

Updated and Revised



Grade

3

SPECTRUM[®]

Reading



***Excellent Tool for
Standardized Test Preparation!***

- Author's purpose
- Synonyms and antonyms
- Reading comprehension
- Phonics skills
- Study skills
- Answer key

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Two Boys, Big Plans

Read to see what Sam and Kent are planning.

¹ “Okay, I’m going to ask my parents right now. Are you?” Sam waited for Kent’s reply over the phone.

² “I think so,” said Kent after a moment. “My dad just got home a little while ago. Are you bringing crackers?”

³ Sam laughed. Kent was always hungry. “Yes, I’ll bring the crackers,” he said. “And be sure to tell them that we’ll turn the lights out by 9:30. Okay?”

⁴ “Nine-thirty. Right,” Kent agreed. “Okay, I’m going to go ask. I’ll talk to you in a little bit.”

⁵ “Okay,” answered Sam, and he hung up. *Now, if only we can talk our parents into letting us do this*, he thought to himself. He put on a big smile and entered the family room.

⁶ “Dad?” said Sam quietly so he wouldn’t make his father jump. “I cleaned up those grass clippings for you.”

⁷ “Oh, good,” nodded Mr. Hume. “Thanks, Sam.”

⁸ “Mom? Dad?” started Sam again. Both his parents looked over their newspapers. The words rushed out of Sam. “Kent and I were wondering if we could sleep out in the tent tonight. We’d be warm enough in our sleeping bags, and we won’t eat too much, and it’ll be lights out at 9:30, we promise.”

⁹ Mr. and Mrs. Hume blinked, then looked at each other. *How do they talk to each other without saying anything*, wondered Sam.

¹⁰ “Did Kent’s parents say it was okay?” asked Mrs. Hume.

¹¹ “He’s asking right now.” Sam shifted from one foot to the other. Another look passed between his parents.

¹² Mr. Hume nodded. “If Kent’s parents say it’s okay, it’s okay with us.”

¹³ “Thanks, Dad! Thanks, Mom!” called Sam as he dashed for the phone. He dialed and held his breath. Then, he heard Kent’s voice.

¹⁴ “Okay?” asked Sam.

¹⁵ “Okay!” said Kent.



Vocabulary Skills

Write the words from the story that have these meanings.

1. answer

_____ Par. 1

2. inquire

_____ Par. 4

3. went into

_____ Par. 5

4. went quickly

_____ Par. 8

A word without an ending is a **base** word. Circle the base word in each of the words below.

5. bringing

6. lights

7. quietly

8. blinked

A word that names one of something is **singular**. A word that names more than one is **plural**. Most words are made plural by adding an **s** at the end. Write the plural form of these words.

9. cracker _____

10. parent _____

11. tent _____

12. word _____

Reading Skills

1. This story is mostly about

_____ a sleepover.

_____ Sam's parents.

_____ two boys' plans.

2. At the beginning, when Sam and Kent are talking on the phone, what did you think they might be talking about?

3. In the story, when did you find out what the boys are planning?

4. Why do you think Sam told his dad about the grass clippings?

5. Why does Sam mention being warm enough and when the lights will be turned out?

6. Now that the boys have permission, what do you think they will do next?

One Tent, Lots of Stuff

What do the boys need for their night in the tent?

1 "Lantern?"

2 "Got it."

3 "Sleeping bags?"

4 "Got it—both of them."

5 "Pillows?"

6 "Two fat ones."

7 "Crackers?"

8 "Three kinds."

9 "Three kinds? Great!"

10 Sam and Kent had made a list of all the things they needed for sleeping out in the tent. Now, they were sitting cross-legged in the tent, checking things off the list.

11 "Are you going to bring a bathrobe and slippers?" Kent asked Sam.

12 "Oh, no! We're camping. Those are just for in the house," answered Sam, looking as if he knew all about camping.



13 "Oh, right," said Kent, who had never been camping before. He didn't think Sam had been camping before either. Still, it was Sam's dad's tent, so he must know.

14 "Oh, I almost forgot. Can you bring your baseball glove?" Sam looked very serious.

15 Kent couldn't figure this one out. "My baseball glove? What do we need that for?"

16 "Well, we just might. You never know," said Sam with mystery and authority.

