

Grade 3

Unit 8

Assessment Guide: Unit Assessment

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The Body Tells a Story: The Case of Otzi, the Iceman

In 1991, two hikers were out for a hike in the Alps mountain range, in Europe. One of them spotted something sticking out of the ice. They went to have a look. It turned out to be a body. The hikers thought it might be the body of a hiker who had died recently. They notified the police.

The body was unearthed and examined. It turned out to be the body of a man who died about 5,300 years ago. His body had not decayed much. It had been covered by snow and ice. The snow and ice had preserved the body.

At that point, the police began to lose interest. Whoever the man was, he was not the victim of a crime in the recent past. On the other hand, scientists and historians started to get more interested. This man—who was nicknamed Otzi—had lived a long time ago in prehistoric times. He lived back when writing had not yet been invented. Many people were hoping Otzi's body might help us learn more about how human beings lived in prehistoric times.

Scientists began to study the iceman's body. They looked at his skeleton. They measured his bones. The bones helped them pin down some key facts. They made it clear that Otzi was a man. He was about forty-five when he died. He stood about 5 feet, 4 inches tall. He weighed about 110 pounds. He would be a bit on the small side today. He may have been normal size 5,000 years ago.

One scientist looked at Otzi's leg bones. He found that Otzi had strong bones. The iceman's tibia was thick and strong. It had been strengthened by traveling long distances on sloping ground. Otzi had apparently walked many

miles on the slopes of the Alps. He may have been a shepherd who tended a herd of animals. The scientist also found a small fracture in Otzi's hip bone. This is an injury that was caused by years of wear and tear.

Another scientist looked at Otzi's teeth. He found tiny specks of pollen and dust in Otzi's tooth enamel. These tiny grains came from specific kinds of plants. They suggested that Otzi spent his childhood in a specific area in Northern Italy where such plants grow. Later, he moved farther north into the area where his body was found.

Scientists used X-rays to examine Otzi's body. One X-ray showed that he had an arrowhead lodged in his left shoulder. Apparently, someone shot him with an arrow. It may have been the arrow that killed him, but scientists are not sure.

Other scientists looked at Otzi's digestive system. In Otzi's intestines, they discovered the remains of two meals. These were the meals he had eaten in the hours before his death. The main course for one meal consisted of meat from a chamois, a kind of antelope. During this meal, Otzi also ate some roots and fruits. The other meal included meat from a red deer, along with more roots and fruits.

Scientists found tiny grains of pollen from pine trees in Otzi's food. These suggested that Otzi ate one of his last meals in a pine forest and that he died during the springtime, when pollen is produced by plants.

The scientists also found wheat and barley in Otzi's stomach. They think these grains may have been grown by Otzi and his kinsmen, rather than picked in the wild. The grains may have been baked to make bread.

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A group of scientists studied Otzi's lungs. They found that his lungs were blackened, probably from the smoke of campfires.

You might not think fingernails are very interesting. But it turns out they are. Fingernails provide a record of bodily health, sort of like the rings of a tree. Otzi's fingernails had three odd lines. Scientists think each line was left by an illness. Otzi was probably sick three times in the six months before he died. His last sickness seems to have lasted about two weeks.

You can see that people were right to be excited about the discovery of Otzi's body. By studying his body, we have learned a lot about how human beings may have lived in prehistoric times.

1. Why had Otzi's body not decayed much?

2. Which of Otzi's bones had been strengthened by traveling long distances on sloping ground?

- a. tibia
- b. fibula
- c. sternum
- d. cranium

3. What does the word **sloping** mean in the following sentence?

It had been strengthened by traveling long distances on sloping ground.

- a. flat
- b. rough
- c. slanted
- d. sandy

4. A scientist found tiny specks of _____ and _____ in Otzi's tooth enamel.

5. Why was using X-rays a good way to examine Otzi's body?

- a. X-rays show a picture of the outside of the body.
- b. X-rays show a picture of the inside of the body.
- c. X-rays show how muscles work.
- d. X-rays show how the nervous system works.

