

Grade: 3

Week: 1

Subject: Reading

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

## Reading

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Read the story, and answer the questions that follow.

### The Talent Show

- 1 Daria sat down at the kitchen table. She emptied her backpack and pulled out a bright yellow piece of paper. "Enter the Glendale School Talent Show," she read out loud. "Show off your special talent."
- 2 "That sounds fun," said her mother as she came into the kitchen. "What are you planning to do?"
- 3 "Nothing," Daria said with a frown. "I can't dance or sing. Monique is going to do magic tricks, but I don't know how to do those either."
- 4 Her older brother, Jamie, walked in and dumped his backpack on the table. "Talent shows are a lot of fun," he said, picking up the paper. "I told jokes at my school talent show. Why don't you try that?"
- 5 "You're a great joke teller," Daria reminded him, "but I'm not. Anyway, it seems scary to stand up onstage by myself."
- 6 "Think it over, sweetheart," her mother said, giving her a quick hug. "I'm sure you'll come up with something."
- 7 Daria did think it over all night and the next day at school, but nothing came to her mind. She even asked her teacher, Ms. Evans, for some ideas. "I have a book that would teach you to juggle," Ms. Evans suggested. "Why don't you try that?"

8 “Thanks, Ms. Evans, but the talent show is in two weeks,”  
Daria said. “I don’t think I’ll be ready by then.”

9 During recess that day, Daria noticed her friends Jack,  
Ahmed, and Sarah dancing in a corner of the playground, so  
she went over to investigate. “Hey, Daria, why don’t you join  
us?” Jack said. “We’ve invented a new dance to perform at the  
talent show.”

10 “You dance like dizzy chickens,” Daria said. She laughed,  
and so did the others.

11 “I know we’re not very good dancers, but we’re having  
fun,” Sarah said. “Do you want to join our group?”

12 Daria thought it over. She wasn’t a good dancer either,  
but it would be fun to be with her friends, and performing in  
a group would be a lot less scary than standing onstage by  
herself! “All right,” Daria said. “I’ll do it!”

13 Daria and her friends practiced every day. Finally, it was  
time for the show. Daria waited backstage, her hands twisting  
the edge of her skirt. Sarah stood next to her and grinned.  
Then Jack and Ahmed walked over just as Ms. Evans called  
their names to go onstage.

14 Daria clapped and jumped and danced just as she had  
practiced. She moved to the music, laughing at how much  
fun it was. After Daria and her friends went backstage, she  
jumped up and down and gave them all high fives. “That was  
great!” she said. “I was having such a good time I forgot to be  
nervous.”

15

At the end of the show, the principal announced all the winners. Daria was surprised to hear her group's name called. "This group wins the award for Most Creative Talent," Mr. Ortega said. Daria danced out with her friends to accept their prize. "Nice job, everyone," Mr. Ortega said. "It's wonderful to see that we have so many talented students at Glendale." Daria smiled from ear to ear. It was great to know that she was one of those talented students.

**1**

Which sentence **best** shows why Daria does not want to be in the talent show?

- Ⓐ "I can't dance or sing. Monique is going to do magic tricks, but I don't know how to do those either."
- Ⓑ "'You're a great joke teller,' Daria reminded him, 'but I'm not.'"
- Ⓒ "'Anyway, it seems scary to stand up onstage by myself.'"
- Ⓓ "'Thanks, Ms. Evans, but the talent show is in two weeks,' Daria said."

**2**

Why does Daria say her friends dance like "dizzy chickens"?

- Ⓐ Her friends are flapping their arms like wings.
- Ⓑ Her friends cannot keep their balance.
- Ⓒ Her friends are making a lot of noise.
- Ⓓ Her friends look very silly.

**3**

How do you know that Daria is proud of herself at the end of the story?  
Use details from the story to support your answer.

Write your answer in the space below.

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This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Select the correct meaning of the word investigate as the author uses it in the story.

