

Tennessee Comprehensive Assessment Program

TCAP

English Language Arts Grade 3 Test Practice





Developed and published under contract with the Tennessee Department of Education by NCS Pearson, Inc., 5601 Green Valley Dr., Bloomington, MN 55437. Copyright © 2025 Tennessee Department of Education. No part of this publication may be copied, reproduced, or distributed in any form or by any means, or stored in a database or retrieval system, without the prior express written consent of the Tennessee Department of Education and NCS Pearson, Inc. All trademarks, product names, and logos are the property of their respective owners. All rights reserved.

Metadata—English

Passage

Grade	Passage Title	Lexile Level	Word Count
3	"Making a Place for Bikes"	730L	558
3	Hodja and the Hungry Coat	760L	638
3	from "Helping Pandas"	760L	518
3	from Strawberry Hill	500L	672
3	The MoonPie's Sweet Story	540L	220
3	from "The Guard, the Monkey, and the King's Crown"	610L	461
3	from "The Perfect Hiding Spot"	520L	413

Metadata Definitions

Grade	Grade level or Course.
Passage Title	Title of the passage(s) associated with this item.
Lexile Level	Readability level for passage.
Word Count	Count of words in the passage.

Items

Page Number	Grade	Item Type	Key	TN Standards
4	3	MC	C	3.RI.CS.5
5	3	Composite	D`B	3.RI.CS.4
6	3	MC	A	3.RI.CS.6
7	3	MC	B	3.RI.IKI.7
8	3	Composite	C`B	3.RI.KID.2
9	3	CR	Scored with Writing Rubric	3.W.RBPK.8
14	3	MC	C	3.FL.VA.7a
15	3	Composite	D`C	3.RL.CS.5
16	3	MC	A	3.RL.KID.1
17	3	Composite	A`D	3.RL.KID.2
18	3	CR	Scored with Writing Rubric	3.W.RBPK.8
22	3	MC	B	3.RI.KID.3
23	3	MC	C	3.RI.IKI.7
24	3	MC	D	3.RI.KID.1
25	3	MC	A	3.RI.IKI.8
30	3	MC	C	3.FL.VA.7a.ii

31	3	Composite	A`D	3.RL.CS.4
32	3	MC	C	3.RL.CS.5
34	3	MC	D	3.FL.VA.7c
35	3	MC	C	3.FL.WC.4a
36	3	MC	D	3.FL.SC.6f
37	3	MC	C	3.FL.SC.6l
38	3	MC	C	3.FL.SC.6m
43	3	MC	A	3.RL.KID.2
44	3	MS	B,E	3.RL.KID.3
45	3	MS	B,D	3.RL.CS.4
46	3	MC	B	3.RL.KID.1
47	3	MS	C,D	3.RL.KID.1
48	3	MC	C	3.RL.IKI.9

Metadata Definitions

Grade	Grade level or Course.
Item Type	Indicates the type of item. MC= Multiple Choice, MS = Multiple Select, Composite = MC for Part A, MC or MS for Part B
Key	Correct answer. This may be blank for constructed response items where students write or type their responses.
TN Standards	Primary educational standard assessed.

“Making a Place for Bikes”

by Elizabeth Preston

1 At first glance, bikes and cities might seem like a bad mix. There’s so much traffic! Everyone is in such a hurry! Not to mention all those trucks and buses.

2 But for many city people, getting around by bike makes a lot of sense. Bikes are small, cheap, and easy to park. Biking is fun and good exercise. In cities around the world, more and more people are riding bikes — and cities are finding ways to help them share the road.

Ways to Go

3 One of the simplest ways cities can help bikers is to make bike lanes. This is a traffic lane just for cyclists. Just like lanes for cars, bike lanes are marked with painted lines. Symbols and colors say, “No cars allowed!”

4 Some cities put barriers between bike lanes and the rest of the road — it might be a curb, a line of posts, or even a row of planters holding pretty flowers.

5 At intersections, a painted “bike box” can help bikes turn safely. Bikers pull up onto the painted space to wait for a red light, while cars wait behind them. Some bike lanes even have their own traffic lights.

Cycle Cities

6 The Netherlands is a country that really likes bikes. There are bike lanes everywhere. So many people bike in the city of Amsterdam that they’re running out of bike parking spaces! With so many cyclists, cities in the Netherlands like to experiment with new ideas. One town is testing heated bike paths. Underground pipes keep the surface warm, to melt ice and snow so cyclists can ride all year long.

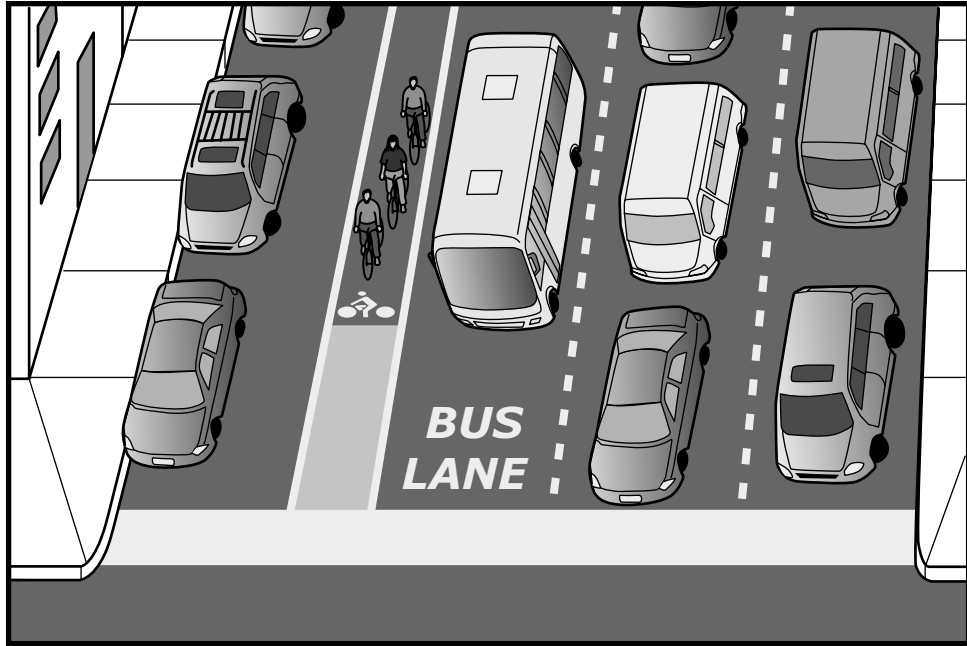
- 7 Copenhagen, Denmark, is another bike-happy city. It has five times as many bikes as cars. To help all those bikes get across the harbor, they built a long, wiggly path that goes right over the water. Because of the winding path it takes, it's called the *Cykelslangen*, or "bike snake." By separating bikes from other traffic, special paths like this make the streets less crowded.

Pedaling Together

- 8 What if you don't own a bike? Or just want one for a day? Many cities around the world have "bikesharing" programs, a little like lending libraries of bikes.
- 9 In these cities, you'll see large groups of bikes lined up at sidewalk stations. For a small fee, you can check out a bicycle at one station, ride it, and leave the bike at a different station. This lets people cycle around without having to worry about buying, storing, or repairing their own bikes.
- 10 For kids, bikes can also be a fun way to get to school. Some neighborhoods run "bike trains," groups of kids who bike to school together, with adults at the front and back of the group. The train stops to pick up more kids along its route.
- 11 In the Netherlands, some kids ride an actual bicycle bus. These specially made vehicles have seats for 11 kids and one adult driver. Each rider has her own set of pedals. If the group's pedal power isn't enough to make it up a hill, an electric motor can give the bus a boost.

Bike Boom

- 12 Cities have good reasons to like bikes. More bicycles on the road means there aren't as many people driving, which means less traffic and pollution. And that's good for the Earth and all its people, on two wheels or four.



“Making a Place for Bikes” by Elizabeth Preston, from *Ask Magazine*, August 2007. Copyright © 2017, *Ask Magazine*, Cricket Media. Used by permission of the publisher via Copyright Clearance Center.

00

Which section of the passage gives information about ways kids use bicycles to get to school?

- Ⓐ Ways to Go
- Ⓑ Cycle Cities
- Ⓒ Pedaling Together
- Ⓓ Bike Boom

00

The following item has two parts. Answer Part A and then answer Part B.

Part A

What does the word experiment mean in paragraph 6?

- Ⓐ join in
- Ⓑ put back
- Ⓒ make better
- Ⓓ try out

Part B

Which phrase from paragraph 6 **best** supports the answer to Part A?

- Ⓐ “really likes bikes”
- Ⓑ “testing heated bike paths”
- Ⓒ “keep the surface warm”
- Ⓓ “ride all year long”

00

Which sentence correctly states the author's point of view about riding bicycles?

- Ⓐ Riding bicycles is a fun way for people to travel.
- Ⓑ More people should stop riding bicycles.
- Ⓒ People can get hurt riding bicycles.
- Ⓓ Cars are better for people who are in a hurry.

00

What can the reader learn from the picture in the passage?

