

Reading



At the Primary 3 level, there are three Reading subtests: 1) Word Study Skills, 2) Reading Vocabulary, and 3) Reading Comprehension. Word Study Skills measures students' ability to match sounds with letters and to understand compound words, contractions, and word endings. Reading Vocabulary measures the ability to recognize synonyms, to use context clues to figure out the meaning of an unknown word, and to determine a specified meaning of a word that has multiple meanings. Reading Comprehension measures the ability to understand various types of printed material such as stories, poems, textbook-like selections, directions, and advertisements.

Some children taking the Stanford 10 at this level will mark their answers in the test booklet; others will use a separate answer folder. Directions for Word Study Skills and Reading Vocabulary are dictated by the teacher.

Grade 3
Parent Preview

Word Study Skills

DIRECTIONS: Look at the word with the underlined letters. The underlined letters stand for a sound. Decide which of the other three words has the same sound in it. Then mark the space for the answer you have chosen.

1

history

rights

lesson

instead

(A)

(B)

(C)

Reading Vocabulary

DIRECTIONS: Read the sentence in the box. Then choose the answer in which the underlined word is used in the same way. Mark the space for the answer you have chosen.

2

This switch turns off the computer.

In which sentence does the word off mean the same as in the sentence above?

- (A) Mimi jumped off the board into the water.
- (B) Turn off the television, please.
- (C) My parents have the day off.
- (D) My aim was off when I threw the ball.



Reading Comprehension

DIRECTIONS: Read the passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen.

Mister Fred's Bike Store

Come and see our new children's bikes. We have bikes to fit all riders. We have bikes with shiny wheels. There are bikes of all colors. We have books that tell how to ride safely.

You can meet Lisa Vinn, who wrote the book Stay Safe on Your Bike. She will be at our store on Saturday at 11:00 A.M. If you buy her new book, she will write her name in it for you.

Mister Fred's Bike Store
14 River Street

Open Monday–Friday 9:00 A.M.–6:00 P.M.
and Saturday 10:00 A.M.–3:00 P.M.



3

What would be the best way to find out more about the new bikes?

- (A) Go and look at some of them
- (B) Think about other bikes you have seen at stores
- (C) Ask Mr. Fred why he sells bikes
- (D) Ask your mom or dad what color bike they prefer

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The picture of the bikes is meant to—

- (A) help you know where Mr. Fred's store is located
- (B) make you want to buy a book from Lisa Vinn
- (C) show you how to ride a bike safely
- (D) show you what kinds of bikes you might see at the store

Mathematics



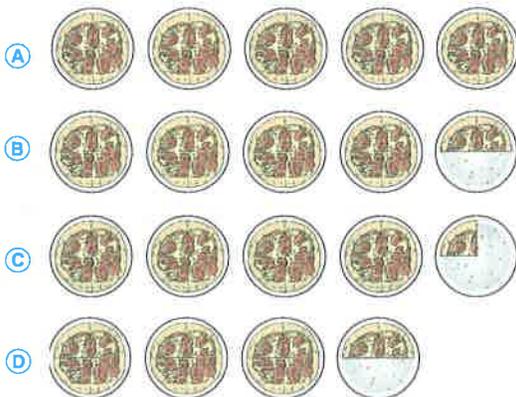
Two subtests measure how well students understand mathematics: 1) Mathematics Problem Solving and 2) Mathematics Procedures. Mathematics Problem Solving measures the skills and knowledge necessary to solve problems in mathematics. Mathematics Procedures measures the ability to apply the rules and methods of arithmetic to problems that require arithmetic solutions.

Mathematics Problem Solving

DIRECTIONS: Read each question or problem carefully. Then answer the question or work the problem. Mark the space for your answer.

5

Sasha's class ate $4\frac{1}{2}$ pizzas during a read-a-thon. Which best represents the amount of pizzas that Sasha's class ate?



6

Each number in the "In" column was multiplied by the same value to get the product in the "Out" column.

In	Out
6	36
7	42
8	48

When 1 is in the "In" column, what should be the product in the "Out" column?

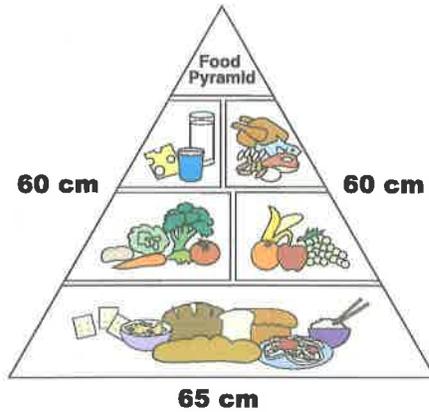
- (A) 6
- (B) 8
- (C) 9
- (D) 12



Mathematics Problem Solving (continued) Mathematics Procedures

7

Paul made a poster with the measurements shown in this drawing. He needs to put tape along the perimeter of the poster.



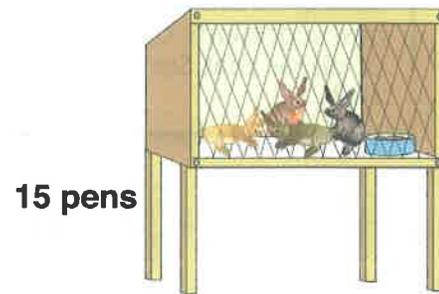
How many centimeters of tape does Paul need in all?

- (A) 65 cm
- (B) 120 cm
- (C) 125 cm
- (D) 185 cm

DIRECTIONS: Read the question or problem carefully. Then answer the question or work the problem. Mark the space for your answer. If the correct answer is not here, mark the space for NH.

8

Marcia has 15 pens for her rabbits. Each pen has 4 rabbits in it.