- Ⓐ to find out information
- Ⓑ to ask questions
- Ⓒ to spy on someone
- Ⓓ to join a group

**Part B**

Underline the word from the story that helps the reader understand what investigate means.

During recess that day, Daria noticed her friends Jack, Ahmed, and Sarah dancing in a corner of the playground, so she went over to investigate.

**5**

Select the statements that **best** describe what people suggest to Daria before she finally decides to dance with her friends. Select **all** that apply.

- A. ☐ Her mother suggests singing and dancing.
- B. ☐ Ms. Evans wants Daria to try juggling.
- C. ☐ Jamie says she should tell some jokes.
- D. ☐ Her mother tells her to do a magic trick.
- E. ☐ Ms. Evans suggests that she tell some jokes.

**6**

How do Daria's friends feel about Daria's decision to take part in the talent show? Use details from the story to support your answer.

Write your answer in the space below.

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## Reading

Read the article, and answer the questions that follow.

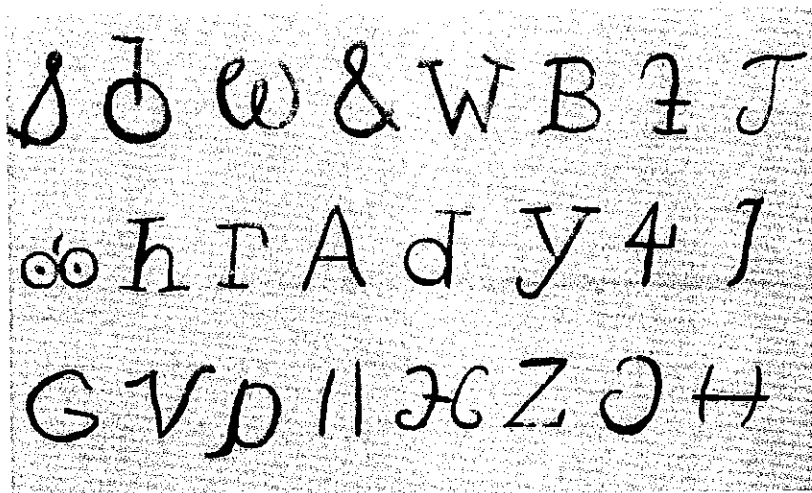
### Sequoyah's Special Symbols

- 1 When you want to send a message, you can write words for someone to read. However, not everyone knows how to read and write. There are even some languages that do not have a written form. The Cherokee language, used by Cherokee Native Americans in the United States, was a language without a written form. For hundreds of years, this language was only spoken. Then a man named Sequoyah figured out a way to use symbols so people could read and write the Cherokee language for the first time.
- 2 Sequoyah was born in the mountains of Tennessee about 1776. His mother was Cherokee and his father was a white fur trader and soldier. Sequoyah grew up in Arkansas and later moved to Indian Territory in what is now the state of Oklahoma.
- 3 During the War of 1812, Sequoyah joined the United States Army. While he was in the army, he saw other soldiers writing letters home to their families. Sequoyah called these papers "talking leaves." Sequoyah also saw that the soldiers could read and write about things that happened to them. Sequoyah and other Cherokee could not do this. Sequoyah decided to create a written language for his people. That way, they could read and write, too.
- 4 After the war, Sequoyah went home and listened carefully to the sounds in the Cherokee language. After twelve years, he had come up with a list of eighty-five sounds that could form any word in Cherokee. Then he created a different symbol



for each sound. Because the symbols do not stand for letters, Sequoyah's invention is not called an alphabet. Instead, it is called a *syllabary*.

- 5 Sequoyah wanted to teach his syllabary to other Cherokee. He made a game out of his writing and taught it to his young daughter, Ayoka. Together they taught the syllabary to the Cherokee people. Sequoyah and Ayoka traveled all over the United States to teach Cherokee to others. Within a few months, thousands of Cherokee knew how to read and write. By 1834, books and songs had been written down in Cherokee. There was also a Cherokee newspaper.
- 6 Sequoyah wanted to create a common language that all Native Americans could speak. He spent the rest of his life traveling around the United States talking to other Native American tribes. However, he was not able to achieve this dream.