- Ⓐ People would rather ride a bus than walk.
- Ⓑ There are different lanes for different ways of traveling.
- Ⓒ Buses are more important than cars or bikes.
- Ⓓ Riding bikes on city streets can be difficult.

The following item has two parts. Answer Part A and then answer Part B.

Part A

Which statement **best** describes a main idea of the passage?

- Ⓐ Riding bicycles is fun because of the interesting ways cities make bike paths.
- Ⓑ People enjoy bicycling, and there are ways to rent bicycles just for one day.
- Ⓒ Cities have different ways of making it easier and safer for people to ride bicycles.
- Ⓓ It is important to do things to make the air cleaner, and bicycling is a good way to help.

Part B

Which sentence from the passage **best** supports the answer to Part A?

- Ⓐ “But for many city people, getting around by bike makes a lot of sense.” (paragraph 2)
- Ⓑ “In cities around the world, more and more people are riding bikes — and cities are finding ways to help them share the road.” (paragraph 2)
- Ⓒ “This lets people cycle around without having to worry about buying, storing, or repairing their own bikes.” (paragraph 9)
- Ⓓ “And that’s good for the Earth and all its people, on two wheels or four.” (paragraph 12)

Now follow along as the writing prompt is read to you.

Writing Prompt

Think about things that need to be done to city streets to make them safe for bicycle riders. Write a paragraph that explains ways that cities can help make streets safe for bicycle riders. Make sure you use details from the passage to support your response.

Be sure to

- answer the prompt completely.
- write at least one paragraph.
- use correct spelling and grammar.
- use correct capitalization and punctuation.
- use evidence from the passage to support your response.

You may read the passage and the writing prompt again to yourself. Write your answers in the space provided. You may use as much space as you need.

Read the passage and answer the questions that follow.

Hodja and the Hungry Coat

by Gale Sypher Jacob

- 1 When Hodja arrived home late one fall afternoon, dirt clung to his patched trousers, his faded shirt, and his tattered felt cap. He'd been laboring in the vineyards since sunrise.
- 2 "Hurry! Change your clothes and bathe," said his wife, Fatima. "You'll be late for the grand banquet at the Emir's!"
- 3 "I can't be late," declared Hodja, washing his hands and splashing water on his face. "I'll have to go in these clothes."
- 4 Fatima frowned and brushed dirt from his trousers. Then Hodja climbed on Zeki, his little donkey, and waved good-bye.
- 5 As he approached the Emir's mansion, Hodja admired the candles gleaming in the many windows. Music and bits of conversations drifted through the crisp air, and heavy footsteps and laughter echoed in the courtyard as the men arrived for the banquet. Hodja tethered Zeki and joined the well-dressed crowd inside.
- 6 Servants circled the reception room carrying trays of sweetmeats and cups of tea. Hodja greeted other guests, but not one spoke to him in return. People turned their backs or swept past, barely glancing his way.
- 7 Soon the Emir announced that the banquet was ready. Groups of chattering guests pressed through the doorway and sat at low tables where soup was waiting for them. Hodja, not wanting to be jostled in the crowd, stood waiting in a dark corner of the candlelit room.
- 8 The Emir glanced briefly in Hodja's direction and clapped his hands to call a servant. "Who admitted that dirty laborer in

patched trousers?" the Emir whispered to the man. "Get rid of him."

9 The dark-eyed servant grabbed Hodja's arm and pulled him outside.

10 "I'm going, I'm going," said Hodja, "but you may see me again."

11 "What happened?" asked Fatima. When he told her, she cried, "Oh, my poor dear!"

12 "Don't worry," Hodja said. "I have a plan. Bring me basins of hot water and soap, my new shoes, and my best shirt, trousers, turban, and coat."

13 He soaped and scrubbed himself, then donned his festive clothes, a perfectly wound turban, and his fine coat.

14 Fatima kissed him. "Is that still you, Hodja?"

15 "Yes, indeed," he replied. "And now I will return to the banquet."

16 As before, he tethered Zeki in the courtyard and walked toward the house. In the doorway stood the dark-eyed servant who had thrown Hodja out.

17 The servant bowed. "Welcome. It is a pleasure to see you, effendi¹. Allow me to escort you."

18 Hodja smiled and followed the servant into the banquet room. Heads turned as he was led toward the Emir. Guests whispered.

19 "Come, Hodja Effendi," called the Emir, "sit here beside me in the place of honor. The soup is finished, but there will be other courses for your pleasure."

¹**effendi**: a title of respect

- 20 “Thank you,” Hodja replied as he sat on a cushion at the low table.
- 21 Soon trays of lamb shish kebab, rice pilaf, vegetables, cheeses, and breads were passed. Hodja filled his plate. Then he picked up several pieces of lamb and a handful of rice and tucked the food into his left coat pocket.
- 22 “Eat, coat, eat!” commanded Hodja.
- 23 He picked up a fistful of vegetables, a slice of bread, and a wedge of cheese. He stuffed them into his right coat pocket.
- 24 “Eat, coat, eat!” commanded Hodja.
- 25 All the guests stared at him.
- 26 “Tell me, Hodja Effendi,” said the Emir, “why are you feeding your coat?”
- 27 “When I came to your banquet wearing my work clothes, you threw me out,” declared Hodja. “Now I’m wearing my fine coat, and you welcome me. It must be the coat, then, that you invited to your banquet, not me.”
- 28 The Emir’s face flushed with shame. Other guests lowered their eyes and stared at their laps.
- 29 “Ah, here comes dessert!” cried Hodja. “Before I leave, my coat would love to savor pieces of sweet baklava and perhaps a cup of rich coffee.”



"Hodja and the Hungry Coat" by Gale Sypher Jacob, from *Spider Magazine*, February 2007. Copyright © 2007, *Spider Magazine*, Cricket Media. Used by permission of the publisher via Copyright Clearance Center.

00 What is the meaning of the word mansion in paragraph 5?

- Ⓐ dinner table
- Ⓑ feast
- Ⓒ great house
- Ⓓ party

The following item has two parts. Answer Part A and then answer Part B.

Part A

Why are paragraphs 1 through 4 important to the rest of the events in the passage?

- Ⓐ The paragraphs show that Fatima cares what the Emir thinks.
- Ⓑ The paragraphs show that Hodja is a hard worker.
- Ⓒ The paragraphs tell why Fatima is unhappy with Hodja.
- Ⓓ The paragraphs tell why Hodja chooses to wear dirty clothes.

Part B

Select the sentence from the passage that **best** supports the answer to Part A.

- Ⓐ "He'd been laboring in the vineyards since sunrise."
(paragraph 1)
- Ⓑ "'Hurry! Change your clothes and bathe,' said his wife, Fatima." (paragraph 2)
- Ⓒ "'I can't be late,' declared Hodja, washing his hands and splashing water on his face." (paragraph 3)
- Ⓓ "Fatima frowned and brushed dirt from his trousers."
(paragraph 4)

00

Which detail from the passage shows that Hodja is clever?

- Ⓐ He feeds his coat to make a point to the Emir.
- Ⓑ He chooses dirty clothes over being late.
- Ⓒ He waits in a dark corner of the banquet room.
- Ⓓ He takes a seat next to the Emir.

The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the **main** lesson of the passage?

- Ⓐ Do not judge others by their appearance.
- Ⓑ Always let others go first.
- Ⓒ Do not behave badly at parties.
- Ⓓ Hard work is always rewarded.

Part B

Select the sentence from the passage that **best** supports the answer to Part A.

- Ⓐ "Groups of chattering guests pressed through the doorway" (paragraph 7)
- Ⓑ "'Come, Hodja Effendi,' called the Emir, 'sit here beside me'" (paragraph 19)
- Ⓒ "He picked up a fistful of vegetables, a slice of bread, and a wedge of cheese." (paragraph 23)
- Ⓓ "'When I came to your banquet wearing my work clothes, you threw me out,' declared Hodja." (paragraph 27)

Now follow along as the writing prompt is read to you.

Writing Prompt

Think about a time when you learned an important lesson. Write a paragraph that explains how your experience was the same as or different from the experience of the Emir and his guests in the passage. Make sure you use details from the passage to support your response.

Be sure to

- answer the prompt completely.
- write at least one paragraph.
- use correct spelling and grammar.
- use correct capitalization and punctuation.
- use evidence from the passage to support your response.

You may read the passage and the writing prompt again to yourself. Write your answers in the space provided. You may use as much space as you need.

Read the passage and answer the questions that follow.

Excerpt from “Helping Pandas”

by Rachel Young

- 1 Giant pandas once roamed throughout the bamboo forests of China. They spent almost all day eating, filling their round bellies with bamboo. There was enough land for wandering, and plenty to eat.
- 2 But as forests were cut down to make way for houses and roads, pandas had fewer places to live. Pandas eat only bamboo, and they eat a lot. Without big bamboo forests, pandas couldn't find enough food. The number of wild pandas shrank. The roly-poly black-and-white bears were in danger of disappearing forever.
- 3 How could people help pandas? They began by saving old forests and planting new ones. They set up protected wild spaces called nature reserves, where no roads or houses could be built. Pandas and other animals were free to roam in peace.
- 4 Protecting pandas' homes was one step, but the number of pandas was still too low for the animals to be safe. It was important to make sure that more panda babies were born and grew up healthy. That was a big job.
- 5 Baby pandas are born helpless — weighing about as much as a stick of butter, so small you can hold one in your hand — pink, and hairless. For three months, a panda mother holds her baby almost all the time, nursing the baby to help it grow strong enough to find food on its own.
- 6 Panda mothers often give birth to twins. But in the wild, it can be too hard for a panda mom to feed and hold both babies.
- 7 At zoos and research centers, however, people can help the mother care for both twins. As she nurses one twin, helpers

called panda keepers take care of the other, cuddling the panda baby and feeding it from a bottle. It's best, though, if the mother can spend some time with each of her babies. So every few hours the keepers switch the babies. That way, both twins get a chance to be fed and held by mom.



