

Student Name \_\_\_\_\_

# Ohio Achievement Tests



Do not place student  
label in space below.  
Place on back cover.

## Reading

Student Test Booklet

March 2006

*This test was originally administered to students in March 2006.*

*Not all items from the March 2006 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11: 4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as a public record.*

*This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.*



# Acknowledgments

## Reading

### Selection 1: Skunks

Copyright © 1993 by Children’s Press ®, Inc. Emilie U. Lepthien.

### Selection 3: Golden Touch

Copyright © 1999 by John Warren Stewig. Adapted from KING MIDAS by permission of Holiday House, Inc.

**Directions:**

Today you will be taking the Ohio Grade 3 Reading Achievement Test. This is a test of how well you understand what you read. The test consists of vocabulary questions and reading selections followed by questions about each reading selection. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each reading selection carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.
2. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.
3. When you write your answers, write them neatly and clearly in the space provided using a pencil.
4. When you answer a multiple choice question, make sure you fill in the circle next to the answer. Mark only one answer.
5. If you do not know the answer to a question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.
6. If you finish the test early, you may check over your work. When you are finished and your Student Test Booklet has been collected, you may take out your silent work.
7. When you finish the test, you may not go on to, or look at the mathematics section of the Student Test Booklet.

Directions: Carefully read each question. Fill in the circle next to the correct answer.

Item 1 has not been slated for public release in 2006.

2. What word is a synonym for **fix**?
- A. divide
  - B. uncover
  - C. repair
3. What word is an antonym for **inside**?
- A. reside
  - B. outside
  - C. beside

4. Which definition of **stir** is used in the sentence below?

**stir** (stûr)      v. 1. mix, blend, combine  
                         v. 2. move, budge  
                         v. 3. disturb, shake

Sally needs to **stir** the milk and the flour.

- A. definition 1: mix, blend, combine
- B. definition 2: move, budge
- C. definition 3: disturb, shake

Item 5 has not been slated for  
public release in 2006.



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## Reading

Use Pencil Please

On the March 2006 Grade 3 Reading Achievement Test, item 6 is a field-test item, which is not released.



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Directions: Read the selection.

## Skunks



### An Unpopular Animal

Why do people dislike skunks? Skunks are beautiful animals. They have glossy black-and-white fur coats. They have big, bushy tails. They rarely eat farm animals. And they don't destroy property.

But most people don't like skunks. Why?

Skunks have a powerful weapon. They give off a terrible smell!

When a skunk is angry or afraid, it can release a spray of terrible-smelling liquid called musk. The musk comes from two **glands** near the base of the skunk's tail. This powerful odor can be smelled almost 1 mile (1.6 kilometers) away. It can last for days on whatever has been sprayed.

There are four kinds of skunks. They are found only in the Western Hemisphere.

The striped skunk lives throughout the United States and in southern Canada. It is the most common skunk in the United States.

A narrow white stripe runs down the middle of its face. The back of its head is white, and two white stripes form a V shape down its back.

Striped skunks grow about as big as a cat—from 13 to 18 inches (33 to 46 centimeters) long. The tail adds another 7 to 10 inches (18 to 25 centimeters).

The striped skunk's scientific name is *Mephitis mephitis* (me-fi-tis), which means "terrible smell" and says it not once but twice.

The spotted skunk lives in the western United States and Mexico. It has spots of white fur all over its body. Spotted skunks are smaller than striped skunks.

Hog-nosed skunks are found from the southwestern United States to the tip of South America. Their broad, hairless nose looks a little like a pig's snout.

The hooded skunk is found in a small area of the southwestern United States and in Central America. It has long hair around its neck.

### Sharp Claws, Short Legs

A skunk has five toes on each foot. Each toe on the front feet has a sharp, curved claw, used for digging. The claws on the hind feet are also sharp.

Skunks have short legs, so they can't run very fast. They can run at about 9 miles (14 kilometers) an hour for short distances. But usually

they walk slowly. They stop often to dig for worms or grubs with their sharp-clawed front feet.

### Seeing, Smelling, and Hearing

Skunks are nocturnal animals. This means they are usually active at night. During the day they sleep in their dens.

Skunks can see quite well close up, even at night. But they cannot see well at distances beyond 20 feet (6 meters).

They use their keen senses of smell and hearing to find worms and grubs under the ground. Their sharp hearing also helps warn them of danger.

Skunks make a variety of sounds. They squeak, hiss, screech, and coo. When hunting for food, they make a soft snuffing noise.

#### Word Bank

**glands**—special body parts that make things that the body can use or give off

**Directions: Use the selection to answer questions 7 – 15.**

7. What is one of the central ideas in this reading selection?
- A. People do not like skunks.
  - B. Skunks make good pets for people.
  - C. People should hide when a skunk sprays.

