



Teacher Instructions

Buckle Down New York English Language Arts, Level 3, has been developed to help your students become better readers and writers as they prepare for the New York state test. The workbook and practice tests also provide application and problem-solving opportunities. Five units divided into 20 lessons cover the New York English Language Arts Core Curriculum for Grade 3. By working through each workbook lesson, students gain a comprehensive review of the skills they should possess at Grade 3.

Buckle Down materials can be used for two purposes: (1) to help identify your students' strengths and weaknesses, and (2) to provide guidance for helping your students become proficient in the skills outlined in the state assessment program.

How to Use the Workbook

Buckle Down New York English Language Arts may be used either as a tutorial with individual students or as a group teaching tool in a classroom setting. One recommended option for using the workbook is outlined on the following page. This option is merely a suggestion. Feel free to modify the lesson plans to better accommodate your students' specific needs.

Before You Begin

We recommend that you read through each workbook lesson prior to using the material in class. It is important to understand the items and their answer explanations before assigning the exercises to students. For all workbook activities, students will need a pen or pencil. Space is provided within each workbook for students to complete the assignments.

Have students write their names on the covers of their workbooks. Using the same workbook throughout the program helps students identify, analyze, and correct errors in skill areas in which they are less than proficient.

Classroom Instruction with Homework

For students who need guidance getting started but who can handle some independent reading, we suggest the following:

1. Introduce each lesson and have volunteers take turns reading aloud the opening examples, tips, and reading passages. Stop to discuss the text at any point where students seem to need clarification or additional information.
2. Have students read the New York ELA Practice reading passages and answer the questions in their workbooks. Students should answer the questions as if they were taking an actual test.
3. Prior to checking their answers to the practice questions, give students an opportunity to discuss each question and relate it to the information presented in the reading passages. Also, encourage students to relate their answers to the instructions and tips presented in the lesson. This may be done in small groups or with the class as a whole.
4. Provide students with the correct answer to each question. Answers and their explanations can be found in this teacher's guide, beginning on page 11. Although most explanations are appropriate for reading aloud to students, some contain additional information that may be too sophisticated or complex for students to understand without your interpretation. We urge you, prior to the beginning of class, to read the explanations and decide which information to share with students.

New York English Language Arts Core Curriculum for Grade 3

Buckle Down New York English Language Arts, Level 3, is based on the New York English Language Arts Core Curriculum for Grade 3. The workbook has been designed to provide instruction and practice in the skills tested by the New York state test. The following table matches the goals and objectives with the workbook lessons in which they are addressed.

READING PERFORMANCE INDICATORS	<i>Buckle Down Lesson(s)</i>
<p>Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key idea of reading.</p>	
<p>GRADES 2–4 CORE PERFORMANCE INDICATORS</p>	
<p>A. Identify purpose for reading</p>	3, 4
<p>B. Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning</p>	1, 2
<p>C. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts, such as root words, prefixes, and suffixes</p>	1, 2
<p>D. Use self-monitoring strategies, such as rereading and cross-checking</p>	4
<p>E. Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools</p>	4
<p>F. Recognize the difference between phrases and sentences</p>	17
<p>G. Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension</p>	18
<p>H. Engage in independent silent reading</p>	Classroom Activity
<p>I. Locate the name of the author, illustrator, title page, table of contents, index, and chapter headings</p>	3
<p>J. Recognize and discriminate among a variety of informational texts</p>	11
<p>K. Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources</p>	2
<p>L. Read aloud at appropriate rate</p>	Classroom Activity
<p>M. Read with increasing fluency and confidence from a variety of texts</p>	Classroom Activity
<p>N. Maintain a personal reading list to reflect reading goals and accomplishments</p>	Classroom Activity
<p>O. Use computer software to support reading</p>	Classroom Activity

Teacher Instructions

READING PERFORMANCE INDICATORS (<i>Continued</i>)	<i>Buckle Down Lesson(s)</i>
<p>The grade-specific performance indicators that grade 3 students demonstrate as they learn to read include</p>	
<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	
<p>a. Locate and use library media resources to acquire information, with assistance</p>	4
<p>b. Read unfamiliar texts to collect data, facts, and ideas</p>	4
<p>c. Read and understand written directions</p>	
<p>d. Locate information in a text that is needed to solve a problem</p>	8
<p>e. Identify main ideas and supporting details in informational texts</p>	5, 6
<p>f. Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance</p>	3
<p>g. Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance</p>	8
<p>h. Relate data and facts from informational texts to prior information and experience</p>	4
<p>i. Compare and contrast information on one topic from two different sources</p>	7
<p>j. Identify a conclusion that summarizes the main idea</p>	6
<p>k. Identify and interpret facts taken from maps, graphs, charts, and other visuals</p>	8
<p>l. Use graphic organizers to record significant details from informational texts</p>	4, 7
<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>	
<p>a. Select literature on the basis of personal needs and interests from a variety of genres and by different authors</p>	Classroom Activity
<p>b. Engage in purposeful oral reading in small and large groups</p>	Classroom Activity
<p>c. Read print-based and electronic literary texts silently on a daily basis for enjoyment</p>	Classroom Activity
<p>d. Recognize the differences among the genres of stories, poems, and plays</p>	9, 10
<p>e. Relate the setting, plot, and characters in literature to own lives, with assistance</p>	9
<p>f. Explain the difference between fact and fiction</p>	11
<p>g. Use previous reading and life experiences to understand and compare literature</p>	4, 7

READING PERFORMANCE INDICATORS (<i>Continued</i>)	<i>Buckle Down Lesson(s)</i>
Standard 2: (<i>Continued</i>)	
h. Make predictions, draw conclusions, and make inferences about events and characters	7
i. Identify cultural influences in texts and performances, with assistance	Classroom Activity
j. Maintain a personal reading list to reflect reading accomplishments	Classroom Activity
k. Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events	5, 9
l. Use knowledge of story structure, story elements, and key vocabulary to interpret stories	9
m. Use graphic organizers to record significant details about characters and events in stories	9
n. Summarize main ideas and supporting details from imaginative texts, both orally and in writing	5, 6, 7, 9
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
a. Evaluate the content by identifying <ul style="list-style-type: none"> - the author's purpose - important and unimportant details - whether events, actions, characters, and/or settings are realistic - statements of fact and opinion 	5, 9, 11
b. Compare and contrast characters, plot, and setting in literary works, with assistance	7
c. Analyze information on the basis of new or prior knowledge and/or personal experience	4
d. Recognize how language and illustrations are used to persuade in printed and filmed advertisements, with assistance	11
e. Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers	11
f. Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information	Classroom Activity
Standard 4: Students will read, write, listen, and speak for social interaction.	
a. Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud	Classroom Activity
b. Respect the age, gender, social position, and cultural traditions of the writer	Classroom Activity

Teacher Instructions

READING PERFORMANCE INDICATORS (<i>Continued</i>)	<i>Buckle Down Lesson(s)</i>
Standard 4: (<i>Continued</i>) c. Recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication	Classroom Activity
WRITING PERFORMANCE INDICATORS	
Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key idea of writing.	
GRADES 2–4 CORE PERFORMANCE INDICATORS	
A. Begin to develop a voice in writing	15
B. Spell frequently used words correctly	19
C. Use basic punctuation correctly, such as <ul style="list-style-type: none"> - commas in a series, in simple/compound sentences, and in friendly letters - periods, exclamation points, and question marks - apostrophes for contractions and singular possessives - quotation marks for titles and simple dialogue 	18, 20
D. Use, in writing simple/compound sentences, <ul style="list-style-type: none"> - correct tense of regular/irregular verbs - subject-verb agreement - varied vocabulary and sentence structure - various parts of speech, including personal pronouns 	17
E. Capitalize words such as literary titles, holidays, and product names	18, 20
F. Write sentences in logical order and create paragraphs to develop ideas	15
G. Use an organizational format that reflects a beginning, middle, and end	15
H. Develop an idea within a brief text	13, 15
I. Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)	14
J. Use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting	20
K. Determine the intended audience before writing	14
L. Use legible print and/or cursive writing	Classroom Activity
M. Use word processing	Classroom Activity