- 8 Now that scientists in China know how to help care for baby pandas, the number of pandas in the world has grown. So today the scientists have a new goal. They want to help pandas leave humans' care to go back to the wild.
- 9 But they can't just let the pandas go free in the forest. Pandas raised by keepers are not wild. They depend on their keepers, who make sure the pandas are healthy and have enough to eat. Wild pandas need to find their own bamboo to eat and safe places to sleep.
- 10 Baby pandas who are being trained to live in the wild can't get too used to their human keepers, or they may learn to look for people for help instead of living on their own.

- 11 So keepers caring for these pandas wear special black-and-white panda suits whenever the pandas can see them.
- 12 So far, only a few pandas have left their human helpers to live on their own. But one day, if more forests are restored and protected, there will be more safe places for pandas, and more giant pandas munching and munching bamboo under tall trees.

Excerpt from "Helping Pandas" by Rachel Young. Copyright © 2017, *Click Magazine*. Used with permission of the publisher via Copyright Clearance Center.

00

According to the passage, what was the **first** step in the process of helping pandas?

- Ⓐ returning pandas to the wild
- Ⓑ protecting the pandas' natural environment
- Ⓒ taking care of baby pandas
- Ⓓ making sure more pandas were born

00

What does the illustration of the baby panda **mainly** help the reader understand about the passage?

- Ⓐ why baby pandas need to spend time with their mother
- Ⓑ how much food baby pandas need
- Ⓒ how small and weak baby pandas are
- Ⓓ why panda mothers struggle to care for their babies

00

Why do keepers switch the baby pandas when caring for panda twins?

- Ⓐ to give the panda mother time to rest
- Ⓑ to keep baby pandas from relying on humans
- Ⓒ so each baby panda gets medical care
- Ⓓ so each baby panda spends time with its mother

00

How does the author **best** support the idea that people who study pandas understand the animals' needs very well?

- Ⓐ by explaining the way that baby pandas must be cared for
- Ⓑ by telling about the places in the world where pandas live
- Ⓒ by explaining that pandas spend most of their time eating
- Ⓓ by providing details about what pandas look like

Read the passage and answer the questions that follow.

Excerpt from *Strawberry Hill*

by Mary Ann Hoberman

Alice Sherman, a new girl at school, just met her teacher. They are inside the classroom waiting for the other students to arrive.

- 1 Suddenly we heard a commotion outside the door. Miss Kerns walked over and opened it. There were a bunch of kids out in the hall, talking and laughing with each other.
- 2 “Good morning,” she said to them, a stern look on her face. It was hard to believe she had ever smiled. “I am Miss Kerns. Please come in.”
- 3 Suddenly everyone stopped talking at once. It was as if Miss Kerns had waved a magic wand.
- 4 “Please wait at the front of the room while I take attendance and tell you where your desks are.”
- 5 They all filed in. They were all so quiet you could hear a pin drop. Some of them stared at me as I sat all alone in the middle of the fifth row.
- 6 Miss Kerns took a sheet of paper from her desk and began to read.
- 7 “Janet Anderson.”
- 8 A short girl with stringy brown hair raised her hand. Miss Kerns pointed to the first seat in the first row, over by the windows.
- 9 “Dante Borelli.”
- 10 “Dan. My name is Dan,” a boy said. He had a crew cut of reddish-brown hair and freckles, and his ears stuck out.

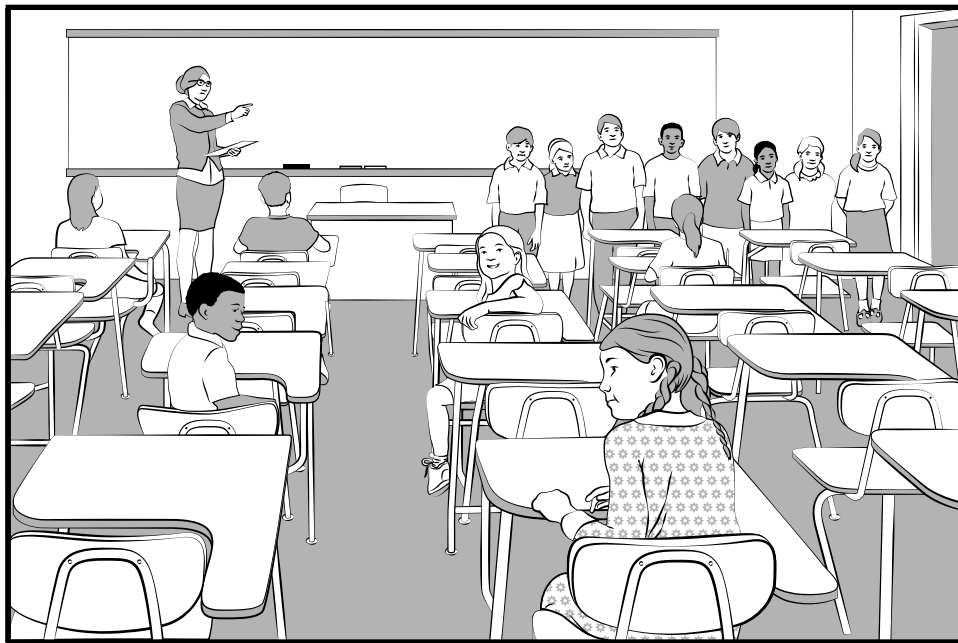
11 Without answering, Miss Kerns motioned him over to the desk next to Janet's.

12 "Antoinette Buzzeo. Leonard Dunn. Peter Green."

13 One after another, they took their seats. "Michael Johnson. Bruce Lojinsky. Alice Moran."

14 Another Alice! I had never had another Alice in my class before. While Miss Kerns's voice droned on, I studied the back of Alice Moran's head. She was sitting right in front of me, two rows away. She must have felt me looking at her because she turned around.

15 But before I could even smile at her, I heard Miss Kerns say, "Alice Sherman."



16 What was I supposed to do? I was at my desk already. Everyone was looking at me and I could feel my face getting red.

17 "Alice Sherman has just moved to Stamford," Miss Kerns said. "This is her first day at Center School. I want everyone to make her feel welcome. Especially Alice Moran, since they share

the same first name. Allie, will you show Alice around the school at recess?"

18 For a minute I was confused. How could I show someone around the school when I had never been here before? Then all of a sudden I realized what had happened. I wasn't Allie anymore, Alice Moran was. She had first dibs on the name and from now on I would have to be Alice. But how could I be? I was Allie. Only people who didn't know me called me Alice.

19 By now Miss Kerns had finished the attendance and everybody had sat down. She clapped her hands.

20 "Now then," she said. "The next order of business is to get everybody's names straight. Dante has told us he prefers to be called Dan."

21 "I am Dan," Dante said loudly. "Everyone calls me Dan."

22 "Thank you, Dan," Miss Kerns said. She looked around the room. "Anyone else?"

23 I felt my arm lifting itself up.

24 "Yes, Alice?"

25 "I . . . my . . ." I stopped, confused. My voice was trembling.

26 "Yes?" Miss Kerns sounded impatient.

27 "My name . . . I'm called . . ." Alice Moran had turned around and was looking at me, a funny little smile on her face. Had she guessed?

28 "Allie!" I finally blurted out. "Everyone calls me Allie."

29 Miss Kerns nodded. "That is a problem," she said. "I wonder what we can do about it. You're sure you don't want to be called Alice?"

30 I shook my head vehemently.

31 Alice Moran raised her hand. "I can be Allie M and she can be Allie S if she wants to," she said in a soft voice.

32 "That's a very generous offer," Miss Kerns said. She looked at me. "What do you say, Alice?"

33 "It's fine," I said. Now I was smiling, too.

Excerpt from *Strawberry Hill* by Mary Ann Hoberman. Copyright © 2010. Published by Little, Brown and Company. Used with permission of Hachette Book Group, Inc. via Copyright Clearance Center.

00

When the prefix **dis-** is added to the word believe, what does the new word mean?

- Ⓐ able to be true
- Ⓑ wanting to be truthful
- Ⓒ not accepting as true
- Ⓓ not able to tell the truth

00

The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the meaning of the word commotion in paragraph 1?

- Ⓐ noisy activity
- Ⓑ knocking sound
- Ⓒ ringing bells
- Ⓓ quick change

Part B

Which detail from paragraph 1 **best** supports the answer to Part A?

