

Student Name:

CASE | Benchmark
Assessments™

2019-2020

3rd Grade Language Arts

1st Benchmark

**Cabarrus County School District
North Carolina**

July 2019



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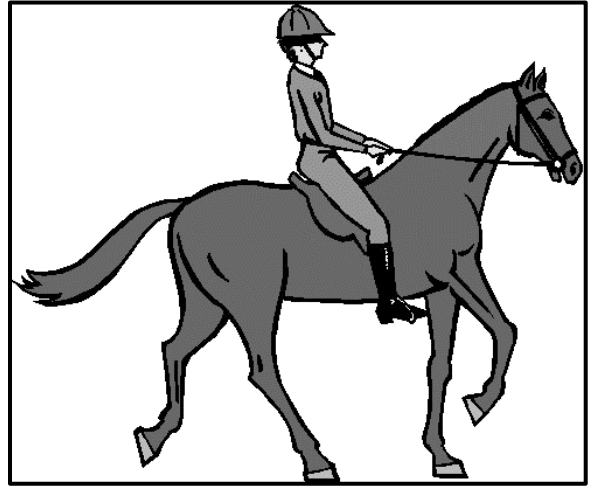
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DIRECTIONS:

- **Read each of the selections, and answer the questions that follow.**
- **Choose the best answer from the choices given.**
- **Stop when you see the words "STOP. END OF LANGUAGE ARTS BENCHMARK."**

adapted from **"Arthur and His Pony"**
from *St. Nicholas*

- 1 "Now, Arthur, if you are not tired, how would you like to take a ride?"
- 2 "Oh! I'm not tired," said Arthur. "I'd like a ride ever so much. Will you take me?"
- 3 "No," said his father. "I meant for you to take a ride by yourself."
- 4 "But I can't," said little Arthur.
- 5 "I know that," his father said, with a smile. "I think you can manage it. Here, Joseph!" he called out, "hurry and bring Arthur's horse."



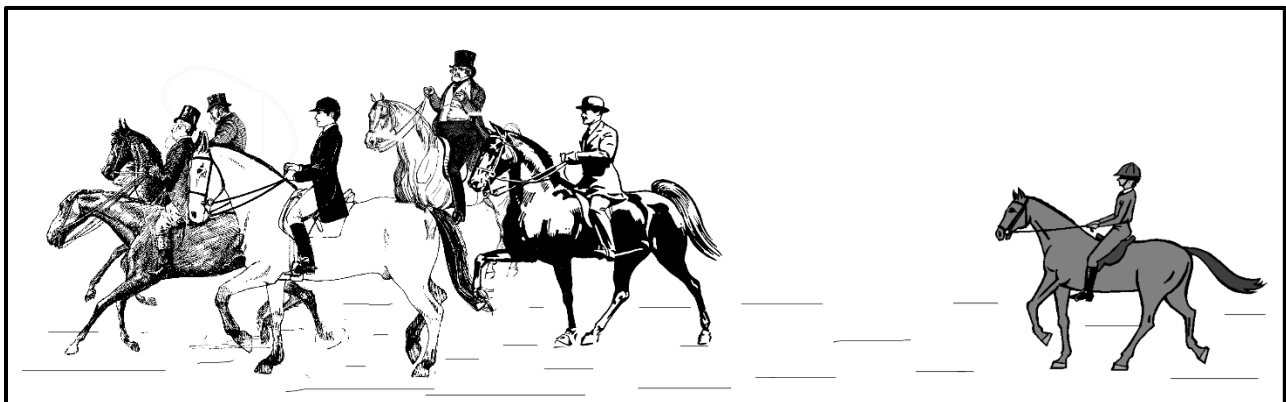
- 6 "Oh, Papa!" cried Arthur, "I don't want my horse. I can't take a real ride on him. He's wooden. I was tired of him long ago. I thought you meant for me to take a real ride." The little fellow's eyes filled with tears.
- 7 "So, I do, my son," said his father. "Here comes the horse on which you are to take it. Is that animal real enough for you?"
- 8 Around the corner came Joseph, leading a plump little black pony, with a long tail and mane, and a **saddle**, and **bridle**, and **stirrups**.
- 9 Arthur was so astonished and delighted that he could not speak.
- 10 "Well, what do you think of him?" said his father.
- 11 "Is that my horse?" said Arthur.
- 12 "Yes, all your own."

