

Item Detail

Grade 3 Form C Reading Online Only CCR-A 02/02/16 - 02/02/16

Class: 3 Reading Language Arts.Korniak

Item 16

Here is a story about a girl named Maggie. Read the story. Then answer the questions.

The Champion of Quiet

by Tracy Stewart

It was a Tuesday, and Maggie hated Tuesdays.

Tuesdays meant one thing: gym class.

Gym class meant one thing: picking teams.

Picking teams meant one thing: Maggie would be picked last.

As always.

Maggie was a new student that year in a class of champions. To help herself remember the other kids, she'd come up with a special title for each one.

There was Kevin, Champion of the Clean Desk; and Linnie, Champion of Knowing the Answer First; and Caroline, Champion of Tardy. And so on.

She'd had to think long and hard to figure out her own special title. After five whole weeks of school, Maggie had decided.

She was the Champion of Quiet.

The Champion of Quiet sat on the gym floor, sandwiched between the Champion of Daydreaming and the Champion of Goofy Jokes. Maggie felt blue. She knew what was coming. She considered changing her title to Champion of Last Pick.

Mr. Murphy, the gym teacher, asked for volunteers to pick the basketball teams.

The usual hands shot into the air.

Maggie sighed and glanced to her right. She caught the eye of Jasmine, Champion of Cursive J's. Maggie thought she might like to be Jasmine's friend but never felt brave enough to talk to her.

Looking at Jasmine, Maggie realized that Jasmine seemed a little blue, too. Maggie thought, *I'm not the only one picked last. Sometimes Jasmine is picked last, too.*

With that, the Champion of Quiet had an idea.

Mr. Murphy asked, "Anyone else want to volunteer today?"

Maggie felt her hand slowly rise. She looked again at Jasmine and took a big breath.

Maybe it was time for the Champion of Quiet to use her voice.

"Maggie?" Mr. Murphy smiled. "You want a turn?"

Do I? Maggie wondered. "Yes," she said.

The class murmured. Maggie leading a team?

"Yes," she answered again, louder this time. Her voice shook just a little.

"What's stopping you, then?" Mr. Murphy waved Maggie to the front of the gym, where the other three captains—Champion of Jumping Rope on One Foot, Champion of Never Misses a Shot, and Champion of Doesn't Know How to Lose—stood, ready to choose their teams.

"Maggie, you get first pick," said Mr. Murphy.

"Jasmine," announced the Champion of Quiet.

The class snickered. Was this a joke? More than once, Jasmine had tried to score on the wrong basket.

Maggie smiled and repeated, "Jasmine."

Eyes wide, Jasmine took her place beside Maggie.

The other three captains called out familiar names—the best players on the basketball court.

It was Maggie's turn again. "I choose Jamie."

Jamie, Champion of the Untied Shoelace. Jamie could not dribble, throw, or catch. He knew what it felt like to be the last pick.

But not today.

Jamie jogged to stand next to Jasmine. He tripped only once. The class sat in shock. So it went. The names flowed from Maggie's mouth, sounding sure and strong. The stronger she sounded, the stronger she felt.

Three very talented teams took shape.

And then there was Maggie's team.

Maggie looked at her teammates. There stood Jasmine and Jamie, plus Gillian (Champion of Hugs) and George (Champion of Very Big Musical Instrument). They were grinning at Maggie.

Maggie grinned back. *I have chosen the worst team in the history of the world*, she thought.

The Champion of Quiet walked onto the court with her team close behind, ready to face players who were bigger and better.

Game on!

The basketball slipped through Jamie's fingers, skated around Jasmine, dribbled itself away from George and Gillian, and bounced off Maggie's head—twice. Their laughter echoed throughout the gym.

Clutching the ball and out of breath from running and giggling, Maggie heard Jasmine call out, "Mags! Pass the ball to me!"

I have a nickname, Maggie thought happily. She threw the ball to Jasmine.

Of course, Jasmine missed. They were indeed the Worst Team in the History of the World.

And they did what any Worst Team would do. They lost. They lost *big*.







But losing a basketball game doesn't make you a loser; Maggie knew that much. Maggie grinned at her team. *We are, officially, the Champions of No Score*, she thought. *Awesome*.

The Champion of Quiet walked off the court with her new friends. And as the group made plans to sit together at lunch, Maggie was no longer surprised to hear her own voice joining the noisy chorus.

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Which sentence from the story best shows that trying something new can be scary?

