _____

22.) _____

23.) _____

24.) _____

25.) Write your essay on scratch paper. Your final version of that essay – rewrite on the lines below.

26.) _____

27.) Combine your sentences on scratch paper and write your final version below.

28.) _____

29.) _____

30.) _____

31.) _____

32.) _____

33.) _____

34.) _____

35.) _____

36.) _____

37.) _____

38.) _____

39.) _____

40.) _____

41.) _____

SOLUTION Answer Document Third Grade R/W Benchmark SOLUTION

1.) A

2.) A

3.) D

4.) D

5.) C

6.) B

7.) Write your essay on scratch paper. Your final version of that essay – rewrite on the lines below.

Focus on correct spelling. Complete Sentences. Sentences that begin with a capital letter and end with punctuation. Paragraphs should be indented. Any words from the passage MUST be spelled correctly.

Focus students on sequential sentences and logical structure to their writing. Their writing must address the prompt directly, and it should not wander off in a non-sequential weave. What is their point? Write to that point.

The 800-Word Non-Negotiable Program is a free download, and it will take care of the spelling issues. It can be downloaded from the website: www.thenew3Rsconsulting.com.

8.) A

9.) C

10.) A

11.) A

12.) B

13.) D

14.) B

15.) D

16.) A

17.) C

18.) C

19.) D , A

20.) C

21.) B

22.) A

23.) C

24.) A

25.) Write your essay on scratch paper. Your final version of that essay – rewrite on the lines below.

Focus on correct spelling. Complete Sentences. Sentences that begin with a capital letter and end with punctuation. Paragraphs should be indented. Any words from the passage MUST be spelled correctly.

Focus students on sequential sentences and logical structure to their writing. Their writing must address the prompt directly, and it should not wander off in a non-sequential weave. What is their point? Write to that point.

The 800-Word Non-Negotiable Program is a free download, and it will take care of the spelling issues. It can be downloaded from the website: www.thenew3Rsconsulting.com.

26.) A

27.) Combine your sentences on scratch paper and write your final version below.

Same message as above on the essays. However, if the sentences are combined, students need to use a transition (and, or, so, but, etc.) and an appropriate comma.

28.) D

29.) B

30.) C

31.) A

32.) A

33.) B

34.) C

35.) D

36.) B

37.) D

38.) D

39.) D

40.) B

41.) B

Recommendations and Guidelines for Use of Benchmark Assessment

Designed specifically for public school educators, this benchmark evaluates student reading comprehension alongside core writing mechanics, including extended writing samples and spelling/grammar editing, all rigorously aligned with the **Spring 2027 STAAR standards**. By simulating the digital testing environment, this tool provides critical data to gauge student readiness. The key attributes and instructional benefits of this benchmark are outlined below.

1.) Controlled Classroom Administration: Conducting the assessment in a proctored, live classroom setting allows educators to actively monitor student progress in real time. Because students cannot mark the test book, they are forced to write their responses on scratch paper. This perfectly replicates the administrative fidelity and tracking requirements of a digital, screen-based exam. It also provides exposure to the rigor of the STAAR assessment which is key!

2.) Targeted Pedagogical Intervention: By reviewing the collected student work, educators can pinpoint precise gaps in conceptual understanding versus computational execution. This actionable data allows teachers to dynamically adjust their daily classroom pedagogy and deploy targeted remediation to rectify specific learning gaps before high-stakes testing.

3.) Proactive Stamina and Behavioral Tracking: Because this benchmark mirrors the strict constraints of the actual exam, educators can evaluate student testing stamina and identify behavioral distractions early. This timeline provides ample opportunity to implement strategic adjustments and test accommodations well ahead of the official spring STAAR administration.

4.) Targeted Digital Literacy and Tech Competency: Transitioning to a paper-based simulation allows teachers to identify gaps in basic computer proficiency that are required for the digital exam such as mouse navigation and keyboard fluency. Uncovering these non-academic technical hurdles early ensures educators can systematically address and refine these student skill competency levels well ahead of the official spring STAAR administration. These essential tech readiness areas include:

- **a.)** Instead of using a typical multiple-choice format, students select their answer by using the mouse to click directly on sentences within the question.
- **b.)** To succeed on digital assessments, students must master touch-typing and maintain strict attention to mechanics. Because these writing sections are scored by automated AI systems rather than human evaluators, objective accuracy is critical; students must demonstrate high writing competence with flawless capitalization, punctuation, and proper noun usage. Additionally, all common English words—including specific terms pulled directly from the reading passages—must be spelled perfectly. To support this preparation, teachers can access two free downloadable resources via the website link in the answer key: an "*800-word Non-Negotiable Word Program*" and a comprehensive guide to touch-typing mastery, for all students. In the end analysis, frequent practice of these essays and targeted writing corrections is essential for student success.