17 "Okay," shrugged Kent, "I'll bring it when I come after supper. What time do you think you'll be able to come out?"

18 Sam thought for a moment. "We usually eat at 5:45. Then, I have to clear the table. I should be done by 6:30. What about you?"

19 "My dad doesn't get home until six o'clock," said Kent, regretfully. "Maybe if I offer to help Mom with supper, things will go quickly."

20 Sam shrugged. "It's worth a try. Come out as soon as you can." Sam looked around the tent. "Okay, I think everything's ready. I'll see you later."

21 "See you later," said Kent, and the boys both ran home.

Vocabulary Skills

Words that mean the same, or nearly the same, are called **synonyms**. Circle the pair of synonyms in each row.

1. many fat all countless
2. serious narrow unsmiling busy
3. special after moment instant
4. shortly later soon gladly
5. helpful finished glum done

Each word part is called a **syllable**. The words below are broken into syllables. Sound out each syllable. Then, write the word and say it to yourself as you write.

6. mys/ter/y _____
7. au/thor/i/ty _____
8. re/gret/ful/ly _____

Reading Skills

1. One of the boys usually has the ideas. The other one seems to go along with those ideas. Which boy is the "leader"?

2. What details from the story helped you answer question 1?

3. Kent says he might help his mom with supper. What does that tell you about Kent?

4. Based on what you know about camping, how do you feel about all the stuff the boys have in their tent? List what you think they need and what they don't need.

What They Need

What They Don't Need

5. In some stories, the author tells you what is happening. In this story, the author uses mostly **dialogue**, what the characters say, to let you know what is going on. Choose one line of dialogue and write what it helps you know about the character.

Dialogue: _____

How to Pitch a Tent

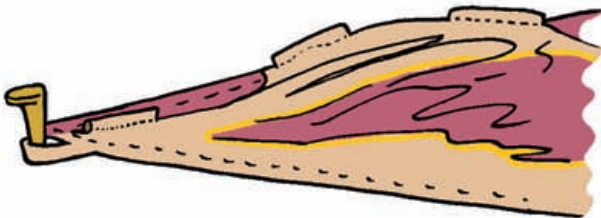
Follow these instructions to learn how to pitch a tent.

These general instructions should allow anyone to pitch any size or style of tent. Keep in mind that pitching a tent alone, even if you have experience, is difficult.

1. Choose a flat area on which to pitch your tent. Remove any stones or rocks that might poke through the tent's floor.
2. Take the tent and all equipment out of the storage bag. Lay everything on the ground neatly.
3. Spread a groundcloth over the chosen spot. Then, lay the tent floor, over the groundcloth. Fold the edges of the groundcloth under, so they do not stick out from the edges of the tent.



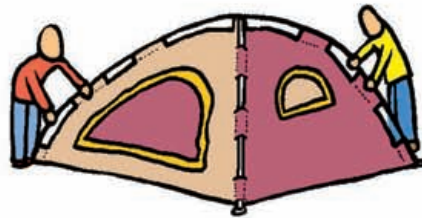
4. Make sure the tent door is zipped shut. Then, pound a stake through each loop, pulling snugly as you go so the floor gets stretched to its full size.



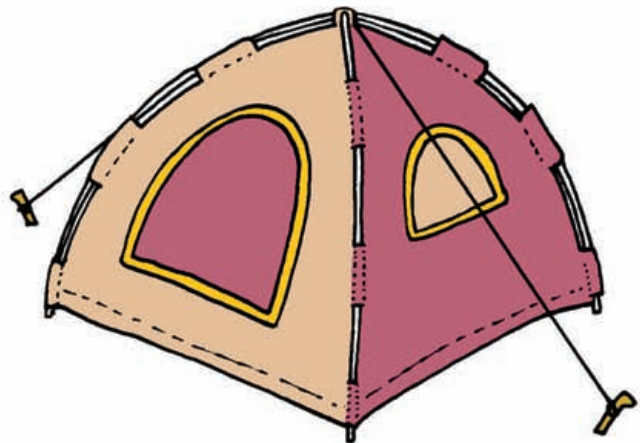
5. Put together the tent poles, if necessary. Thread each one through its loops or channels. Do not step or walk on the tent to do this. If necessary, crawl or lie down on your stomach to reach the center of the tent.



