

NAME: _____

21

ReadWorks

Parent Signature: _____

Amra and the Skateboard

Amra and the Skateboard

The skateboard flew down the hill. Buzzing over the pavement, it passed by houses with manicured gardens and freshly cut grass, and whizzed past prim and proper homeowners—middle-aged mothers with beehive haircuts and stern-looking fathers with Oxford button-downs tucked into crisp khaki pants. At the bottom of the hill, it slammed into the curb and landed violently on its side.

Amra was searching for worms in her front yard. She was on her hands and knees when she heard the whizzing crack. Startled, she shot her head up and scanned the scene.

She saw the skateboard to her right, lying on the sidewalk. To her left, high up on the hill, she saw a gaggle of boys. Blinding rays of light carved out their silhouetted figures. The outlines of kneepads and helmets could be made out, as well as other skateboards, some held like canes, others like briefcases. One among the crew was sitting on his bottom, rocking back and forth in mild pain. He had wiped out.

Amra walked over to the skateboard. She took it into her hands and looked up toward the boys. One of them beckoned to her with his hand.

“Bring it up!” he called out.

The thought of interacting with them set her nerves on edge. She was only 10. They were older—high-schoolers.

Amra slowly walked the skateboard to the top. The boys stood there expressionless.

“Thanks kid,” the one who wiped out said.

He walked over and took the skateboard from Amra’s arms.

“Can I try?” she asked him.

The boys laughed.

“You’re just a kid,” Wipe Out said.

"And you're a girl," added another.

More laughter.

Amra shot an angry look. "Let me try!"

Wipe Out smirked. "Okay," he said, and handed back the skateboard.

Amra laid it on the pavement and rolled it back and forth to get the feel of the concrete. Stepping her left foot onto the front of the skateboard, she crouched and shot off, zipping down the hill and landing on a strip of grass along the sidewalk.

When she lifted the skateboard over her head in triumph, the boys were dumbfounded.

A Day on the Slopes

Jaclyn Einis

No matter how many times Bobby rode the chairlift, he always got frightened when he looked down. If he stared down long enough to get that tingly feeling, he'd grip the bar in front of him, take stock of the bar between his two legs, and reassure himself that he was secure.

Conversation helped distract him. He loved meeting people from all over the country, and even the world, on the chairlift. Games helped distract him, too. "I spy in my little eye, something...orange," Bobby challenged.

"The plastic fence down there," guessed Dad.

"Nope!"

"The square with the number on that pole," Dad said, pointing to one of the big poles holding up the chairlift.

"Nope."

"The stripe on that guy's jacket in front of us."

"Nope."

"Um...the sunshine?"

"No way. The sun looks more yellow than orange right now, Dad."

"Okay, fine. I give up!" Dad said, throwing his head back in defeat.

"The writing on the band of your goggles!"

"Tricky, tricky. I'll stump you next time."

Bobby loved winning, but he was no longer focused on playing "I Spy." They were close to the top.

"Ready?" Dad asked.

"Ready," Bobby replied, removing his hands from the bar and skis from the little footrests connected to the bar between his legs.

Dad pulled the bar up and over their heads, and they looked forward. Skis straight and poles held tightly, they pushed themselves away from the seat and down the small hill their skis touched at the top.

This was Bobby's second time skiing, and he was getting the hang of it. During his first time skiing, Dad taught him how to do the "pizza," skiing with his skis in a wedge like a slice of pizza. Bobby had advanced since then and could now do the "french fries," skiing with his skis parallel and straight like two french fries side by side. When he felt himself going too fast, he would point his skis to the side instead of down the mountain. That would help bring him to a stop.

Normally, Bobby stayed far away from the forest, while avoiding big groups of people and ice. Luckily, there was a lot of powdery Colorado snow on this mountain and definitely not as much ice as there was on the mountain he had skied in New England.

"Want to try skiing the glades?" Dad asked when they had stopped for a rest mid-trail. Dad nodded to where a path veered off the trail and into the woods. Bobby saw a few skiers follow the path into the trees. About 10 seconds later, they popped out a little ways down the trail.