- Ⓐ “Suddenly”
- Ⓑ “and opened it”
- Ⓒ “kids out in the hall”
- Ⓓ “talking and laughing”

00

What is the purpose of paragraph 18 in the passage?

- Ⓐ It compares the challenges that Alice Sherman and Alice Moran have.
- Ⓑ It provides character descriptions of Alice Sherman and Alice Moran.
- Ⓒ It explains the problem that Alice Sherman faces.
- Ⓓ It shows why Alice Sherman is in a new school.

There are five underlined parts in the passage. Some underlined parts may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select “No change.” For other underlined parts, you may only need to answer a question about the underlined word or phrase.

Some people might say the MoonPie is our country’s favorite treat. It has marshmallow and graham crackers in the middle, and a sweet layer of chocolate on the outside. The combination of these foods is good.

Who envented this tasty treat? The story begins long ago. A man named Earl Mitchell worked for a bakery in Chattanooga Tennessee. He asked several coal miners what kind of snack they would like to eat. One miner told Earl that miners needed a filling snack. Then he pointed to the moon. About that big, the miner joked.

Earl returned to the shop. He worked to create a flavorful treat. He thought about the miner who pointed to the moon. Thinking of that miners words, he called the treat a “MoonPie.” The miners approved of the MoonPie. Before long, others enjoyed eating the snack, too. Parents bought the MoonPie for their children. Families even sent the treat to soldiers. The fame of the snack grew.

In time, roads improved, but cars became common. As a result, the bakery could better transport its MoonPies. It sold them across the nation. Soon it just made the treat. Today, MoonPies are still liked. They now come in new flavors like banana. People can buy Mini MoonPies, too. The baking company sends out a million MoonPies each day!

00

The writer would like to choose a different word instead of good to describe the taste of the MoonPie. Which word is the **best** choice?

The combination of these foods is good.

- Ⓐ nice
- Ⓑ fine
- Ⓒ lovely
- Ⓓ delicious

00

Which change, if any, is needed to the underlined text?

envented

- Ⓐ invinted
- Ⓑ envinted
- Ⓒ invented
- Ⓓ No change

00

Which change, if any, is needed to the underlined text?

they

- Ⓐ you
- Ⓑ them
- Ⓒ it
- Ⓓ No change

00

Which change, if any, is needed to the underlined text?

About that big, the miner joked.

- Ⓐ "About that big" the miner joked.
- Ⓑ "About that big, the miner joked."
- Ⓒ "About that big," the miner joked.
- Ⓓ No change

00

Which change, if any, is needed to the underlined text?

miners

- Ⓐ miners'
- Ⓑ miners's
- Ⓒ miner's
- Ⓓ No change

Read the passages and answer the questions that follow.

Passage 1

Excerpt from “The Guard, the Monkey, and the King’s Crown”

by Clare Mishica

- 1 One warm night, the king left his bedroom window open. A curious monkey sneaked into the bedroom to explore. She found the king’s ruby crown sitting in its golden box on a table. In a flash, the monkey grabbed the crown and hurried back out the window. She leaped from branch to branch, then hid the crown in a hollow in the tree.
- 2 The next morning, the king discovered the empty golden box. He also saw the monkeys swinging on the branches outside his open window. No one else could have climbed into his room so quietly! The king rushed downstairs to tell the guards, Ajay and Ravi, what had happened. “If you can find my crown, I will reward you,” he promised.
- 3 Ajay and Ravi marched outside and stared up, up, up at the enormous tree.
- 4 “This is an impossible task,” muttered Ajay, shaking his head. “There are enough hollows in that trunk to hide a hundred royal crowns.”
- 5 “Perhaps the monkeys will show us where to search,” Ravi said as one monkey tossed a nut at his hat.
- 6 Ajay laughed. “Those monkeys won’t help you. It’s a better idea to search for some breakfast.” He marched back inside.
- 7 Ravi did not follow Ajay. Instead, he found a shady spot by the castle wall and sat down to watch the monkeys. They leaped and swung through the branches, doing funny tricks. When Ravi

noticed how much they liked to show off, an idea sparked in his mind. He dashed inside the castle and rummaged through his room. At last, he found a shabby felt cap and a tattered straw hat.

8 Ravi hurried back outside, waving the hats in front of the monkeys. Then he hung the two hats on a low branch and waited. The nosy monkeys soon climbed down to examine Ravi's gifts. One monkey put the felt cap on his head. The second monkey tried on the straw hat. But the third monkey was not interested in the old hats. Instead, she climbed into a hole near a crooked branch. Quick as a whip, she pulled out the crown and placed it on her head. "Look at me!" the monkey seemed to say to her friends. "I have the best hat of all!"

9 Ravi smiled as he watched the monkey hide the crown again. Swiftly, Ravi climbed up the branches to rescue it.

10 "I'm sorry. You cannot keep the king's crown," Ravi told the monkey. "But I am happy you liked showing it off!"

11 Later that day, the grateful king rewarded Ravi for his clever deed with a bag of gold coins. Ravi thanked the king. Then he used his gold to buy a fine horse—and three sparkling toy crowns that he hung in the monkey's tree.

Excerpt from "The Guard, the Monkey, and the King's Crown" by Clare Mishica, from *Highlights for Children Magazine*, June 2013, Vol. 68, No 6. Copyright © 2013 by Highlights for Children, Inc. Used by permission of Highlights for Children Inc. via Copyright Clearance Center.

Passage 2

Excerpt from “The Perfect Hiding Spot”

by Clare Mishica

12 Rabbit was going to the park to play games with Mouse when he spied something shiny by his steps. It was a big silver coin. “I’m so lucky!” said Rabbit as he picked up the treasure. Where could he hide it?

13 His garden was the perfect place.

14 In a flash, Rabbit dug a hole next to his tomato plant. Clumps of earth flew up like a fountain. Rabbit carefully placed the coin in the hole and covered it again. He made an X with two sticks so he could find the spot.

15 Pleased with his work, Rabbit brushed off his paws. Then he glanced down at his clothes. They were covered in dirt, too.

16 Rabbit went inside to wash up. *Splish! Splish! Splash!* He scrubbed his clothes and washed his face.

17 All at once, Rabbit’s forehead wrinkled with worry. What if Mole dug a tunnel under his garden? Mole might find the coin and take it. Rabbit had to hide his treasure inside his house.

18 Rabbit dashed outside to rescue his coin. Clumps of dirt stuck to his wet feet, but Rabbit didn’t notice. He hurried back inside and put the coin in his cookie jar.

19 But as he stared at the jar, Rabbit’s forehead wrinkled again. What if Coyote peeked into the jar? Sometimes, while Coyote was visiting, he sneaked a cookie. Rabbit’s silver coin was not safe there. He had to find a better place.

20 Rabbit searched and searched for the perfect hiding spot. He tried tucking the coin inside his umbrella. He tried putting it under his pillow. No matter where Rabbit hid the coin, it didn’t seem safe.

- 21 With a big sigh, Rabbit plopped down in a chair at his kitchen table. His floor was a mess of muddy trails, and Mouse was at the park without him. Rabbit stared at the coin sitting on his table. Then an idea popped into his head. He knew the perfect place for the treasure.
- 22 Rabbit grabbed his coin and skipped down the path to the park. He found Mouse on a swing by the pond. "Hi, Mouse!" Rabbit called. "Sorry I'm late."
- 23 Mouse ran over to join Rabbit, who was standing near a square machine.
- 24 *Clink!* Rabbit put his coin into a slot in the machine. *Click!* He pushed a button. *Plunk!* A fat bag fell down. It was full of peanuts.
- 25 "It's our lucky day," Rabbit told Mouse. Then Rabbit opened the bag and shared the snack with his friend.

Excerpt from "The Perfect Hiding Spot" by Clare Mishica, from *Highlights for Children Magazine*, Dec 2014, Vol. 69, No. 12. Copyright © 2014 by Highlights for Children, Inc. Used by permission of Highlights for Children, Inc. via Copyright Clearance Center.

00

Which sentence **best** states a lesson from passage 1?

- Ⓐ Even difficult problems can be solved.
- Ⓑ Those who steal will get punished.
- Ⓒ Copying others is not polite.
- Ⓓ There is no good place to hide a treasure.

00

Read this sentence from paragraph 4 of passage 1.

“This is an impossible task,” muttered Ajay, shaking his head.

What does this sentence show about Ajay? Select **two** answers.

- Ⓐ He wants to help the monkeys.
- Ⓑ He gives up quickly.
- Ⓒ He does not like the king.
- Ⓓ He always tells the truth.
- Ⓔ He does not want to find the crown.

00

What is the meaning of spied as it is used in paragraph 12 in passage 2? Select **two** correct answers.

- Ⓐ heard
- Ⓑ discovered
- Ⓒ tripped over
- Ⓓ saw
- Ⓔ dug up

00

In passage 2, why does Rabbit keep moving the coin to new hiding spots?

- Ⓐ He is afraid he will forget where it is.
- Ⓑ He is afraid someone will take it.
- Ⓒ He is afraid he will spend it on peanuts.
- Ⓓ He is afraid Mouse will want the money.

00

Which **two** sentences from passage 2 show that Rabbit is worried?

