Reading - Grade 3 Fiction

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Grade 3 Fiction - Passage 2

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

M.D. = A Moody Day

from the book Judy Moody, M.D.: The Doctor Is In!
by Megan McDonald

1 *PLIP!* Judy Moody woke up. *Drip, drip, drip* went rain on the roof. *Blip, blip, blip* went drops on the window. Not again! It had been raining for seven days straight. Bor-ing!

2 She, Judy Moody, was sick and tired of rain.

3 Judy put her head under the pillow. If only she was sick. Being sick was the greatest. You got to stay home and drink pop for breakfast and eat toast cut in special strips and watch TV in your room. You got to read Cherry Ames, Student Nurse, mysteries all day. And you got to eat yummy cherry cough drops. Hey! Maybe Cherry Ames was named after a cough drop!

4 Judy took out her mom's old Cherry Ames book and popped a cough drop in her mouth anyway.

5 "Get up, Lazybones!" said Stink, knocking on her door.

6 "Can't," said Judy. "Too much rain."

7 "What?"

8 "Never mind. Just go to school without me."

9 "Mom, Judy's skipping school!" Stink yelled.

10 Mom came into Judy's room. "Judy, honey. What's wrong?"

11 "I'm sick. Of *rain*," she whispered to Mouse.

12 "Sick? What's wrong? What hurts?" asked Mom.

13 "My head, for one thing. From all that noisy rain."

14 "You have a headache?"

15 "Yes. And a sore throat. And a fever. And a stiff neck."

Grade 3 Fiction - Passage 2

16 "That's from sleeping with the dictionary under your pillow," said Stink. "To ace your spelling test."

17 "Is not."

18 "Is too!"

19 "See, look. My tongue's all red." Judy stuck out her Cherry-Ames-cough-drop tongue at Stink.

20 Mom felt Judy's head. "You don't seem to have a fever."

21 "Faker," said Stink.

22 "Come back in five minutes," said Judy. "I'll have a fever by then."

23 "Faker, faker, faker," said Stink.

24 If only she had measles. Or chicken pox. Or . . . MUMPS! Mumps gave you a headache. Mumps gave you a stiff neck and a sore throat. Mumps made your cheeks stick out like Humpty Dumpty. Judy pushed the cough drop into her cheek and made it stick out, Humpty-Dumpty style.

25 "Mumps!" said Dr. Judy. "I think I have the mumps! For real!"

26 "Mumps!" said Stink. "No way. You got a shot for that. A no-mumps shot. We both did. Didn't we, Mom?"

27 "Yes," said Mom. "Stink's right."

28 "Maybe one mump got through."

29 "Sounds like somebody doesn't want to go to school today," said Mom.

30 "Can I? Can I stay home, Mom? I promise I'll be sick. All day."

31 "Let's take your temperature," said Mom. She took the thermometer out of the case.

32 "Cat hair?" said Mom. "Is this cat hair on the thermometer?"

Grade 3 Fiction - Passage 2

33 "She's always making Mouse stick out her tongue and taking the cat's temperature," said Stink.

34 Mom shook her head and went to wash off the thermometer. When she came back, she took Judy's temperature. "It's 98.6," said Mom. "Normal!"

35 "Faker, fakey, not-sick, big fat faker," said Stink.

36 "At least my temperature's normal," said Judy. "Even if my brother isn't."

37 "Better get dressed," said Mom. "Don't want to be late."

38 "Stink? You're a rat fink. Stink Rat-Fink Moody. That's what I'll call you from now on."

39 "Well, you'll have to call me it at school 'cause you don't get to stay home."

40 Judy stuck out her cherry-red, no-mumps tongue at Stink.

41 She was down in the dumps. She had a bad case of the grumps. The no-mumps Moody Monday blues. She, Judy Moody, felt like Mumpty Dumpty! Mumpty Dumpty without a temperature, that is.