Third Grade READING Benchmark Test

Directions: Do not write or make any marks on this test packet. Treat this exam like a computer screen and show all your work on the scratch paper provided. Transfer all final responses to the Student Answer Sheet.

Read the selection and choose the best answer to each question.

The Need for Referees

1 A referee is a person who makes sure that players follow the rules of a sport. Most sports can be played without referees. Some people think games are more fun that way. But referees are important because they make sure all players are respectful, safe, and fair. Referees should be a part of any organized sport.

Respect

2 One job of referees is to encourage players to respect each other. This helps both teams have fun. Referees help players learn acceptable behavior. This is especially true for children's teams. Players should help their competitors on the other team get back up when they fall down. They should tell each other when they make a good play. Part of a referee's job is noticing when players show good sportsmanship.

3 Referees also help players learn not to get too upset when they break rules or lose points. Referees take extra time to make sure young players understand the rules of the game. They may tell players what they can do to improve.

Safety

4 Sports need referees to keep players safe. Referees check the equipment before games. They make sure it is safe for players to use. During the game, they watch for any hurt players. If someone gets hurt, they stop the game. Then they can send the player to a coach or doctor.

5 About 30 million children play organized sports in the United States. Of these, 3.5 million get hurt each year. Imagine there are 10 players on a team. One or two of them will probably get hurt during the season. Referees cannot stop all accidents. But they can make sure injured players stop playing and get help. That way, their injuries will not get worse.

Fairness

6 A player or person cheering for one team cannot always make fair decisions about a game. Players are busy doing their job on the field or court. They cannot always see what everyone else is doing. If someone else breaks a rule, they may not notice. Also, players and fans want their team to win. They may not admit when their team breaks a rule. They may even disagree about what the rules are.

7 Referees pay attention to everything that happens in a game so they can decide if someone breaks the rules. That way, the teams do not have to argue with each other. Referees know the rules of the game better than anyone else. Their job is to make sure that both teams play by the rules. They do not cheer for one team or the other. Instead, they think like a judge. Both teams get the same treatment.

8 There are times when referees make decisions that people disagree with. Referees can make players, coaches, and fans very angry. Some people believe that referees make too many wrong calls. However, since referees focus on the rules, they are usually right when they say one is broken. The National Football League (NFL) looks at how referees perform their job in every game. The NFL states that referees made fewer than five mistakes out of about 160 plays in each game. Referees make few mistakes, so people should trust them.

9 Organized sports should not be played without referees. Referees make the game more enjoyable. They can stop arguments between players. They make sure everyone is safe. Sports would not be the same without referees.

Third Grade READING Benchmark Test

1

Read the dictionary entry.

admit \əd-ˈmit\ *verb*
1. to say something is true
2. to allow into a group
3. to let something happen
4. to accept into a hospital

Which definition best matches the way the word admit is used in paragraph 6?

Ⓐ Definition 1
Ⓑ Definition 2
Ⓒ Definition 3
Ⓓ Definition 4

2

What claim does the author make in the selection?

Ⓐ Organized sports need referees to make sure that games are played correctly.

Ⓑ Organized sports need more people who have played sports to become referees.

Ⓒ Referees need to stop players from getting in accidents during sports.

Ⓓ Referees enjoy judging many different kinds of sports and games.

Third Grade READING Benchmark Test

3

Which sentence from paragraph 5 shows that referees care about the players?

5 About 30 million children play organized sports in the United States. Of these, 3.5 million get hurt each year. Imagine there are 10 players on a team. One or two of them will probably get hurt during the season. Referees cannot stop all the accidents. But they can make injured players stop playing and get help. That way, their injuries do not get worse.

Ⓐ Of these, 3.5 million get hurt each year.

Ⓑ One or two of them will probably get hurt during the season. Referees cannot stop all the accidents.

Ⓒ Referees cannot stop all the accidents.

Ⓓ But they can make injured players stop playing and get help.

4

Which sentence from the selection expresses the author's opinion about referees?

