Reading - Grade 3 Expository

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Grade 3 Expository - Passage 1

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Jessica the Hippo

1 Many people will offer their home to a stray cat or dog. But few people would adopt a lost hippopotamus. Most wouldn't even know what to feed it. When disaster struck and a baby hippo got lost, it was fortunate to find just the right home.

2 Hippos have their babies underwater. One day a mother hippo went into the Blyde River in Africa to give birth while the river was flooding. The rushing water moved so fast that it swept the newborn hippo away from its mother.

3 No one knows how far the baby hippo traveled down the river before it washed up on the lawn of Tonie Joubert. Joubert was taking a walk. He was surprised to see a baby hippo lying next to the river.

4 It's a good thing that the baby hippo was found by someone who could save its life. Joubert was a retired game warden.[1] He had nursed many orphaned animals back to health. He knew the baby hippo was very young and weak. He carried the 26-pound animal into his house and named her Jessica.

[1] A game warden is a person whose job is to protect wildlife.

Grade 3 Expository - Passage 1

5 Newborn hippos need a special type of milk, and Joubert knew just how to make it. He mixed egg yolks and cream and fed it to Jessica from a bottle. She was very hungry and drank well. Joubert let Jessica sleep on his bed so that he could feed and take care of her throughout the night. Soon Jessica was healthy.

6 Joubert knew that his experience with animals made him well qualified to care for Jessica. He decided to keep Jessica, and she became an official member of the family.

7 At first Jessica lived in Joubert's house. She made friends with the family dogs and seemed happy. When she got bigger, Joubert moved her bed onto the back porch. Still, Jessica was able to wander in and out of the house as she pleased—that is, until she started breaking the furniture!

8 By the time she was three years old, Jessica had grown so large that she broke a couch. Soon after, she broke another couch. Then she broke a bed. Joubert decided it was best to lock the back door when he went outside. That way he could be sure Jessica stayed off the furniture when he was not able to watch her in the house. But Joubert made the mistake of leaving the key in the lock. Within a week Jessica had learned how to turn the key and open the door. Even after Joubert removed the key, Jessica forced her way in. Finally, Joubert bought a superstrong security door. Now Jessica comes inside only when invited.

9 Hippos are social animals, but no one can tell whether Jessica thinks she is human or thinks the rest of her family are hippos. Today Jessica is fully grown and spends time with other hippos. Some nights she will wander down to the river to visit wild hippos when they come by. Jessica is free to leave anytime, but it seems she would rather stay with Joubert and the dogs.

10 Jessica's story has made worldwide news. People around the globe are interested in learning about her. She has appeared in a South African film. She has also starred in an *Animal Planet* TV special called "Jessica the Hippo." Joubert has created a website with information about Jessica, and she even has a fan club. People from all areas of the world enjoy hearing about how Jessica's scary situation turned into such a positive one!

IQ Analysis | Investigating the Question	Genre: Expository	3rd Grade	English
SE: 3.4B, 3.13A, 3.13B, 3.13C, 3.13 Fig 19E, 3.16 Fig19D		Units:	

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

Q2 Passage #1

2 Read this dictionary entry for the word free.

free \ˈfrē\ *adjective*
1. not costing any money
2. not controlled by others
3. not exact
4. not busy

Which meaning of free is used in paragraph 9?

F Meaning 1

G Meaning 2

H Meaning 3

J Meaning 4

*** Correct answer (G)**

Genre: Expository

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

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

Q7 Passage #1

7 What does the word fortunate mean in paragraph 1?

A Wise

B Happy

C Lucky

D Proud

*** Correct answer (C)**

Genre: Expository

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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Source: Texas Education Agency STAAR™ Released Test Questions

3.13A identify the details or facts that support the main idea

Q1 Passage #1

1 Which detail from the selection suggests that Jessica is smart?

A She has become comfortable with the family dogs.

B She figured out how to unlock a door.

C She spends time with other hippos.

D She stayed afloat on the river.