-  ☐ A Maggie felt blue.
The student chose a response that is related to the given inference but is not the best support for it.
-  ☐ B Maggie sighed and glanced to her right.
The student chose a response that is related to the given inference but is not the best support for it.
-  ☐ C Her voice shook just a little.
The student chose the correct response, demonstrating that the student identified textual evidence to support the given inference.
-  ☐ D The class snickered.
The student chose a response that is related to the given inference but is not the best support for it.
-  The correct answer is: 

P-values for this item are displayed below. P-value represents the proportion of students answering an item correctly. Number of respondents falling into each category is shown in parenthesis following the P-value.

Statistics for class level are updated real time while school and higher levels are refreshed every 24 hours.

Item Statistics

Depth of Knowledge

Level 2 - Using Fundamental Concepts and Procedures

Class

School

District

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Item 13

Here is a passage about marshmallows. Read the passage. Then answer the questions.

Marshmallows, a Medicine!

by Donna J. Schmitt



This picture shows the root and flowers of the Marsh Mallow plant and pieces of the plant chopped up over a bowl.

It's summertime—time for campfires and toasted marshmallows. Did you know that marshmallow was once a medicine? Marshmallows today are definitely not medicine. Pretend you're living over two thousand years ago in Greece. You have a sore throat, cough, stomachache, or even a toothache. Your mom will give you a spoonful of Marsh Mallow syrup. Or, if you cut yourself, she'll dab some on.

The syrup was made from the root of the Marsh Mallow plant. Its botanical¹ name means "I cure." This is no dinky, little plant. It grows about six feet tall. Many plants won't grow where the Marsh Mallow thrives. It likes salt marshes. These are wet areas where fresh and salt water mix.

Do you like to experiment? One day long ago, someone in ancient Egypt wondered how the syrup would taste if mixed with something sweet. No one knows who that was. This was the first person to make a sweet Marsh Mallow treat.

When you want something sweet, you eat a piece of candy. The Egyptians drank some syrup. Then someone wondered what would happen if she beat the syrup. What a surprise! The thick, yummy-tasting foam kept its shape. People liked eating it much better than drinking syrup.

Marshmallows, rather like the ones you know, were first made in France in the early 1800s. The recipe called for powdered Marsh Mallow root, orange-flower water, lots of egg whites, ground sugar, and gum arabic. Gum arabic helps keep dissolved sugar from turning back into crystals.

Someone brought the Marsh Mallow plant to the United States. It grew in salt marshes along the East Coast. Processing² the root was expensive. Before long, gum arabic and egg whites replaced it.

Thirty years later, manufacturers³ improved the recipe. Marshmallows became puffier. In the 1920s, machines were developed for part of the process. Now machines do everything, from measuring to packaging.

Modern marshmallows are made from corn syrup, sugar, cornstarch, gelatin, water, and artificial⁴ vanilla flavoring. This is heated to 240°F and then whipped. The machine pushes it out onto a conveyor belt,⁵ rather like toothpaste being squeezed from a giant tube. You know how sticky marshmallows are. Lots of cornstarch on the belt keeps it from sticking. The ribbon of marshmallow is cut into small pieces. These are dusted with powdered sugar and bagged. In less than an hour, a batch of marshmallows is ready for delivery to grocery stores.

Marshmallows have changed a lot since the syrup was used as medicine. It's too bad Marsh Mallow root isn't part of the recipe any more. If it were, next time you have a sore throat, maybe your doctor would say, "Take two marshmallows every four hours."

¹botanical: plant

²processing: to change something from one form into another by preparing it in a special way

³manufacturers: companies that make things to sell

⁴artificial: not natural or real

⁵conveyor belt: a long strip of material that carries objects from one place to another

"Marshmallows, a Medicine!" by Donna J. Schmitt from Hopscotch Magazine's June/July 2013 issue, copyright © 2013 by Bluffton News Publishing and Printing Company. Used by permission.

Photograph of Marsh mallow root tea, roots and flowers (Image No. 42-50569696), copyright © the food passionates/Corbis. Used by permission.

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Which of these is one way that the Marsh Mallow plant is different from other plants?



A

It has been used as medicine and as candy.

The student chose a response based on the text reference to the Marsh Mallow plant being used as medicine and as candy, but this response doesn't explain how the Marsh Mallow plant is different from other plants.



B

It grows in marshes where fresh and salt water mix.

