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Introduction

The old adage “practice makes perfect” can really hold true for children and their education. The more practice students have with concepts being taught in school, the more success they are likely to find. For many parents, knowing how to achieve this goal and support their child’s learning can be frustrating. This book is designed to eliminate the guesswork for parents using it at home, while also being a valuable resource for educators using it in the classroom.

Here’s how: By pairing interesting texts in three different categories (fiction, nonfiction, and informational) with comprehension questions, students will get practice in encountering different text types and showing that they fully understand what they have read.

For Grade 3, *Practice Makes Perfect: Reading Comprehension* covers the following skills:

- using various reading strategies to comprehend text
- using context clues to determine the meaning of unknown words
- skimming text to quickly locate information
- locating the main idea of a text as a whole or of a part (paragraph, etc.) of a text
- making inferences and predictions based on information given

Inside This Resource

Reading Passages and Comprehension Questions (pages 4–39) — There are 18 reading passages that have been divided into three categories: fiction, nonfiction, and informational. These passages can be read sequentially or can be done out of order, as needed.

Practice Tests (pages 40–45) — There are 3 practice tests, one each for fiction, nonfiction, and informational texts.

Answer Sheet (pages 46–47) — These optional sheets provide a similar format to those found on standardized tests. These “bubble-in” answer sheets can be used in the classroom or at home.

Answer Key (page 48) — This key provides the answers for all of the comprehension questions that accompany the passages.

Helpful Tips

- Establish consistency by setting up a certain time of day to work on these practice pages. Look for times in your day or week that are less hectic and more conducive to practicing skills.
- Keep practice sessions short, positive, and constructive. If your child becomes frustrated, set the book aside and look for another time to practice.
- Provide extra guidance and support in the areas in which your child is struggling. Look for ways to apply these skills to real-life situations.

Name: _____

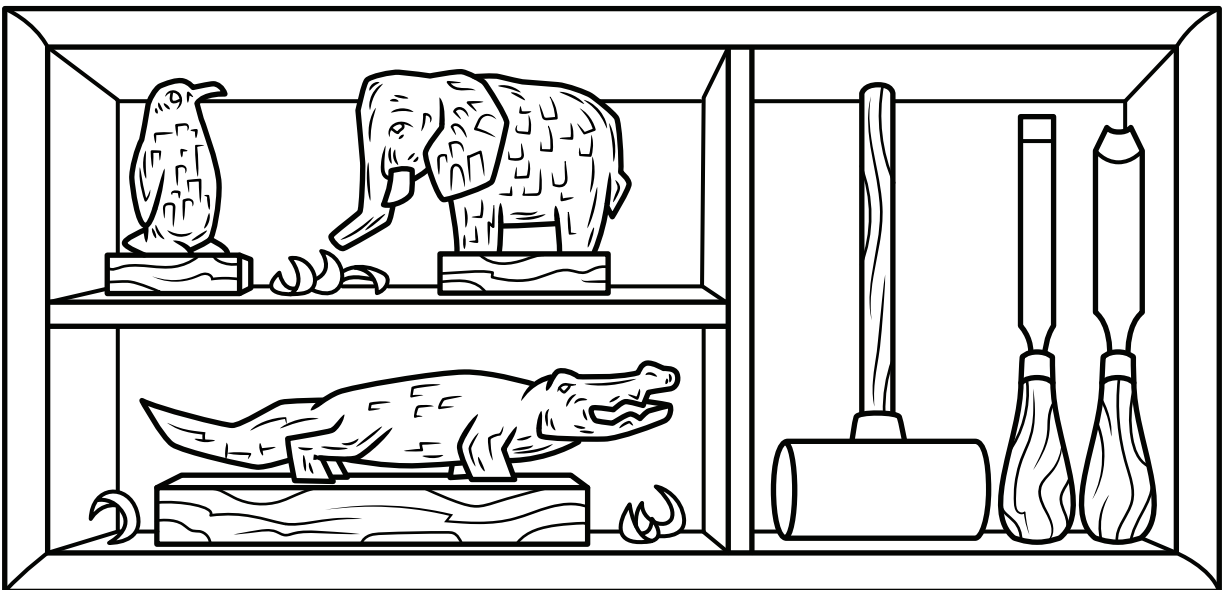
The Wood Carver

Ever since Greg was a toddler, he had watched his grandfather carve the small wooden figures. Greg was fascinated with the quickness of his grandfather's fingers as he switched the carving knife from one hand to the other, breathing life into what was once an ordinary piece of wood. Greg often wished that he could create wonderful little wooden figurines as his grandfather did.

One day, Greg's grandfather called the boy into the workshop. "Today is the day that you begin to learn the lost art of carving." Greg couldn't believe his ears as he pulled up a small stool next to his grandfather's workbench. The sharp smell of the wood filled his nose, and he moved in closely to where his grandfather was working. Greg's head was soon reeling with the names of the different tools his grandfather used to create the wooden treasures.

