



Third Grade  
MSTEP Homework Packet # 16

Sent home on \_\_\_\_\_

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Student's Name

Name \_\_\_\_\_ Date \_\_\_\_\_

# Reading and Analyzing Text

Read the story “Being Good” before answering Numbers 1 through 18.

## Being Good

Walter’s brother, Morgan, was a star athlete. He was a great runner, a superb swimmer, and a fine baseball player. People who saw Morgan run, swim, and throw a baseball all said the same thing, “He’s amazing. He makes it look so easy!” Of course, a person who makes something look easy has usually worked hard at it. Morgan was that type of person. He practiced every single day.

Walter admired his brother’s ability to play sports and wanted to do what Morgan could do. He wanted to run like the wind, swim like a shark, and swing a bat like . . . Morgan.

Two things stood in the way of Walter’s success, though. The first was that Walter didn’t enjoy sports all that much because he wasn’t very good at them. The second was that he liked to spend his free time reading and writing stories. How would he find time to become good at running, swimming, and baseball?

In spite of these things, Walter announced to his family during dinner one night that he wanted to become good at sports. “I’m surprised to hear you say that. I didn’t think you were interested in sports,” said Mom when she heard the unexpected news. Dad looked at Walter with disbelief, and Morgan put down his glass of milk.

“You have to practice every day to be good, Walter,” said Morgan. “How will you find the time, with your busy schedule?” Morgan continued, “My advice is to keep doing what you do well, which is writing stories.”

Hearing this made Walter feel even more determined to prove himself in sports. He would work hard to succeed, and then people would praise him in the same way they praised Morgan.

The next day, Walter stayed after school and ran ten laps around the track. That night, after he finished his homework, he practiced swinging a baseball bat in the backyard. The following day was Saturday. When

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Walter woke up, his legs and arms were sore, but he went to the pool with Morgan anyway. He swam for an hour. Walter was so tired that he took a long nap when they got back home. When he woke up, he went running again and practiced throwing a baseball.

The next week, Walter did the same thing. His body ached all over, and he was tired most of the time. Mom and Dad were worried that he was trying too hard, so they had a talk with Walter. “Is this what you *really* want to do?” asked Dad.

“Well, it’s not much fun,” Walter admitted. “Morgan seems to enjoy sports a lot more than I do, but I want to be as good as he is.”

“You’re already good at something,” said Mom. “You’re a creative storyteller and an outstanding writer! You’re already a champion, so why do you want to be good at something you don’t enjoy?”

“People don’t seem to care that much about writers,” said Walter. “Do you ever see a photograph of a writer on a cereal box?”

“Walter,” Dad said, “people do care about good writers, and besides, you don’t have to be good at everything.”

Walter thought about what his parents were saying and realized that they were right. He decided to give up trying to be as good as Morgan at sports. The decision gave him a feeling of great relief, and he could almost feel his muscles get a little less sore.

A week later, Walter wrote a school essay about trying to be something he’s not. Walter’s teacher thought the essay was excellent and asked his permission to send the essay to a student magazine. Walter’s writing appeared in the magazine a few months later. His classmates and family were very proud of him.

“I wish I could write as well as you can,” said Morgan, smiling at his brother. “You make it look so easy!”

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Now answer Numbers 1 through 18. Base your answers on the story  
“Being Good.”

- 1 Read this sentence from the story.

**Walter’s brother, Morgan, was a star athlete.**

What does the word *athlete* mean in the sentence above?

- (A) someone who plays sports
  - (B) someone who throws a ball
  - (C) someone who does well in school
  - (D) someone who practices every day
- 2 How does Walter like to spend his free time?

- (F) playing baseball
- (G) taking photographs
- (H) running and swimming
- (I) reading and writing stories

- 3 Read this sentence from the story.

**Dad looked at Walter with disbelief, and Morgan put down his glass of milk.**

What does the word *disbelief* mean in the sentence above?

- (A) trying to believe
- (B) someone who believes
- (C) the opposite of believing
- (D) something to be believed

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- 4 Which of the following can the reader tell from the story?
- F Being good at sports requires practice.
  - G Most people are only good at one sport.
  - H A person who tries hard enough will become good at sports.
  - I Being good at sports is more important than being a good writer.

- 5 Read this sentence from the story.

**Morgan continued, “My advice is to keep doing what you do well, which is writing stories.”**

What does the word *advice* mean in the sentence above?

- A a guess about what will happen
  - B a wish for something to happen
  - C an opinion about what should happen
  - D an idea about what has already happened
- 6 Why does Walter want to be good at sports?
- F so he can make new friends
  - G so he can have a healthy body
  - H so he can get praise from others
  - I so he can write about being an athlete

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- 7 Read this sentence from the story.

**Hearing this made Walter feel even more determined to prove himself in sports.**

What does the word *prove* mean in the sentence above?