*** Correct answer (B)**

Genre: Expository		
RC 3	☒ 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

3.13A identify the details or facts that support the main idea

Q9 Passage #1

9 According to the selection, the problem with having Jessica in the house was that she —

A ate food that was not good for her

B wanted to be left alone

C bothered the family dogs

D broke things

*** Correct answer (D)**

Genre: Expository		
RC 3	☒ 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

3.13B draw conclusions from the facts presented in text and support those assertions with textual evidence

Q4 Passage #1

4 The reader can conclude that it is unusual for —

F a hippo to live with humans

G a hippo to appear on TV

H mother hippos to have their babies in the water

J people to fear large animals

*** Correct answer (F)**

Genre: Expository		
RC 3	☒ 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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3.13B draw conclusions from the facts presented in text and support those assertions with textual evidence

Genre: Expository

Q8 Passage #1

8 Which sentence best explains why Joubert was able to provide the care Jessica needed?

F *He had nursed many orphaned animals back to health.*

G *He knew the baby hippo was very young and weak.*

H *He carried the 26-pound animal into his house and named her Jessica.*

J *He mixed egg yolks and cream and fed it to Jessica from a bottle.*

*** Correct answer (F)**

RC 3	☒ 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

3.13C identify explicit cause and effect relationships among ideas in texts

Genre: Expository

Q3 Passage #1

3 Look at the diagram below.

CAUSE	EFFECT
Joubert had worked with animals in the past. →	

Which sentence best completes the diagram?

A Joubert encouraged Jessica to play with his dogs.

B Joubert discovered where in the river Jessica was born.

C Joubert knew how to make the milk Jessica needed.

D Joubert told Jessica's fans about her on a website.

*** Correct answer (C)**

RC 3	☒ 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

3.13 Fig 19E summarize information in text, maintaining meaning and logical order (Expository)	**Genre: Expository**		
Q6 Passage #1 6 Which of these is the best summary of the selection? F Tonie Joubert found a weak baby hippo near his house and decided to take care of her. With Joubert's help, the hippo grew big and strong. The hippo seems to like staying with Joubert, and she is treated like a member of the family. G Tonie Joubert decided to keep a baby hippo he found lying next to a river. The hippo became friendly with the family dogs and now visits other hippos in the area. H When Tonie Joubert found a baby hippo, he realized that she needed to be cared for. He fed the hippo a special kind of milk until she became healthy. The hippo became very large and began to break furniture in Joubert's house. J When a baby hippo was in danger, Tonie Joubert knew just what to do. Joubert named the hippo and let her stay in his house. When the hippo grew too large for the house, she slept on the back porch. *** Correct answer (F)**	**RC 3**	☒ Readiness ☐ Supporting	
	Data		
	% **A/F*** **B/G** **C/H** **D/J**	**Error Type** ☐ Procedural ☐ Application ☐ Conceptual ☐ Guessing	
	Taught v. learned	☐ Similar to examples (taught) ☐ Requires application (learned)	
	Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

3.16 use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complete texts. **3. Fig 19D** make inferences about text and use textual evidence to support understanding (Expository)	**Genre: Expository (Media Embedded)**		
Q5 Passage #1 5 The photograph best supports which idea from the selection? A Jessica was on a special diet when she was a baby. B Jessica sometimes seeks the company of other hippos. C Jessica's story has made her famous around the world. D Jessica's size makes keeping her as a pet difficult. *** Correct answer (D)**	**RC 3**	☒ Readiness ☐ Supporting	
	Data		
	% **A/F** **B/G** **C/H** ***D/J**	**Error Type** ☐ Procedural ☐ Application ☐ Conceptual ☐ Guessing	
	Taught v. learned	☐ Similar to examples (taught) ☐ Requires application (learned)	
	Question Level (Depth of Knowledge)	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4

Grade 3 Expository - Passage 3

The Story Behind the Crunch

1 Do you have a favorite snack food? Of course you do—everybody does. If your favorite snack food is potato chips, then you are like millions of other people. Crunchy, salty potato chips are one of the best-loved snack foods in the world. They are also one of the oldest snack foods. People have been enjoying them for more than 150 years.

An Accidental Success

2 Potato chips weren't invented on purpose. In 1853 a chef named George Crum fried some potatoes at a restaurant in Saratoga Springs, New York. The man who had ordered the potatoes said that they were too thick and sent them back to the kitchen. Crum made another batch. This time he sliced the potatoes thinner. He sent them out again, but the man still complained.