After the introduction to the tools was complete, Greg picked up a piece of wood to make his first attempt at carving. He loved the feel of the rough wood biting into his fingers. He worked for hours that day, trying to duplicate his grandfather's skill.

Although his small, wooden figurine was far from perfect, both Greg and his grandfather were quite proud of the work Greg had done. "This piece will occupy a place of honor on my shelf," Greg's grandfather told him. Greg's eyes shone with joy. He knew that it would take many years to become as skillful as his grandfather, but Greg was going to enjoy every minute of it!



Name: _____

The Wood Carver

After reading the passage, answer the questions. Fill in the bubble beside each correct answer.

1. How did Greg feel when he watched his grandfather carve wood?
 - (A) worried that his grandfather would cut himself
 - (B) frustrated that he couldn't carve like his grandfather
 - (C) angry that his grandfather wouldn't teach him how to carve
 - (D) amazed by his grandfather's skill

2. What will Greg probably do now that he's had his first lesson?
 - (A) Keep working on it to get better.
 - (B) Give up because he isn't as good as his grandfather.
 - (C) Throw out his first figurine.
 - (D) Chop down a tree in order to get some wood.

3. Why did Greg's grandfather put Greg's wooden figure on the shelf?
 - (A) Greg's grandfather knew it was not a good piece of work.
 - (B) Greg's grandfather was proud of Greg's first wooden carving.
 - (C) It was the best wood carving Greg's grandfather had ever seen.
 - (D) That is where Greg's grandfather always put the wooden figures.

4. Why did Greg's grandfather call wood carving a "lost art"?
 - (A) Not many people carve wood by hand anymore.
 - (B) Carving wood was done only by lost people.
 - (C) No one knows how to carve wood.
 - (D) There are no books about carving wood.

5. What does it mean to "breathe life into" a piece of wood?
 - (A) Greg's grandfather would make hollow wood pieces like whistles.
 - (B) Greg's grandfather could make a real-looking figure out of a piece of wood.
 - (C) Greg's grandfather always blew on the wood before he carved it.
 - (D) Carving wood could turn a dead piece of wood into a living one.

Name: _____

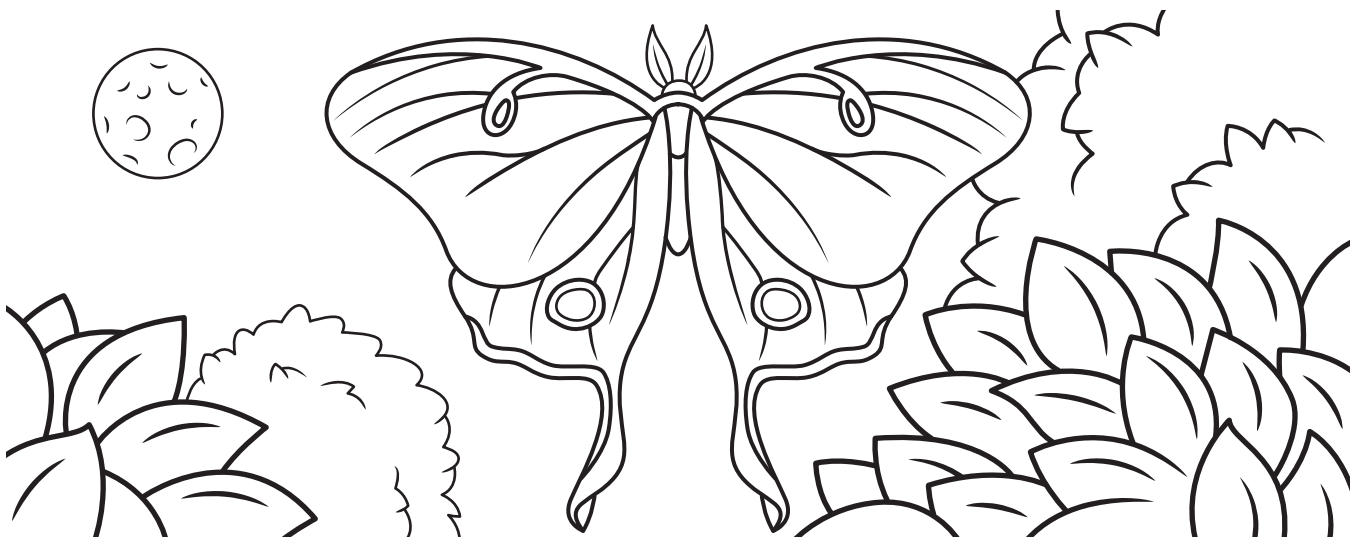
Named After the Moon

We might think of butterflies and moths as being very alike. Both are flying insects that have fluttering wings and similar shapes. But butterflies are usually seen during the day, while moths are much more active at night. Also, butterflies have thin antennae that look like dark wire, while moths have fuzzy antennae. Their bodies are fuzzy, too. Probably the most obvious differences have to do with size and color. Butterflies are much larger than most moths, and they are much more colorful. But not all moths are small and dull colored. For example, the luna moth is much larger than most moths, and it can be very striking in appearance.

