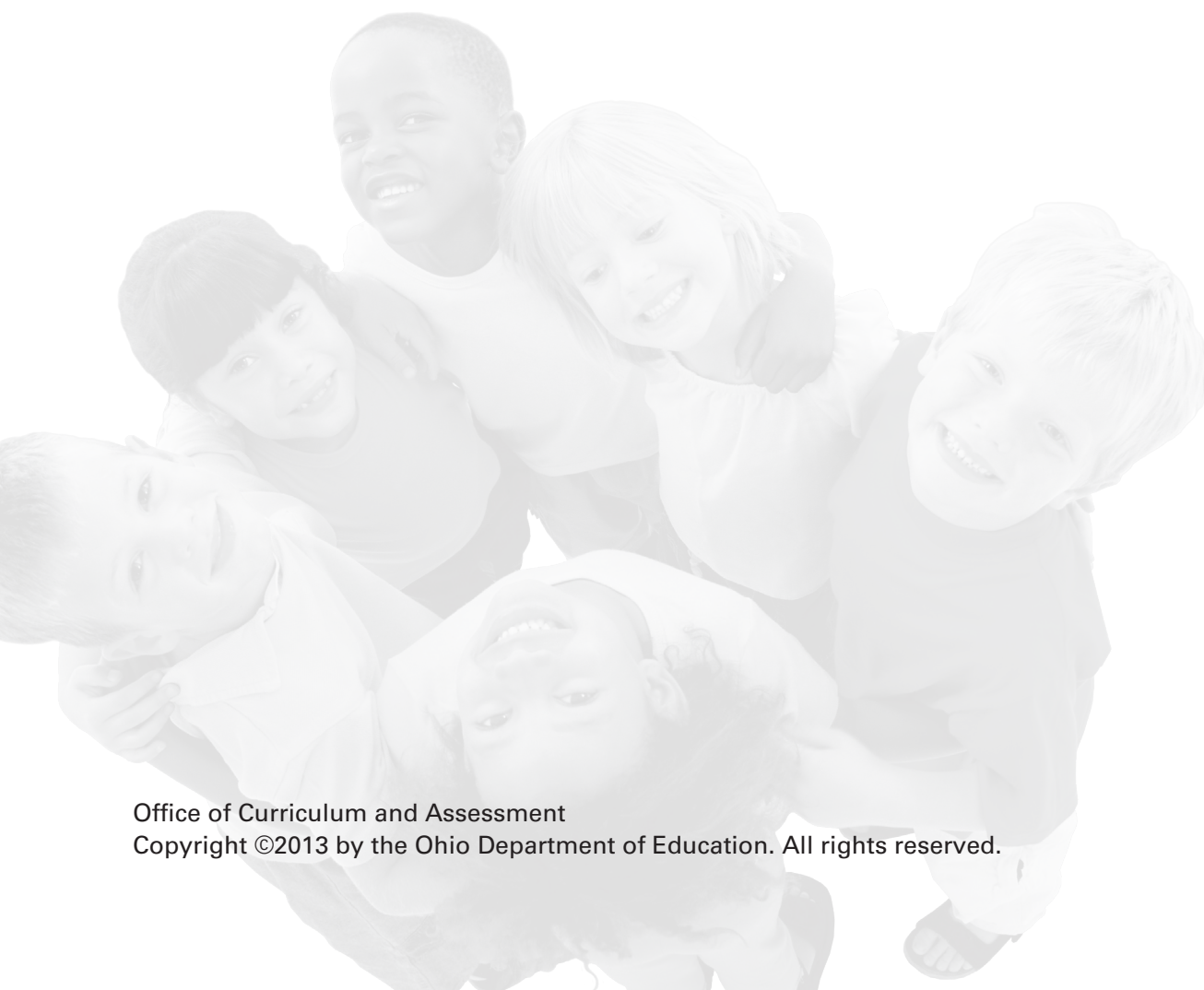


Ohio's Diagnostic Assessments

GRADE 3 WRITING

Student Booklet FULL MEASURE



The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

The New Girl

The new girl stood quietly, looking down at the ground. Cara thought she might be crying, but she couldn't quite tell.

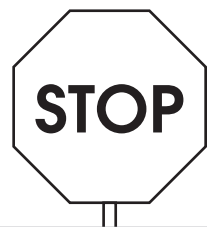
"Come on," said Kia. "Let's go play."

Cara wasn't sure what to do. She wanted to go over to the new girl, say something nice to her, but she was afraid that Kia would laugh at her. Kia was her best friend, ever since kindergarten. They did everything together. They liked the same music, the same food and the same TV shows. They were always together at school.

But Kia was not being nice to the new girl. She said the new girl looked funny and talked funny. She called the new girl mean names. Kia was the reason that the new girl was standing by herself on the playground. Cara wanted to be nice to the new girl, but she wanted to be Kia's friend even more. With a quick glance back over her shoulder, Cara ran off to play with Kia.