Bobby felt nervous and excited. "Let's do it!" he said with a grin.

"Okay, you go, and I'll be right behind you. Don't go too fast. Keep your eyes on the trail, and try to stay focused and relaxed."

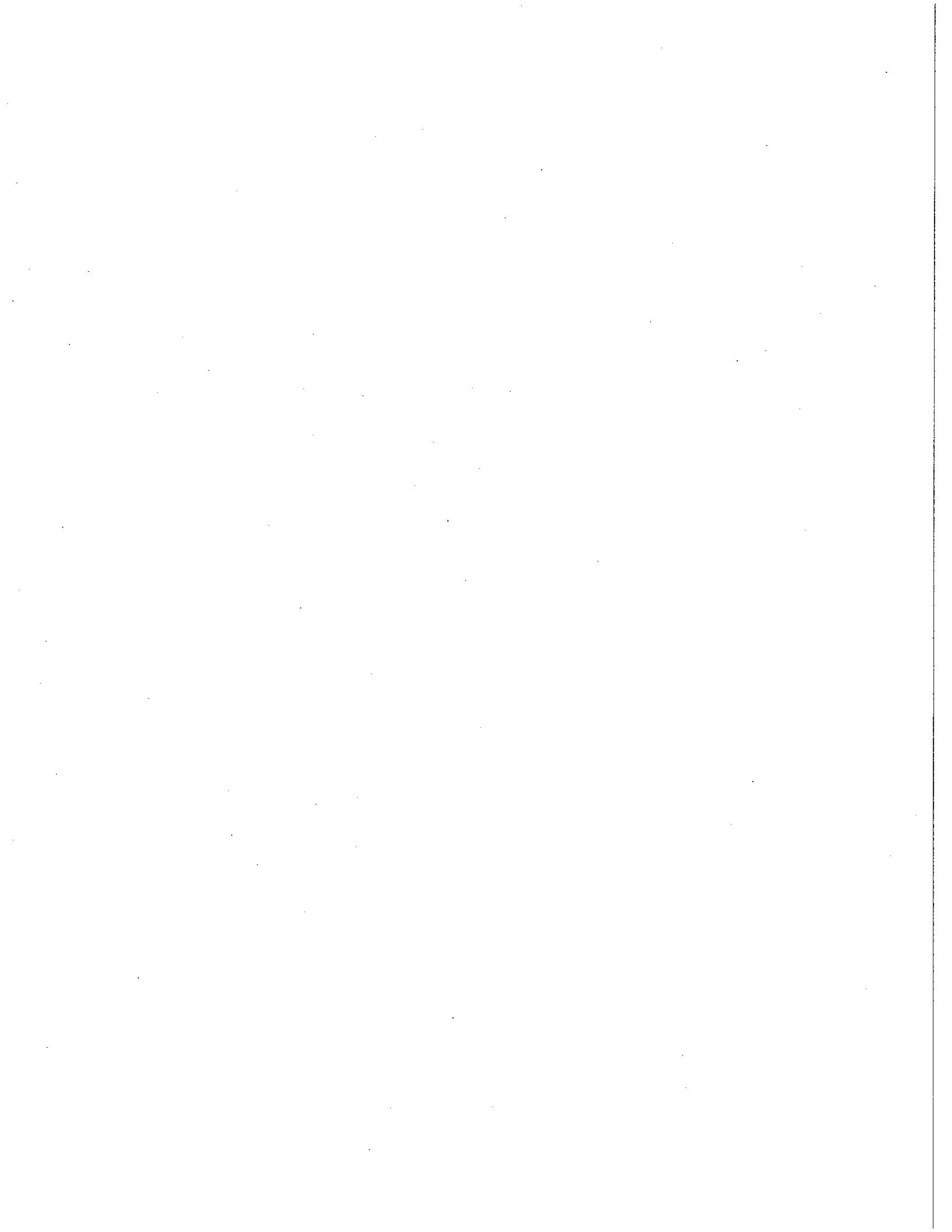
"Here we go!" Bobby hollered as he glided to the side of the trail, his skis falling in line with a path on the left that gradually curved into the woods. There were trees on either side of Bobby, and the narrow path dipped down and then up a bit, down and then up. It felt like a waterslide but better, because he was in control. There was one last bump on the path, where it exited the woods. When Bobby got to it, he had gained some speed and even got a few inches of air. He wobbled for a second, but quickly regained his balance.