- Ⓐ "He made an X with two sticks so he could find the spot." (paragraph 14)
- Ⓑ "He scrubbed his clothes and washed his face." (paragraph 16)
- Ⓒ "What if Mole dug a tunnel under his garden?" (paragraph 17)
- Ⓓ "Rabbit dashed outside to rescue his coin." (paragraph 18)
- Ⓔ "Then an idea popped into his head." (paragraph 21)

00

Which sentence **best** states how the plots of the stories are similar to each other?

- Ⓐ Both stories are about a trick.
- Ⓑ Both stories start with something that is stolen.
- Ⓒ Both stories are about a treasured item.
- Ⓓ Both stories end with new friendships.

Tennessee ELA
Grade 3
TN0033929
Bikes

Annotated Students Responses

“Making a Place for Bikes”

by Elizabeth Preston

1 At first glance, bikes and cities might seem like a bad mix. There’s so much traffic! Everyone is in such a hurry! Not to mention all those trucks and buses.

2 But for many city people, getting around by bike makes a lot of sense. Bikes are small, cheap, and easy to park. Biking is fun and good exercise. In cities around the world, more and more people are riding bikes — and cities are finding ways to help them share the road.

Ways to Go

3 One of the simplest ways cities can help bikers is to make bike lanes. This is a traffic lane just for cyclists. Just like lanes for cars, bike lanes are marked with painted lines. Symbols and colors say, “No cars allowed!”

4 Some cities put barriers between bike lanes and the rest of the road — it might be a curb, a line of posts, or even a row of planters holding pretty flowers.

5 At intersections, a painted “bike box” can help bikes turn safely. Bikers pull up onto the painted space to wait for a red light, while cars wait behind them. Some bike lanes even have their own traffic lights.

Cycle Cities

6 The Netherlands is a country that really likes bikes. There are bike lanes everywhere. So many people bike in the city of Amsterdam that they’re running out of bike parking spaces! With so many cyclists, cities in the Netherlands like to experiment with new ideas. One town is testing heated bike paths. Underground pipes keep the surface warm, to melt ice and snow so cyclists can ride all year long.

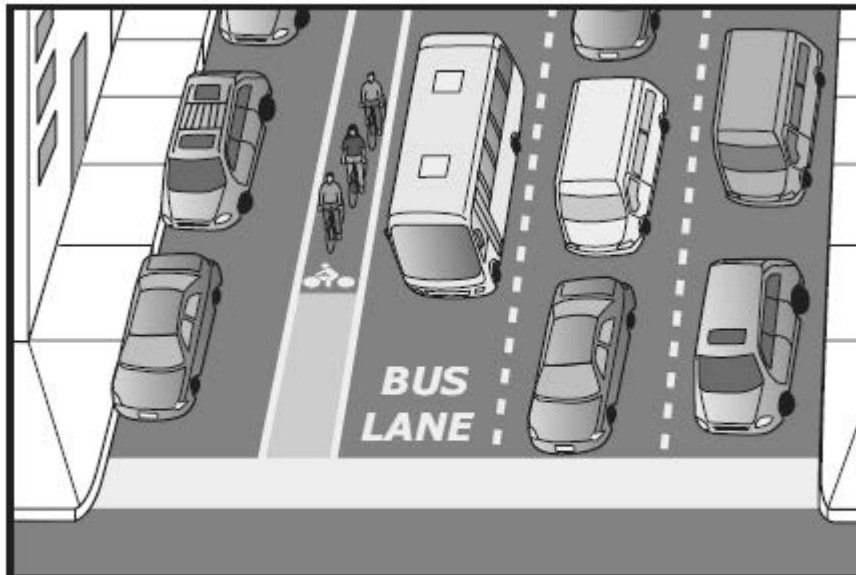
7 Copenhagen, Denmark, is another bikehappy city. It has five times as many bikes as cars. To help all those bikes get across the harbor, they built a long, wiggly path that goes right over the water. Because of the winding path it takes, it’s called the *Cykelslangen*, or “bike snake.” By separating bikes from other traffic, special paths like this make the streets less crowded.

Pedaling Together

- 8 What if you don't own a bike? Or just want one for a day? Many cities around the world have "bikesharing" programs, a little like lending libraries of bikes.
- 9 In these cities, you'll see large groups of bikes lined up at sidewalk stations. For a small fee, you can check out a bicycle at one station, ride it, and leave the bike at a different station. This lets people cycle around without having to worry about buying, storing, or repairing their own bikes.
- 10 For kids, bikes can also be a fun way to get to school. Some neighborhoods run "bike trains," groups of kids who bike to school together, with adults at the front and back of the group. The train stops to pick up more kids along its route.
- 11 In the Netherlands, some kids ride an actual bicycle bus. These specially made vehicles have seats for 11 kids and one adult driver. Each rider has her own set of pedals. If the group's pedal power isn't enough to make it up a hill, an electric motor can give the bus a boost.

Bike Boom

- 12 Cities have good reasons to like bikes. More bicycles on the road means there aren't as many people driving, which means less traffic and pollution. And that's good for the Earth and all its people, on two wheels or four.



"Making a Place for Bikes" by Elizabeth Preston, from *Ask Magazine*, August 2007.
Copyright © 2017, *Ask Magazine*, Cricket Media. Used by permission of the publisher via Copyright Clearance Center.

Writing Prompt

Think about things that need to be done to city streets to make them safe for bicycle riders.
Write a paragraph that explains ways that cities can help make streets safe for bicycle riders.

TNReady Grade 3 Writing Rubric

Score	Focus, Organization, and Development	Language and Conventions
4	<p>The response:</p> <ul style="list-style-type: none"> fully addresses the prompt. is a cohesive paragraph and includes a clear introduction and conclusion. includes relevant and sufficient supporting details or evidence from the passage. utilizes a consistent mode of writing. 	<p>The response:</p> <ul style="list-style-type: none"> illustrates consistent command of language.¹ utilizes a variety of appropriate linking words and phrases. demonstrates consistent command of grade-level conventions of standard written English. contains few, if any, errors in grammar, spelling, capitalization, and/or punctuation.
3	<p>The response:</p> <ul style="list-style-type: none"> generally addresses the prompt. is a paragraph and includes an adequate introduction and conclusion. includes adequate supporting details or evidence from the passage. utilizes a mostly consistent mode of writing. 	<p>The response:</p> <ul style="list-style-type: none"> illustrates adequate command of language.¹ utilizes appropriate linking words and phrases. generally demonstrates adequate command of grade-level conventions of standard written English. contains errors in grammar, spelling, capitalization, and/or punctuation, but they do not interfere with understanding.
2	<p>The response:</p> <ul style="list-style-type: none"> partially addresses the prompt. lacks the cohesion of a paragraph and may contain a limited, weak introduction and/or conclusion. includes some supporting details or evidence from the passage. may attempt to utilize a mode of writing. 	<p>The response:</p> <ul style="list-style-type: none"> illustrates inconsistent command of language.¹ utilizes basic and/or repetitive linking words and phrases. demonstrates inconsistent command of grade-level conventions of standard written English. contains some errors in grammar spelling, capitalization, and/or punctuation, and they may interfere with understanding.
1	<p>The response:</p> <ul style="list-style-type: none"> attempts to address the prompt, but ideas are unclear. consists mostly of disjointed sentences and/or phrases. lacks supporting details or evidence from the passage. is too limited to discern a mode of writing. 	<p>The response:</p> <ul style="list-style-type: none"> illustrates little, if any, use of appropriate language.¹ utilizes few, if any, linking words and phrases. demonstrates little, if any, use of grade-level conventions of standard written English. contains numerous errors in grammar spelling, capitalization, and/or punctuation that impede understanding.

¹ Language refers to the use of grade appropriate words and phrases.

NOTE: Due to the limited amount of writing required by grade 3 writing prompts (one paragraph), we have combined the previous four scoring criteria into two sections: "Development" has been combined with "Focus and Organization," while "Language" has been combined with "Conventions." Each of the two categories is scored on a four-point scale for a scoring structure of 4 points x 2 categories = 8 points.