The word “luna” means *moon*. Luna moths are pale green, but they appear to be a glowing green color when they are seen in the moonlight. They also have four spots, one on each wing. These green, brown, or white spots are called “eyes,” and that’s just what they look like. Adding to the unique look of the luna moth are long tail wings and a large size that can measure nearly 5 inches wide from the tip of one wing to the tip of the other.

Like all moths and butterflies, luna moths are caterpillars before they gain wings and the ability to fly. As a caterpillar, a luna moth has green and yellow stripes on its body and it has spines along its back. To help it grow, the caterpillar eats the leaves of hickory, walnut, sweet gum, and birch trees. Some types of luna moth caterpillars even eat poison ivy! Once it is ready, the caterpillar makes a cocoon and stays inside until it can become a moth.

Most luna moths live the eastern part of the United States. If you are in this area and out in the moonlight, see if you can spot a luna moth flying around among the leafy green trees. Just look for a large moth with four “eyes,” two long tail wings, and a glowing green color.



Name: _____

Named After the Moon

After reading the passage, answer the questions. Fill in the bubble beside each correct answer.

1. If you see a luna moth with a glowing green color, you are most likely seeing one
 - (A) in the sunlight.
 - (B) in the moonlight.
 - (C) in the western part of the country.
 - (D) in its cocoon.

2. What are the spots on the luna moth's wings called?
 - (A) fuzzies
 - (B) antennae
 - (C) eyes
 - (D) wings

3. Through the use of punctuation, the author makes it clear that one of these facts is unusual. Which one?
 - (A) Some luna moth caterpillars eat poison ivy.
 - (B) The luna moth flies at night.
 - (C) Most moths are very small.
 - (D) The luna moth has soft, fuzzy antennae.

4. What is the main idea of this passage?
 - (A) "Luna" means *moon*.
 - (B) Luna moth caterpillars eat different types of leaves.
 - (C) Luna moths live mostly in the eastern part of the country.
 - (D) Luna moths are unique and beautiful.

5. What is the meaning of the word *striking* at the end of paragraph #1?
 - (A) hitting
 - (B) similar and common
 - (C) unusual and noticeable
 - (D) making a loud sound

Name: _____

What's In a Name?

People give names to all kinds of things. People name their children and their pets. They may even have names for nonliving things, such as cars. How people choose these names just depends on the person doing the naming. There is not one way that it is done. That's not true, however, for storms. Really strong storms are given names, and there are rules that must be followed for naming them.

If a storm such as a hurricane contains winds over 40 miles per hour, then it needs to be tracked by the National Hurricane Center in Miami, Florida. A storm with winds that strong can cause a lot of damage and can be a danger to people. Sometimes, there is more than one strong storm happening at a time. By giving names to these storms, scientists are better able to track them and to warn people of possible dangers.

Here are the rules for how hurricanes and other strong storms are named:

- There are six lists of 21 names each.
- Each name begins with a different letter of the alphabet. There are no names starting with Q, U, X, Y, or Z.
- Each list is used once every six years.
- When a really big storm forms over the ocean, it is given name. The names are given in order. For example, the first big storm of the year is given the name that begins with A, such as Hurricane Ana. The next big storm is given the name that begins with B, such as Hurricane Bill.
- Some storms end up causing a lot of damage. If a really big storm causes a lot of damage, that storm's name is retired. The name is never used again.

2022 Storm Names

Alex	Fiona*	Karl	Paula	Walter
Bonnie	Gaston	Lisa	Richard	
Colin	Hermine	Martin	Shary	
Danielle	Ian*	Nicole	Tobias	
Earl	Julia	Owen	Virginie	

* Hurricane Fiona and Hurricane Ian both caused a lot of damage, and their names will now be replaced in the list for 2028.

Name: _____

What's In a Name?

After reading the passage, answer the questions. Fill in the bubble beside each correct answer.

1. How many names are on each year's list of storm names?
 - (A) 6
 - (B) 16
 - (C) 21
 - (D) 26

2. Which one of these names could be used to name a hurricane?
 - (A) Zoe
 - (B) Ursula
 - (C) Quentin
 - (D) Jasper

3. The first big storm of 2028 will be named Alex. If it is not retired, when will it be used again?
 - (A) 2029
 - (B) 2030
 - (C) 2034
 - (D) 2040

4. What is meant by the word *retired* in the story?
 - (A) stopped doing a job
 - (B) stopped being used
 - (C) wind speeds were less than 40 miles per hour
 - (D) not used for another six years

5. In 2005, Hurricane Katrina was a terrible storm that caused billions of dollars in damage. What happened to the storm name Katrina?
 - (A) It will never be used again.
 - (B) It was used again the next year.
 - (C) It was used again six years later.
 - (D) It will not be used for at least 40 years.