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6. Why did the author write this selection?
- a. to tell readers about what scientists learned from a preserved iceman
 - b. to question readers about scientists who examine bones
 - c. to educate readers about scientists in the Alps
 - d. to prevent readers from becoming scientists who preserve things from nature
7. According to the selection, what does the word *kinsmen* mean?
- a. animals
 - b. kings
 - c. relatives
 - d. pets
- 8–10. Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.
- _____ Next, you pour the hot water in a cup and drop in the tea bag.
- _____ Then, remove the tea bag carefully, and add sugar or milk if you wish.
- _____ Making a cup of hot tea is an easy thing to do.
- _____ You must wait 3–5 minutes for the tea to steep, or become tea.
- _____ First, you heat water in a kettle on the stove.
- _____ Before you know it, your tea is ready to drink!

11. If scientists *misjudged* something about Otzi, what does that mean they did?

12. Scientists may *disagree* about what features of Otzi's body indicate, which means scientists may _____.

- a. not believe that someone is honest
- b. not enjoy something
- c. not do what someone tells them to do
- d. not have the same opinion

13. Put the following words from the selection in alphabetical order:

skeleton	scientists	fracture	frozen	iceman
-----------------	-------------------	-----------------	---------------	---------------

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

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Lost and Found

It was very crowded at Megaland that day. I was six years old. I went on a spin-around ride with Mom and Dad. On the way out, they turned right. I was swept off to the left with a crowd of other people. Soon, I was standing outside the ride all by myself. I was not sure what to do.

I walked along a path. “Mom?” I called out. “Dad?”

Mom and Dad were on the other side of the ride looking for me. They were worried. They looked for me but could not find me.

I could not find them either. The park was too crowded. I was not sure what to do. Then, I remembered something Mom told me once: “If you ever get lost, look for a mom with kids.” I sat down on a bench and started looking for a mom. After a while, a kind-looking mom came by with three kids. Their dad was with them, too. The mom looked nice—friendly in a mom sort of way. I walked up to her and tugged on her blouse.

“Excuse me,” I said. “My name is Amy, and I’ve lost my mommy.”

She seemed to understand right away. “Don’t worry!” she said. “We’ll take you to the security office and help you find your parents.”

We set out for the security office, but there was a big parade going on. The guard said we could not cross the road until the parade was over.

While we were waiting, the mom asked me some questions.

“What’s your last name, sweetheart?”

“Jones.”

“And where are you from?”

“Muncie, Indiana.”

“What do your parents do?”

“My mommy is a nurse, and my daddy is the mayor.”

She asked me some more questions. The dad didn't seem to be paying much attention to me. He was tapping away on his cell phone. I was surprised when he said, “Good news, Amy! I just got a text message from your dad!”

“You what?” said the mom.

The dad explained, “Amy said her dad was the mayor of Muncie, Indiana. I looked him up on the Internet and sent him a text message. He just texted me back. I told him that we'll meet him at the Misty Mountain ride as soon as the parade is over.”

So that is how I got lost . . . and found again. Pretty cool, isn't it?

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14. Where does this story take place?

15. Put the following sentences in order as they appear in the selection, using the numbers 1–5.

_____ The dad texted Amy’s dad and got a text to meet him at the Misty Mountain ride after the parade.

_____ Amy could not find her parents after she got off the spin-around ride.

_____ Amy noticed the dad tapping away on his cell phone, not paying attention to her.

_____ The mom asked Amy questions.

_____ Amy found a mom and told her she was lost.

16. According to the selection, what does *swept* mean?

- a. seated quickly
- b. pushed quickly
- c. ran slowly
- d. hopped slowly

17. Why couldn’t Amy and the other mom and dad get to the security office?

18. What might have happened if Amy and the other mom and dad were able to go right to the security office?
- a. The dad might not have looked up Amy's dad on the Internet.
 - b. The mom might have taken Amy on another ride.
 - c. Amy's parents might have let her ride the spin-around ride again.
 - d. The other mom might have bought lunch for Amy before riding the next ride.