saddle—a leather seat that is put on a horse's back
bridle—a device with straps that is put on a horse's head to control or steer the horse
stirrups—small loops that hang from a saddle where horseback riders place their feet
reins—straps connected to the bridle used to steer or control a horse
gallop—the way a horse moves when it is running fast
carriageway—road

- 13 His father put him on the pony's back. He shortened the stirrups so that they should be the right length for him. He put the **reins** in his hands. Now he was ready for a ride. Arthur wanted to **gallop** away.
- 14 "No, no!" said his father. "You cannot do that. You do not know how to ride yet. At first your pony must walk."
- 15 So, Arthur's father took hold of the pony's bridle. He led him along the **carriageway** in front of the house. The little boy rode off, sitting up straight in the saddle, and holding proudly to the reins. His mother and his aunt and his sister clapped their hands and cheered him. This made Arthur feel prouder than ever.
- 16 He had a good long ride, up and down, and up and down. The next day his father took him out again. He taught him how to sit and how to guide his pony.

- 17 In a week or two Arthur could ride by himself, even when the pony was trotting gently. Before long he rode all over the grounds, trotting or **cantering** or walking, just as he pleased.
- cantering**—a horse moving at a slow speed between walking and running
- 18 The pony was a very gentle, quiet creature. Arthur's father felt quite willing to trust his little boy to ride about on him, provided he did not go far from home.
- 19 Only once was there any trouble on the pony's account. As Arthur was riding in a field, one afternoon, there came along a party of gentlemen. They were looking for a fox. When they galloped away, over the smooth grass, Arthur went after them as fast as he could go.
- 20 He went on and on. He tried to keep up with them. He was soon left behind. His pony could not gallop half as fast as their large, strong horses.
- 21 Then he turned to come back, but he got into the wrong field. He soon found that he did not know the way home.
- 22 Arthur began to be very much frightened, for the sun was setting. He could see no one of whom he could ask his way home. He first turned his pony this way and then that way. The little horse was now hungry and tired. He would not turn as Arthur wanted.
- 23 Then the pony resolutely started off. He trotted along, paying no attention to Arthur's pulls and tugs. He did not stop until he had trotted right up to the door of Arthur's home.
- 24 You see, he knew the way well enough. Horses and dogs rarely lose their way, unless they are very far from home.
- 25 Arthur's parents were frightened at their little boy's long absence. He was not allowed to ride again for three days, for he had been told not to go out of the field.
- 26 Arthur rode that pony until he became quite a big boy, and his feet nearly touched the ground as he sat in the saddle. Then he gave the good little animal to a young cousin.
- 27 But he never liked any horse so much as this pony, which was his own, real horse, when he was such a little boy.

Adapted from "Arthur and His Pony" from *St. Nicholas* Volume 5, Number 2. Published December 1877 by Scriber & Co. Public domain.



1. What is the lesson of the selection?

- A** Always tell the truth.
- B** Do not follow strangers.
- C** Horseback riding is good exercise.
- D** Breaking the rules can lead to trouble.

2. What is the meaning of the word *astonished* in paragraph 9?

- A** amazed
- B** angry
- C** confused
- D** curious

3. Why was Arthur scared?

- A** He was afraid to ride a horse on his own.
- B** He was lost and could not find his way home.
- C** He was being chased by a fox.
- D** He was galloping too fast and could not stop.

4. Why did Arthur's father stop Arthur from galloping away in paragraph 14?

- A** The pony was still learning how to walk with a rider.
- B** Arthur was taking the pony in the wrong direction.
- C** The pony had to eat and rest before he could move.
- D** Arthur had to learn how to ride the pony first.

5. Read the sentence from paragraph 19.

Only once was there any trouble on the pony's account.

What does the author mean by this sentence?