WRITING PERFORMANCE INDICATORS (<i>Continued</i>)	<i>Buckle Down Lesson(s)</i>
<p>The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> a. Use at least two sources of information in writing a report b. Take notes to record data, facts, and ideas, following teacher direction c. State a main idea and support it with facts and details d. Use organizational patterns such as compare/contrast and time/order for expository writing e. Connect personal experiences to new information from school subject areas f. Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs g. Produce clear, well-organized reports and accounts that demonstrate understanding of a topic h. Support interpretations and explanations with evidence from text i. Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers j. Compare and contrast ideas between two sources, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> a. Develop original literary texts that <ul style="list-style-type: none"> - contain characters, simple plot, and setting - use rhythm and rhyme to create short poems and songs - use dialogue - use vivid language - use descriptive language to create an image b. Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - express a personal response - describe themes of literary texts, with assistance - compare and contrast elements of texts, with assistance 	<p>Classroom Activity</p> <p>12</p> <p>15</p> <p>13, 15</p> <p>14</p> <p>2</p> <p>15</p> <p>15</p> <p>Classroom Activity</p> <p>16</p> <p>Classroom Activity</p> <p>15, 16</p>

Teacher Instructions

WRITING PERFORMANCE INDICATORS (<i>Continued</i>)	<i>Buckle Down Lesson(s)</i>
Standard 2: (<i>Continued</i>)	
c. Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story	15, 16
d. Produce imaginative stories and personal narratives that show development, organization, and effective language	Classroom Activity
e. Use resources such as personal experiences and elements from other texts and performances to stimulate own writing	Classroom Activity
f. Use computer to create and respond to literary texts	Classroom Activity
g. Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers	Classroom Activity
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
a. Use a variety of prewriting tools to organize ideas and information	14
b. State a main idea, theme, or opinion and provide supporting details from the text	13, 14, 15, 16
c. Use relevant examples, reasons, and explanations to support ideas	13
d. Express opinions and make judgments that demonstrate a personal point of view	15
e. Use personal experiences and knowledge to analyze new ideas	14
f. Analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual text	9, 10
g. Create an advertisement, using words and pictures, to illustrate an opinion about a product	Classroom Activity
h. Use effective vocabulary in expository writing	14
i. Use details from stories or informational texts to predict or explain relationships between information and events	16
j. Use ideas from two sources of information to generalize about causes, effects, or other relationships	16
k. Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers	Classroom Activity
Standard 4: Students will read, write, listen, and speak for social interaction.	
a. Share the process of writing with peers and adults; for example, write with a partner	Classroom Activity
b. Respect the age, gender, social position, and cultural traditions of the recipient	Classroom Activity

WRITING PERFORMANCE INDICATORS <i>(Continued)</i>	<i>Buckle Down Lesson(s)</i>
<p>Standard 4: <i>(Continued)</i></p> <ul style="list-style-type: none"> c. Develop a personal voice that enables the reader to get to know the writer, with assistance d. Use the tone, vocabulary, and sentence structure of informal conversation e. Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers 	<p>14</p> <p>Classroom Activity</p> <p>Classroom Activity</p>
LISTENING PERFORMANCE INDICATORS	
<p>Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key idea of listening.</p>	
<p>GRADES 2-4 CORE PERFORMANCE INDICATORS</p>	
<p>A. Listen respectfully and responsively</p>	<p>12</p>
<p>B. Attend to a listening activity for an extended period of time</p>	<p>Classroom Activity</p>
<p>C. Avoid interrupting</p>	<p>12</p>
<p>D. Respond appropriately to what is heard</p>	<p>12</p>
<p>The grade-specific performance indicators that grade 3 students demonstrate as they learn to listen include</p>	
<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	
<p>a. Acquire information and/or understand procedures</p>	<p>12, 13</p>
<p>b. Identify essential details</p>	<p>12</p>
<p>c. Determine a sequence of steps given</p>	<p>Classroom Activity</p>
<p>d. Identify main ideas and supporting details</p>	<p>12</p>
<p>e. Identify a conclusion that summarizes the main idea, with assistance</p>	<p>12</p>
<p>f. Interpret information by drawing upon prior knowledge and experience</p>	<p>Classroom Activity</p>
<p>g. Collect information</p>	<p>12</p>
<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>	
<p>a. Identify elements of character, plot, and setting to understand the author's message or intent</p>	<p>10, 12</p>
<p>b. Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation</p>	<p>12</p>
<p>c. Identify the author's use of rhythm, repetition, and rhyme</p>	<p>10</p>

Teacher Instructions

LISTENING PERFORMANCE INDICATORS <i>(Continued)</i>	<i>Buckle Down Lesson(s)</i>
<p>Standard 2: <i>(Continued)</i></p> <p>d. Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud</p>	12
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<p>a. Form a personal opinion about the quality of texts read aloud on the basis of criteria such as characters, plot, and setting</p>	12
<p>b. Recognize the perspective of others, with assistance</p>	Classroom Activity
<p>c. Distinguish between fact and opinion</p>	Classroom Activity
<p>Standard 4: Students will read, write, listen, and speak for social interaction.</p>	
<p>a. Respect the age, gender, position, and culture of the speaker</p>	Classroom Activity
<p>b. Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners</p>	Classroom Activity
<p>c. Identify the tone of voice and content that signal friendly communication</p>	Classroom Activity



Workbook Answers

Answers to exercises in the student workbook are listed by unit, review, and page number. Answers to unnumbered, open-ended questions that appear within the review are bulleted and are given in the order in which they appear on the page. You might wish to consider transferring these answers into your copy of the student workbook for easy reference.

Part 1 — Reading

Unit 1 – Working with Words

Lesson 1: Speaking and Understanding Words

Practice Activity 1, page 7

1. B
2. C
3. A

Practice Activity 2, page 8

1. C
2. D
3. C

Practice Activity 3, pages 9 and 10

1. Students should circle *New Sound*.
2. Students should circle *Blend*.
3. Students should circle *Blend*.
4. Students should circle *New Sound*.
5. C
6. A
7. D

Practice Activity 4, page 12

1. rerun
2. reread
3. untrue
4. overpaid

Practice Activity 5, page 12

1. not pleased
2. not stopping
3. paid before

Practice Activity 6, page 14

1. washable
2. hopeful
3. a teacher
4. neater

Practice Activity 7, page 15

1. able to be loved
2. to make white
3. without hope
4. in a quiet way

Lesson 2: Word Power

Pages 17–19

1. a dark, heavy rock
2. a coin
3. to make sure or certain
4. Sometimes I forget to wind my wheediddle and it stops. Then I don't know what time it is.
5. Responses will vary. Possible response: Grundles are beautiful, useful, and provide shade. They have sweet-smelling blossoms in the spring, strong branches, and lots of juicy fruit.
6. A Of the choices listed, only a tree has branches, provides shade, and grows fruit.

Pages 19–22

- B The writer tells about something that happened “a long time ago.” By plugging in each answer choice, we see that recollection must mean “memory.”
7. A
 8. B
 9. C
- 10–12. Responses will vary. Possible responses: *chilly, unfriendly, frigid.*
- 13–15. Responses will vary. Possible responses: *flutter, shiver, tremble*

New York ELA Practice, pages 23–25

1. C The author says that the bag would be lifted up by hot air captured inside. By trying choices A through D in place of the word, choice C, *trapped*, makes the most sense in the sentence.
2. G Read the sentence containing the word *aloft*. It implies that, after the animals came back safely, the brothers were ready to send a person up in the air. From this reference, we can determine that the word *aloft* means “up into the sky” (G).
3. A In paragraph 6, the balloon “rose high into the sky” and “glided silently and calmly . . . far above the cheering people.” We can assume that the balloon didn’t bounce (B) since the passage says it glided calmly. It “landed gently on the ground,” which eliminates jerked to a stop (C). While gliding, the balloon moved “silently,” making roared loudly (D) incorrect.
4. G By trying all the choices, G, *trip*, makes the most sense in the sentence.
5. A The suffix *-ful* means “full of.”