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3 After the fried potatoes were returned a second time, Crum became angry. He wanted to teach the dissatisfied man a lesson. This time Crum sliced the potatoes as thin as he could get them. The slices looked as thin as a sheet of paper. When the potato pieces were fried, they became so crispy that Crum thought the man would never be able to pick them up with his fork. But the

man was very pleased with this tasty new dish. He ate every one of the crispy potatoes piled on his plate!

4 Soon these new crispy fried potatoes became well known. They were added to the restaurant's menu. People referred to them as Saratoga Chips. When Crum later opened his own restaurant, he set a basket of chips on each table for customers to enjoy. Other restaurants began to serve them as well.

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From Restaurants to Store Shelves

5 It was not long before people wanted potato chips without having to go to a restaurant to get them. In 1895 a man named William Tappenden started cooking potato chips in his kitchen in Cleveland, Ohio. He sold the potato chips to local grocery stores, making it easier for people to get chips whenever they wanted. At some stores the chips were kept in big wooden barrels. Storekeepers scooped the chips out and put them into paper bags for customers.

6 In 1926 a woman named Laura Scudder thought of a better way to package the potato chips. Scudder put two sheets of wax-coated paper together to form a bag. She used hot irons to press the edges of the bag. The heat from the irons melted the wax enough to seal the edges on three sides. The bags were then filled with chips, and the fourth edge was ironed shut. Now the bags could be placed on shelves in stores for customers to buy.

Grade 3 Expository - Passage 3

7 Over the years many more people began making and selling potato chips. Bigger and better kinds of packages were designed, and different flavors of chips started appearing. Cheese and onion was one of the first flavor combinations to be sold, as well as salt and vinegar. These flavors are still available today.

Chips with Different Tastes

8 Other kinds of chips can be found around the world. Instead of white potatoes, some people use bright-orange sweet potatoes or carrots. And for a different crispy treat, some chips aren't made from a vegetable at all but from rice or corn instead.

9 Many different seasonings can be used to add flavor to chips. For example, there are chips flavored with tomato sauce and smoked beef. Others are flavored to taste like roasted chicken or lamb with mint. Maybe the most unusual chip flavor is used in China, where there's a chip that tastes like a blueberry!

10 What an unusual history the potato chip has, from its accidental beginning in New York State to being perhaps the most popular snack food in the world. What do you suppose Chef Crum would think if he knew how his invention had ended up?

Want to make your own fresh-baked potato chips at home? Give it a try with this easy recipe.

What you will need:

3 large potatoes, peeled
baking sheet, greased lightly
salt

What to do:

1. Rinse the potatoes with water.
2. Ask an adult to cut the potatoes into slices that are $\frac{1}{4}$ inch thick.
3. Arrange the cut potatoes in a single layer on the greased baking sheet.
4. Bake the potatoes at 425 degrees for 30 minutes.
5. Lightly sprinkle salt on the chips while they are still warm.

You can also sprinkle other ingredients on your chips to create different flavors. Pepper, Parmesan cheese, garlic powder, popcorn seasoning, and dill can be tasty additions to your fresh-baked potato chips.

IQ Analysis | Investigating the Question	Genre: Expository	3rd Grade	English
3.4A, 3.13A, 3.13B, 3.13C, 3.13 Fig 19E, 3.15B		Units:	

3.4A identify the meaning of common prefixes (e.g., in-,dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots

Q24 Passage #3

24 In paragraph 3, what does the word dissatisfied mean?

F Not satisfied

G Satisfied before

H Able to be satisfied

J One who is satisfied

*** Correct answer (F)**

Genre: Expository		
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

3.13A identify the details or facts that support the main idea

Q20 Passage #3

20 What is the section titled "An Accidental Success" mainly about?

F How restaurants first came to serve potato chips

G How the first potato chips came to be made

H Why someone wanted to make the first potato chips

J Why someone complained about some fried potatoes

*** Correct answer (G)**

Genre: Expository		
RC 3	☒ 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

3.13A identify the details or facts that support the main idea

Q21 Passage #3

21 How were potato chips first sold in some grocery stores?

A In baskets that sat on tables

B In piles that were on plates

C In wax-coated paper bags that were ironed shut

D In paper bags that were filled from a barrel

*** Correct answer (D)**

Genre: Expository		
RC 3	☒ 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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Source: Texas Education Agency STAAR™ Released Test Questions

