



**RELEASED TEST**

Aligned to the Standards

lead4ward

# Reading - Grade 3 Poetry

For more information, visit [www.lead4ward.com](http://www.lead4ward.com)



## Saw My Teacher on a Saturday

by Dave Crawley

Saw my teacher on a Saturday!  
I can't believe it's true!  
I saw her buying groceries,  
like normal people do!

5 She reached for bread and turned around,  
and then she caught my eye.  
She gave a smile and said, "Hello."  
I thought that I would die!

"Oh, hi . . . hello, Miss Appleton,"  
10 I mumbled like a fool.  
I guess I thought that teacher types  
spend all their time at school.

To make the situation worse,  
my mom was at my side.  
15 So many rows of jars and cans.  
So little room to hide.

*Oh, please, I thought, don't tell my mom  
what I did yesterday!*  
I closed my eyes and held my breath  
20 and hoped she'd go away.

Some people think it's fine to let  
our teachers walk about.  
But when it comes to Saturdays,  
they shouldn't let them out!

IQ Analysis   Investigating the Question	Genre: Poetry	3 <sup>rd</sup> Grade	English
3.4C, 3.6A, 3.6 Fig 19D, 3.10A, 3.10 Fig 19D	Units:		

<b>3.6A</b> describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)		<b>Genre: Poetry</b>	
Q31 Passage #4  <b>31</b> Which of these lines from the poem rhyme?  <b>A</b> Lines 2 and 4  <b>B</b> Lines 5 and 7  <b>C</b> Lines 11 and 12  <b>D</b> Lines 23 and 24   <b>* Correct answer (A)</b>	<b>RC 2</b>		<input type="checkbox"/> Readiness <input checked="" type="checkbox"/> Supporting
	<b>Data</b>		
		<b>%</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	<b>*A/F</b>		
	<b>B/G</b>		
	<b>C/H</b>		
	<b>D/J</b>		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4

<b>3.6 Fig 19D</b> make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry)		<b>Genre: Poetry</b>	
Q29 Passage #4  <b>29</b> Why does the poet use the exclamation points in the first stanza?  <b>A</b> To express the speaker's joy  <b>B</b> To describe the speaker's thoughts  <b>C</b> To show the speaker's fear  <b>D</b> To emphasize the speaker's surprise   <b>* Correct answer (D)</b>	<b>RC 2</b>		<input type="checkbox"/> Readiness <input checked="" type="checkbox"/> Supporting
	<b>Data</b>		
		<b>%</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	<b>A/F</b>		
	<b>B/G</b>		
	<b>C/H</b>		
	<b>*D/J</b>		
	<b>Taught v. learned</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	<b>Question Level (Depth of Knowledge)</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4

3.6 Fig 19D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry)		Genre: Poetry	
<p>Q32 Passage #4</p> <p>32 Read lines 17 and 18 from the poem.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <i>Oh, please, I thought, don't tell my mom what I did yesterday!</i> </div> <p>These lines best support the idea that the speaker —</p> <p><b>F</b> is hoping to talk about something other than school</p> <p><b>G</b> wants to be the one who tells his mother what happened at school</p> <p><b>H</b> wants to get home as quickly as possible</p> <p><b>J</b> knows he did something wrong at school</p> <p><b>* Correct answer (J)</b></p>	RC 2		<input type="checkbox"/> Readiness <input checked="" type="checkbox"/> Supporting
	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G		
	C/H		
	D/J*		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4

3.6 Fig 19D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry)		Genre: Poetry	
<p>Q33 Passage #4</p> <p>33 How does the speaker feel throughout the poem?</p> <p><b>A</b> Silly</p> <p><b>B</b> Angry</p> <p><b>C</b> Excited</p> <p><b>D</b> Uncomfortable</p> <p><b>* Correct answer (D)</b></p>	RC 2		<input type="checkbox"/> Readiness <input checked="" type="checkbox"/> Supporting
	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G		
	C/H		
	*D/J		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4

3.10A Identify language that creates a graphic visual experience and appeals to the senses		Genre: Poetry	
<p>Q30 Passage #4</p> <p><b>30</b> Read lines 15 and 16 from the poem.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>So many rows of jars and cans. So little room to hide.</p> </div> <p>The poet uses these lines to show —</p> <p><b>F</b> that the speaker is surprised by how big the store is</p> <p><b>G</b> how badly the speaker wants to avoid being seen by his teacher</p> <p><b>H</b> that the speaker is shy around his teacher</p> <p><b>J</b> how worried the speaker is that his mom will find him</p> <p><b>* Correct answer (G)</b></p>	RC 2		<input type="checkbox"/> Readiness <input checked="" type="checkbox"/> Supporting
	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G*		
	C/H		
	D/J		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4

3.10 Fig 19D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry)		Genre: Poetry	
<p>Q28 Passage #4</p> <p><b>28</b> Read line 8 from the poem.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>I thought that I would die!</p> </div> <p>The poet uses this line to show that the speaker is —</p> <p><b>F</b> careless</p> <p><b>G</b> disappointed</p> <p><b>H</b> embarrassed</p> <p><b>J</b> angry</p> <p><b>* Correct answer (H)</b></p>	RC 2		<input type="checkbox"/> Readiness <input checked="" type="checkbox"/> Supporting
	Data		
		%	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F		
	B/G		
	C/H*		
	D/J		
	Taught v. learned		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)
	Question Level (Depth of Knowledge)		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 4