Lesson 3: Read All About It

Pages 29–32

1. C Information about Picasso would most likely be part of a book about famous artists.
2. B Choice B gives general historical information about New York, whereas the other choices deal with particular historical aspects of the state.
3. A
4. B The chapter titled “What to Feed Your Dog” would contain information about what kind of food you should give your dog.
5. C The chapter titled “Training Your Dog” would contain information about teaching your dog tricks.
6. B
7. D To find information about *combing*, go to *brushing*. Information about brushing a dog can be found on pages 43 and 49.
8. B

New York ELA Practice, pages 33 and 34

1. B Choices A and D are fiction. Choice C has nothing to with Mars.
2. G The best place to learn how to make a paper airplane would be in *Making Toy Airplanes*.
3. B *Poppers* and *Snappers* are two words that mean the same as noise makers.
4. H
5. D

Unit 2 – Digging Deeper

Lesson 4: Hints for Better Reading

Pages 37–43

1. Responses will vary on K-W-L chart.
2. D The other choices are all supporting details from the passage.
3. Responses will vary. Possible responses include: *Rock, Paper, Scissors* began in Asia; it is now played in almost every country in the world; players chant the names of the game signs.
4. D See answer explanation after question 4 in the student book.
 - Responses will vary on K-W-L chart.
5. Responses will vary. Students may write that the illustrations help clarify the signs used in the game.
6. A Both apples and cherries are round and red fruit.
7. D
8. B

New York ELA Practice, pages 44–46

1. D Choice D is also the title of the passage, which is about how the blue whale is the biggest animal to ever live.
2. J The passage is nonfiction, and informs readers about blue whales.
3. D Since the article is about the size of blue whales, the drawing allows the reader to compare the length of a blue whale to the length of three school buses.
4. Responses will vary. The last paragraph in the passage explains that blue whales have only one enemy: humans. They have been killed for the oil their bodies contain, and they continue to die from being caught in nets or consuming polluted waters. Their numbers are so few that scientists worry the blue whale may disappear from the planet.

Lesson 5: Don't Forget the Details

Pages 47–52

1. Responses will vary.
2. Responses will vary but may include any of the following: The dog's name is Scooter. Scooter is a female dog. Scooter has a white spot on her nose, and the tip of her tail is white.
3. B See the fourth-to-last paragraph.
4. C The only detail the passage mentions is choice C.

5. B See the first line of the passage.
 - Students should circle the words *tall*, *compared*, *pillars*, *building*, and *water*.
6. as tall as a four-story building (see paragraph 1)
7. the legs (see paragraph 2)
8. D See paragraph 3.
9. Responses will vary.
10. Responses will vary, but students should include the main details: Janelle hits a baseball. The ball goes through Mr. Flannery’s open window. Mr. Flannery throws it back to her.

New York ELA Practice, pages 54–57

1. A See paragraph 1. “They tried to sell their comic strip ideas to local newspapers, but no editors would buy them.” So they started their own magazine.
2. F See the first sentence in paragraph 1. “Jerry met Joe in 1931.”
3. D See paragraph 3. Jerry based the character on Flash Gordon and The Shadow. The character became Superman.
4. Responses will vary. Jerry and Joe found jobs writing and drawing other comic books. They also kept trying to sell their own idea, too.
5. D Joe and Jerry begin as good friends, and by the end of the passage become successful business partners. They did not go from happy to sad (A), or from editors to artists (B). No mention is made of the two young men going to college (C).
6. H Jerry and Joe had faith in their comic book character and tried over and over to sell their idea until they met with success.
7. A Plug in the answer choices, and choice A, writing, makes the most sense.

Lesson 6: What’s It All About?

Pages 58–60

1. Students should underline the following sentence: “Although I tried to be brave, the gray house filled me with a powerful sense of fear.”
2. C The first sentence of this paragraph gives its main idea: “Sometimes the people looked strange and exciting.” Then the writer goes on to describe many of the people who were dressed in ways that Eleanor had not seen before.
3. Responses will vary. Circled details could include two of the following:
 - Men from Scotland wore plaid skirts called *kilts*.
 - Women from India were dressed in yards and yards of beautiful cloth called *saris*.
 - Some English judges wore long black robes and long white wigs that reached to their shoulders.

Workbook Answers

- C his older brother, Mike, and his younger sister, Ellen
- D Mrs. Lucas is being very serious. Apparently, she is about to share bad news.

Teacher’s Note: Encourage discussion of each answer choice by having students read and respond to the questions listed. Most likely, Mrs. Lucas would use a serious voice only if she had bad news or serious news.

New York ELA Practice, pages 61–64

- B The main character becomes so greedy and impatient that he kills the goose to try to become even more wealthy. The hard lesson he learns is “be thankful for the riches that you already have.”
- J Even though the man has everything he has ever wanted, he still wants more. This title supports the main idea, which is how greed can drive a person’s actions and make make him or her do foolish things.
- D Plug in the different answer choices. The only one that makes sense is D, *regular*.
- Responses will vary. A poor man becomes wealthy, but in his greed destroys the source of that wealth.
- G See paragraph 7.
- A See the second to last paragraph.
- G By using the replacement technique, the only choice that makes sense is Choice B.

Lesson 7: Putting Ideas Together

Pages 66–73

- a pretty bell
- cherries
 - kindest
 - smaller
 - Students should write two opposite pairs in the provided boxes, such as *clean/dirty* or *sweet/sour*.
- Responses will vary. Pairs of opposites from the passage include the following:

meanest nicest

sour sweet

hateful loving

help harm

Teacher’s Note: This activity may work best with the class as a whole. Ask students to point out pairs of opposites found in the passage and underline them. Discuss the meaning of each pair of opposites. Consider writing these words on the chalkboard as students identify them.

4. Responses will vary.
5. B The second paragraph tells that Obee was the nicest of the Callahan kids.
6. A In the first paragraph, the narrator tells how Cher “pulled the legs off bugs to watch them squirm.” The second paragraph says, “Obee would never harm any living thing, not even a mosquito or a thistle.”
7. He can’t tell what’s in his closet without turning on the light.
8. C Students should use the because sentence (Number 7) to select the correct answer.
9. A See the first sentence in paragraph 7.
10. D See answer explanation in the student workbook.

New York ELA Practice, pages 74–77

1. C Carlos thinks that Mr. Novak is always nosy and spying.
2. G After Mr. Novak helps him fix his bicycle, Carlos begins to think Mr. Novak could become a friend.
3. D
4. Responses will vary. Possible responses include: Mr. Novak gives Carlos lemonade. Mr. Novak fixes Carlos’s bicycle.
5. C At the end of the story, Carlos thinks, *I could really get to like that old man.*

Lesson 8: Reading Pictures Pages 78–85

1. C
2. D
3. Half of the class chose strawberry.
4. A

5. B
6. C
7. C
8. A
9. C
10. B
11. C
12. B
13. D
14. A
15. A

New York ELA Practice, pages 86–88

1. C The amount of ingredients in the directions is for making 10 popcorn balls. To make 20, double the ingredients.
2. G Always read through the directions before beginning a project that involves directions.
3. C See Step 1.
4. G Choices F and H are ingredients that appear later in the recipe. Choice J is not mentioned in the article.
5. A Oven mitts are not mentioned in *Ingredients and utensils* section, but are part of the picture format in Step 6.
6. J Adding salt is mentioned in the directions for Step 5, but is not shown in the picture.
7. D Common sense dictates that butter would help prevent the sticky mixture from clinging to the hands.
8. J See the instructions to Step 8.

Unit 3 – Kinds of Reading

Lesson 9: Tell Me a Made-Up Story

Pages 90–97

1. characters
2. plot
3. setting
4. Responses will vary.
5. C There is nothing that indicates Jody is a private detective (A) or neighborhood bully (B). Since she is running from Mrs. Parker, the woman is evidently not her friend (D). Jody pulls out a crayon and a page from a third-grade spelling book, indicating that she is probably a third-grade student.
6. A See paragraph 2.
7. B See paragraph 1.
8. D Mystery writers try to make their readers feel tension and worry as the main character narrowly escapes from danger. In this case, Jody has been running away from Mrs. Parker and stops to scribble a quick note. This causes the reader to feel some worry about Jody's safety.
9. C It is a clear, moonlit night, and the air is still.
10. B The captain is in the “wheelhouse atop his sleek, new steamboat.” The sound of a piano drifts up from “the carpeted main cabin.” The boat is moving down the Hudson River toward Poughkeepsie.
11. C See the first sentence.
12. Responses will vary. Jack escapes from the giant by dropping the bags of gold to the earth and then sliding down the beanstalk.
13. A See paragraph 7.
14. A In the first paragraph, the story says, “One bright morning in early summer . . .”
15. B Jack climbs the huge stalk, takes the bags of gold, and then cuts down the stalk as the giant chases after him. Of the choices offered, the best description of Jack is “brave.”

New York ELA Practice, pages 98–101

1. D Choices A, B, and C are details that are part of the story. The main idea of the story is about two sisters and how they take care of their sheepdog.
2. H A garden (F) and the city of Syracuse (J) are mentioned in the story, but the story's setting is on a small farm outside Cayuga, New York. This is where Boomer and his family live.