How many rabbits in all does Marcia have in pens?

- 19 45 50 60 NH
- (A)
 - (B)
 - (C)
 - (D)
 - (E)

Spelling



In the Spelling subtest, students are asked to decide if one of the underlined words in a sentence is misspelled, or if there is no mistake.

DIRECTIONS: Read the sentence carefully. If one of the underlined words in the sentence is misspelled, mark the space for that word. If all the words are spelled correctly, then mark the space for No mistake.

9

It surprised me when an akorn suddenly fell on my head. No mistake

(A)

(B)

(C)

(D)

Language



The Language subtest measures students' ability to use capital letters, punctuation marks, and correct forms of verbs and other parts of speech. It also measures students' ability to identify correctly and effectively formed sentences, to include and organize appropriate material in a paragraph, and to combine sentences effectively.

DIRECTIONS: Read the sentence. Look at the underlined words. There may be a mistake in punctuation, capitalization, or word usage. If you find a mistake, choose the answer that is the best way to write the underlined section of the sentence. If there is no mistake, choose *Correct as is*.

DIRECTIONS: Read the group of words in the box. There may be a mistake in sentence structure. If you find a mistake, choose the answer that is written most clearly and correctly. If there is no mistake, choose *Correct as is*.

10

Pat and me walked to the park to play.

- (A) Pat and I walking
- (B) Me and Pat is walking
- (C) Pat and I walked
- (D) Correct as is

11

I like to visit my grandma she gives me milk and cookies.

- (A) She gives me milk and cookies. When I visit my grandma.
- (B) I like to visit my grandma because she gives me milk and cookies.
- (C) Visiting my grandma. She gives me milk and cookies.
- (D) Correct as is



DIRECTIONS: Read the paragraph. Then read the question that follows the paragraph. Choose the correct answer. Then mark the space for the answer you have chosen.

South for the Winter

When the weather turns cold, people can put on extra clothes. Birds cannot do this. So during the cold season, many types of birds move to warmer places. Some fly hundreds of miles across oceans before reaching warmer lands. Many birds build nests and raise babies in their new homes. When warm weather returns to their old lands, the birds gather their families and fly back again. The next time it gets cold where you live, look up at the sky. You might see groups of birds on the move.

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Which sentence would not belong in this paragraph?

- Ⓐ The birds follow the same route every year.
- Ⓑ Some birds can't live in cold weather.
- Ⓒ Cranes are large, but hummingbirds are small.
- Ⓓ It is also hard to find food if the ground is covered with snow.



The purpose of this subtest is to measure the student's ability to understand basic concepts of the physical, life, and earth and space sciences, as well as concepts about the overall nature of science.

DIRECTIONS: Read the question and choose the best answer. Then mark the space for the answer you have chosen.

13

Which of the following students will be able to tell how long the leaf is in centimeters?



A



B



C



D

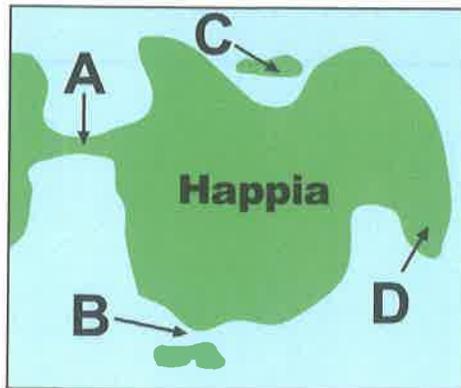
Social Science



The student's understanding of key concepts in four social science disciplines is measured: history, geography, political science, and economics.

DIRECTIONS: Read the question and choose the best answer. Then mark the space for the answer you have chosen.

14



Which arrow points to a peninsula?

- Ⓐ A
- Ⓑ B
- Ⓒ C
- Ⓓ D

Listening



The Listening subtest has two parts. The Listening Vocabulary section measures the student's knowledge of the meaning of words. The Listening Comprehension section is a measure of the student's ability to understand and interpret information that has been heard.

The teacher reads aloud the text that appears in the shaded boxes.

DIRECTIONS: Listen carefully to the question that is read to you. Choose the best answer. Then mark the space for the answer you have chosen. Listen. Omar is in the tournament. A tournament is a kind of—*room . . . contest . . . group . . . circle.*

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- (A) room
- (B) contest
- (C) group
- (D) circle

Listening



DIRECTIONS: Listen carefully to the story that is read to you. You may take notes on your scratch paper, if you wish. Then, listen to each question about the story. Choose the best answer. You may use your notes to help you. Then mark the space for the answer you have chosen.

Listen to the announcement Mr. Fuji makes to his class:

Class, as you know, we've had our class gerbil for a week. We've been calling him Gerbil. It's time to give him a real name! Tomorrow we'll have a Name-that-Gerbil-contest.

Here's what you should do. First, take some notes today. Write about how the gerbil looks and the funny habits he has. Then, at home tonight, put all those ideas together and think of a good name for our gerbil. Write the name on a piece of paper. In class tomorrow, I will collect the pieces of paper.

We will list all the names on the chalkboard. You will get to vote for the name you think is best. The name getting the most votes will become our gerbil's name.

How will the gerbil get a name? *Mr. Fuji will think of a name. . . . The principal will name him. . . . The children will vote. . . . or Mr. Fuji will draw a name.*

The students must take notes so they can—*study for a test . . . think of a name that suits the gerbil . . . practice writing . . . or make a notebook about the gerbil.*

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- (A) Mr. Fuji will think of a name.
- (B) The principal will name him.
- (C) The children will vote.
- (D) Mr. Fuji will draw a name.

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- (A) study for a test
- (B) think of a name that suits the gerbil
- (C) practice writing
- (D) make a notebook about the gerbil