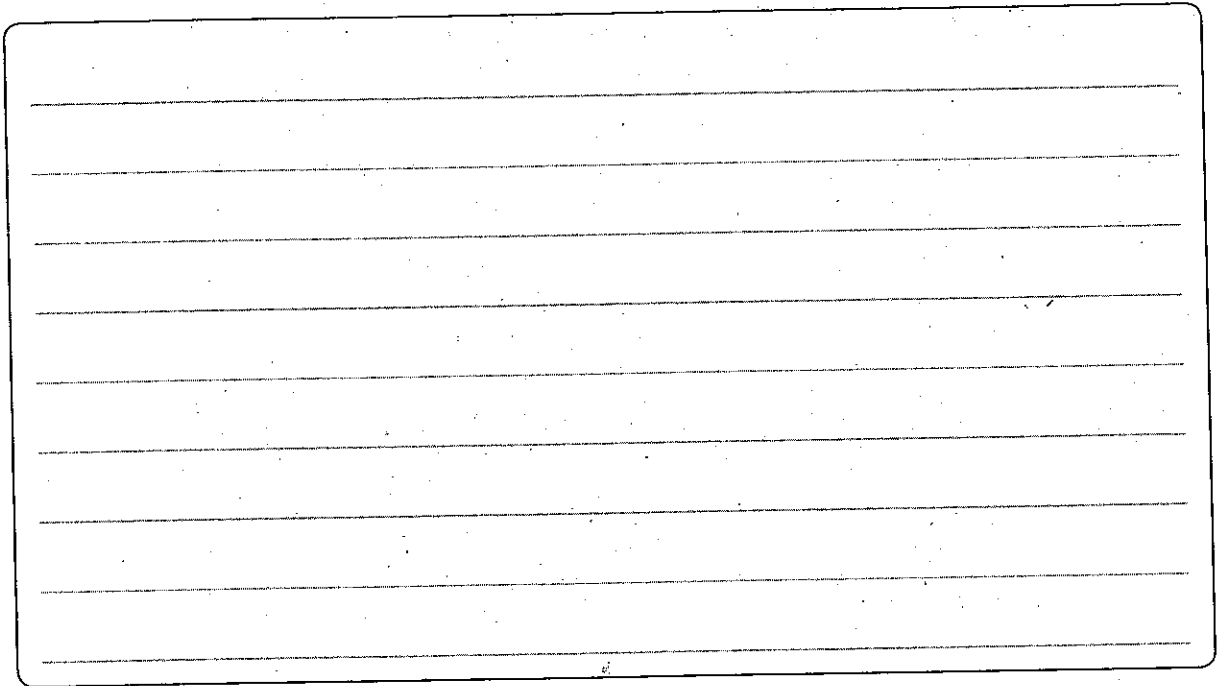
These are some of the symbols used in Sequoyah's syllabary.

- 7 Sequoyah died around 1843, but he is not forgotten. He was the first Cherokee to create a system of writing and then teach it to others. Because of his work, Sequoyah received awards from the Cherokee Nation and the United States Congress. He is one of the best-known Native Americans in history.

7

Why did Sequoyah want to create a written language for the Cherokee? Use details from the article to support your answer.

Write your answer in the space below.



**8**

Which of the following happened **first**?

- Ⓐ Sequoyah became famous.
- Ⓑ Sequoyah won many awards.
- Ⓒ Sequoyah traveled all over the United States.
- Ⓓ Sequoyah taught his syllabary to the Cherokee.
- Ⓔ Sequoyah created a language for all Native Americans.

**9**

Why does the author think Sequoyah is important? Use details from the article to support your answer.

Write your answer in the space below.

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**10**

Read the sentences from the article.

Sequoyah wanted to create a common language that all Native Americans could speak. He spent the rest of his life traveling around the United States talking to other Native American tribes. However, he was not able to achieve this dream. (paragraph 6)

Select the correct meaning of the word achieve as it is used in the article.