The student chose the correct response, demonstrating that the student can determine which details in the article support the main idea.



C

It can be made into a syrup and taken by the spoonful.

The student chose a response based on the text reference to the Marsh Mallow plant being made into a syrup, but this does not explain how the Marsh Mallow plant is different from other plants.



D

It was used over two thousand years ago and is still used today.

The student chose a response based on the text reference to the Marsh Mallow plant being used over two thousand years ago, but it is not stated whether or not it is still being used today.



The correct answer is:

P-values for this item are displayed below. P-value represents the proportion of students answering an item correctly. Number of respondents falling into each category is shown in parenthesis following the P-value.

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Item 1

Here is a story about a boy and a classroom event. Read the story. Then answer the questions.

Rory's Funny Story by Janice Graham

Everybody in Rory's class had a Funny-but-True story to tell. The teacher, Mrs. Evans, had the best Funny-but-True stories of all. On Monday she told about her cat playing the piano. On Tuesday she told how she found a nibbled-on piece of bologna in the toe of her red high-heeled shoe. On Wednesday she told about a mysterious truck dumping a mountain of rocks in her driveway. The neighborhood kids climbed and played on it until the truck came back to move the mountain to the right address.

Mrs. Evans had a million funny stories. But Rory couldn't think of even one to tell.

"It's time again for our Funny-but-True stories," announced Mrs. Evans on Thursday. "Who has one today?"

Rory slumped in his chair.

"I have a Funny-but-True!" cried Dana, waving wildly. "My big sister lost her new diamond engagement ring. She was really worried. My mom looked in all the places my sister had been. And there it was in a basket of laundry, sparkling in the dirty socks!"

The class smiled, and some people chuckled. Rory leaned forward and plopped his chin on his desk. Nothing funny ever happened to him.

Friday's Funny-but-True was the best one yet. Tad told how his sister had found a hairy black tarantula the size of her hand in the bathroom medicine chest. After she was through screaming her head off, she decided to keep the spider for a pet. Rory sighed.

The class would laugh about that one all through lunch recess. Somewhere in his life there had to be one Funny-but-True story. But Rory knew his weekend would be just the same old boring thing.

Rory's dad promised they would try out the new dome tent in the backyard Friday night. "Just my luck," thought Rory when a lightning storm blew up. He shuffled into the house to find his dad had turned it into a campground. The new tent filled up the living room like a big blue elephant. "What's next?" thought Rory.

On Saturday, Rory's four-year-old sister decided to see if her baby bunny could swim. Just in time Rory saved the soggy bunny from a bucket of water. While Mom gently blow-dried the little rabbit, he explained to his sister why it wasn't safe for her bunny to swim.

"Silly kid," thought Rory.

On Sunday Rory and his family piled into the car and headed for Grandma's house. Passing drivers stared and pointed. When they got there, Rory discovered that their cat, Tiger, had ridden to Grandma's on the roof of the car. "Dumb cat," thought Rory.

"Time for Funny-but-Trues!" said Mrs. Evans on Monday. Rory looked around the room. He was sure Dana or Tad had another great story, but nobody spoke up.

"Rory, how about you?" asked Mrs. Evans.

Rory shook his head. "Nothing funny ever happens to me."

"Oh, I bet funny things happen all the time," said Mrs. Evans. "Tell us about your weekend."

Rory told about sleeping in a tent in the living room. The class looked surprised. He saw a few smiles. Next he told about the bunny's swimming lessons. A few people giggled. When he told about Tiger riding on the roof of the car all the way to Grandma's house, the class broke into roars of laughter.

Rory tried, but he couldn't stop laughing either.

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Read this sentence from the story.

Rory leaned forward and plopped his chin on his desk.

What does this detail best show about Rory?

He is tired and wishes he could take a nap.



A

The student chose a response that is plausible to students who have misinterpreted his annoyance, but this is not an accurate explanation for Rory's actions.

He is bored with the stories of his classmates.



B

The student chose a response that is somewhat plausible based on his overall frustration with not being able to tell a good story, but this is not the best explanation for what this reaction means.

He is upset that he cannot remember a funny story to share.



C

The student chose the correct response, demonstrating that the student can describe characters in a story and how their actions contribute to the sequence of events.

He is working hard to think of his own funny story to tell the class.



D

The student chose a response that is plausible to students who have misinterpreted his annoyance, but this is not an accurate explanation for Rory's actions.