"Awesome!" he thought.

They were near the bottom of the hill, and the lifts were about to close.

"Up for one more run?" Dad asked.

"No time for talking!" Bobby said, hurrying back to the chairlift.



MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 3 Mathematics content domains are provided.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

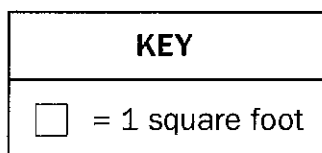
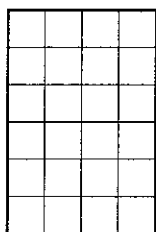
Example Item 1

DOK Level 1:

Mathematics Grade 3 Content Domain: Measurement and Data

Standard: MGSE3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

The grid represents the floor of a rectangular closet.



What is the **TOTAL** area of this floor?

- A. 10 square feet
- B. 16 square feet
- C. 24 square feet
- D. 36 square feet

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) 24 square feet. There are 6 rows of 4 squares and $6 \times 4 = 24$. Choice (A) is incorrect because it adds the two side lengths. Choice (B) is incorrect because it counts the outside squares. Choice (D) is incorrect because it is the product of 6×6 .

Example Item 2

DOK Level 2:

Mathematics Grade 3 Content Domain: Number and Operations

Standard: MGSE3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.

On Saturday, 353 people attended a school play. On Sunday, 489 people attended the school play.

Which expression will give the BEST estimate for the TOTAL number of people who attended the play on Saturday and Sunday?

- A. $350 + 480$
- B. $350 + 490$
- C. $360 + 490$
- D. $360 + 500$

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) $350 + 490$ (Each number rounds to the greatest 10). Since 3 in the ones place is less than 5, 353 rounds down to 350 and 9 in the ones place is greater than 5, 489 rounds up to 490. Choice (A) is incorrect because 489 should be rounded to 490. Choice (C) is incorrect because 353 should be rounded to 350. Choice (D) is incorrect because it rounds 489 to the nearest hundred, when rounding to the nearest ten would give a closer estimate.

Example Item 3**DOK Level 3:****Mathematics Grade 3 Content Domain:** Operations & Algebraic Thinking

Standard: MGSE3.OA.2. Interpret whole number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*

Riaz wants to use the number sentence shown to solve a problem.

$$12 \div 3 = \square$$

Which problem could be solved using this number sentence?

- A. A pet store has 12 cats. If 3 of them are sold, how many cats have not been sold?
- B. A key chain can hold 3 keys. If there are a total of 12 keys, how many key chains are there?
- C. A necklace has 3 blue beads and 12 green beads. How many beads does the necklace have in all?
- D. A sewing machine can sew 1 button in 3 seconds. How many seconds will it take to sew 12 buttons?

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) A key chain can hold 3 keys. If there are a total of 12 keys, how many key chains are there? Choice (A) is incorrect because it uses subtraction instead of division. Choice (C) is incorrect because it uses addition instead of division. Choice (D) is incorrect because it uses multiplication instead of division.

MATHEMATICS ADDITIONAL SAMPLE ITEMS

This section has two parts. The first part is a set of 10 sample items for the Mathematics portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Item 1

The students in an art class made 6 flowers. Each flower was made with 8 bottle caps, as shown.



Which expression represents the **TOTAL** number of bottle caps needed to make the flowers?