May 2017

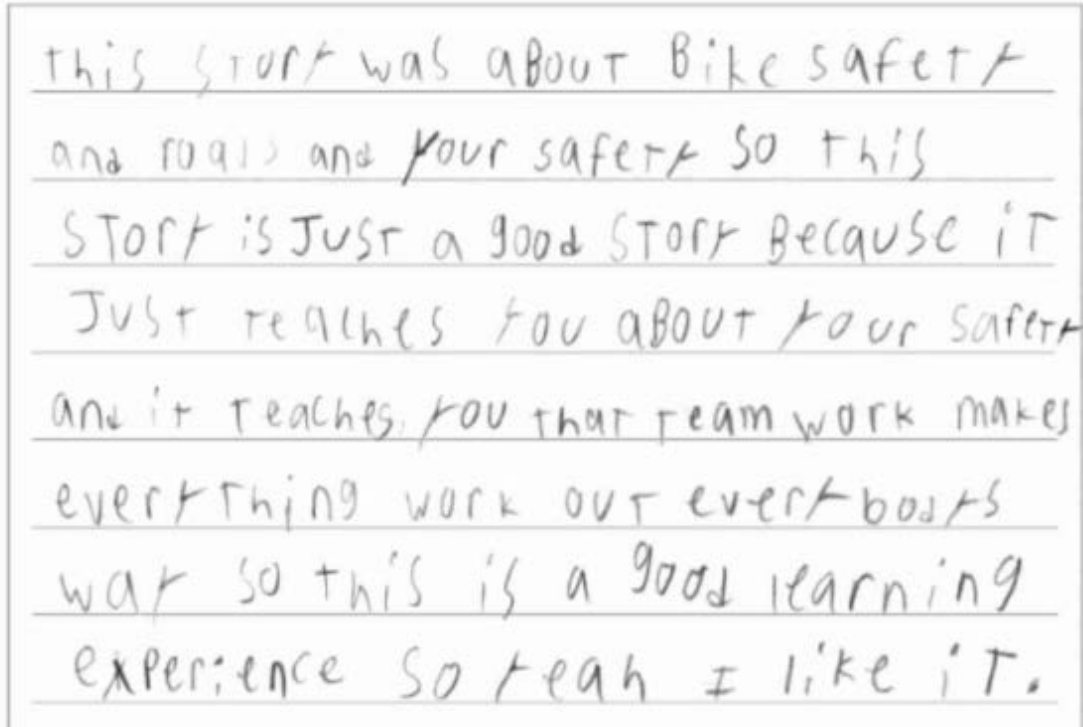
SO Manay Pepipe Like
 bikes in netherland
 and they ride in the
 citex and in prak
 and the coloffel Pant
 on the road is
 waer the Bike's
 ride thir a bus
 Bike, 11 Kid Can
 Fit, and 1 Aeadit
 the kid can have
 Fun with Bikes
 But you can't
 ride on the road
 intil you are
 25

Focus & Organization/Development: 1

This response does not attempt to address the prompt, instead offering ideas that are unclear and confused (*the kid can have fun with bikes...can't ride on the road intil you are 25*). None of the random information offered is relevant to the prompt's central question, nor is it in support of a central idea.

Language/Conventions: 1

The response illustrates little use of appropriate language. Word choice and use of language is below grade level (*waer the bikes ride thir a bus bike, the kid can have a fun with bikes*). There are frequent misspellings of grade level words (*manay, pepipe, prak, waer, thir*), an absence of punctuation, and inconsistent capitalization throughout. The response consists of one long run on sentence.



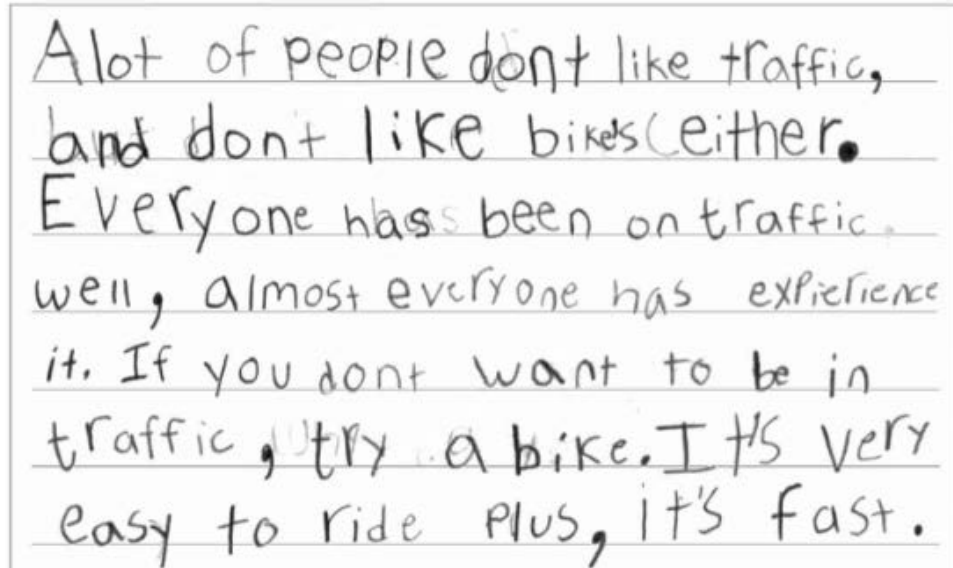
this story was about Bike safety
 and roads and your safety so this
 story is just a good story because it
 just teaches you about your safety
 and it teaches you that team work makes
 everything work out everybodies
 way so this is a good learning
 experience so yeah I like it.

Focus & Organization/Development: 1

This response does not address the prompt. The writer summarizes the passage and offers their opinion on the passage's merits. While all ideas relate to the passage, none directly address the prompt's central question of how cities can make streets safer for bikers. Irrelevant information is given instead of supporting details (*teamwork makes everything work out....so yeah I like it*).

Language/Conventions: 1

The response offers little use of appropriate language. It consists of one run on sentence, without any linking words or punctuation use. Capitalization is inconsistent.



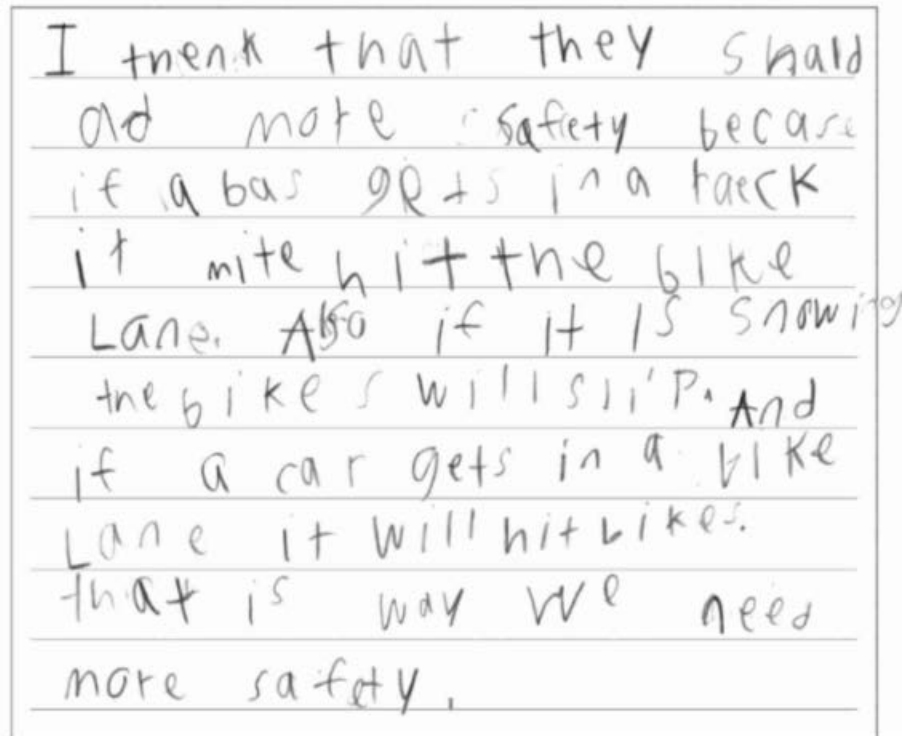
A lot of people don't like traffic,
and don't like bikes (either).
Everyone has been on traffic.
Well, almost everyone has experience
it. If you don't want to be in
traffic, try a bike. It's very
easy to ride plus, it's fast.

Focus & Organization/Development: 1

This response does not address the prompt. Instead, the writer suggests using a bike to avoid traffic. While the writing is organized around this idea, it is prompt adjacent only and does not answer the prompt's central question of how cities can make streets safer for bikers. Additionally, there is no development of the writer's idea with supporting details from the passage.

Language/Conventions: 2

The response demonstrates inconsistent command of grade-level conventions and language. Word choice is basic (*don't like bikes, try a bike, it's very easy to ride*). There is missing or incorrectly used punctuation (*dont, bike's*). A period is missing at the end of a sentence and a few words are misspelled (*alot, expierience*). The brevity of the response highlights the frequency of the errors. While errors are not severe, there is not enough consistent content to demonstrate adequate command of conventions.



I think that they shuld
add more safety because
if a bus gets in a track
it mite hit the bike
lane. Also if it is snowing
the bikes will slip. And
if a car gets in a bike
lane it will hit bikes.
That is way we need
more safety.

Focus & Organization/Development: 1

This response attempts to address the prompt, but ideas are unfocused and disjointed. The writer suggests “adding more safety” but is unclear on what this entails. The few details mentioned are not connected to the main point of adding more safety (*if it is snowing the bike will slip....if a car gets in a bike lane it will hit bikes*). These details do not develop or support the writer’s idea of adding more safety.

Language/Conventions: 2

The response demonstrates inconsistent command of conventions and language. Word choice is basic (*that is way we need more safety, it mite hit the bike lane*). There are frequent misspellings (*think, shuld, because, mite*) and the use of a lower-case letter at the beginning of a sentence (*that is way we need...*). There is one linking word used (*Also*). Most sentences are correctly constructed. The frequency of errors in this brief response prevents it from demonstrating adequate command of conventions.