- A** Arthur thought that the pony was too expensive.
- B** Arthur had a hard time learning to ride the pony.
- C** One time the pony ran away from Arthur.
- D** One time the pony and Arthur had a problem.

6. What does the author mean by the phrase "the pony resolutely started off" in paragraph 23?

- A** The pony was naughty and would not listen.
- B** The pony was angry because it was time to go home.
- C** The pony was sleepy and looked for a place to lie down.
- D** The pony was sure that he knew the way home.

7. Which word describes Arthur's pony in paragraph 24?

- A** confused
- B** helpful
- C** playful
- D** weak

8. What is the meaning of the phrase "lose their way" in paragraph 24?

- A** not able to find home
- B** not able to pay attention
- C** play with friends
- D** stay in one place

"The Field Mouse"

by Cecil Frances Alexander

Where the acorn tumbles down,
Where the ash tree sheds its berry,
With your fur so soft and brown,
With your eye so round and merry,
5 **Scarcely** moving the long grass,
Field mouse, I can see you pass.

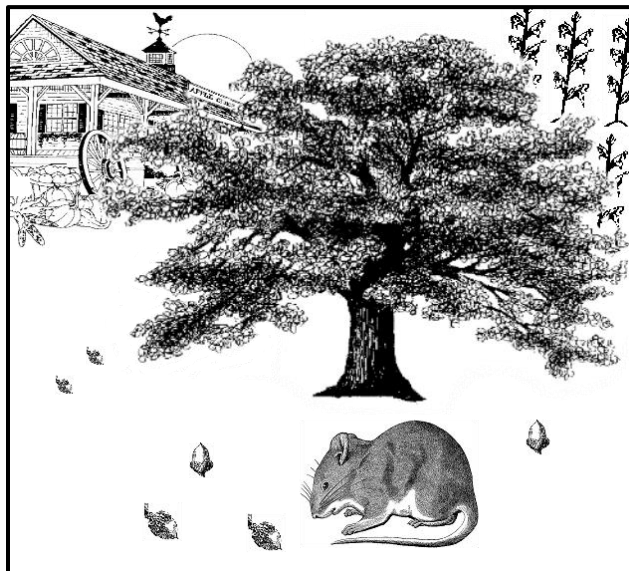
scarcely—hardly
spring—grow quickly

Little thing, in what dark den,
Lie you all the winter sleeping?
Till warm weather comes again,
10 Then once more I see you peeping
Round about the tall tree roots,
Nibbling at their fallen fruits.

Field mouse, field mouse, do not go,
Where the farmer stacks his treasure,
15 Find the nut that falls below,
Eat the acorn at your pleasure,
But you must not steal the grain
He has stacked with so much pain.

Make your hole where mosses **spring**,
20 Underneath the tall oak's shadow,
Pretty, quiet harmless thing,
Play about the sunny meadow.
Keep away from corn and house,
None will harm you, little mouse.

"The Field Mouse" from *Poems* by Cecil Frances Alexander. Copyright 1897 by Macmillan and Co. Public domain.



9. What is the *central* message of the poem?

- A** Farmers should clean their houses if they want to keep mice away.
- B** Mice will have happier lives if they stay away from farmers.
- C** People should have mice for their family pets.
- D** Mice can live in many different types of places.

10. What is the meaning of the word *sheds* in line 2?

- A** drops
- B** hides
- C** holds
- D** picks

11. How does the field mouse change after winter ends?

- A** The field mouse starts to sleep more often.
- B** The field mouse starts to make more noise.
- C** The field mouse starts to look for food.
- D** The field mouse starts to take the farmer's grain.