Ⓐ *A referee is a person who makes sure that players follow the rules of a sport.* (paragraph 1)

Ⓑ *During the game, they watch for any hurt players.* (paragraph 4)

Ⓒ *Their job is to make sure that both teams play by the rules.* (paragraph 7)

Ⓓ *Referees make the game more enjoyable.* (paragraph 9)

Third Grade READING Benchmark Test

5

Read these sentences from paragraph 7.

> *Instead, they think like a judge. Both teams get the same treatment.*

What is the most likely reason the author includes a simile in these sentences?

Ⓐ To explain why referees should be kind

Ⓑ To show that referees have to study the rules

Ⓒ To highlight that referees need to be fair

Ⓓ To describe the work it takes to become a referee

6

In paragraph 8, the prefix *dis–* helps the reader understand that to <u>disagree</u> means to —

Ⓐ agree after

Ⓑ not agree

Ⓒ fully agree

Ⓓ agree again

Third Grade READING Benchmark Test

7

Read the question carefully. Then enter your answer in the box provided.

What is the most likely reason the author wrote this selection? Support your answer with evidence from the selection.

Write your response on the Answer Document.

Read the next two selections. Then choose the best answer to each question.

Passage 1:
Swim Team

1 I could feel my face getting warmer as I got closer to the pool. But I knew I could do this. It was time for all those days I spent at the pool this summer to pay off. My hands tensed up as I reached for the door to enter the pool area. It was a big relief when I opened the door and the first person I saw was my classmate Nick.

2 "Hey Frankie!" Nick called out.

3 "Hey Nick."

4 "You ready to get in?" Nick asked as he nodded toward the pool.

5 "Uh . . . sure, I guess," I answered shyly because I could hear how noisy everyone in the pool was.

6 I was the last one to get in and felt like everyone was staring me down. I heard Coach Jackson's whistle, and all our heads turned in his direction.

7 "Let's start with some laps to warm up," he announced.

8 We all started swimming to the other end of the pool. It quickly became clear that I did not have as much training as everyone else. I was starting to lag behind by miles and miles.

9 After the warmup, I was ready to call it a day. Then Nick and our other classmate José swam toward me.

10 "Hey Frankie, for next time try using your arms like this instead," Nick said as he and José showed me a better way to use my arms as I swam.

11 Nick and José worked with me to teach me different ways to swim so that I would get better. I could hear the *splish splash* of the water as I got faster and faster. As we kept practicing, more of our classmates started coming over to swim with us.

Passage 2:
from Unlikely Friendships for Kids

by Jennifer S. Holland

1 New York City is home to a lot of things: the Empire State Building, the Yankees, the Statue of Liberty, and Central Park. But one thing it is definitely not is a home for iguanas, which is why this story is strange in many ways.

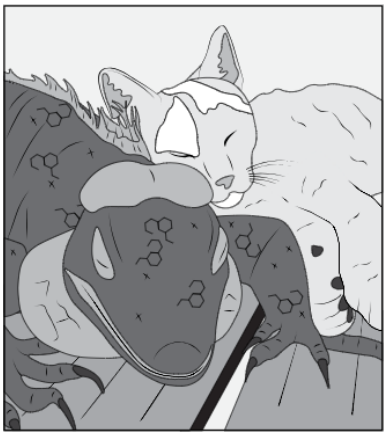
2 One day, as a man was walking to work, he came across a small iguana on the street. Iguanas usually live in Central or South America. What was an iguana doing on a New York City street? No one knows.

3 But the man did know that a small iguana would not survive on the streets of New York. He brought the iguana to a friend who often took in stray animals. His friend welcomed the little iguana and named him Sobe. In time, the small iguana grew to be four-and-a-half-feet long!

4 A short while after giving Sobe a home, the same woman found a stray cat near her house. He was very sick. So the woman took the cat home and nursed him back to health. She named him Johann.

5 The first time Johann met Sobe, the iguana hissed. He puffed himself up to make himself look big. This is what iguanas do in the wild to scare away predators. But the cat wasn't scared at all. He just rubbed up against the iguana's rough skin and purred. Sobe calmed down. He closed his eyes and let the cat rub against his face.

6 After that, the two were always together. Johann would clean Sobe, and Sobe would follow Johann all around the house. Sobe would climb onto the bed to sleep with Johann. The two were often found curled up next to each other: Johann with his head leaning on Sobe's body, and Sobe with his mouth turned up in what looked very much like a smile.



"The Iguana and the Cat" from UNLIKELY FRIENDSHIPS FOR KIDS: THE DOG & THE PIGLET AND 4 OTHER STORIES OF ANIMAL FRIENDSHIPS by Jennifer S. Holland, Workman Publishing, 2012. Used by permission.