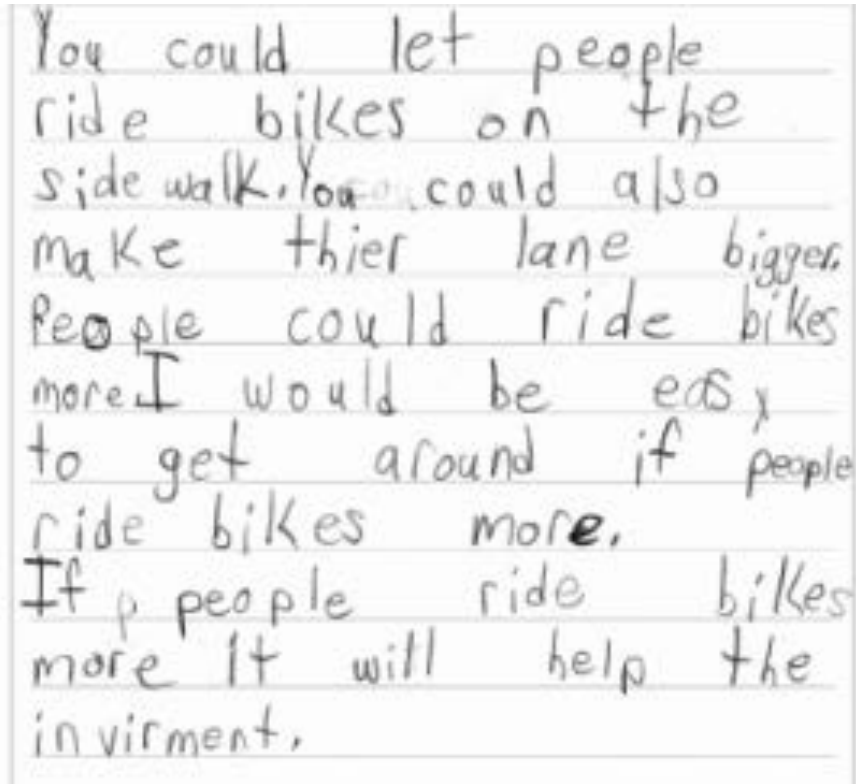
you can make citey safer By puting
 side walks on each side of the road stop
 signs and more chrafficc lights. Fill up all
 the holes on the road we need stop sines
 so people can stop we need chrafficc
 lights gist in case people dont see the
 stop sine we need to fillup all the
 holes on the road so we dont
 fall in we could use a hole bunch
 of people on the side of the
 road so when it shows

Focus & Organization/Development: 2

This response partially addresses the prompt by offering multiple ideas on how cities can make bikers safer (*putting side walks on each side of the road....we need stop sines... more chrafficc lights*). The writer moves from idea to idea without developing any with details. Instead of further explanation, the writer repeats the same ideas through the remainder of the response. There is a partial introduction (*You can make citey safer by...*), but no conclusion. The repetition and lack of organizing structure create a disjointed and partial response.

Language/Conventions: 1

This response demonstrates little use of appropriate language and conventions. Word choice and phrasing is below grade level (*gist in case, dont see the stop sine, use a Hole bunch of people*). The response is primarily a run on sentence, with only one sentence punctuated with a period at the end. There are frequent misspellings of grade level words (*citey, sine, chrafficc, gist, hole, dont*). Capitalization is inconsistent throughout. The convention errors, particularly the run on sentence, do impede meaning.



You could let people
 ride bikes on the
 sidewalk. You could also
 make thier lane bigger.
 People could ride bikes
 more. I would be easy
 to get around if people
 ride bikes more.
 If p people ride bikes
 more it will help the
 invirment.

Focus & Organization/Development: 2

This response partially addresses the prompt by offering multiple ideas on how cities can make bikers safer (*You could let people ride bikes on the sidewalk....You could also make their lane bigger*). It does not develop any of these ideas, instead shifting to statements on biking in general (*I would be easy to get around if people ride bikes more....If people ride bikes more it will help the invirment*). This disruption in focus makes the response disjointed and lacking in an organizational structure.

Language/Conventions: 2

The response demonstrates inconsistent command of language. Word choice is basic (*would be easy, people ride bikes more*). This brief response does follow grade level conventions in sentence structure, punctuation, and capitalization. There are a few misspelled words, but they do not distract from the flow of the response (*thier, invirment*). However, there are no linking words present to transition between ideas. The few basic sentences here are not enough to demonstrate an adequate command of language.

I think whats need to be done in the city is bike lines because bike uslly drive on sidewalk but they need lines thats bike can drive on so when they drive on sidewalk they want hit nobody or ran them over. bikes need line because so car can't hit the bike or hurt them so thats why bikes need line so they want get hurt.

Focus & Organization/Development: 2

This response partially addresses the prompt by offering an idea on how to make streets safer for *bikers* (*lines that bikes can drive on....so driver on sidewalk they want hit nobody*). The writer repeats the idea throughout the response instead of developing it further. An organizational structure is not present. An introduction and a weak conclusion are present (*so that's why bikes need line so they want get hurt*).

Language/Conventions: 2

The response shows an inconsistent command of language and conventions. Use of language is frequently below grade level (*they want hit nobody, because so car can't hit the bike*). There are misspellings (*uslly, want, thats*), inconsistent capitalization, and punctuation errors throughout. Some sentences are uncontrolled and run on (*bikes need line because...so they want get hurt*). The writer uses a few linking words to connect ideas (*because, but, so*).

People need to put up more lanes.
 They are also putting up symbols
 that say no cars. Some people
 put up barriers that keep bikes
 on one side and cars on
 the other. There is one town
 that is testing heaters underground
 to melt the ice so people
 can ride bikes all year.

Focus & Organization/Development: 2

The response partially addresses the prompt by offering an original idea on how cities can make streets safer for bikers (*People need to put up more lanes*). Additional ideas using passage information are also given (*They are also putting up symbols....Some people are putting up barriers that say no cars*). Ideas logically follow one another but are not developed with details. The response is cohesive but lacks an introduction and conclusion.

Language/Conventions: 3

The response demonstrates adequate command of language. Word choice and phrasing are at grade level and appropriate (*putting up symbols, testing heaters underground, people*). Sentences, grammar, punctuation, and capitalization are all adequate and without errors. Sentence structure is basic and lacks linking words.

Biking is a great thing, but I think it needs to be safer. I think people need more traffic lights for bikes. Maybe they need to put arrows to show where the bike is going. And they might need a whole street lane for bikes, or maybe a dedicated street and a street that stands on curbs. The cars get the top, bikes get the bottom. Or they could make a grove for every building, so that bikes can have more parking and have less to walk for them. Probably they should make

clocks on bikes, so
 that maby your not late
 for work. Maby they should
 make a bike staition in
 every buidings. Were you can
 buy a new bike, or
 just get a drink or a
 snack. Maby they should make
 poles on bikes that
 conect the bike to a one
 foot wall so no one
 can bump into them or
 hert them.

Focus & Organization/Development: 3

The response generally addresses the prompt by offering a series of ideas to make streets safer for bikers. Ideas are developed with additional details that explain how the idea works to create greater safety (*make a grosh for every building, so that bikes can have more parking and have less to walk for them....make poles on bikes....so that no one can bump into them or hert them*). Not all ideas are relevant to bike safety (*make a bike staition...were you can get a drink or a snack*), but the response is generally organized around ideas for greater safety. There is a strong introduction but no conclusion.

Language/Conventions: 2

This response has an inconsistent command of language. There are misspellings of grade level words (*maby, wear, conect, hert, probaly, staition*). Some of the misspellings are severe enough to obscure meaning (*garosh, covms, resiler*). In addition to some incomplete sentences, the writer repeatedly uses the phrase "Maby they should make" to begin sentences throughout the response. The repetition of this phrase hampers the writer's ability to demonstrate adequate command of language.

Cities help make streets safe for bicycle riders. Cities help by making lanes marked with painted lines. They make bike boxes to. There are symbols and colors that say cars come thorn. Did you know some bike lanes have traffic lights?

People love to bike. Cities make things easier for bikers. Some people love to bike so much that in some places they're running out of bike parking spaces. Biking can be healthy for you. People bike all the time, so cities help make the roads safer for bikers.

Focus & Organization/Development: 3

This response generally addresses the prompt by giving several examples of what cities do to make bikers safer (*making lanes marked with painted lines....making bike boxes to*). These ideas are passage based and well organized into a cohesive paragraph. The response includes an introduction and conclusion.

Language/Conventions: 3

The response demonstrates adequate command of language and conventions. Word choice is appropriate and at grade level (*making lanes marked with painted lines, symbols, running out of bike parking spaces*). A few words are misspelled (*coloers, makeing, healty, rodes*), but this does not interfere with meaning. There is also the use of an interrogatory to engage the reader (*Did you know some bike lanes have traffic lights?*). Sentence structure is solid and free of grammatical errors. Capitalization and punctuation are also consistently accurate throughout the response.

In places where there is no bikes people should make a safe lane for bikers. Safe lanes help people ride there bikes safely without anyone getting hurt. Biking helps for someone who is driving not to get crashed with another car. Another way is having someone practice riding there bikes somewhere safe with an adult. This helps people not to get hurt on the road. These are my ideas to make biking safe.