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## Reading

Use Pencil Please

8. The author asks the reader, "Why do people **dislike** skunks?"  
When you **dislike** something, how do you feel about it?

- A. You want to be around it a lot.
- B. You don't want to be with it much.
- C. You don't want to be without it.

9. Using the reading selection, write four details that tell what skunks look like.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_



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10. Why can't skunks run fast?
- A. Their claws are too long.
  - B. Their legs are too short.
  - C. They can't see well.
11. How does a skunk protect itself?
- A. It sprays its musk.
  - B. It runs quickly away.
  - C. It makes howling noises.
12. Which sentence is true about skunks?
- A. Skunks eat farm animals.
  - B. Skunks eat grubs and worms.
  - C. Skunks eat during the day.



13. List two reasons why people would not keep skunks as pets. Use information from the reading selection in your answer.

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

14. In which section would you find information about skunks' senses?

- A. An Unpopular Animal
- B. Sharp Claws, Short Legs
- C. Seeing, Smelling, and Hearing

15. This paragraph is from the selection.

“A skunk has five toes on each foot. Each toe on the front feet has a sharp, curved claw, used for digging. The claws on the hind feet are also sharp.”

What is a good sub-heading for this paragraph?

- A. How does a skunk use its claws?
- B. How does a skunk find food?
- C. How does a skunk move?

On the March 2006 Grade 3 Reading Achievement Test, items 16-20 are field-test items, which are not released.



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Directions: Read the selection.

## The Golden Touch

by John Warren Stewig



Once upon a time there lived a king. He was fonder of gold than of anything, except for his daughter, Marygold.

He took to spending most of his time in the **dungeon** beneath the castle, examining all his treasures.

One day, Midas looked up and saw a stranger.

The stranger gazed around. "I doubt whether any four walls contain as much gold as you have here."

"I have done pretty well," Midas agreed. "But this is merely a small portion of the world's gold."

"What!" exclaimed the stranger. "Then you are not content? What would satisfy you?"

Said Midas, "I wish that everything I touch might turn to gold."

“Be it as you wish,” agreed the stranger. “Tomorrow you will have the Golden Touch.”

The next day, Midas jumped out of bed and ran around the room, grasping everything within reach. A bedpost turned into gold. A window curtain grew gold and heavy in his hand.

The maid summoned the king to breakfast. As Midas poured himself coffee, the pot changed into gold. He lifted the cup. The instant his lips touched the coffee, it hardened to a lump! He roared.

Marygold came to comfort him. Midas bent down to kiss his daughter. The moment his lips touched Marygold’s forehead, her face became glittering yellow.

Midas looked up and saw the stranger standing near the door.

“So you’ve made a discovery,” observed the stranger. “Which is of more value: the Golden Touch or your own loving daughter?”

“Oh, my child,” answered Midas.

“You are wiser now,” said the stranger. “Do you wish to rid yourself of the Golden Touch?”

“Go and **plunge** into the river. Take a vase of the water and sprinkle it over any object you desire to change into its former condition.”

The king **hastened** to the river. He dipped the pitcher into the water. He rushed to the palace and poured water over Marygold. She began to sputter—she remembered nothing.

For as long as King Midas lived, he would declare, “Ever since that morning, I cannot stand the sight of gold.”

**Word Bank**

**dungeon** — a dark, underground room

**hastened** — to hurry

**plunge** — to throw oneself into water

**Directions: Use the selection to answer questions 21 – 26.**

21. Where is Midas when he meets the stranger the first time?
- A. in his bedroom
  - B. in the river
  - C. in the dungeon

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## Reading

Use Pencil Please

22. What happens just before Midas roars?
- A. He turns a bedpost into gold.
  - B. He turns his coffee into gold.
  - C. He turns his daughter into gold.
23. What is the theme of this selection?
- A. It is better to save gold than to spend it.
  - B. Gold is the most beautiful thing in the world.
  - C. Love is worth much more than gold.
24. Which detail shows that this selection is a fairy tale?
- A. King Midas has a daughter.
  - B. King Midas has a dungeon full of treasure.
  - C. King Midas gets the Golden Touch.



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25. What part of Midas's treasures does he value most at the beginning of the story?

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What events lead him to realize he has valued the wrong thing?

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What step does Midas take to show he values something else more?

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26. This sentence is from the selection.

"The stranger **gazed** around."

Which word is a synonym for **gazed**?

- A. looked
- B. walked
- C. danced





# R

## Reading

Items 27-42 have not been slated for public release in 2006.



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