3. C See paragraph 10. The main idea of that paragraph was that Lucy was the sister who could make Boomer obey her.
4. J Marcy would talk to Boomer about staying out of Dad's garden, but the dog didn't understand her, even though it liked the sound of Marcy's voice.
5. A It is mentioned twice, including the last sentence of the story, that if the girls can't control Boomer, Dad will have to find Boomer a new home.
6. H In paragraph 3, Mom mentions bathing and brushing Boomer's shaggy coat. Grooming is another word for bathing and brushing.
7. C "Marcy, Lucy, and Boomer" is a made up story set in today's world about two sisters and their dog.
8. F

Lesson 10: Words That Sing

Pages 102–107

1. A Choices B through D are details in the poem. The main idea of the poem is that Larry and Barry are friends until Larry sees Barry holding hands with a girl at the mall.
2. Responses will vary but may include:

bear	<u>share</u>	rain	<u>stain</u>
tree	<u>key</u>	night	<u>sight</u>
fall	<u>hall</u>	kind	<u>find</u>
fun	<u>run</u>	base	<u>place</u>
3. D *Glue* and *through* make the same vowel sound even though they are spelled differently.
4. A
5. Yes
6. Yes
7. D The poem is about a cat named Tommy, and the cat's name is mentioned in every stanza.

New York ELA Practice, pages 108 and 109

1. C *Said* and *head* have the same vowel sound even though the words are spelled differently.
2. J Choices F, G, and H are details in the poem. The main idea of the poem is that the toys don't really understand how the world operates.
3. A See the first verse.
4. H The horse doesn't speak.
5. D Students can use the replacement technique to figure out that the word *insisted* means *demanded*. The other answer choices do not make sense in context.

Lesson 11: Tell Me a True Story

Pages 110–116

1. B Paragraph 2 says that Beverly loved to read. Then, in paragraph 3, we see that Beverly began to write at an early age and continued writing through a long career.
2. A Beverly loved books from the time that she was a little girl. They helped her temporarily forget her family's troubles.
3. D Choices A, B, and C are details that support the main idea.
4. B This is a biography, a story meant to tell about a real person's life.
5. O O
F O
F F
6. D

New York ELA Practice, pages 117–120

1. B The passage is informational, about how Long Island was formed and developed.
2. J The word *exciting* is an opinion word; what might be exciting to the author might be boring to someone else.
3. C Henry Hudson was one of the first Europeans to discover Long Island.
4. G See paragraph 3.
5. C
6. H See paragraph 8.
7. A The article summarizes that Long Island is a whale of a place, so this would work as a replacement title.

Part 2 — Writing

Unit 4 – Writing About Stories

Lesson 12: Listen Up!

- No responses necessary.

New York ELA Practice, pages 124–127

Read the following listening passage aloud twice, with a short pause between readings. Students should take notes during the second reading.

Goodies Baked with Love

by Laura Sauser

Mr. Grady and Miss Fitch each owned a bakery. Their shops were across the street from each other. Every morning, Mr. Grady would call out, “Good morning, Miss Fitch!” Every morning, Miss Fitch would snarl back, “Harumph!”

The sign in front of Mr. Grady’s shop said, “Grady’s Goodies, Baked with Love.” Mr. Grady smiled all the time, and he always gave away free samples.

The sign in front of Miss Fitch’s shop said, “No hanging around! Buy something or leave!” Miss Fitch always frowned. If customers asked for a free sample, Miss Fitch made them pay for it.

Besides being known for his kindness, Mr. Grady was famous for his rolls. Customers lined up just to smell them baking. No one lined up for anything at Miss Fitch’s bakery.

Miss Fitch was jealous of the attention Mr. Grady received. She came up with a plan to take away all his customers. When Mr. Grady wasn’t looking, Miss Fitch snuck inside his kitchen and stole the recipe for his famous rolls.

The next morning, Miss Fitch followed the recipe carefully. But her rolls smelled terrible. And instead of being soft and delicious, Miss Fitch’s rolls were hard and tasted like moldy cardboard. Soon, no one would go near her bakery.

Mr. Grady knew what Miss Fitch had done. He walked across the street to her shop. Miss Fitch was standing behind the counter, crying.

“Mr. Grady,” she cried. “I stole your recipe. But my rolls are just awful. Now I’ve lost all my customers. I’m so sorry.”

Workbook Answers

Mr. Grady smiled. “I add a secret ingredient to everything I do. Like my sign says, all my goodies are baked with love. If you want more customers, try stirring in a little kindness. Then, see how things turn out.”

Miss Fitch decided to take Mr. Grady’s advice. It was hard at first, but the nicer she was to people, the easier it became. Soon, she had a smile on her face all the time. People noticed the change in Miss Fitch and began shopping in her bakery again.

A few months later, Mr. Grady and Miss Fitch opened a new shop together. They specialized in goodies baked with love. And they always gave away free samples.

1. Responses will vary. Possible responses include the following:
Mr. Grady: nice, kind, generous
Miss Fitch: mean, jealous, a thief
2. F Miss Fitch is jealous of all the attention Mr. Grady gets, so she tries to steal his customers.
3. C Miss Fitch is jealous of the attention Mr. Grady gets. She steals Mr. Grady’s recipe. She tries to make rolls, but they smell bad and taste terrible. Miss Fitch loses all her customers.
4. Responses will vary. Possible responses include the following: Miss Fitch never smiles at anyone. Miss Fitch makes her customers pay for samples.
5. B Treating people with kindness is the secret of Mr. Grady’s success, and once he convinces Miss Fitch to use this approach, her business becomes a success as well.
6. G The story is mostly about Miss Fitch learning to be kind.

Lesson 13: Writing Out Answers

- No responses necessary.

New York ELA Practice, pages 131–133

To mimic the New York state test, read the listening passage from Lesson 12 two times with a short pause in between readings. If students have heard the passage recently, you may skip this step or reread the passage only once. You may wish to instruct students to remove from the workbook the pages containing their notes in Lesson 12.

1. Responses will vary. Possible response: Mr. Grady tells Miss Fitch that love is his secret ingredient.
2. J
3. Responses will vary. Possible response: Mr. Grady smiles at everyone. Mr. Grady gives away free samples.
4. Responses will vary. Possible responses include: Miss Fitch’s customers return. She opens a bakery with Mr. Grady.

Lesson 14: Getting Ready to Write

Pages 134–136

Teacher’s Note: Read the poem aloud and direct students to follow along as it is being read.

1. Responses will vary. Students should list three make-believe activities they have participated in.
2. Brainstorming responses will vary.

Teacher’s Note: You may wish to have your students write a composition based on their prewriting in this lesson

New York ELA Practice, pages 138 and 139

To mimic the New York state test, read the listening passage from Lesson 12 two times with a short pause in between readings. If students have heard the passage recently, you may skip this step or reread the passage only once. Students should then be given an opportunity to use freewriting techniques to plan an essay.

Lesson 15: Writing an Essay Pages 140–145

1. People have always dreamed of flying: Beginning.
Tell about the Wrights’ plane in 1903: Middle.
Tell about World War I planes: Middle.
The world would be very different without air travel: End.
Tell about fire-fighting planes: Middle.
Planes help to ship mail overnight: Middle.

2. Brainstorming and table responses will vary.
3. five paragraphs.

Teacher’s Note: You may wish to have your students write a report based on their prewriting in this lesson

New York ELA Practice, pages 146 and 147

To mimic the New York state test, read the listening passage from Lesson 12 two times with a short pause in between readings. If students have heard the passage recently, you may skip this step or reread the passage only once. Students should then be given an opportunity to compose an essay using their notes and plans from Lessons 12 and 14.

1. Responses will vary. Students should check their writing for correct spelling, grammar, and punctuation.

Lesson 16: Comparing Stories and Articles

Pages 148–152

1. Responses will vary. Some possible details that are told in both the play and the news article are the following: the *Eagle* landed on the moon; it was a smooth landing; Armstrong and Aldrin did their moonwalk the same night they landed; and Armstrong said, “That’s one small step for man. One giant leap for mankind.”
2. B The only event that takes place in exactly the same way in both selections is when Neil Armstrong says, “That’s one small step for man. One giant leap for mankind.”

