

Skill: Analyze Author's Techniques, including Figurative Language

FICTION: The Train

3rd Grade Assessment

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I had never been on a train before. This was my first trip to see my grandmother and I was getting really excited. We were going to visit her for the whole summer.

My mother and I left early in the morning. We went downtown to a large train station. There were so many people there. I asked my mom, "How do we know which train is ours and where it is?"

"Our train is the one going to New Orleans. Do you see the sign posted over there? It says New Orleans, and it says Track 22. So, let's head to Track 22."

Just then, I heard a very loud noise. "Screech! Screech!"

"What in the world is that noise?" I asked Mother.

"That's the sound of the brakes on the train," responded my mother. "Just like our car, a train also has brakes. When the train pulls into the station, they need to slow it down, so they use their brakes."

We found our train and then boarded. We sat down and waited for it to start moving. As I was looking out the window, I saw the train on the next track. There were people in it, so I waved at them and they waved back. This was fun!

Just when I was about to ask when we would leave, I felt the train move. It was so smooth, almost like riding on a sled. I thought the train ride would be bumpy, like riding in a car. I was very surprised.

I turned to tell my mother what I thought, but she had already fallen asleep. The train was so smooth it was easy to sleep. I slept, too. When I woke up, it was night time and we had arrived in New Orleans.

"This is going to be a great summer," I said. "I'm so glad we made this trip."

Directions: Choose the best answer for each question.

1. Why does the author write “screech, screech?”

- a. to tell what happened
- b. to help you hear what it was like
- c. it is a funny sound
- d. it is the sound of a train

2. Why did the writer have the child tell the story?

- a. to make it interesting
- b. because it happened
- c. the mother sleeps
- d. the child is on a trip

3. Why did the writer end the story with the last sentence?

- a. to tell what happened
- b. to tell it is over
- c. to tell what the idea of the story is
- d. to tell what the child said

4. Why did the writer say the child slept?

- a. To show how quiet the train was.
- b. To show how tired he was.
- c. To show that it was a long trip.
- d. To show what happened.

5. *Write your own answer to this question.*
How long did the trip take?

How did the writer show you how long it took?

TEACHER NOTES: Develop Students’ Skills: Exercise Thinking

These questions have not been validated, so decisions about student’s achievement should not be made based on their responses. They are intended to exercise skills. Recommended activities include: students work in pairs to choose the best response; give students the questions without the responses so they generate their own answers; students make up additional questions; students make up questions like these for another passage.

Answers: *You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.*

Item	1	2	3	4
Answer	b	a	c	a

Question 5 is open-ended. Here is a suggested response.

5. It took a day—you know because it starts in morning and ends at night.

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Poem/Song

3rd Grade Assessment

This Little Light of Mine

This text is in the public domain.

This little light of mine
I'm going to let it shine
Oh, this little light of mine
I'm going to let it shine
This little light of mine
I'm going to let it shine
Let it shine, let it shine, let it shine

Ev'ry where I go
I'm going to let it shine
Oh, ev'ry where I go
I'm going to let it shine
Ev'ry where I go
I'm going to let it shine
Let it shine, let it shine, let it shine

All in my house
I'm going to let it shine
Oh, all in my house
I'm going to let it shine
All in my house
I'm going to let it shine
Let it shine, let it shine, let it shine

Out in the dark
I'm going to let it shine
Oh, out in the dark
I'm going to let it shine
Hallelujah
Out in the dark
I'm going to let it shine
Let it shine, let it shine, let it shine

All these lights of ours
We're going to let them shine.
All these lights of ours
We're going to let them shine.
Let's shine them all together.
Let's see how bright it is.
Let them shine, let them shine, let them shine.

Directions: Choose the best answer for each question.

6. Why did the writer keep using the words “Let it shine?”

- a. to rhyme
- b. to tell about being bright
- c. to end with the same words
- d. to keep everything the same

7. This is a song. Why did the writer keep saying “I” and “me?”

- a. so you know how he feels
- b. so you would feel it was your song
- c. so it is about a person
- d. so it would rhyme

8. What does it mean when the writer says “out in the dark”?

- a. that the light will shine everywhere
- b. that it is dark outside
- c. that it is sad
- d. that it is night time

9. What is the light?

- a. what someone feels
- b. a candle
- c. a flashlight
- d. the sun

10. *Write your own answer to this question.*

This song is about an idea. How does the song make that idea clear in the last lines?

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Answers: You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.

Item	6	7	8	9
Answer	b	b	a	a

Question 10 is open-ended. Here is a suggested response.

10. The last lines tell that everyone should share their “light”.