12. What does the poet mean by the phrase "stacks his treasure" in line 14?

- A** cuts his trees
- B** hides his acorns
- C** keeps his money
- D** stores his grain

13. Which line from the poem shows the speaker's warning to the field mouse?

- A** "Find the nut that falls below," (line 15)
- B** "Eat the acorn at your pleasure," (line 16)
- C** "Play about the sunny meadow." (line 22)
- D** "Keep away from corn and house," (line 23)

14. According to the poem, where does the field mouse live?

- A** in a barn
- B** in a hole
- C** in the corn
- D** in the house

15. Read line 16.

Eat the acorn at your pleasure,

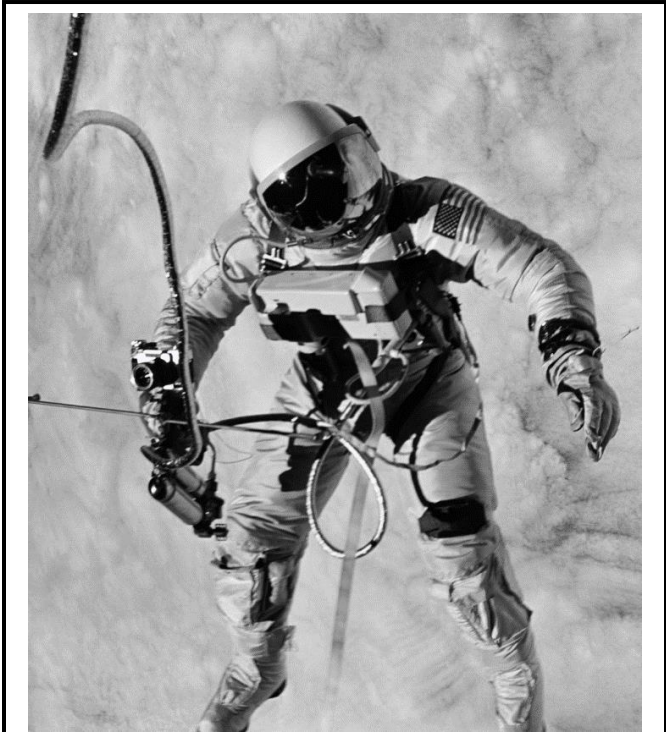
What does the poet mean?

- A** The field mouse should not worry about eating the acorns.
- B** The field mouse should not eat stolen acorns.
- C** The field mouse should be eating less acorns.
- D** The field mouse should eat grain instead of the acorns.

“What Is a Spacewalk?”

NASA

- 1 Any time an astronaut gets out of a vehicle while in space, it is called a spacewalk. A spacewalk is also called an EVA. EVA stands for extravehicular activity.
- 2 The first person to go on a spacewalk was Alexei Leonov. He was from Russia. The first spacewalk was on March 18, 1965. It was 10 minutes long.
- 3 The first American to go on a spacewalk was Ed White. His spacewalk was on June 3, 1965, during the Gemini 4 mission. White’s spacewalk lasted 23 minutes.
- 4 Today, astronauts go on spacewalks outside the ***International Space Station***. Spacewalks usually last between five and eight hours, depending on the job.
- 5 The world record for the most spacewalks is held by Russian astronaut Anatoly Solovyev. He has been on 16 spacewalks and spent more than 82 hours outside in space. That’s almost 3½ days of walking in space! NASA astronaut Michael Lopez-Alegria holds the U.S. record for the most spacewalks. He has done 10 spacewalks and spent more than 67 hours.



Ed White wears a spacesuit and a tether during the first American spacewalk in 1965.

Glossary

International Space Station—satellite that orbits Earth where astronauts can live and work

Why Do Astronauts Go on Spacewalks?

- 6 Astronauts go on spacewalks for many reasons. Spacewalks let astronauts work outside their spacecraft while still in space. Astronauts can do science experiments on a spacewalk. Experiments can be placed on the outside of a spacecraft. This lets scientists learn how being in space affects different things.
- 7 Spacewalks also let astronauts test new equipment. They can repair satellites or spacecraft that are in space. By going on spacewalks, astronauts can fix things instead of bringing them back to Earth to fix.

How Do Astronauts Go on Spacewalks?

- 8 When astronauts go on spacewalks, they wear spacesuits to keep themselves safe. Inside spacesuits, astronauts have the oxygen they need to breathe. They have the water they need to drink.