Workbook Answers

Teaching Tip: Have students discuss how the selections are different from one another, pointing out such things as the genres, the perspectives from which the two selections are written, and the differing details represented in each selection about the first landing. You may wish to have students write down important differences and then organize them on the chalkboard, dividing the differences between the play and the news article.

3. Responses will vary.
4. Responses will vary. Students should understand that the author of the play intended to entertain the audience.
5. Responses will vary. Students should understand that the author of the news article intended to inform readers.
6. Responses will vary. The play gives its audience visuals and dialogue on which to better experience what the astronauts went through.

New York ELA Practice, pages 153–160

1. Responses will vary. First- and third-class passengers traveled in relative comfort, and did not have to go through the difficult Ellis Island procedures, whereas third-class passengers traveled in dirty, crowded conditions, and were subjected to a difficult entrance examination.
2. Responses will vary. Anna Devine travels alone. She is traveling third-class, in terrible living conditions. Though a husband will meet her once she gets through the Ellis Island examination, she has to endure the ordeal on her own.
3. Responses will vary. Students should support their response with examples from the article and the diary.

Unit 4 Practice, pages 161–168

1. Responses will vary. Possible response: Maha is always kind, but her stepsister is selfish. Maha has to do all of the chores and her stepsister doesn't.
2. Responses will vary. Possible response: The little red fish gives Maha a dress to wear to the wedding. Finally, Maha is noticed by a rich man's mother. She is able to get married and leave home.
3. Responses will vary. Possible response: "Turkey Girl" is about a girl who is poor and has to look after turkeys. When her stepsisters go to a dance, Turkey Girl sings the saddest of songs to her turkeys. They give her clothes to go to the dance, but ask that she remember them. She does not, and they disperse into the wild.
4. Responses will vary. Maha never forgets her little red fish; Turkey Girl enjoys herself at the dance and forgets about her turkeys until it is too late. Both Maha and Turkey Girl are mistreated by their families and helped by their animal friends.

Unit 5 – You Be the Editor

Lesson 17: Building Sentences

Practice Activity 1, page 172

1. complete
2. subject
3. predicate

Practice Activity 2, page 172

1. complete
2. Responses will vary. Example: My sister wants to go to Disney World during summer vacation.
3. Responses will vary. Example: Clara's brand new hat flew away in the wind storm.

Practice Activity 3, page 173

1. Students should circle *make*.
2. Students should circle *is*.
3. Students should circle *have*.

Practice Activity 4, page 174

1. Students should circle *they*.
2. Students should circle *they*.
3. Students should circle *her*.

Practice Activity 5, page 175

1. Students should circle *won*.
2. Students should circle *had*.
3. Students should circle *will be*.

Practice Activity 6, page 176

1. Students should circle *comes*.
2. Students should circle *drank*.
3. Students should circle *stand*.

Practice Activity 7, pages 178 and 179

- Responses will vary. Example: Today, Steve went to the grocery store. Example: Steve bought pepper and frozen peas from the grocery store.
1. Responses will vary. Example: My older sister Trisha is my favorite baby-sitter.
 2. Responses will vary. Example: My dog is a beagle that does tricks.
 3. Responses will vary. Example: My best friend Amanda and I had lots of fun last Saturday at a puppet show.

Teacher's Note: You might want to have students share their rewritten paragraphs in the form of a classroom discussion.

Lesson 18: Capitalization and Punctuation

Practice Activity 1, pages 181 and 182

1. My sister, Tina, and I went to the mall on Saturday.
2. Macy's will have its Thanksgiving Day parade on Thursday, November 25.
3. My father has a friend who speaks Italian, English, and Chinese.

Practice Activity 2, page 183

1. I enjoy reading a good book.
2. What time does the play begin?
3. The curtains are on fire!

Practice Activity 3, page 184

1. Our music teacher is from Scarsdale, New York.
2. On June 12, 2006, Tori was eight years old.
3. Julia invited Mark, Toby, Tracy, and Victor.

Practice Activity 4, page 185

1. it's
2. isn't
3. I've

Practice Activity 5, page 186

1. Tanya said, "I don't want to go to bed until 11:00."
2. "My little brother likes to watch *Bob the Builder*," Alexis said.
3. Aunt Lila said, "Be home by lunchtime."

Lesson 19: Spelling

Practice Activity 1, page 188

1. lazily
2. carrying
3. happier

Practice Activity 2, page 188

1. trying
2. heavier
3. hurried

Practice Activity 3, page 189

1. loved
2. chosen
3. dining

Practice Activity 4, page 189

1. closing
2. likely
3. hopeful

Practice Activity 5, page 190

1. elephants
2. families
3. movies

Practice Activity 6, page 191

1. trees
2. cars
3. stories

Lesson 20: Making Your Writing Better

- No responses necessary.

New York ELA Practice, pages 193–197

1. My sister has a rabbit named Wiggles, and **I** have a hamster named **H**arry. Harry has a little wheel in his cage. **H**e climbs into the wheel and goes round and round for a long time. Harry eats **b**read, **f**ruit, **n**uts, and **v**egetables. Wiggles eats rabbit food we buy at a pet store. Would you like a pet rabbit or a pet hamster?
2. What makes a bird different from any other **a**nimal on this planet? Is it because a bird lays eggs? No. Fish, alligators, turtles, and many other **a**nimals lay eggs. **I**s it because a bird has wings? No. Bees, **b**utterflies, and ladybugs have wings, too. Is it because they have a beak? No. Some animals and all turtles have beaks. “What makes a bird different?” you are probably asking. Feathers! **A** bird has **f**eathers. Birds are the only animals in the world that have feathers.
3. The blue jay is a **r**elative of the crow. Like crows, blue jays are big, loud, and love to attack other **b**irds. **T**he blue jay is between 9 and 12 inches long. It is bright blue on top and white to gray on **i**ts throat, chest, and belly. The blue jay eats almost anything. It eats fruits, acorns, seeds, nuts, insects, mice, and frogs. Sometimes a blue jay will even steal and eat eggs and young birds from another bird’s nest.
4. Last **s**ummer, my family and **I** visited **M**artin’s **F**antasy Island at Grand **I**sland, **N**ew **Y**ork. The park is located between **N**iagara **F**alls and Buffalo along the **C**anadian and U.S. border. My favorite rides are the **S**ilver **C**omet (a wooden roller coaster) and the water slides. Later, we had a **p**icnic lunch at **B**uckhorn **I**sland State Park. I had two hot dogs, potato chips, and a **P**epsi. When I finished, I said, “**M**om, **I**’m ready for a nap!”

Workbook Answers

5. Many, many years ago, people did not have last **n**ames. Finally, people had to make up last names so they could tell all of the Johns, Mikes, Annes, and Katherines apart. So, if John made shoes, he would call himself **J**ohn **S**hoemaker. If **M**ike was a **b**aker, he would call himself Mike Baker. If Anne lived under a forest of trees, she would call herself **A**nne **U**nderwood. And if **K**atherine lived in a stone house, she would call herself Katherine **S**tone, and so on. Do you know what your last name means?

Unit 5 Practice, pages 198–201

- Responses will vary. Students should use the writer's checklist.



Practice Tests

The *Buckle Down New York English Language Arts, Level 3*, practice tests have been developed to provide practice for your students and to assess their need for special intervention. You may wish to consider using one test as a pretest and the other as a posttest.

Pretest

If you wish to determine which students need intensive content review, administer a test to all students. Or, if you have already identified a group of students who need intervention, administer a test to that group. Use the results of the test to focus practice sessions on the areas in which your students need the most review.

Posttest

After students have worked through the *Buckle Down* workbook, use one of the tests as application practice or to identify areas for further intervention.

Directions for Administration

Each *Buckle Down New York English Language Arts* practice test is designed to measure the skills assessed by the New York state test. Students will be asked to apply a variety of reading and listening strategies to comprehend a wide range of literary and informational texts. Students will also be asked to respond to short-response questions and to edit a paragraph.

Time Limits

Each test is administered in two sessions. Students should be given 40 minutes to complete Session 1 and 35 minutes to complete Session 2 (including time to read directions but not including time spent reading the listening selection aloud). During the test, you may allow students at least one break. Feel free to adapt the time frame to suit your students' needs.

Test Administration

1. Make sure each student has a No. 2 pencil with an eraser.
2. Distribute test books to students.
3. Have students write their names in the test books.
4. Read aloud the “Directions to Be Read to Students.”
5. At the end of the testing session, collect tests for scoring. Answers begin on page 38 of this teacher’s guide.