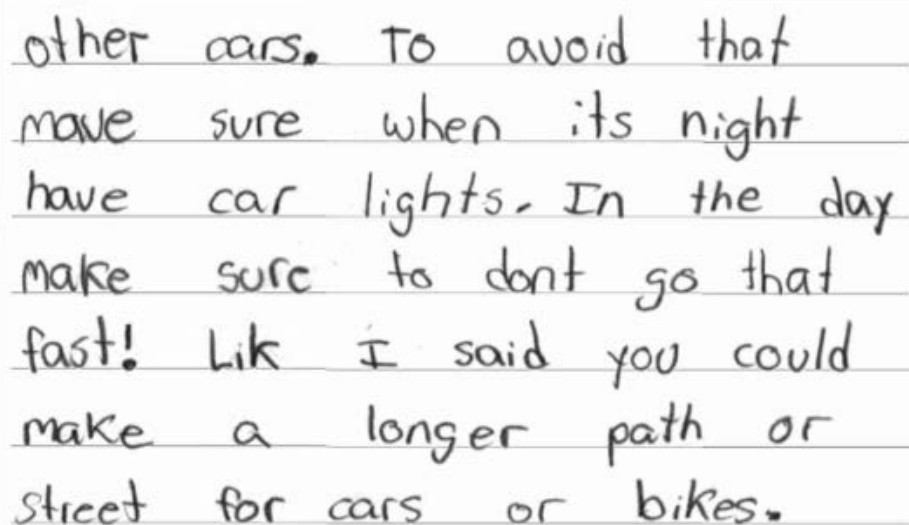
Focus & Organization/Development: 3

This response generally addresses the prompt by offering original and passage-based ideas on how cities can make streets safer for bikers. The writer develops the response by explaining how these ideas work to keep people safe (*help people ride there bikes safely without anyone getting hurt....This helps people to not get hurt on the road*). The response is focused and cohesive with a solid introduction and conclusion.

Language/Conventions: 3

This response illustrates adequate command of language and utilizes appropriate linking phrases (*Another way*). Word choice is appropriate and at grade level (*crashed, practice riding, somewhere safe*). Spelling, capitalization, and punctuation are consistently accurate throughout the response. There is a minor error in homophone usage: "*there*" is used instead of "*their*". Linking words/phrases are used (*Another way, This helps, These are*).

The street can be a little dangerous. So, what can you do? I have this idea so you can ride bikes in the passage said you could make paths. I think so you can avoid traffic you could make a whole street for only bikes also can make a longer street for cars to also avoid traffic and put some signs to show where do cars, bikes place is. Also make a path for people who want to cross the street. Sometimes there are car accidents that come from the traffic because sometimes cars can move fast and hit



other cars. To avoid that
make sure when its night
have car lights. In the day
make sure to dont go that
fast! Lik I said you could
make a longer path or
street for cars or bikes.

Focus & Organization/Development: 3

This response generally addresses the prompt by expanding on an idea from the passage to explain how to make streets safer for bikers (*make a whole street only for bikes...put some signs to show where cars, bikes place is*). The response is organized with only one disruption in focus when some irrelevant information is given about cars. There is a well-crafted introduction that sets up the response and captures the reader's attention. A conclusion restating the original idea is present.

Language/Conventions: 3

The response demonstrates adequate command of language and grade level conventions. Word choice and phrasing is at grade level (*dangerous, avoid traffic, sometimes*). There are a few awkwardly constructed sentences (*I have this idea so you can ride bikes in the passage said you could make paths*), but overall, the grammar, spelling, punctuation, and capitalization is consistently accurate and controlled. Linking words are used (*also, because*).

Cities are busy places, if you want to be safer in traffic you can ride a bike to be safer, here are some details how to make bike riding safer. Cities can help bike riding by getting snow shovels and, put all the snow that is in the bikers lane then they could put it to the grass. Another way to help bikers is to make lanes for bikers because if there was no lane the bikers could get in a accident. They could also put lights in the bikes at night for the cars could know if it is a bike. Another way to get rid of snow is to make pipes that warm the surface and for it could melt snow and ice.

For the bike riders could not slip and fall. The last way is to make more lanes for bike riders so if on crashes to another it would cause more problems. Those are the ways that people and the city could make riding bikes safer.

Focus & Organization/Development: 4

This response fully addresses the prompt by offering multiple fully developed ideas on how cities can make streets safer for bikers (*put the snow that is in the lane...to the grass....make lanes....put lights in the bikes....make pipes that warm the surface*). The writer explains and extends the ideas to show how each would work to create safer streets. The response maintains its focus throughout and is organized around the individual ideas. A strong introduction sets up what is to come in the response and an appropriate conclusion is present.

Language/Conventions: 3

The response demonstrates adequate command of language and conventions. Use of language and word choice is at grade level (*busy places, details, slip and fall, crashes, cause more problems*). Sentences are controlled and have appropriate grammar and structure. The few minor spelling errors do not impede meaning (*couse, actsident*). Transitional phrases are used effectively (*Another way, so if, Those are*).

I think we should do something about the bike lanes. Here's a couple of my reasons.

First, cities should put barriers between bike lanes and the road. It could be anything like it might be a curb, or a line of posts or even a row of nice, pretty flowers.

Secondly, They should make symbols or colors that say, "no cars allowed!" Lastly, They should make only a bike lane a lane no cars allowed!

These are the few reasons I think we should help the bikers!

Focus & Organization/Development: 4

This focused and cohesive response fully addresses the prompt by offering multiple ways cities can make bike lanes safer (*put barriers between bike lanes and the road....make symbols or colors....make only a bike lane*). The writer maintains a tight focus on ideas and fully explains each before moving efficiently to the next one. There is a clear introduction and conclusion.

Language/Conventions: 4

This response demonstrates consistent command of language and conventions. The writer utilizes appropriate grade level words and phrases (*Here's a couple of my reasons, even a row of nice, pretty flowers, they should make symbols or barriers*). Sentences are controlled and correctly punctuated. A variety of linking words are used to transition between ideas (*first, secondly, lastly*). There is only one minor misspelling (*ressons*).

Bikes are a nice way to go places. I will be giving you some reasons about the cities bike lanes. First of all most cities are putting barriers around bike lanes. The text said "Some cities put barriers between bike lanes." Further more is the Netherlands are a huge bike place. In a city called Amsterdam they are trying heated bike paths. The passage states "One city is testing heated bike paths." Copenhagen Denmark has five times as more bikes than the Netherlands. They even built a bridge for bikes to ride through, and the

bridge is called the Cykelslangen
also known as the "bike snake."

All in all bike lanes are
a good idea. Do you like bike
lanes?

Focus & Organization/Development: 4

This response fully addresses the prompt by offering multiple ideas from the passage to make streets safer for bikers (*barriers around bike lanes....heated bike paths....built a bridge for bikes to ride through*). The response explains the ideas by referencing the passage details or quoting directly from the text. The response maintains its focus throughout and has an appropriate introduction and conclusion.

Language/Conventions: 4

This response demonstrates consistent command of language and grade level conventions. Word choice is precise and at grade level (*reasons, the passage states, in a city called Amsterdam*). There is the use of an interrogatory to engage the reader (*Do you like bike lanes?*). Sentences are solid and controlled throughout. There is one minor misspelling (*citie*). The writer correctly uses quotation marks to indicate direct quotes from the passage. Linking words are used (*furthermore*). Capitalization is consistently correct.

~~I think~~ Streets need ~~streets~~ to ~~be~~ safer ~~safer~~ for

bikers everywhere. First, when I ride in a car, and,

there are no bike lanes, so bikers slow

down traffic. To deal with that I think

every city, road, highway, or street should have

sidewalks or bike lanes. Then, bike riders

still sometimes ride on the street

if there are sidewalks or bike lanes.

That can be fixed by, giving a bike

rider a ticket if they ride

on a street when there's sidewalks

or bike lanes. Finally, streets never have

enough space for bikes. We can fix that

by, asking the government to increase

street sizes, decrease car lane sizes,

and increase bike lane sizes.

That's some I reasons why I think
 streets need to be safer for bikers
 everywhere.

Focus & Organization/Development: 4

This response fully addresses the prompt and demonstrates sophisticated insight into making streets safer for bikers. The writer describes the current situation, analyzes the source of the problem, and provides possible solutions. Ideas are layered and build on one another. The writer goes beyond street signage and addresses what role the government has and what individual bikers can do. Focus is maintained throughout, and the response stays organized around a problem-solution format. The response has an effective introduction and conclusion.

Language/Conventions: 4

The response illustrates consistent and full command of language and conventions. Word choice and phrasing is sophisticated and precise (*to deal with that, that can be fixed by giving a bike rider a ticket, asking the government to increase street sizes*). Sentences are controlled and free of spelling errors. Grammar and punctuation are consistently correct. Commas in a series are correct (*city, road, highway, or street*). A variety of linking words are employed to transition between ideas (*first, then, finally*).

Tennessee Comprehensive
Assessment Program TCAP
English Language Arts
Grade 3 Test Practice
Spring 2025