- (A) challenge
- (B) hide
- (C) show
- (D) struggle

- 8 Read this sentence from the story.

**When Walter woke up, his legs and arms were sore, but he went to the pool with Morgan anyway.**

What does the word *sore* mean in the sentence above?

- (F) angry
- (G) hurting
- (H) sail high in the air
- (I) rise to a high level

- 9 What can the reader BEST tell about Morgan from the story?

- (A) He is not as fast as everyone says he is.
- (B) He respects Walter for his own talents.
- (C) He doesn't believe Walter can be good at sports.
- (D) He thinks his talent is more important than Walter's.

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10 Why are Mom and Dad worried about Walter?

- F He is missing his friends.
- G He is not good at writing.
- H He is not helping enough at home.
- I He is trying too hard to be good at sports.

11 Read this sentence from the story.

**“You’re already a champion, so why do you want to be good at something you don’t enjoy?”**

What does the word *champion* mean in the sentence above?

- A a person who wants to be an athlete
- B a person who wants to be good at something
- C a person who is among the best at something
- D a person who is the very first to do something

12 Read this sentence from the story.

**“Do you ever see a photograph of a writer on a cereal box?”**

What does the word *photograph* mean in the sentence above?

- F a type of award
- G a type of picture
- H a type of writing
- I a type of magazine

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- 13 How does Walter change by the end of the story?
- A He gives up his plan to become good at sports.
  - B He decides to practice only one sport every day.
  - C He becomes more determined to be good at sports.
  - D He decides to write about the sports he enjoys most.
- 14 Which of Walter's abilities does Morgan value MOST?
- F reading
  - G running
  - H swimming
  - I writing

- 15 Read this sentence from the story.

**Walter thought about what his parents were saying and realized that they were right.**

What is the LAST syllable in the word *Walter*?

- A er
- B ter
- C lter
- D alter



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- 16 Read this sentence from the story.

**The decision gave him a feeling of great relief, and he could almost feel his muscles get a little less sore.**

What is the LAST syllable in the word *decision*?

- F on
- G ion
- H sion
- I ision

- 17 Read this sentence from the story.

**Walter's teacher thought the essay was excellent and asked his permission to send the essay to a student magazine.**

What shows the correct way to divide the word *excellent* into syllables?

- A exc • ell • ent
- B ex • cell • ent
- C exc • ell • ent
- D ex • cel • lent

- 18 Read this sentence from the story.

**Walter's teacher thought the essay was excellent and asked his permission to send the essay to a student magazine.**

Which word has the same sound as the underlined letter in *magazine*?

- F about
- G aim
- H almost
- I arch

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**Read the introduction and the article “From Planet to Ice Ball” before answering Numbers 11 through 15.**

*Hamid wrote this article about Pluto. Read his article and think about the changes he should make.*

## From Planet to Ice Ball

(1) Pluto used to be one of the nine planets in our solar system but now it’s just a small ice ball. (2) “There are finally, officially, eight planets in the solar system” says a scientist who studies the stars. (3) How does a planet get voted out of the club?

(4) Scientists made this decision at a meeting in 2006. (5) They voted and decided that Pluto is not a true planet. (6) First, though, the scientists had to agree in exactly what makes an object a planet. (7) Before 2006, they didn’t have an official definition of a “planet.”

(8) Now, scientists say that to be a planet, an object must meet three requirements. First, the object must orbit, or journey, around the sun. (9) Second the object must be large enough to have a round shape from the force of its gravity. (10) Third, the object must clear a path along its journey around the sun.

(11) While Pluto meets the first two requirements, it has comets and other things in its path. (12) Pluto is now called a

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dwarf planet. (13) Even though it has been downgraded, it still enjoys a special place in many people's hearts.

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Now answer Numbers 11 through 15. Base your answers on the changes Hamid should make.

- 11 What change should be made in sentence 1?
- (A) change *Pluto* to **pluto**
  - (B) add a comma after *system*
  - (C) change *it's* to **its**
  - (D) add a comma after *small*
- 12 What change should be made in sentence 2?
- (F) change *there* to **their**
  - (G) add a comma after *system*
  - (H) add a quotation mark after *scientist*
  - (I) change *studies* to **study**
- 13 What change should be made in sentence 6?
- (A) remove the comma after *though*
  - (B) change *had* to **have**
  - (C) change *in* to **on**
  - (D) change *an* to **a**

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Revising and Editing

- 14 What change should be made in sentence 9?
- F add a comma after *Second*
  - G change *large* to *larje*
  - H add a comma after *enough*
  - I change *force* to *forced*
- 15 What change should be made in sentence 13?
- A add a comma after *though*
  - B change *enjois* to *enjoys*
  - C change *in* to *on*
  - D change *people's* to *peoples'*