8

Based on the events at the end of the story "Swim Team," what will most likely happen next?

Ⓐ Frankie will thank Nick and José for helping him.

Ⓑ Nick and José will race against each other.

Ⓒ Frankie will tell Nick and José that he is quitting the team.

Ⓓ Nick and José will become team captains.

Third Grade READING Benchmark Test

9

Which point of view does the author use in the story "Swim Team"?

Ⓐ First person, narrated by Nick

Ⓑ Third person, narrated by Coach Jackson

Ⓒ First person, narrated by Frankie

Ⓓ Third person, narrated by an outside observer

10

Paragraph 8 of the story "Swim Team" is important to the plot because it —

Ⓐ explains Frankie's problem

Ⓑ shows how Nick and Frankie know one another

Ⓒ describes how Nick solves Frankie's problem

Ⓓ introduces who Frankie is

Third Grade READING Benchmark Test

11

Read the sentence from paragraph 11 of the story "Swim Team."

> *I could hear the* splish splash *of the water as I got faster and faster.*

What is the most likely reason the author uses onomatopoeia in this sentence?

Ⓐ To highlight that Frankie is getting better at swimming

Ⓑ To show that Frankie is making a mess by the pool

Ⓒ To highlight that Frankie's classmates are loud

Ⓓ To show that Frankie's friends are excited to swim with him

12

What is the meaning of the word hissed in paragraph 5 of the selection from *Unlikely Friendships for Kids*?

Ⓐ Listened quietly

Ⓑ Made a sharp sound

Ⓒ Ran away to hide

Ⓓ Stared curiously

Third Grade READING Benchmark Test

13

What is the most likely reason the author of the selection from *Unlikely Friendships for Kids* uses a problem-and-solution structure in paragraphs 2 and 3?

(A) To explain how the man felt about keeping Sobe

(B) To explain how to take care of an iguana in New York

(C) To explain how an iguana might get to New York

(D) To explain how an iguana was able to save Sobe

14

Why is the setting of the woman's house important to the selection from *Unlikely Friendships for Kids*?

Ⓐ Johann and Sobe did not have enough space inside the house.

Ⓑ Sobe and Johann had to learn to live in the house together.

Ⓒ Sobe needed to live somewhere warmer than the house.

Ⓓ Johann did not want to stay inside the house after he felt better.

15

Based on paragraph 3 of the selection from *Unlikely Friendships for Kids*, what is most likely true about the man?

Ⓐ He had a pet iguana.

Ⓑ He thought the iguana was sick.

Ⓒ He has found iguanas before.

Ⓓ He wanted the iguana to be safe.

Third Grade READING Benchmark Test

16

In the selection from *Unlikely Friendships for Kids*, Sobe the iguana is out of place in New York City. Which sentence from the story "Swim Team" shows a **SIMILAR** idea?

Ⓐ *I was the last one to get in and felt like everyone was staring me down.* (paragraph 6)

Ⓑ *We all started swimming to the other end of the pool.* (paragraph 8)

Ⓒ *After the warmup, I was ready to call it a day.* (paragraph 9)

Ⓓ *As we kept practicing, more of our classmates started coming over to swim with us.* (paragraph 11)

17

What is **DIFFERENT** about how the story "Swim Team" and the selection from *Unlikely Friendships for Kids* present ideas about friends?

Ⓐ The story "Swim Team" shows the benefits of lifelong friendships, while the selection from *Unlikely Friendships for Kids* shows that a short friendship can be meaningful.

Ⓑ The story "Swim Team" describes starting a new activity with friends, while the selection from *Unlikely Friendships for Kids* describes being kind to a friend.

Ⓒ The story "Swim Team" shows how friends help someone improve, while the selection from *Unlikely Friendships for Kids* shows how having a friend makes daily life better.

Ⓓ The story "Swim Team" describes friendships that stay the same, while the selection from *Unlikely Friendships for Kids* describes a friendship that changes.

18

How is Nick's behavior in the story "Swim Team" **SIMILAR** to Johann's behavior in the selection from *Unlikely Friendships for Kids?*

Ⓐ They both deal with a change well.

Ⓑ They both look for something new to try.

Ⓒ They both help someone feel comfortable.

Ⓓ They both try to keep a friend safe.

Third Grade READING Benchmark Test

Read the selection and choose the best answer to each question.