19. What did Amy's mom tell her to do if she ever got lost?

20. Why did the author write this selection?
- a. to inform readers about rides at an amusement park
 - b. to entertain readers with a story about a girl who was lost
 - c. to challenge readers to take more vacations
 - d. to ask readers questions about parades with guards

21. Circle the sentence that does not stay on topic in the following paragraph.

How Does Your Body Work? is a fascinating book to read. It is full of interesting chapters about our skeletal, muscular, and nervous systems. It even describes our respiratory system and shows images of the lungs! I know that I want to reread the entire book to make sure I did not miss a single detail. We are so lucky to have exciting Readers to study here at school!

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22. Which prefixes have the same meaning, which is “not”?

- a. *mis-* and *dis-*
- b. *re-* and *un-*
- c. *non-* and *un-*
- d. *re-* and *pre-*

23. Replace the words in parentheses with the correct subject pronoun.

_____ (my kittens) lap up every drop of milk in their bowls.

24. Name the root word and prefixes in the following words.

review	preview
---------------	----------------

Root Word: _____

Prefix: _____

Prefix: _____

25. If this selection was *nonfictional*, then it would be what?

- a. related to something that is made up
- b. not made with or does not contain milk
- c. able to soak up liquid
- d. not related to something that is made up

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8.2

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Fluency Assessment

Reflexes

The students in the class were talking among themselves. None of them were paying attention to their science teacher, Mr. Brown.	11 21
Mr. Brown walked over to his bookshelf. He took a huge book off the shelf. It was a dictionary. It weighed about five pounds. He held the book out with two hands. Then, he let it fall.	35 49 58
SMACK!	59
The book slammed against the floor.	65
The students were startled. Sally almost jumped out of her chair. Ned twitched. Jimbo blinked and shook his head. Susan was so scared she shouted “Whuh?”	77 89 91
The students turned to look at Mr. Brown. Some of them looked shocked. Some of them looked annoyed.	103 109
“What’s the deal, Mr. Brown?” Susan said. “Why did you drop that book?”	122
“I was testing your reflexes,” said Mr. Brown.	130
“What?” said Ned. “Did you say test? Do we have a test today? Oh, man! I am going to fail! I totally forgot to study!”	144 155
Mr. Brown smiled. “Don’t worry, Ned. This is a test you can pass without even trying!”	168 171
“Cool!” said Ned. “That’s my kind of test!”	179

“You see,” Mr. Brown explained, “that’s the thing about reflexes. You	190
don’t have to think about them. A reflex is something you just do without	204
thinking. Sally, when I dropped that book, did you think, Goodness! A loud	217
noise! I think I will show how surprised I am by jumping out of my seat?”	233
“No,” said Sally. “I don’t remember thinking anything at all.”	243
“Exactly,” said Mr. Brown. “That’s how reflexes work. If you touch	254
a hot stove, you don’t want to have to think things out. You want to be	270
able to react right away, without having to think about it. This is one of	285
the ways in which your nervous system keeps you safe. Your nerves are	298
always on the lookout. They react, on their own, to loud noises. They feel	312
vibrations. They sense heat. Your nervous system is like a watchdog that	324
never sleeps. It is always protecting you and your body.”	334

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W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *Reflexes*

Total words: 334

Words Words Read Uncorrected Mistakes Words Correct	Time <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: small;">Minutes</td> <td style="text-align: center; font-size: small;">Seconds</td> <td></td> </tr> <tr> <td style="border: 1px solid black; width: 60px; height: 40px;"></td> <td style="border: 1px solid black; width: 60px; height: 40px;"></td> <td>Finish Time</td> </tr> <tr> <td style="border: 1px solid black; width: 60px; height: 40px;"></td> <td style="border: 1px solid black; width: 60px; height: 40px;"></td> <td>Start Time</td> </tr> <tr> <td colspan="2" style="text-align: center;"> </td> <td>Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center;"> × 60 + </td> <td>Time in Seconds</td> </tr> </table>	Minutes	Seconds				Finish Time			Start Time			Elapsed Time	× 60 +		Time in Seconds
Minutes	Seconds															
		Finish Time														
		Start Time														
		Elapsed Time														
× 60 +		Time in Seconds														
W.C.P.M. ÷ × 60 = Words Correct Time in Seconds W.C.P.M.																