JUDY MOODY, M.D.: THE DOCTOR IS IN! Text copyright © 2004 Megan McDonald. Reproduced by permission of Candlewick Press, Somerville, MA.

IQ Analysis | Investigating the Question	Genre: Fiction	3rd Grade	English
3.4B, 3.5A, 3.8A, 3.8B, 3.8 Fig 19D		**Units:**	

3.4B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

Genre: Fiction

Q14 Passage #2

14 Read the dictionary entry below.

straight \ˈstrāt\ *adjective*
1. honest
2. correct
3. without curves or bends
4. following one after another

Which meaning best fits the way straight is used in paragraph 1?

F Meaning 1

G Meaning 2

H Meaning 3

J Meaning 4

*** Correct answer (J)**

RC 1	☒ Readiness ☐ Supporting	
Data		
	%	**Error Type** ☐Procedural ☐Application ☐Conceptual ☐Guessing
A/F		
B/G		
C/H		
D/J*		
Taught v. learned	☐Similar to examples (taught) ☐Requires application (learned)	
Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

3.5A paraphrase the themes and supporting details of fables, legends, myths, or stories

Genre: Fiction

Q12 Passage #2

12 What lesson does Judy learn?

F It is difficult to fool your mother.

G You can still have fun on a rainy day.

H It is difficult to go to school on a rainy day.

J Mothers expect their children to do well in school.

*** Correct answer (F)**

RC 2	☐ Readiness ☒ Supporting	
Data		
	%	**Error Type** ☐Procedural ☐Application ☐Conceptual ☐Guessing
A/F*		
B/G		
C/H		
D/J		
Taught v. learned	☐Similar to examples (taught) ☐Requires application (learned)	
Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

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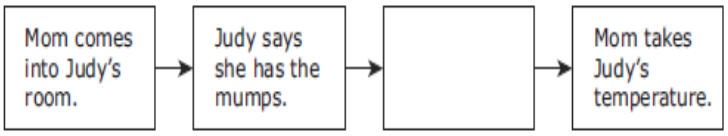
3.8A sequence and summarize the plot's main events and explain their influence on future events

Genre: Fiction

Q11 Passage #2

11 Look at the diagram below.



Which event belongs in the empty box?

A Judy puts a cough drop in her mouth.

B Stink knocks on Judy's door.

C Judy makes a promise to Mom.

D Mom tells Judy to get dressed for school.

*** Correct answer (C)**

RC 2	☒ Readiness ☐ Supporting	
Data		
	%	**Error Type** ☐Procedural ☐Application ☐Conceptual ☐Guessing
A/F		
B/G		
C/H*		
D/J		
Taught v. learned	☐Similar to examples (taught) ☐Requires application (learned)	
Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

3.8B describe the interaction of characters including their relationships and the changes they undergo

Genre: Fiction

Q10 Passage #2

10 Which sentence best describes Judy and Stink's relationship?

F They tease each other.

G They are jealous of each other.

H They tell each other everything.

J They like to spend time together.

*** Correct answer (F)**

RC 2	☒ Readiness ☐ Supporting	
Data		
	%	**Error Type** ☐Procedural ☐Application ☐Conceptual ☐Guessing
A/F*		
B/G		
C/H		
D/J		
Taught v. learned	☐Similar to examples (taught) ☐Requires application (learned)	
Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

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3.8B describe the interaction of characters including their relationships and the changes they undergo	**Genre: Fiction**		
Q13 Passage #2 13 Which sentence best shows that Judy is upset with her brother? A "Just go to school without me." B "Well, you'll have to call me it at school 'cause you don't get to stay home." C Judy stuck out her cherry-red, no-mumps tongue at Stink. D She was down in the dumps. *** Correct answer (C)**	**RC 2**	☒ Readiness ☐ Supporting	
	Data		
		%	**Error Type** ☐Procedural ☐Application ☐Conceptual ☐Guessing
	A/F		
	B/G		
	C/H*		
	D/J		
	Taught v. learned	☐Similar to examples (taught) ☐Requires application (learned)	
	Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