The Texas Cowboy

1 Cowboys have been a part of Texas culture for generations. The first cowboys were Vaqueros, Mexican cowboys, who brought the job to Texas. For as long as people have desired beef, cowboys have worked with cattle.

Who Were Cowboys?

2 In the 1800s, being a cowboy was a popular job! People came from all over the country to states like Texas to be cowboys. They worked on ranches raising and caring for cattle. Once the cattle were old enough, they were sold. Cowboys were needed to gather the cattle and take them to market. This process is called herding.

Herding on the Open Range

3 In the mid-1800s, people all over the country wanted to buy Texas cattle. During this time, there was not a lot of private land in Texas. Cattle freely wandered public land, called the open range. The open range had flat stretches of dry, gold-colored grass, dotted with cattle.

4 There were a few markets in Texas. People in the northeastern United States relied on Texans for cattle. Ranchers knew they could make more money selling their cattle in the Northeast. They could make four times more money in the Northeast than in Texas! The only problem was figuring out how to get the cattle there. Cars and trucks had not been invented yet. Not many railroad tracks had been built in Texas.

The Long Drive

5 In 1866, ranchers decided they could move the cattle toward railroad stations in nearby states. This became known as the long drive. These journeys could take over two months. Cowboys herded over 2,000 cattle hundreds of miles. One famous long drive was the Chisholm Trail. The trail was from San Antonio, Texas, to Abilene, Kansas. It was first developed by Cherokee fur trader Jesse Chisholm and his Lenape travel guide Black Beaver. Starting in 1867, the pair herded thousands of cattle on the trail. Many cowboys followed. After cowboys dropped off their cattle in Kansas, the cattle were sent by train to the Northeast.



6 Cowboys could make more money on the long drive. However, it was difficult and dangerous. Cowboys often faced bad weather. Sometimes people stole their cattle. At times, they were attacked by others. Cattle got diseases. Cowboys needed a better way to move their cattle.



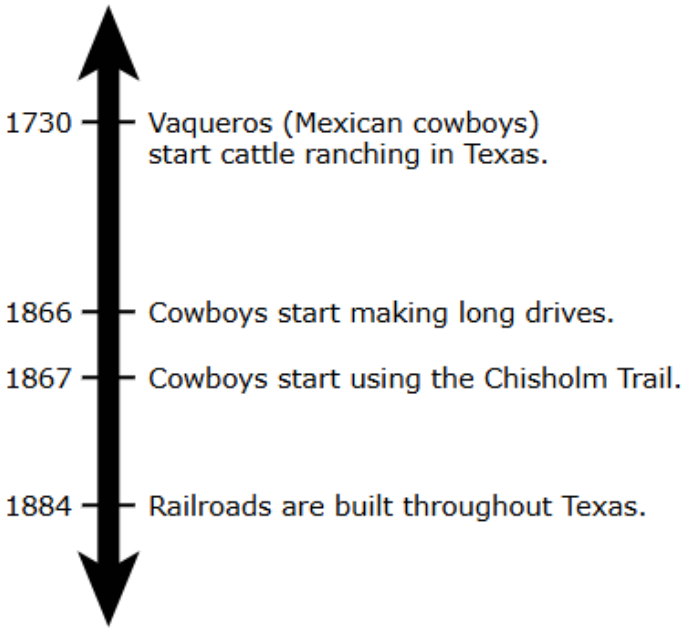
A Cowboy Herding Cattle

Third Grade READING Benchmark Test

The Growing Railroad System

7 Between 1880 and 1890, over 70,000 miles of railroad tracks were built across America. By 1884, there were railroad tracks throughout Texas. Cowboys did not have to travel hundreds of miles any longer. They could take their cattle to train stations in Texas. Then, the cattle could be sent on the train to the Northeast. This was faster and cheaper. But the railroads meant there was less of a need for cowboys. They did not need to organize long drives anymore. They did not need as many people for cattle ranching. The railroad system connected Texas to the rest of the country. Today, there is a huge system of railroad tracks. Trains still carry food to all parts of the United States. Some people are still cowboys today, but the typical long drive is a thing of the past.

Timeline of How Cowboys Changed Texas



19

This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the central idea of the article?

Ⓐ Cowboys took their cows to railroad stations.

Ⓑ Cowboys created a long trail to other states.

Ⓒ Cowboys wanted to make more money.

Ⓓ Cowboys are an important part of history.

Part B

Which sentence from the article best supports the answer in Part A?