6. Raise the poles. If you have a partner, work on opposite sides of the tent.



7. Pull the guy lines straight out from the sides of the tent. Peg each one.



Vocabulary Skills

Write the words from the article that have these meanings.

1. to push through

_____ Step 1

2. with care and order

_____ Step 2

3. to strike heavily

_____ Step 4

4. middle or interior point

_____ Step 5

In each row below, circle the three words that belong together.

5. grass stones rocks pebbles
6. set lay put jet
7. tight windy snug stretched
8. haul pull snap heave

Reading Skills

1. What do you know about pitching a tent? Do you have anything to add to these instructions?

2. Number the sentences to show the order to pitch a tent.

- _____ Spread out groundcloth.
 _____ Tighten and peg guy lines.
 _____ Choose and clear an area.
 _____ Put together tent poles.
 _____ Lay out equipment.
 _____ Pound stakes through loops.
 _____ Raise the poles.

Study Skills

1. If you don't know or understand what a guy line is, which illustration helps you figure it out? Tell how.

2. Choose one illustration. Explain what it shows.

One Tent...What Next?

What do the boys expect to happen?

¹ “Then, there was the time my brother and I nearly got blown away with the tent! Did I tell you about that one?” Sam shook his head and tried not to look impatient. His dad had been telling camping stories for almost an hour. *How can I get him to stop without saying anything?* thought Sam to himself. He really wanted to get out to the tent.

² Finally, his dad stopped for a bite of dessert, and Sam asked to be excused. When his mom nodded her okay, it took only four trips to clear the table. Then, he was off and across the backyard.

³ “Caught you!” yelled Sam as he flipped back the tent flap. Kent jumped and turned red. “Ha! I knew it! In the crackers already.” Then, he laughed. “Have you been waiting long?”



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⁴ Kent shook his head because his mouth was full. Finally, he said, “Not long. My dad got home late.”

⁵ Sam shrugged. “Oh, well. We’re here now. Let’s get ready.”

⁶ “Ready for what?” asked Kent.

⁷ “For whatever’s going to happen,” answered Sam. *Well, he must know,* thought Kent. He helped Sam straighten the sleeping bags and stash stuff in the corners. They played catch across the tent for a little while. *Ah, the baseball glove,* thought Kent. They played badminton with crackers, but then Sam discovered crumbs in his sleeping bag, so they stopped.

⁸ They turned on the lantern and read. After a while, Sam retold some of his dad’s camping stories. Then, Kent turned out the light, and they listened for noises in the dark. They didn’t hear any for a very long time.

⁹ Finally, Kent heard something at the tent flap. He half crawled and half flew across the tent to warn Sam. Sam yelled when Kent landed on top of him.

¹⁰ “Hey, are you guys all right?” It was Sam’s mom. “Breakfast is ready.”

¹¹ Sam and Kent looked at each other in disbelief. They had slept through the whole night, and nothing had happened.

Vocabulary Skills

Words whose meanings are opposite are called **antonyms**. Match each word in the first list with its antonym in the second list. Write the letter in the blank.

- | | |
|-------------------|------------|
| 1. _____ asleep | a. night |
| 2. _____ dark | b. awake |
| 3. _____ day | c. crooked |
| 4. _____ straight | d. light |

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of a word.

The prefix **re-** means "again."

- *retold* means "told again"

The prefix **im-** means "not."

- *impatient* means "not patient"

Write the correct word next to its meaning.

impolite	reappear
impossible	refill

- fill again _____
- not possible _____
- appear again _____
- not polite _____

Reading Skills

- Which sentence best describes this story?

_____ Nothing exciting happens to the boys in the tent.

_____ The boys have a crazy night in the tent.

_____ In the morning, Kent plays a trick on Sam and scares him.

- Why did the boys stop playing badminton?

Study Skills

Number each list of words below in alphabetical order.

- | | |
|---------------|------------------|
| 1. _____ tent | 2. _____ lantern |
| _____ camping | _____ noises |
| _____ hour | _____ crackers |
| _____ brother | _____ flap |

Answer Key

Vocabulary Skills

Write the words from the story that have these meanings.