3.8 Fig 19D make inferences about text and use textual evidence to support understanding (Fiction)	**Genre: Fiction**		
Q15 Passage #2 15 Why does Judy put her head under the pillow? A She does not want to listen to her brother. B She wants to look at her dictionary. C She feels like she has the mumps. D She wishes she could stay in bed. *** Correct answer (D)**	**RC 2**	☒ Readiness ☐ Supporting	
	Data		
		%	**Error Type** ☐Procedural ☐Application ☐Conceptual ☐Guessing
	A/F		
	B/G		
	C/H		
	D/J*		
	Taught v. learned	☐Similar to examples (taught) ☐Requires application (learned)	
	Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

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3.8 Fig 19D make inferences about text and use textual evidence to support understanding (Fiction)	**Genre: Fiction**		
Q16 Passage #2 **16** Why does Judy call her brother a name at the end of the story? **F** She wants Stink to be afraid of her. **G** Stink tells Mom that Judy took the cat's temperature. **H** She is angry that Stink ruined her plans. **J** Stink wants to stay home with Judy. *** Correct answer (H)**	**RC 2**	☒ Readiness ☐ Supporting	
	Data		
		%	**Error Type** ☐ Procedural ☐ Application ☐ Conceptual ☐ Guessing
	A/F		
	B/G		
	C/H*		
	D/J		
	Taught v. learned	☐ Similar to examples (taught) ☐ Requires application (learned)	
	Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

3.8 Fig 19D make inferences about text and use textual evidence to support understanding (Fiction)	**Genre: Fiction**		
Q17 Passage #2 **17** What can the reader conclude about Judy? **A** She is usually dressed for school before her brother. **B** She thinks it is fun to stay home from school. **C** She has difficulty understanding mystery books. **D** She has had the mumps before. *** Correct answer (B)**	**RC 2**	☒ Readiness ☐ Supporting	
	Data		
		%	**Error Type** ☐ Procedural ☐ Application ☐ Conceptual ☐ Guessing
	A/F		
	B/G*		
	C/H		
	D/J		
	Taught v. learned	☐ Similar to examples (taught) ☐ Requires application (learned)	
	Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

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Grade 3 - Passage 5

Kwan's Secret Talent

1 "Kwan, isn't that your art teacher?" Halmoni[1] said, pointing at a woman walking out of the grocery store.

2 Kwan waved, and Mrs. Gibbs walked over to him and his grandmother. "It's very nice to see you," Mrs. Gibbs said. Then she saw the cloths wrapped around the groceries Kwan and his grandmother were loading into their van. "Oh, how beautiful!" she exclaimed.

3 "Thank you. These are *pojagi*, or Korean wrapping cloths," Halmoni explained. "Kwan and I embroider[2] them together."

4 Kwan looked away. Although he enjoyed helping Halmoni make the cloths, he didn't want anyone at school to know about it.

5 "In Korea, they are mostly used to wrap gifts or cover food. Kwan and I use them to carry our groceries," Halmoni continued.

6 "Kwan, you should bring your cloths to school tomorrow. Your classmates would enjoy seeing them. You have a unique skill," Mrs. Gibbs said.

7 Kwan appreciated his teacher's comments, but he was hesitant. The kids might laugh at the idea of a boy who liked to stitch patterns with a needle and thread. He thought about the *pojagi*. His grandmother's wide smile showed how proud of him she would be for sharing this Korean custom.

8 "O.K. I'll bring some to class tomorrow," Kwan replied quietly.

9 Kwan usually spent some time each evening working on a cloth, but that evening he did not. Halmoni sensed that something was wrong. "Kwan, are you worried about tomorrow?" she asked.

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[1] *Halmoni* is a Korean word for "grandmother."

[2] To embroider something means to create a design on it using a needle and thread.

Grade 3 - Passage 5

10 Kwan stared at the floor. "What are the other kids going to think?" he said. "This isn't the kind of thing they do for fun. Creating embroidered patterns isn't like playing an instrument or a sport."