- 9 Astronauts put on their spacesuits several hours before a spacewalk. The suits are pressurized. This means that the suits are filled with oxygen.
- 10 Once in their suits, astronauts breathe pure oxygen for a few hours. Breathing only oxygen gets rid of all the nitrogen in an astronaut's body. If they didn't get rid of the nitrogen, the astronauts might get gas bubbles in their body when they walked in space. These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists, and knees. This pain is called getting "the bends" because it affects the places where the body bends. Scuba divers can also get "the bends."
- 11 Astronauts are now ready to get out of their spacecraft. They leave the spacecraft through a special door called an airlock. The airlock has two doors. When astronauts are inside the spacecraft, the airlock is airtight so no air can get out. When astronauts get ready to go on a spacewalk, they go through the first door and lock it tight behind them. They can then open the second door without any air getting out of the spacecraft. After a spacewalk, astronauts go back inside through the airlock.

How Do Astronauts Stay Safe During Spacewalks?

- 12 When on a spacewalk, astronauts use safety tethers to stay close to their spacecraft. Tethers are like ropes. One end is hooked to the spacewalker. The other end is connected to the vehicle. The safety tethers keep astronauts from floating away into space. Astronauts also use tethers to keep tools from floating away. They tether their tools to their spacesuits.
- 13 Another way astronauts stay safe during spacewalks is by wearing a SAFER. SAFER stands for Simplified Aid for EVA Rescue. SAFER is worn like a backpack. It uses small jet **thrusters** to let an astronaut move around in space. If an astronaut were to become untethered and float away, SAFER would help him or her fly back to the spacecraft. Astronauts control SAFER with a small joystick, like on a video game.

How Do Astronauts Train for Spacewalks?

- 14 One way astronauts train for spacewalks is by going for a swim. Floating in space is a lot like floating in water. Astronauts practice spacewalks underwater in a large swimming pool. The pool is called the Neutral Buoyancy Laboratory, or NBL. It is near NASA's Johnson Space Center in Houston, Texas. The pool holds 6.2 million gallons of water. Astronauts train seven hours in the pool for every one hour they will spend on a spacewalk.
- 15 Another way astronauts practice for a spacewalk is by using **virtual reality**. This is sort of like playing a video game. Astronauts wear a helmet with a video screen inside. They also wear special gloves. A video of what they will see during a spacewalk is shown on the screen inside the helmet. When the astronaut moves, the special gloves allow the movements to be shown with the video. The virtual reality simulation looks and feels just like a spacewalk.

"What Is a Spacewalk?" by NASA. <https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-a-spacewalk-k4.html> (2/15/19). Public domain.

Glossary

thrusters—small engines used to control movement

virtual reality—a fake environment created by a computer that looks real and where users can determine what happens

16. According to the selection, what is the effect of nitrogen on an astronaut during a spacewalk?

- A** The astronaut will have trouble breathing.
- B** The astronaut will move very slowly.
- C** The astronaut's body will hurt.
- D** The astronaut's body will fly away.

17. How are the sentences in paragraphs 2-4 connected?

- A** The sentences use cause and effect to explain how spacewalks help scientists learn more about space.
- B** The sentences use compare and contrast to explain how Russians and Americans walk in space differently.
- C** The sentences use compare and contrast to explain how walking in space is different than walking on Earth.
- D** The sentences use chronological order to explain how spacewalks have become longer over time.

18. Who holds the world record for the most spacewalks?

- A** Alexei Leonov
- B** Michael Lopez-Alegria
- C** Anatoly Solovyev
- D** Ed White

19. What is the *main* idea of paragraphs 12-13?

- A** Astronauts on spacewalks work together in teams.
- B** Astronauts on spacewalks protect themselves from danger.
- C** Astronauts on spacewalks carry oxygen in their spacesuits.
- D** Astronauts on spacewalks try to learn more about space.

20. What is the meaning of the word *train* in paragraph 14?

- A** compete or race
- B** get dressed
- C** get prepared
- D** rest and relax

21. Which quotation from paragraph 14 explains why astronauts use a swimming pool?

- A** "Floating in space is a lot like floating in water."
- B** "The pool is called the Neutral Buoyancy Laboratory, or NBL."
- C** "It is near NASA's Johnson Space Center in Houston, Texas."
- D** "The pool holds 6.2 million gallons of water."