Oral Reading Fluency Norms for Grade 3 from Hasbrouck and Tindal (2017)

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	134	161	166
75	104	137	139
50	83	97	112
25	59	79	91
10	40	62	63

Comprehension Questions Correct: ____/4

Answers Correct	Level
4	Independent comprehension level
3	Instructional comprehension level
1-2	Frustration comprehension level
0	Intensive remediation warranted for this student

Grade 3

Answer Key

UNIT ASSESSMENT ANSWER KEY

1. Why had Otzi's body not decayed much?

Snow and ice had preserved the body.

2. Which of Otzi's bones had been strengthened by traveling long distances on sloping ground?

- ☒ a. tibia
b. fibula
c. sternum
d. cranium

3. What does the word **sloping** mean in the following sentence?

It had been strengthened by traveling long distances on sloping ground.

- a. flat
b. rough
☒ c. slanted
d. sandy

4. A scientist found tiny specks of pollen and dust in Otzi's tooth enamel.

5. Why was using X-rays a good way to examine Otzi's body?

- a. X-rays show a picture of the outside of the body.
☒ b. X-rays show a picture of the inside of the body.
c. X-rays show how muscles work.
d. X-rays show how the nervous system works.

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6. Why did the author write this selection?

- ☒ a. to tell readers about what scientists learned from a preserved iceman
b. to question readers about scientists who examine bones
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7. According to the selection, what does the word *kinsmen* mean?

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b. kings
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2 Next, you pour the hot water in a cup and drop in the tea bag.

4 Then, remove the tea bag carefully, and add sugar or milk if you wish.

TS Making a cup of hot tea is an easy thing to do.

3 You must wait 3–5 minutes for the tea to steep, or become tea.

1 First, you heat water in a kettle on the stove.

CS Before you know it, your tea is ready to drink!

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11. If scientists *misjudged* something about Otzi, what does that mean they did?
judged it incorrectly

12. Scientists may *disagree* about what features of Otzi's body indicate, which means scientists may _____.

- a. not believe that someone is honest
b. not enjoy something
c. not do what someone tells them to do
☒ d. not have the same opinion

13. Put the following words from the selection in alphabetical order:

skeleton scientists fracture frozen iceman

- a. fracture
b. frozen
c. iceman
d. scientists
e. skeleton

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14. Where does this story take place?

It took place at Megaland.

15. Put the following sentences in order as they appear in the selection, using the numbers 1–5.

5 The dad texted Amy's dad and got a text to meet him at the Misty Mountain ride after the parade.

1 Amy could not find her parents after she got off the spin-around ride.

4 Amy noticed the dad tapping away on his cell phone, not paying attention to her.

3 The mom asked Amy questions.

2 Amy found a mom and told her she was lost.

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The guard said they could not cross the road until the parade was over.

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18. What might have happened if Amy and the other mom and dad were able to go right to the security office?
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Amy's mom told her to look for a mom with kids.

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23. Replace the words in parentheses with the correct subject pronoun.

They (my kittens) lap up every drop of milk in their bowls.

24. Name the root word and prefixes in the following words.

review

preview

Root Word: view

Prefix: re-

Prefix: pre-

25. If this selection was *nonfictional*, then it would be what?

- a. related to something that is made up
- b. not made with or does not contain milk
- c. able to soak up liquid
- d. not related to something that is made up

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Amplify CKLA

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