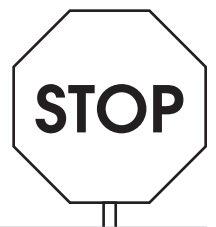
After recess, the class went back inside to listen to a story. Their teacher was a great reader, but Cara was having trouble listening. She kept peeking over at the new girl, who was still sitting by herself, still looking at the ground, still looking sad.

Cara knew what her mom would say. Her mom would tell her to give the new girl a chance, to be nice to her. She would tell Kia that, if she was mean to the new girl just because she looked a little different, she wasn't really a good friend anyway. But Kia was a good friend! She was fun to play with and she could be really funny. She was great at doing hair and playing soccer, two of Cara's favorite things. It wasn't fair for Cara to have to choose!

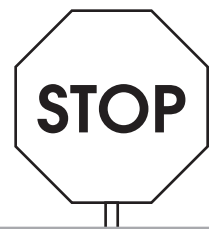


Planning Page

Word Bank
agree disagree think opinion reason



Handwriting practice area with 20 horizontal lines. The top line is a thick grey bar. The remaining lines are thin black lines.



Go to the next page

5. Circle the *noun* in the sentence.

This old coat is too small!

Explain why this word is a noun.

Circle the *adjective* in the sentence.

I like to gently pat my furry kitten.

Explain why this word is an adjective.

Circle the *adverb* in the sentence.

The old turtle crossed the path slowly.

Explain why this word is an adverb.



Go to the next page



6. Circle the *noun* in the sentence.

These grapes taste very sweet.

Explain why this word is a noun.

Circle the *pronoun* in the sentence.

Do you want to go to the park tomorrow?

Explain why this word is a pronoun.




Circle the *verb* in the sentence.

The tall boy walked slowly into the classroom.

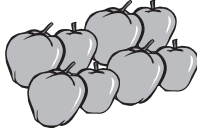

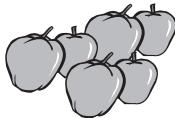
Explain why this word is a verb.



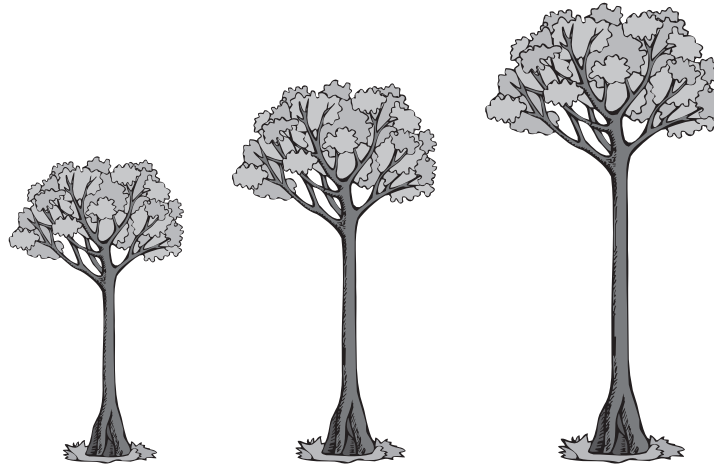
7. **A.** Compare the pictures in this set of pencils. Circle the word that best describes the size of each pencil.

		
small smaller smallest	small smaller smallest	small smaller smallest

- B.** Compare the pictures in this set of apples. Circle the word that best describes the amount shown.

		
some more most	some more most	some more most

8. Look at the pictures and sentences below. Think about what word would make sense for each blank. Write the words in the blanks.



The first tree is **tall**.

The second tree is _____ than the first tree.

The third tree is the _____ of them all.



The first three letters show **good** handwriting.

The second three letters show _____
handwriting than the first.

The third set of letters show the _____
handwriting of all.

-
9. Read the following sentences. Add the correct punctuation to this conversation between Sara and Kevin.

I am playing soccer this weekend said Sara.

I wish I could play answered Kevin because that sounds like fun.

10. Read the following sentences. Add the correct punctuation to this conversation between Jeff and Mandy.

Come to my house after school said Jeff.

I have to go to dance class replied Mandy but maybe I can come over tomorrow.

11. Read the following sentences. Add punctuation to this conversation between Sam and Rita.

I like this color said Sam.

I don't answered Rita I like blue better.



12. Look at the words below. Add the suffix to each word. Remember the rules for spelling when you add the suffixes.

Add the suffix **-es** to the word **knife**. _____

Add the suffix **-ing** to the word **have**. _____

Add the suffix **-ed** to the word **hop**. _____

Add the suffix **-ly** to the word **busy**. _____

13. Look at the words below. Add the suffix to each word. Remember the rules for spelling when you add the suffixes.

Add the suffix **-es** to the word **half**. _____

Add the suffix **-ing** to the word **get**. _____

Add the suffix **-ed** to the word **bake**. _____

Add the suffix **-ly** to the word **slow**. _____



14. Look at the words below. Add the suffix to each word. Remember the rules for spelling when you add the suffixes.

Add the suffix **-es** to the word **glass**. _____

Add the suffix **-ing** to the word **run**. _____

Add the suffix **-ed** to the word **chase**. _____

Add the suffix **-ly** to the word **quick**. _____