Before marking an answer, students should read all answer choices. They should then mark their answers directly in the test books. Multiple-choice items should be answered by darkening the bubble of the correct answer. Short-response questions and the editing paragraph require students to write a response in the space provided in the test book. Students should be encouraged to check their answers.

Directions to Be Read to Students for Session 1

At the beginning of the test period, say:

Today, you are going to take Session 1 of an English language arts test. This test will show you how well you are doing in the reading and writing skills outlined by the state.

While distributing the test books, say:

Turn to page 37 and find the answer sheet. Remove the answer sheet by folding and tearing along the dotted line. (Pause.) You will mark your answers to multiple-choice questions on this sheet. You will do this by filling in the circle for the letter that matches your answer. Remember not to mark outside of the circle.

After distributing the test books, say:

Now turn to the front of the test book and write your name on the cover. (Pause.)

Today you are going to read passages and answer questions about what you have read. You will answer most of the questions by marking your answer in the answer sheet. For the short-response questions, you will write your answer in the test book.

Are there any questions? (Pause.)

Now open your test book and look at the page opposite page 1. Read along to yourself as I read the Tips for Taking the Test out loud. (Read the Tips for Taking the Test to students.)

Now look at page 5. Read along to yourself as I read the directions out loud. (Read the directions to students.) Are there any questions? (Pause.)

You may look back at the reading passages as you answer questions. When you see the word STOP at the bottom of a page, do not turn the page. You may go back and check your work, but do not go on until I say so.

Now turn to page 6. Read the passage and answer the questions. When you come upon the word STOP, do not turn the page. I will write the time on the board. You may begin.

Allow the students between 8 and 13 minutes to read the passage and provide responses to the questions. At the end of each section but the last, say:

Please stop working. If you have not finished, you may go back and answer questions if you have time during other sections of the test.

At the end of the test session, say:

This is the end of Session 1. Place the answer sheet inside the front cover of your test book and close the test book.

Directions to Be Read to Students for Session 2

At the beginning of the test period, say:

Today, you are going to take Session 2 of an English language arts test.

While distributing the test books, say:

Use your answer sheet to mark your answers to multiple-choice questions. Remember to fill in the circle for the letter that matches your answer to each question.

After distributing the test books, say:

Today you will listen to a story and answer questions about that story. You will mark your answer to multiple-choice questions in your answer sheet. For short-response questions, you will write your answers in the test book.

For the editing paragraph, you will read a short paragraph that has some mistakes in capital letters and punctuation. You will correct the mistakes you find by writing the corrections in your test book.

Turn to page 21 in your test book and read along silently as I read the directions out loud. (Read the directions.) Are there any questions? (Pause.)

When you see the word STOP at the bottom of a page, do not turn the page. You may go back and check your work, but do not go on until I say so.

Now listen as a I read the story to you. (Read the listening passage on page 33 [Form A] 35 [Form B] of this teacher's guide twice to students. Be sure to read the title, the name of the author, and any introductory material. Read at a moderate pace and speak with expression. Each reading should take approximately five minutes.)

Practice Tests

After reading the listening passage twice, say:

You will now answer questions about the story you just listened to. Turn to page 24 and answer questions 22 through 27. For questions 26 and 27, write your answers in the test book. For all other questions, mark your answers in the answer sheet.

You may look back at your notes as needed.

You will have 15 minutes to answer the questions. I will write the time on the board. You may begin.

After 15 minutes have passed, say:

Please stop working. If you are not finished, and you have time left over after the next section of the test, you may go back and finish this section.

Turn to page 28. Look at the sample paragraph. There are some mistakes in capital letters and punctuation. Let's make corrections to the paragraph together.

Draw a line through each part of the paragraph that has a mistake. If a correction is needed, write that correction above the mistake. Write your answers in the test book. You may begin.

Allow time for the students to correct the sample paragraph. Review proper corrections with students, then say:

Now you are going to correct a paragraph on your own. If you finish early, you may go back over the other section of the test to check your answers.

Turn to page 29 and read along silently as I read the directions aloud. You will have 10 minutes to make corrections to the paragraph. I will write the time on the board. You may begin.

At the end of the test session, say:

This is the end of Session 2. Place the answer sheet inside the front cover of your test book and close the test book.

Listening Passage for NY ELA Practice Test Form A

Chester White and Mrs. Gordon's Garden

by Tiffany Carlisle

Chester White was the hardest-working animal on the farm. He was especially proud of the hole he had made in the barnyard fence. This hole would let him sneak across a small meadow and into Mrs. Gordon's garden. He hoped to make a real pig of himself on her delicious-looking vegetables.

For three days, Chester had worked on the hole. He had finished it only this evening. Now he was sleepy. He would rest well tonight. Tomorrow he would taste his freedom—and Mrs. Gordon's snap peas.

Chester paused again. He admired his beautiful hole in the fence one more time. But he was tired now. He would wait until tomorrow to enjoy the delicious vegetables in the garden. He fluffed up a cozy bed of straw in a corner of the barn and lay down to sleep. He dreamed of Mrs. Gordon's carrots and cabbages.

Chester the Pig did not know that his barnyard neighbors would study the hole in the fence during the night. He did not know that they would decide to give it a try. While he slept, one by one, they slipped around the posts and through the wire. Roger the Ram led the way. He was followed by Minnie the Milk Cow, Henrietta the Hen, Tom the Cat, and Butterball, Chester's brother.

Straight to the garden they headed, by the light of a rising moon.

Oh! The carrots and tomatoes were wonderful! The tender lettuce leaves and the onions were better than anything they had ever eaten before. Roger the Ram ate radishes. Minnie the Milk Cow gobbled green beans. Henrietta the Hen searched for fat garden worms. Butterball (Chester's own brother!) gulped down the peas. And Tom the Cat prowled the tall grass at the edge of the garden. He kept a sharp watch for old Mrs. Gordon (and her cane).

"My goodness," the animals thought. "This is a feast beyond belief."

Tummies full, the little group sneaked back through the fence in the moonlight. They each trudged slowly and tiredly into the barn and fell sound asleep.

They didn't hear Chester swishing through the straw at daybreak. They didn't see him cross the barnyard and pause at the hole in the fence. They didn't know that Chester, much pleased with himself, had decided to try Mrs. Gordon's garden for breakfast.

And they didn't hear until later that Chester never quite made it to the garden.

What they did hear was Mrs. Gordon screaming, "Chester! Look what you've done to my garden! Why can't you behave yourself like Minnie and Roger and Butterball?"

Practice Tests

They heard the sound of Mrs. Gordon's cane swishing through the air as she drove Chester back through the hole in the fence.

They saw big, shiny tears roll down Chester's face as he stared hungrily at the garden.

They also saw Mr. Gordon repair the hole in the barnyard fence—Chester's hole—the one he had made all by himself.

Listening Passage for NY ELA Practice Test Form B

A House of Snow

by Mike Acton

Many years ago, far, far to the north, there was to be a great seal hunt. Father, Mother, and two sons walked on snowshoes for miles and miles to the area where the winter seal hunt would take place.

Eight-year-old Keno worked hard to keep up. Two-year-old Navik rode on the sled some of the time, and some of the time his mother carried him.

Mother was tired. She was not used to walking such a long way on snowshoes. Also, she was not used to carrying Navik on her back for hours at a time.

Nine big dogs pulled the family's sled, which carried all their things. Two puppies sometimes ran ahead of the group and sometimes fell behind.

Father and his family were Inuit. (Some people say Eskimo, but this family, like most Inuits, wanted to be called by their correct name.) About 15 families had joined this year's hunt. Each family would build an igloo, or snow house, near the area where the group would hunt seals. When they were finished with their houses, it would be a small city built of snow.

After they arrived, Father and Mother began cutting snow blocks and building their igloo. When they had finished, the igloo was about fifteen feet wide. It had a snow shelf covered with furs for sleeping, and another shelf for their stone lamp, which was filled with burning seal oil. The lamp was the family's only source of light and heat in the igloo. It had to burn during both daylight and darkness in order to see things inside the igloo. A long stick had been pushed into the wall of the snow house and from that stick, a stone cooking pot hung over the lamp. Despite the lamp, the igloo was very dark.

"Tomorrow we hunt for seals," Father told the little group. "We are almost out of frozen meat. We must have seal meat to feed us through the long winter, seal skin to make clothes, and seal oil for our lamp."