Ⓐ *Cowboys have been a part of Texas culture for generations.* (paragraph 1)

Ⓑ *They worked on ranches raising and caring for cattle.* (paragraph 2)

Ⓒ *Cowboys needed a better way to move their cattle.* (paragraph 6)

Ⓓ *By 1884, there were railroad tracks throughout Texas.* (paragraph 7)

20

What is the most likely reason the author includes the details in paragraphs 1 and 2?

Ⓐ To explain problems cowboys had

Ⓑ To show how cowboys changed

Ⓒ To introduce the topic of cowboys

Ⓓ To describe where cowboys herded cattle

21

What is the most likely reason the author includes the map below paragraph 5?

Ⓐ To show where the open fields were

Ⓑ To show how far the long drives could be

Ⓒ To show when cowboys started to use trails

Ⓓ To show why cowboys left the open ranges

22

How are paragraphs 6 and 7 organized?

Ⓐ The problems of the long drive are described to show how the railroad was a solution.

Ⓑ The causes of cattle herding are described to show why cowboys sold cattle.

Ⓒ Cowboys are described to show why people decided to work in this job.

Ⓓ Events on the long drive are described to show how cowboys guided cattle.

23

What is a synonym of the word wandered in paragraph 3?

Ⓐ Ate

Ⓑ Asked

Ⓒ Walked

Ⓓ Wore

Third Grade READING Benchmark Test

24

Read these sentences from paragraph 5.

> *One famous long drive was the Chisholm Trail. The trail was from San Antonio, Texas, to Abilene, Kansas. It was first developed by Cherokee fur trader Jesse Chisholm and his Lenape travel guide Black Beaver.*

What is the best paraphrase of these sentences?

Ⓐ The Chisholm Trail was a well-known long drive that went from Texas to Kansas and was created by Jesse Chisholm and Black Beaver.

Ⓑ A popular trail was used by cowboys in the 1860s. It was called the Chisholm Trail, and it was hundreds of miles long.

Ⓒ Jesse Chisholm and Black Beaver often traveled on the Chisholm Trail that went from San Antonio, Texas, to Abilene, Kansas.

Ⓓ Cowboys worked together with other people to figure out a way to get to the railroad station in Kansas. They ended up developing the Chisholm Trail.

25

ESSAY: Write your essay in the empty box below.

Read the article "The Texas Cowboy." Based on the information in the article, write a response to the following:

> Explain if life was better or worse for cowboys before 1884 when more railroad tracks were built in Texas.

Write a well-organized argumentative essay that uses specific evidence from the article to support your answer.

Remember to —

- clearly state your claim
- organize your writing
- develop your ideas in detail
- use facts and evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response on your Answer Document.

Third Grade READING Benchmark Test

Read the selection and choose the best answer to each question.

Anita wrote this paper about how her aunt helped her learn something new. Read Anita's paper and look for revisions she needs to make. Then answer the questions that follow.

The Alarm Clock

(1) I walked happily into the house after the Open House night at school. (2) Aunt Kendra had on white pants and a pink top. (3) "Anita, I have something for you!" she exclaimed.

(4) She handed me a box. (5) It had a bow wrapped around it. (6) Confused, I quickly unwrapped the box and then opened it. (7) I stared at the gift inside.

(8) "A clock?" I finally asked. (9) "Why do I need *this*?"

(10) Aunt Kendra began to explain the purpose of the gift. (11) My mom leaves early for work each day. (12) Aunt Kendra lives with us, and she helps me get ready for school. (13) She wanted me to learn how to wake up on my own each morning.

(14) Aunt Kendra took the clock out of the box. (15) She showed me how to set a morning alarm and let me play with the different sounds that could wake me each day. (16) She also taught me how to set the alarm to play music. (17) "Let's get this ready for tomorrow," she finally said. (18) "What time do you want to wake up?"

(19) I knew we had to leave at 7:30, so I said we set the alarm for 7:20.

(20) Aunt Kendra laughed. (21) "Well, now that I've taught you how to set and use the alarm clock, I need to teach you a little about managing your time! (22) Ten minutes is not enough time to get ready for school!" (23) We finally agreed on a 6:45 alarm, and I climbed into bed and dozed off.

(24) In what felt like minutes, my sleep was interrupted by loud waterfall sounds. (25) The dog from next door was barking. (26) I opened one eye to see if Aunt Kendra was sitting next to my bed and pressing buttons on my clock. (27) Then I noticed that the red numbers on the clock read "6:45."