3.13B draw conclusions from the facts presented in text and support those assertions with textual evidence

Genre: Expository

Q19 Passage #3

19 When Crum learned that the customer was pleased with the batch of crispy fried potatoes, he most likely felt –

A curious

B thankful

C surprised

D bothered

*** Correct answer (C)**

RC 3	☒ 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

3.13B draw conclusions from the facts presented in text and support those assertions with textual evidence

Genre: Expository

Q22 Passage #3

22 Which sentence from the selection best supports the idea that there have been many changes made to potato chips?

F *It was not long before people wanted potato chips without having to go to a restaurant to get them.*

G *Over the years many more people began making and selling potato chips.*

H *Bigger and better kinds of packages were designed, and different flavors of chips started appearing.*

J *What an unusual history the potato chip has, from its accidental beginning in New York State to being perhaps the most popular snack food in the world.*

*** Correct answer (H)**

RC 3	☒ 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

3.13C identify explicit cause and effect relationships among ideas in texts

Genre: Expository

Q18 Passage #3

18 William Tappenden started making potato chips at home and selling them to grocery stores because he knew that –

F people would like to buy chips without having to go to a restaurant

G people liked fried potatoes but wished they could be sliced thinner

H people could get chips only if they made them from their own potatoes

J people were tired of buying chips that never stayed fresh and crispy

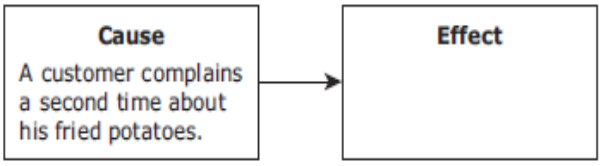
*** Correct answer (F)**

RC 3	☒ 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

3.13C identify explicit cause and effect relationships among ideas in texts

Q27 Passage #3

27 Read the diagram.



Which sentence best completes the diagram?

A Crum sends the thick potatoes back to the customer.

B Crum tries to please the customer.

C Crum fries very thin potato slices until they are crisp.

D Crum apologizes to the customer.

*** Correct answer (C)**

Genre: Expository

RC 3	☒ 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

3.13 Fig 19E summarize information in text, maintaining meaning and logical order (Expository)

Q25 Passage #3

25 Which of these is the best summary of the selection?

A Potato chips had an unusual start, but they soon became a well-known snack. They were sold at restaurants first and then at grocery stores. Today potato chips come in many flavors. They are enjoyed by people around the world.

B Potato chips are crunchy and salty. They are one of the most popular snacks in the world. They have also been around for a long time. The first chips were made because of a complaining customer.

C After potato chips were first made, it did not take long before many people wanted them. However, it was not always easy to get potato chips. Soon, though, people could buy potato chips at many grocery stores.

D After potato chips were first made, many people decided to start making and selling their own potato chips. Today potato chips are made in different ways around the world and are seasoned using a variety of flavors.

*** Correct answer (A)**

Genre: Expository

RC 3	☒ 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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3.15B locate and use specific information in graphic features of text	**Genre: Expository (Procedural Embedded)**		
Q23 Passage #3 **23** What can the reader conclude from the information after Step 5 of the recipe? **A** Fresh-baked potato chips are tastier than those bought at a store. **B** An adult is needed to add extra seasonings to the potato chips. **C** Adding ingredients to the potato chips increases the baking time. **D** The taste of the potato chips can be easily changed. *** Correct answer (D)**	**RC 3**	☐ 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

3.15B locate and use specific information in graphic features of text	**Genre: Expository (Procedural Embedded)**		
Q26 Passage #3 **26** According to the directions in the recipe, which step requires assistance? **F** Step 1 **G** Step 2 **H** Step 3 **J** Step 4 *** Correct answer (G)**	**RC 3**	☐ 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