22. What is the meaning of the word *simulation* in paragraph 15?

- A** a game played on a screen where friends compete for enjoyment
- B** a trip taken away from home for fun
- C** a fake experience made to look like something real
- D** a large room where equipment is stored

23. What is shown in the image?

- A** an astronaut using a tether to keep from floating away on a spacewalk
- B** an astronaut opening an airlock door to exit a vehicle during a spacewalk
- C** an astronaut using virtual reality to practice for a spacewalk
- D** an astronaut floating in a pool in order to get ready for a spacewalk

“Althea Gibson”

- 1 Althea Gibson was an important women’s tennis player. She was the first African American to play international tennis. Her success inspired many players who followed in her footsteps.
- 2 Gibson was born in South Carolina. Her family moved to New York. She played paddle tennis. Paddle tennis was like tennis. It was played on a small court, and players used solid paddles. She was very good. At age 12, Gibson was the New York City women’s paddle tennis champion. She was ready for tennis lessons. Her family could not afford them. A group of Gibson’s neighbors collected money. They paid for her to take tennis lessons. She quickly improved her skills.
- 3 The American Tennis Association (ATA) was a group that held tournaments for African American players. At that time, the United States Lawn Tennis Association (USTA) did not include African American players. In 1945 and 1946, Gibson won ATA Championships. In 1949, she went to college in Florida to play tennis. Gibson continued to play in ATA tournaments. She won 10 championships in a row. People began to take notice of her terrific tennis ability.
- 4 Even with her success, most of the tennis world was closed off. Because Gibson could not be part of the USTA, she could not play in international tennis tournaments. She was upset. She even thought about quitting tennis. Fortunately, she stuck with it. People wanted the USTA to accept Gibson. Alice Marble, a USTA player, wrote an article in *American Lawn Tennis* magazine. She said that a player as good as Gibson should be permitted to play in the world’s best competitions. Marble’s article brought attention to the problem. In 1950, the USTA allowed Gibson to play.
- 5 The next year, Althea Gibson made history by becoming the first African American to play at **Wimbledon**. By 1952, Gibson was a Top 10 player. She climbed to number seven the next year. Gibson graduated college. With more time to play tennis, she got even better. Even bigger wins were in store for Gibson.
- 6 In 1956, Gibson became the first African American tennis player to win a **Grand Slam** tournament. She won at the French Open. She also won at Wimbledon. 1957 was a big year for Gibson. She won championships at the Australian Open, Wimbledon, and the U.S. Open. She followed with another strong year in 1958. Gibson won championships at Wimbledon and the U.S. Open. From 1956 to 1958, Althea Gibson won 11 Grand Slam titles.



Glossary

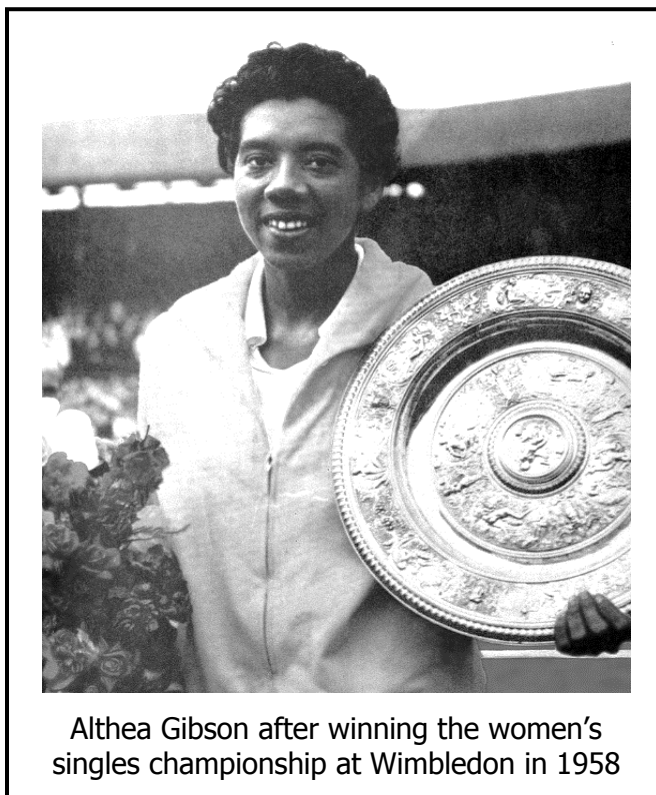
Wimbledon—the world’s oldest and most important tennis tournament held in London, England every year