11 "You're right," Halmoni said. "It is different. But that is why it is so special." Then she brought out a fine cloth with detailed floral designs.

12 "When your grandfather and I were married, we received a gift from his mother wrapped in this cloth she made. In Korea gifts given in wrapping cloths are extra special because they are a symbol of love and good luck. Even though the cloths have many uses today, they also have a rich history," she explained.

13 The next morning Kwan took several wrapping cloths to school. During art class his heart began to beat faster. He knew Mrs. Gibbs would eventually call on him. Just as he began to hope time would run out, he heard his name. As Kwan walked to the front of the room, his face felt hot. His hands trembled as he took the cloths out of his backpack. Kwan took a deep breath and began to tell the class about the cloths. Then he showed everyone how to use a needle and thread to stitch a tree design onto a cloth. His classmates just stared.

14 When he finished, he saw a classmate's hand shoot into the air. Kwan held his breath as Mrs. Gibbs called on Greg.

15 "Wow, Kwan! I can't believe you did that by yourself," Greg said. "That looks awesome."

Grade 3 - Passage 5

16 Then a student named Carrie spoke up. "My sister is learning to sew in one of her high school classes, but she's not all that good," Carrie said. "She brought home something she made the other day, and I couldn't even tell what it was!"

17 As Kwan listened to his classmates, he noticed that his forehead no longer felt hot.

18 "I thought you would be interested in Kwan's cloths, so I brought some extra material," Mrs. Gibbs said. "Let's have Kwan show us how the cloths are used to wrap and carry things."

19 Several students said they wanted to use a cloth to carry their lunch to school. Soon, though, they realized they would need more practice if they didn't want their sandwiches to end up on the sidewalk.

20 "Folding these cloths is another real talent," Mrs. Gibbs said, laughing as her cloth came undone. "Kwan, you'll have to give us more lessons on cloth folding."

21 "This isn't as easy as it looks," David said. "Kwan, you must be a professional wrapper!" Kwan smiled as he walked around the room helping his classmates.

IQ Analysis | Investigating the Question	Genre: Fiction	3rd Grade	English
3.4B, 3.5A, 3.8A, 3.8 Fig 19D, 3.8 Fig 19E		**Units:**	

3.4B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

Genre: Fiction

Q37 Passage #5

37 What is the meaning of the word hesitant in paragraph 7?

A Unsure

B Annoyed

C Honored

D Hopeful

*** Correct answer (A)**

RC 1	☒ Readiness ☐ Supporting	
Data		
	%	**Error Type** ☐ Procedural ☐ Application ☐ Conceptual ☐ Guessing
A/F*		
B/G		
C/H		
D/J		
Taught v. learned	☐ Similar to examples (taught) ☐ Requires application (learned)	
Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

3.4C identify and use antonyms, synonyms, homographs, and homophones

Genre: Fiction

Q34 Passage #4

34 Which word is a synonym of creating in paragraph 10?

F Finding

G Making

H Drawing

J Organizing

*** Correct answer (G)**

RC 1	☐ Readiness ☒ Supporting	
Data		
	%	**Error Type** ☐ Procedural ☐ Application ☐ Conceptual ☐ Guessing
A/F		
B/G*		
C/H		
D/J		
Taught v. learned	☐ Similar to examples (taught) ☐ Requires application (learned)	
Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

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3.5A paraphrase the themes and supporting details of fables, legends, myths, or stories	**Genre: Fiction**		
Q40 Passage #5 **40** What is the main theme of the story? **F** People are often unwilling to try something new. **G** Don't be afraid to show people who you really are. **H** People enjoy learning about other cultures. **J** You can teach people some things more easily than other things. *** Correct answer (G)**	**RC 2**	☐ Readiness ☒ Supporting	
	Data		
		%	**Error Type** ☐Procedural ☐Application ☐Conceptual ☐Guessing
	A/F		
	B/G*		
	C/H		
	D/J		
	Taught v. learned	☐Similar to examples (taught) ☐Requires application (learned)	
	Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