- A. $8 + 6$
- B. $8 - 6$
- C. 8×6
- D. $8 \div 6$

Item 2

Look at the number sentence.

$$\square \div 12 = 7$$

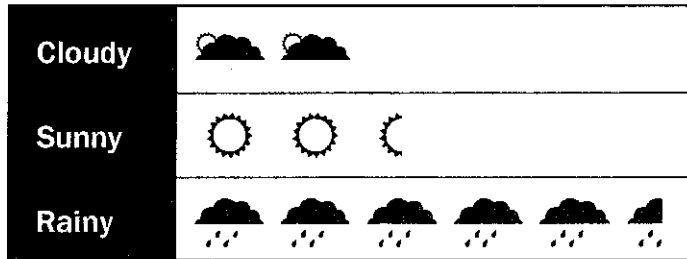
What number belongs in the box to make the number sentence true?




- A. 5
- B. 19
- C. 74
- D. 84

Item 3

The picture graph shows what the weather was like in a city for 60 days.

Weather



KEY	
	= 6 Days
	= 6 Days
	= 6 Days

How many MORE days were rainy than cloudy?

- A. 18
- B. 21
- C. 24
- D. 33

Item 4

Look at the expression.

$$156 + 100 + 100 + 10 + 4$$

What is the sum of this expression?

- A. 360
- B. 370
- C. 460
- D. 856

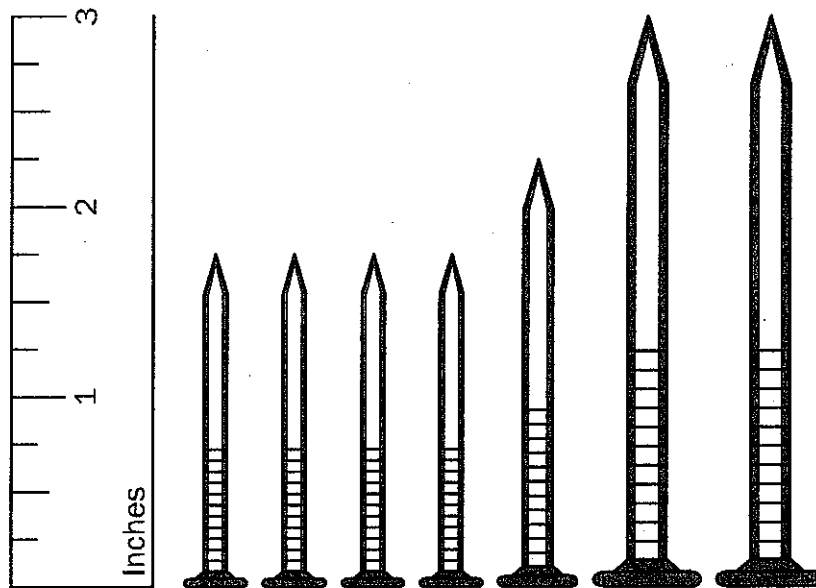
Item 5

Which of these is equal to $4 \times 3 \times 6$?

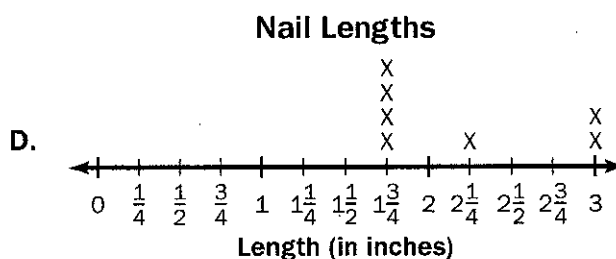
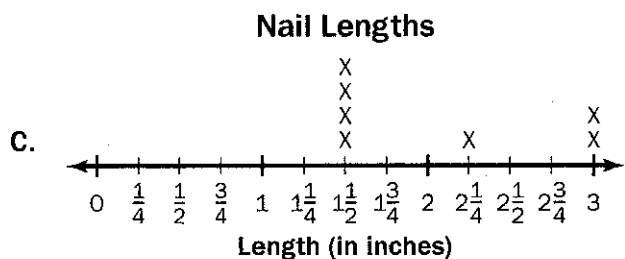
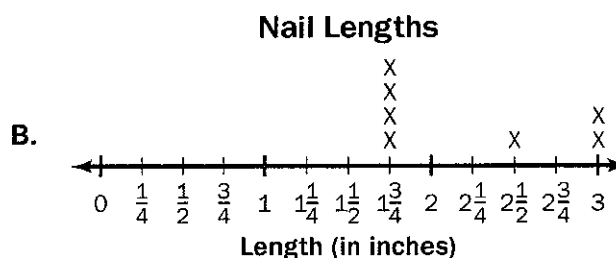
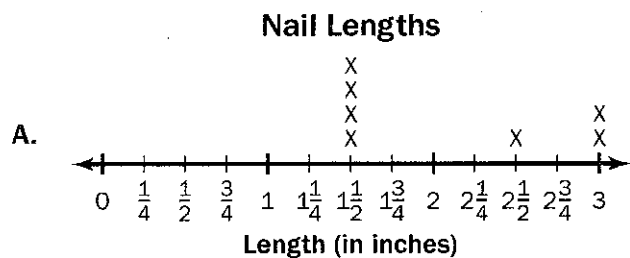
- A. 4×9
- B. 4×36
- C. 12×6
- D. 12×24