Third Grade READING Benchmark Test

(28) After listening to the waterfall sounds for a few minutes, I crawled out of bed. (29) I got ready by myself and headed toward the kitchen. (30) Aunt Kendra was there with a big smile on her face. (31) "Perfect timing, Anita. (32) How about some pancakes before your first day of school?" she asked.

26

Anita wants to replace sentence 2 with a sentence that will help her build a better introduction to her paper. Which sentence should replace sentence 2?

Ⓐ Aunt Kendra greeted me and then called me to the couch.

Ⓑ Aunt Kendra had been exercising at the gym near our house.

Ⓒ Aunt Kendra and I like to bake together on the weekends.

Ⓓ Aunt Kendra loves to read and shares lots of books with me.

27

Anita wants to combine the ideas in sentences 4 and 5. In the space provided, write a new sentence that combines these ideas in a clear and effective way.

Write your response on your Answer Document.

Chars 0/475

Third Grade READING Benchmark Test

28

The word ***said*** is not the right word for sentence 19. Which word should replace ***said*** in this sentence?

Ⓐ spoke

Ⓑ imagined

Ⓒ voiced

Ⓓ suggested

29

Anita has included a sentence that does not belong in the eighth paragraph (sentences 24–27). Which sentence should she remove?

Ⓐ Sentence 24

Ⓑ Sentence 25

Ⓒ Sentence 26

Ⓓ Sentence 27

Third Grade READING Benchmark Test

Read the selection and choose the best answer to each question.

Lourdes wrote this paper about a common but helpful invention. Read Lourdes's paper and look for revisions she needs to make. Then answer the questions that follow.



An Invention with Sticking Power

(1) The world is full of sharp things. (2) Even careful people can sometimes get a little cut or scratch. (3) When this happens, they know just what to do. (4) They clean the cut. (5) Then they cover it with a stick-on bandage. (6) The bandage keeps the wound clean. (7) It helps it heal faster.

(8) A long time ago, lots of things were different. (9) When people got a cut, they usually covered it with a thin piece of cotton cloth called gauze. (10) Gauze is not sticky, so it was sometimes hard for people to keep the cotton over the wound. (11) It was also hard for people to bandage cuts they got on their own hands.

(12) These annoying problems kept happening to a woman named Josephine Dickson. (13) Her husband Earle was an inventor. (14) Earle Dickson tried placing thin cotton squares on sticky tape. (15) His idea worked. (16) He had invented a new type of bandage.

(17) Mr. Dickson worked for a big company. (18) The company made cotton products for hospitals. (19) Dickson showed his invention to his bosses, who liked it. (20) The company started making them, but the product did not sell well at first.

Third Grade READING Benchmark Test

(21) That might have been the end of Dickson's invention. (22) However, someone at the company had a smart idea. (23) That person suggested that the company give the bandages to scout troops. (24) People started to see how useful the bandages were, and the product became a big success. (25) Today, bandages like Dickson's are made by many companies. (26) They are now popular all over the world now.

(27) Earle Dickson's invention was very simple. (28) Still, it brought him wealth and success. (29) Dickson was just like all great inventors. (30) He identified a common problem and came up with a solution.

30

Lourdes needs a better topic sentence for the second paragraph (sentences 8–11). Which sentence should replace sentence 8?

Ⓐ In the 2000s, medicine has gotten so much better.

Ⓑ We've learned a lot about history from our teacher.

Ⓒ In the early 1900s, there were no stick-on bandages.

Ⓓ The best thing to do is to try to avoid skin injuries.

31

Which sentence can **BEST** follow sentence 13 and support the ideas in the third paragraph (sentences 12–16)?

Ⓐ He thought people needed a better way to keep a bandage in place.

Ⓑ Many new inventions were introduced to the public in his lifetime.

Ⓒ He was interested in inventing new things to help most of his friends.

Ⓓ Josephine had married him in 1917, and they lived in New Jersey.

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32

The meaning of sentence 20 is unclear. Which phrase should replace ***them*** in this sentence?

Ⓐ the new bandages

Ⓑ the cotton pieces

Ⓒ the helpful items

Ⓓ the great products

33

How should sentence 26 be revised so that it does not repeat information?

Ⓐ They are all over the world now and popular now.

Ⓑ They are now popular all over the world.

Ⓒ They are popular now and the world all over.

Ⓓ They are now all over the popular world.

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Read the selection and choose the best answer to each question.

Abe is writing a paper about a time when someone kept mysteriously putting his trash can away for him. Read these paragraphs from the body of Abe's paper and look for corrections he needs to make. Then answer the questions that follow.