3.8A sequence and summarize the plot's main events and explain their influence on future events	**Genre: Fiction**		
Q35 Passage #5 **35** Why is Kwan seeing Mrs. Gibbs at the grocery store important to this story? **A** Mrs. Gibbs gets to meet Halmoni. **B** Halmoni is able to explain what wrapping cloths are. **C** It leads to Kwan sharing his talent with his classmates. **D** It allows Kwan's classmates to learn how to carry their lunches in a cloth. *** Correct answer (C)**	**RC 2**	☒ Readiness ☐ Supporting	
	Data		
		%	**Error Type** ☐Procedural ☐Application ☐Conceptual ☐Guessing
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	B/G		
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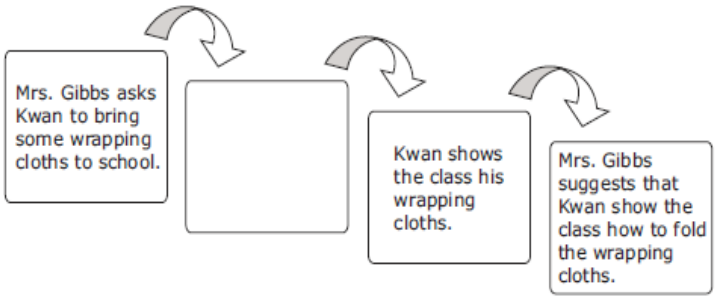
3.8A sequence and summarize the plot's main events and explain their influence on future events

Q39 Passage #5

39 Look at the diagram below.



Which sentence best completes the diagram?

A David makes a joke in class.

B Halmoni sees Mrs. Gibbs at the grocery store.

C Halmoni tells Kwan why wrapping cloths are special.

D Some students decide how they want to use their cloth.

*** Correct answer (C)**

Genre: Fiction

RC 2	☒ Readiness ☐ Supporting	
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A/F		
B/G		
C/H*		
D/J		
Taught v. learned	☐ Similar to examples (taught) ☐ Requires application (learned)	
Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

3.8 Fig 19D make inferences about text and use textual evidence to support understanding (Fiction)

Q36 Passage #5

36 Which sentence from the story best explains why Kwan agrees to share his wrapping cloths with his classmates?

F *Then she saw the cloths wrapped around the groceries Kwan and his grandmother were loading into their van.*

G *His grandmother's wide smile showed how proud of him she would be for sharing this Korean custom.*

H *Kwan usually spent some time each evening working on a cloth, but that evening he did not.*

J *"When your grandfather and I were married, we received a gift from his mother wrapped in this cloth she made."*

*** Correct answer (G)**

Genre: Fiction

RC 2	☒ Readiness ☐ Supporting	
Data		
	%	**Error Type** ☐ Procedural ☐ Application ☐ Conceptual ☐ Guessing
A/F		
B/G*		
C/H		
D/J		
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3.8 Fig 19E summarize information in text, maintaining meaning and logical order (Fiction)	**Genre: Fiction**		
Q38 Passage #5 **38** Which of these is the best summary of the story? **F** A boy has a special hobby he does with his grandmother. He keeps the hobby a secret until his teacher persuades him to share it with his classmates. **G** A teacher wants her student to tell the class about his special talent. The student worries about what his classmates will think. In class he realizes that they like learning about his talent. **H** A boy has to tell his class about his special talent. His grandmother encourages him to continue using his talent. **J** A grandmother and her grandson share a special hobby of embroidering cloths. The boy is very good at it and decides to show his classmates his talent. *** Correct answer (G)**	**RC 2**		☒ Readiness ☐ Supporting
	Data		
		%	**Error Type** ☐ Procedural ☐ Application ☐ Conceptual ☐ Guessing
	A/F		
	B/G*		
	C/H		
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