Item 6

Look at these nails.



Which line plot shows the lengths of these nails to the nearest quarter inch?



Item 7

Emily rounded the number of rubber ducks entered in a race to the nearest hundred. She says there are about 700 rubber ducks entered in the race.

Which of these could be the number of rubber ducks entered in the race?

- A. 648
- B. 671
- C. 762
- D. 783

Item 8

Which statement is **NOT** true about all squares and all rectangles?

- A. They all have right angles.
- B. They all have 4 sides and 4 angles.
- C. They all have 4 sides of equal lengths.
- D. They all have opposite sides that are parallel.

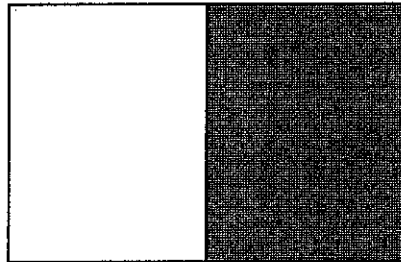
Item 9

What is the sum of 468 and 31? Explain each step you used to find your answer.

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Item 10

Look at the shaded part of each rectangle.



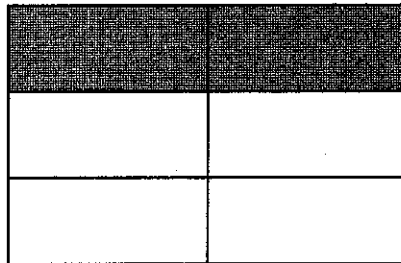
L



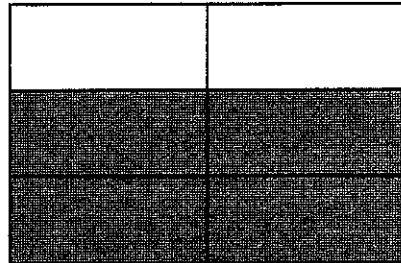
M

Part A: Use $<$, $>$, or $=$ to write a number sentence comparing shaded portions of rectangles L and M.

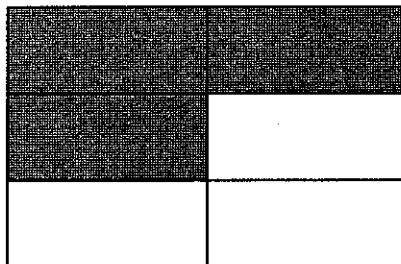
Look at the rectangles with equal parts.



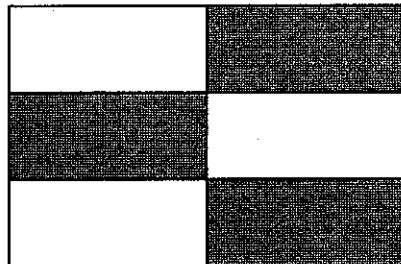
W



X



Y



Z

Part B: On the line below, list which rectangles show a fraction equal to rectangle L from Part A.

Part C: On the line below, write the fraction shown by the rectangles you selected?

Part D: Explain how you can prove that the shaded part of each of the rectangles you selected from Part B is equal to the shaded part of rectangle L in Part A.

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