Grand Slam—one of the four most important international tennis tournaments: Australian Open, French Open, Wimbledon, and U.S. Open

- 7 In 1958, Gibson was the number one player in the world. She won the Female Athlete of the Year award in 1957 and 1958. She was the first African American woman to appear on the covers of *Time* and *Sports Illustrated*. In 1971, Gibson joined the International Tennis Hall of Fame.
- 8 Althea Gibson was an outstanding tennis player. She was an inspiration to the African American tennis players who came after her. Her **perseverance** and success made it possible for Arthur Ashe and Venus and Serena Williams to play tennis. The USTA built a statue to honor Gibson in 2019.

Glossary

perseverance—the ability to try hard when the task is difficult



24. What is the *main* idea of the selection?

- A** Althea Gibson was the first woman to win a Grand Slam tournament.
- B** Althea Gibson wrote magazine articles that helped African American tennis players be included in international tennis matches.
- C** Althea Gibson was the first African American to play in international tennis matches and made it possible for others who came after her.
- D** Althea Gibson won 10 championships in a row in ATA tournaments.

25. What was the effect of Alice Marble's article in *American Lawn Tennis* magazine?

- A** Althea Gibson was able to graduate from college in Florida.
- B** Althea Gibson was able to play in Grand Slam tennis tournaments.
- C** Althea Gibson received the Female Athlete of the Year award.
- D** Althea Gibson joined the International Tennis Hall of Fame.

26. What is meant by the phrase "followed in her footsteps" in paragraph 1?

- A** Many players were able to play tennis like Althea Gibson.
- B** Many players tried to be faster than Althea Gibson.
- C** Many players wore the same shoes as Althea Gibson.
- D** Many players read magazine articles about Althea Gibson.

27. Read the sentences from paragraph 2.

At age 12, Gibson was the New York City women’s paddle tennis champion. She was ready for tennis lessons. Her family could not afford them. A group of Gibson’s neighbors collected money. They paid for her to take tennis lessons. She quickly improved her skills.

How are the sentences from paragraph 2 connected?

- A** The sentences use chronological order to explain how Althea Gibson became a Grand Slam tennis player over time.
- B** The sentences use comparison to explain the difference between New York City and South Carolina.
- C** The sentences use cause and effect to explain how Althea Gibson was able to get better at tennis.
- D** The sentences use comparison to explain the differences between paddle tennis and regular tennis.

28. According to the selection, how did Althea Gibson make history at Wimbledon?

- A** She was on the cover of *Time* magazine at Wimbledon.
- B** She won 11 Grand Slam titles at Wimbledon.
- C** She was the first African American to play at Wimbledon.
- D** She won the Female Athlete of the Year award at Wimbledon.

29. What does the author mean by the phrase “closed off” in paragraph 4?

- A** Althea Gibson could not play in the most important tennis tournaments.
- B** Althea Gibson needed to improve by taking more tennis lessons.
- C** Althea Gibson lost many important tennis tournaments.
- D** Althea Gibson was not as good at tennis as the other players.

30. How was Althea Gibson able to take tennis lessons?

- A** Althea Gibson asked her parents to pay for lessons because she loved to play paddle tennis.
- B** A group of neighbors collected money for lessons after Althea Gibson won the paddle tennis championship.
- C** Althea Gibson was given a scholarship after she won ATA tennis championships.
- D** Another player wrote an article demanding that Althea Gibson be allowed to play in USTA tennis tournaments.

This is the end of the Language Arts Benchmark.

DIRECTIONS:

- 1. Look back over your answers for the test questions.**
- 2. Put all of your papers inside your test book, and close your test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**



END OF LANGUAGE ARTS BENCHMARK