Pay It Forward

(1) Finally, I realized that a neighbor must be moving our trash can. (2) For weeks I tried to geuss who it could be. (3) Then one Tuesday, I came home early from school. (4) I turned onto Maple Avenue and spotted Mr. Frank in our driveway. (5) He was rolling our trash can up to our house.

(6) I wanted to thank him, but I knew he wouldnt want to be noticed. (7) I decided to pay him back by doing a good deed for someone else. (8) Mrs. Watson wanted help with her yard and Ms. Tinsley's dog needed walking. (9) Dr. Lopez was moving soon and had asked for help packing a few box. (10) At that moment, I knew what I was going to do.

34

What change needs to be made in sentence 2?

Ⓐ Change ***weeks*** to **week's**

Ⓑ Change ***tried*** to **try**

Ⓒ Change ***geuss*** to **guess**

Ⓓ Change the period to a question mark

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35

What change needs to be made in sentence 6?

Ⓐ Delete the comma after ***him***

Ⓑ Change ***but*** to **or**

Ⓒ Change ***he*** to **they**

Ⓓ Change ***wouldnt*** to **wouldn't**

36

What change needs to be made in sentence 8?

Ⓐ Change ***wanted*** to **wanting**

Ⓑ Insert a comma after ***yard***

Ⓒ Change ***Ms. Tinsley's*** to **Ms. Tinsleys**

Ⓓ Change ***dog*** to **Dog**

37

What change needs to be made in sentence 9?

Ⓐ Change ***was moving*** to **were moving**

Ⓑ Change ***had asked*** to **will ask**

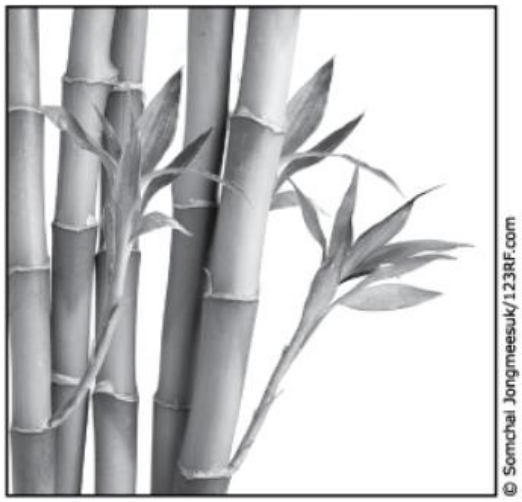
Ⓒ Change ***packing*** to **pakking**

Ⓓ Change ***box*** to **boxes**

Third Grade READING Benchmark Test

Read the selection and choose the best answer to each question.

Cora read about bamboo and is writing a paper to share what she learned. Read these paragraphs from the body of Cora's paper and look for corrections she needs to make. Then answer the questions that follow.



A Very Useful Plant

(1) Bamboo is also a wonderful building material. (2) It is used to make fences bridges, and more. (3) Many families in Asia live in bamboo houses. (4) People use bamboo rafts to cross bodies of water. (5) They use this wood to make tables. (6) And other furniture. (7) Bamboo is even used to make musical instruments such as flutes and rattles.

(8) Bamboo is good for building. (9) That's because it is stronger than many other types of wood. (10) At the same time, it was light and easy to carry. (11) Furthermore, a bamboo plank won't brake when it is bent into a new shape. (12) The wood can also resist harm from water and bugs. (13) Best of all, bamboo grows quickly.

Third Grade READING Benchmark Test

38

What change needs to be made in sentence 2?

Ⓐ Change ***It*** to **They**

Ⓑ Change ***is used*** to **was used**

Ⓒ Change ***make*** to **mack**

Ⓓ Insert a comma after ***fences***

39

What is the correct way to write sentences 5 and 6?

Ⓐ And use this wood to make tables and other furniture.

Ⓑ They use this wood. To make tables and other furniture.

Ⓒ And they use it. This wood to make tables and other furniture.

Ⓓ They use this wood to make tables and other furniture.

Third Grade READING Benchmark Test

40

Select the correct verb to use in sentence 10.

At the same time, it [ ] light and easy to carry.

- Ⓐ was
- Ⓑ is
- Ⓒ will be
- Ⓓ being

41

GUEST, GUEST

What change needs to be made in sentence 11?

Ⓐ Change ***won't*** to **wont**

Ⓑ Change ***brake*** to **break**

Ⓒ Change ***new*** to **newest**

Ⓓ Change ***shape*** to **Shape**