- Ⓐ to earn a prize
- Ⓑ to win a contest
- Ⓒ to solve a problem
- Ⓓ to get something you want

**11**

How did Sequoyah's syllabary help the Cherokee communicate?

- Ⓐ It gave them a written alphabet.
- Ⓑ It gave them a spoken language.
- Ⓒ It gave them symbols that stand for sounds.
- Ⓓ It gave them symbols that stand for letters.

**12**

Which sentence from the article explains where Sequoyah got the idea to create a syllabary?

- Ⓐ "During the War of 1812, Sequoyah joined the United States Army."
- Ⓑ "While he was in the army, he saw other soldiers writing letters home to their families."
- Ⓒ "After the war, Sequoyah went home and listened carefully to the sounds in the Cherokee language."
- Ⓓ "He made a game out of his writing and taught it to his young daughter, Ayoka."

**13**

How do Sequoyah's actions support the main idea of the article? Use details from the article to support your answer.

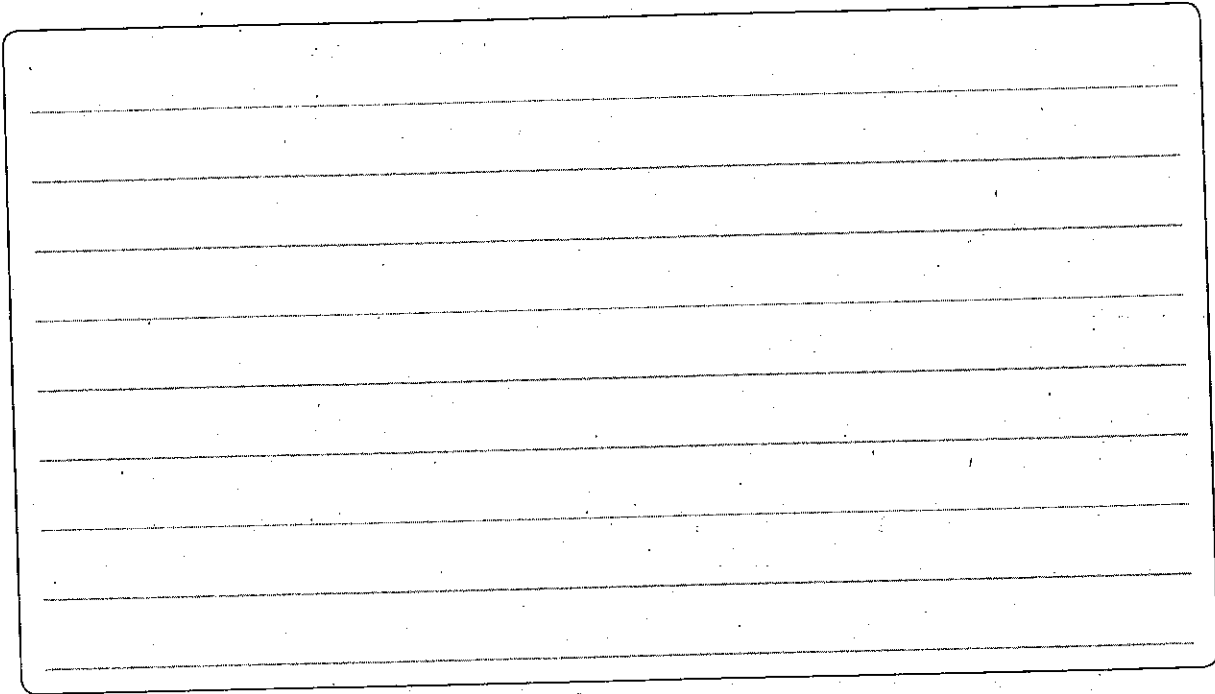
Write your answer in the space below.

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**14**

How does the illustration relate to the text of the article? Use details from the article to support your answer.

Write your answer in the space below.

A large rectangular box with a black border, containing ten horizontal lines for writing an answer.