"May I come with you, Father?" young Keno asked as he hung his wet clothes on the drying rack near the lamp.

"No," Father said, "you are too young for the hunt. I want you and the pups to look for rabbit or fox tracks. If you find tracks, set some traps to catch them. You know, like I taught you. We'll try to add to our supply of meat."

In the morning, Mother fixed Father and Keno a good meal of cooked deer meat while they fed the dogs. Father and son ate their breakfast, then put on heavy clothing. For good luck, Father said the old Inuit seal-hunter's prayer: "Seals of the sea, come and place yourself before me on this day." Father and son left the igloo together and waved good-bye to each other. Father grabbed his spear, hooked the dogs to his sled, and with the rest of the men, headed for the hunt.

Practice Tests

Keno found many rabbit tracks and set his traps near the small frozen bushes the animals had been eating. He would return the following day to see if he had caught anything.

On the way back to the igloo, he found something else. It was a frozen freshwater stream. “Great!” the boy said to himself as he used his mittened hands to clear away the snow. Keno then began the long job of cutting and chipping out a clear piece of ice.

Returning to the igloo with the ice, he told his mother about his find. She was very happy. Working together they cut a hole in the igloo and replaced the snow with the clear ice. They had finished by the time Father returned with two seals on his sled.

“I have had much luck,” Father said. “It has been a good day for me.”

“It has been a good day for all of us,” Keno said as his face lit up and he pointed to the family’s brand new window. “Now we can have sunlight inside our house of snow!”

Scoring the Practice Tests

The scoring guide should not be used as a predictor of a student’s performance on the New York state test. Rather, it is an effective instructional tool designed to target objectives that require review and remediation, in the classroom or as part of a more individualized study program.

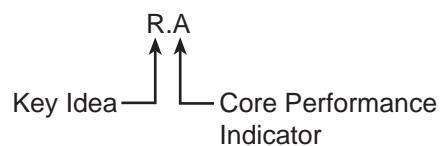
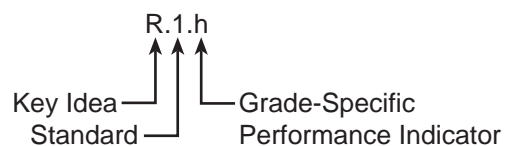
Using the Scoring Guide (Optional Activity)

To use the Scoring Guide, follow the directions that appear with the guide.

NY ELA Practice Test Answer Key, Form A

Item	Key	Standard ¹	Skill Assessed	<i>Buckle Down Lesson</i>
Session 1 – Reading				
1	B	R.2.k	Sequence of Events	9
2	G	R.3.b	Compare and Contrast	7
3	C	R.C	Suffixes	1
4	H	R.2.k	Character Actions	9
5	D	R.2.n	Summarize Details	5
6	H	R.2.h	Prediction	7
7	A	R.1.e	Identify Main Idea	6
8	J	R.3.a	Author's Purpose	11
9	D	R.1.b	Collect Facts	4
10	G	R.1.c	Written Directions	8
11	A	R.1.c	Written Directions	8
12	H	R.K	Vocabulary in Context	2
13	C	R.3.b	Compare and Contrast	7
14	F	R.2.n	Summarize Details	5
15	D	R.2.k	Sequence of Events	9

¹Sample code:



Key Ideas:

R = Reading
W = Writing
L = Listening

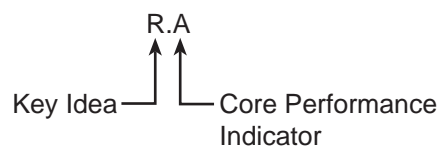
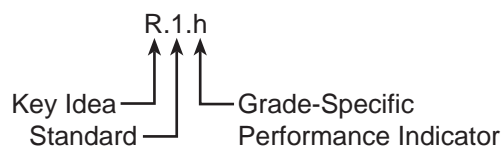
Practice Tests

Item	Key	Standard	Skill Assessed	<i>Buckle Down Lesson(s)</i>
Session 1 – Reading (<i>Continued</i>)				
16	F	R.2.n	Summarize Details	5
17	B	R.1.e	Main Idea	6
18	H	R.2.n	Summarize Details	6
19	D	R.1.e	Supporting Details	6
20	G	R.K	Vocabulary in Context	2
21	See page 41	R.1.b	Collect Ideas	4
Session 2 – Listening and Writing				
22	G	R.2.h	Draw Conclusions	7
23	A	R.2.k	Character	9
24	G	R.2.k	Sequence of Events	9
25	C	R.3.b	Compare/Contrast Characters	7
26	See page 41	R.2.m	Use Graphic Organizers	13
27	See page 43	R.3.b	Compare/ Contrast Plot	13
28	See page 43	W.C, W.E	Editing	18

NY ELA Practice Test Answer Key, Form B

Item	Key	Standard	Skill Assessed	<i>Buckle Down Lesson</i>
Session 1 – Reading				
1	C	R.1.g	Visual Information	8
2	G	R.1.g	Visual Information	8
3	D	R.C	Prefixes	1
4	H	R.A	Author's Purpose	4
5	A	R.3.a	Fact and Opinion	11
6	H	R.3.a	Fact and Opinion	11
7	B	R.C	Prefixes	1
8	G	R.3.a	Author's Purpose	11
9	D	R.2.f	Fact and Fiction	11
10	J	R.K	Vocabulary in Context	2
11	D	L.2.a	Author's Intent	10
12	F	W.3.f	Rhyme	10
13	C	R.K	Vocabulary in Context	2
14	F	R.2.n	Main Idea	6
15	D	L.2.c	Repetition	10

¹Sample code:



Key Ideas:

- R = Reading
- W = Writing
- L = Listening

Practice Tests

Item	Key	Standard	Skill Assessed	<i>Buckle Down Lesson(s)</i>
Session 1 – Reading (<i>Continued</i>)				
16	J	R.1.e	Main Idea	6
17	B	W.3.f	Character	9
18	J	R.2.k	Character	9
19	See page 42	R.2.k	Sequence of Events	9
20	G	R.K	Vocabulary in Context	2
21	A	W.3.f	Character	9
Session 2 – Listening and Writing				
22	G	W.3.f	Character	9
23	A	R.2.k	Plot	9
24	F	R.1.e	Supporting Details	5
25	D	R.1.l	Graphic Organizers	4
26	See page 42	R.2.k	Character	13
27	See page 42	R.1.l	Graphic Organizers	13
28	See page 43	W.C, W.E	Editing	18

General Scoring Rubrics

Short-response items will be scored on a two-point scale based on this general rubric from the New York State Department of Education's Scoring Guide for Grade 3:

Rubric:

- 2 points The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
- 1 point The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.
- 0 points The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

The editing paragraph will be scored according to the following three-point rubric from the New York State Department of Education's Scoring Guide for Grade 3:

Rubric:

- 3 points no more than 1 error, either introduced or not corrected, remains after the student has corrected the paragraph
- 2 points no more than 2 errors, either introduced or not corrected, remain after the student has corrected the paragraph
- 1 point no more than 3 errors, either introduced or not corrected, remain after the student has corrected the paragraph
- 0 points 4 or more errors, either introduced or not corrected, remain after the student has corrected the paragraph

Exemplary Responses for NY ELA Practice Test Form A

21. **Possible Exemplary Response:**

Beavers work hard all year long building and repairing their lodges. Beavers cut down trees, move logs and branches to the lodge, and pack them down with mud to make the lodge stronger.

26. **Possible Exemplary Response(s):**

Any two of the following constitutes an exemplary response.

- Minnie the Milk Cow
- Butterball (Chester's brother)
- Roger the Ram
- Tom the Cat

Practice Tests

27. **Possible Exemplary Response:**

Any two of the following constitutes an exemplary response.

- He doesn't get to eat from the garden.
- Mr. Gordon repairs the hole in the fence.
- Mrs. Gordon yells at Chester.

28. **A corrected version of the error paragraph follows.**

My father made a tree house for me. He built it up in a big oak tree behind our garage. Sometimes, I pretend it is an airplane, and we go flying through the sky. Other times, it is a rocket ship, and we are going to Jupiter. Would you like to have a tree house?

Exemplary Responses for NY ELA Practice Test Form B

19. **Possible Exemplary Response:**

Any two of the following constitutes an exemplary response.

- James says, "I wouldn't shoot a helpless bear cub, either, Teddy"
- James takes Teddy down from the shelf
- James gives Teddy a big hug.
- James crawls into bed.