- answer
_____ reply _____
- inquire
_____ ask _____
- went into
_____ entered _____
- went quickly
_____ rushed _____

A word without an ending is a **base** word. Circle the base word in each of the words below.

- bringing 6. light
- quietly 8. blinked

A word that names one of something is **singular**. A word that names more than one is **plural**. Most words are made plural by adding an **s** at the end. Write the plural form of these words.

- cracker _____ crackers _____
- parent _____ parents _____
- tent _____ tents _____
- word _____ words _____

Reading Skills

- This story is mostly about _____ a sleepover.
_____ Sam's parents.
X two boys' plans.
- At the beginning, when Sam and Kent are talking on the phone, what did you think they might be talking about?
Answers will vary.
- In the story, when did you find out what the boys are planning?
when Sam asks his parents for their permission
- Why do you think Sam told his dad about the grass clippings?
Answers will vary.
- Why does Sam mention being warm enough and when the lights will be turned out?
Answers will vary.
- Now that the boys have permission, what do you think they will do next?
Answers will vary.

3

Vocabulary Skills

Words that mean the same, or nearly the same, are called **synonyms**. Circle the pair of synonyms in each row.

- many fat all countless
- serious narrow unsmiling busy
- special after moment instant
- shortly later soon gladly
- helpful finished glum done

Each word part is called a **syllable**. The words below are broken into syllables. Sound out each syllable. Then, write the word and say it to yourself as you write.

- mys/ter/y _____ mystery _____
- au/thor/i/ty _____ authority _____
- re/gret/ful/ly _____ regretfully _____

Reading Skills

- One of the boys usually has the ideas. The other one seems to go along with those ideas. Which boy is the "leader"?
Sam
- What details from the story helped you answer question 1?
Answers will vary.

Vocabulary Skills

3. Kent says he might help his mom with supper. What does that tell you about Kent?
Answers will vary.

4. Based on what you know about camping, how do you feel about all the stuff the boys have in their tent? List what you think they need and what they don't need.
Answers will vary.

What They Need
Answers will vary.

What They Don't Need
Answers will vary.

Reading Skills

- In some stories, the author tells you what is happening. In this story, the author uses mostly **dialogue**, what the characters say, to let you know what is going on. Choose one line of dialogue and write what it helps you know about the character.
Dialogue: Ex.: "Oh, no! We're camping. Those are just for in the house..."
Answers will vary.

5

Vocabulary Skills

Write the words from the article that have these meanings.

- to push through
_____ poke _____
- with care and order
_____ neatly _____
- to strike heavily
_____ pound _____
- middle or interior point
_____ center _____

In each row below, circle the three words that belong together.

- grass stones rocks pebbles
- set lay put jet
- tight windy snug stretched
- haul pull snap heave

Reading Skills

- What do you know about pitching a tent? Do you have anything to add to these instructions?
Answers will vary.

Study Skills

- If you don't know or understand what a guy line is, which illustration helps you figure it out? Tell how.
The illustration that goes with Step 7: the guy lines are stretched out, just as the text describes.
- Choose one illustration. Explain what it shows.
Answers will vary.

7

Vocabulary Skills

Words whose meanings are opposite are called **antonyms**. Match each word in the first list with its antonym in the second list. Write the letter in the blank.

- b asleep a. night
- d dark b. awake
- a day c. crooked
- c straight d. light

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of a word.

The prefix **re-** means "again."
• *retold* means "told again"

The prefix **im-** means "not."
• *impatient* means "not patient"

Write the correct word next to its meaning.

impolite	reappear
impossible	refill

- fill again _____ refill _____
- not possible _____ impossible _____
- appear again _____ reappear _____
- not polite _____ impolite _____

Reading Skills

- Which sentence best describes this story?
X Nothing exciting happens to the boys in the tent.
_____ The boys have a crazy night in the tent.
_____ In the morning, Kent plays a trick on Sam and scares him.
- Why did the boys stop playing badminton?
Sam finds crumbs in his sleeping bag.

Study Skills

Number each list of words below in alphabetical order.

- 4 tent 2. 3 lantern
- 2 camping 4. noises
- 3 hour 1. crackers
- 1 brother 2. flap

9