26. **Possible Exemplary Response(s):**

Any two of the following constitutes an exemplary response.

- Keno asks to go with Father.
- Keno looks for rabbit tracks.
- Keno sets traps.
- Keno brings ice home to make a window.

27. **Possible Exemplary Response(s):**

Any two of the following constitutes an exemplary response.

- Snow shelf for cooking
- Stone lamp filled with seal oil
- Stone cooking pot hung on a stick
- Drying rack for clothes

28. A corrected version of the error paragraph follows.

Last Summer my family and I visited Niagara Falls.

We stayed at a nice hotel with a swimming pool. The best

part was going on a boat named "Maid of the Mist"

for an up-close view of Niagara. You cannot believe how loud

the falling water sounds.

Part 2 — Writing

Unit 4 – Writing About Stories

Lesson 12: Listen Up!

- No responses necessary.

New York ELA Practice, pages 124–127

Read the following listening passage aloud twice, with a short pause between readings. Students should take notes during the second reading.

Goodies Baked with Love

by Laura Sauser

Mr. Grady and Miss Fitch each owned a bakery. Their shops were across the street from each other. Every morning, Mr. Grady would call out, “Good morning, Miss Fitch!” Every morning, Miss Fitch would snarl back, “Harumph!”

The sign in front of Mr. Grady’s shop said, “Grady’s Goodies, Baked with Love.” Mr. Grady smiled all the time, and he always gave away free samples.

The sign in front of Miss Fitch’s shop said, “No hanging around! Buy something or leave!” Miss Fitch always frowned. If customers asked for a free sample, Miss Fitch made them pay for it.

Besides being known for his kindness, Mr. Grady was famous for his rolls. Customers lined up just to smell them baking. No one lined up for anything at Miss Fitch’s bakery.

Miss Fitch was jealous of the attention Mr. Grady received. She came up with a plan to take away all his customers. When Mr. Grady wasn’t looking, Miss Fitch snuck inside his kitchen and stole the recipe for his famous rolls.

The next morning, Miss Fitch followed the recipe carefully. But her rolls smelled terrible. And instead of being soft and delicious, Miss Fitch’s rolls were hard and tasted like moldy cardboard. Soon, no one would go near her bakery.

Mr. Grady knew what Miss Fitch had done. He walked across the street to her shop. Miss Fitch was standing behind the counter, crying.

“Mr. Grady,” she cried. “I stole your recipe. But my rolls are just awful. Now I’ve lost all my customers. I’m so sorry.”

Listening Passage for NY ELA Practice Test Form A

Chester White and Mrs. Gordon's Garden

by Tiffany Carlisle

Chester White was the hardest-working animal on the farm. He was especially proud of the hole he had made in the barnyard fence. This hole would let him sneak across a small meadow and into Mrs. Gordon's garden. He hoped to make a real pig of himself on her delicious-looking vegetables.

For three days, Chester had worked on the hole. He had finished it only this evening. Now he was sleepy. He would rest well tonight. Tomorrow he would taste his freedom—and Mrs. Gordon's snap peas.

Chester paused again. He admired his beautiful hole in the fence one more time. But he was tired now. He would wait until tomorrow to enjoy the delicious vegetables in the garden. He fluffed up a cozy bed of straw in a corner of the barn and lay down to sleep. He dreamed of Mrs. Gordon's carrots and cabbages.

Chester the Pig did not know that his barnyard neighbors would study the hole in the fence during the night. He did not know that they would decide to give it a try. While he slept, one by one, they slipped around the posts and through the wire. Roger the Ram led the way. He was followed by Minnie the Milk Cow, Henrietta the Hen, Tom the Cat, and Butterball, Chester's brother.

Straight to the garden they headed, by the light of a rising moon.

Oh! The carrots and tomatoes were wonderful! The tender lettuce leaves and the onions were better than anything they had ever eaten before. Roger the Ram ate radishes. Minnie the Milk Cow gobbled green beans. Henrietta the Hen searched for fat garden worms. Butterball (Chester's own brother!) gulped down the peas. And Tom the Cat prowled the tall grass at the edge of the garden. He kept a sharp watch for old Mrs. Gordon (and her cane).

"My goodness," the animals thought. "This is a feast beyond belief."

Tummies full, the little group sneaked back through the fence in the moonlight. They each trudged slowly and tiredly into the barn and fell sound asleep.

They didn't hear Chester swishing through the straw at daybreak. They didn't see him cross the barnyard and pause at the hole in the fence. They didn't know that Chester, much pleased with himself, had decided to try Mrs. Gordon's garden for breakfast.

And they didn't hear until later that Chester never quite made it to the garden.

What they did hear was Mrs. Gordon screaming, "Chester! Look what you've done to my garden! Why can't you behave yourself like Minnie and Roger and Butterball?"

Practice Tests

They heard the sound of Mrs. Gordon's cane swishing through the air as she drove Chester back through the hole in the fence.

They saw big, shiny tears roll down Chester's face as he stared hungrily at the garden.

They also saw Mr. Gordon repair the hole in the barnyard fence—Chester's hole—the one he had made all by himself.

Listening Passage for NY ELA Practice Test Form B

A House of Snow

by Mike Acton

Many years ago, far, far to the north, there was to be a great seal hunt. Father, Mother, and two sons walked on snowshoes for miles and miles to the area where the winter seal hunt would take place.

Eight-year-old Keno worked hard to keep up. Two-year-old Navik rode on the sled some of the time, and some of the time his mother carried him.

Mother was tired. She was not used to walking such a long way on snowshoes. Also, she was not used to carrying Navik on her back for hours at a time.

Nine big dogs pulled the family's sled, which carried all their things. Two puppies sometimes ran ahead of the group and sometimes fell behind.

Father and his family were Inuit. (Some people say Eskimo, but this family, like most Inuits, wanted to be called by their correct name.) About 15 families had joined this year's hunt. Each family would build an igloo, or snow house, near the area where the group would hunt seals. When they were finished with their houses, it would be a small city built of snow.

After they arrived, Father and Mother began cutting snow blocks and building their igloo. When they had finished, the igloo was about fifteen feet wide. It had a snow shelf covered with furs for sleeping, and another shelf for their stone lamp, which was filled with burning seal oil. The lamp was the family's only source of light and heat in the igloo. It had to burn during both daylight and darkness in order to see things inside the igloo. A long stick had been pushed into the wall of the snow house and from that stick, a stone cooking pot hung over the lamp. Despite the lamp, the igloo was very dark.

"Tomorrow we hunt for seals," Father told the little group. "We are almost out of frozen meat. We must have seal meat to feed us through the long winter, seal skin to make clothes, and seal oil for our lamp."

"May I come with you, Father?" young Keno asked as he hung his wet clothes on the drying rack near the lamp.

"No," Father said, "you are too young for the hunt. I want you and the pups to look for rabbit or fox tracks. If you find tracks, set some traps to catch them. You know, like I taught you. We'll try to add to our supply of meat."

In the morning, Mother fixed Father and Keno a good meal of cooked deer meat while they fed the dogs. Father and son ate their breakfast, then put on heavy clothing. For good luck, Father said the old Inuit seal-hunter's prayer: "Seals of the sea, come and place yourself before me on this day." Father and son left the igloo together and waved good-bye to each other. Father grabbed his spear, hooked the dogs to his sled, and with the rest of the men, headed for the hunt.

Practice Tests

Keno found many rabbit tracks and set his traps near the small frozen bushes the animals had been eating. He would return the following day to see if he had caught anything.

On the way back to the igloo, he found something else. It was a frozen freshwater stream. “Great!” the boy said to himself as he used his mittened hands to clear away the snow. Keno then began the long job of cutting and chipping out a clear piece of ice.

Returning to the igloo with the ice, he told his mother about his find. She was very happy. Working together they cut a hole in the igloo and replaced the snow with the clear ice. They had finished by the time Father returned with two seals on his sled.

“I have had much luck,” Father said. “It has been a good day for me.”

“It has been a good day for all of us,” Keno said as his face lit up and he pointed to the family’s brand new window. “Now we can have sunlight inside our house of snow!”

Scoring the Practice Tests

The scoring guide should not be used as a predictor of a student’s performance on the New York state test. Rather, it is an effective instructional tool designed to target objectives that require review and remediation, in the classroom or as part of a more individualized study program.

Using the Scoring Guide (Optional Activity)

To use the Scoring Guide, follow the directions that appear with the guide.