

ELLIANA & ARI'S

M-STEP READINESS CHALLENGE

LESSON 15 - SPECIAL PUNISHMENT EDITION - VERSION 1



Serious practice. Questionable life choices.

44 QUESTIONS

ELA + MATH

TARGET: 2-2.5 HOURS

Name: _____

Date: _____

STUDENT TEST BOOKLET - GENERAL DIRECTIONS

Before You Begin

Testing rules

- 1. Complete the work independently. An adult may explain a direction but may not help solve a question.
- 2. Read every direction completely. Some questions have more than one correct answer.
- 3. Mark answers clearly in this booklet. Show your work on mathematics questions.
- 4. No calculator. You may use blank scratch paper.
- 5. Complete Session 1, take one supervised 10-minute break, and then complete Session 2.

SESSION	QUESTIONS	TARGET TIME
1 - English Language Arts	24	65-75 minutes
2 - Mathematics	20	55-65 minutes

Important

This is an original home readiness assessment inspired by Michigan Grade 3 M-STEP item styles. It is not an official Michigan Department of Education test and does not produce an official M-STEP score.

Do not begin Session 1 until the supervising adult says to start.

SESSION 1 - ENGLISH LANGUAGE ARTS

Passage 1: The Monster That Ate Art Class

Read the story. Then answer Questions 1-10.

Ms. Rivera placed cardboard tubes, foil, yarn, and colored paper on the art tables. 'Today's challenge is to build an imaginary animal that can stand by itself,' she announced. 'First, sketch your plan. Second, make a strong base. Third, add decorations only after the base stands.'

Elliana meant to listen. She truly did. But Ari leaned over and whispered, 'What if our movie monster has seventeen elbows?'

Elliana covered a laugh with her hand. Their friend Juju whispered from the next table, 'And it lives inside a haunted lunchbox.' Soon the three of them were quietly planning a movie called *The Revenge of the Leftover Meatloaf*.

Ms. Rivera stopped beside them. 'Movie ideas can wait until recess. Right now, your ears belong to art class.' Elliana and Ari nodded. For almost three whole seconds, the table was silent. Then the whispers returned. They were relentless, stopping briefly and starting again each time someone invented a sillier monster.

By the time Elliana looked toward the front, everyone else had begun sketching. Ari had already taped two cardboard tubes to a paper plate. 'This is the body,' he said. 'Or possibly the head. We can decide later.'

They skipped the sketch and piled on foil wings, yarn whiskers, and six paper feet. The creature leaned left. Ari taped a seventh foot to the right side. It leaned right. Elliana added a giant tail to balance it. The entire animal slowly folded in the middle and landed with a damp flop in a tray of blue paint.

Juju stared at the flat, dripping shape. 'It looks like a waffle that lost an argument.'

Elliana wanted to blame the tape. Ari wanted to blame gravity. Ms. Rivera looked at the creature and then at them. 'Show me your sketch and your strong base,' she said.

Neither student moved. There was no sketch. There was no base. There was only a blue cardboard pancake wearing yarn whiskers.

Ms. Rivera did not rebuild it for them. Instead, she handed Elliana the printed directions. 'Start by finding the step you missed. Then decide what can still be saved.'

Elliana and Ari read every line. They peeled away the soggy plate, rolled a fresh tube into a wide base, and tested it before adding anything else. Some decorations were ruined, but the blue flattened body was too funny to throw away. They attached it to the new base and named their animal the Waffle Bat. Its special power, Ari explained, was making villains suddenly crave breakfast.

When it was time to share, the Waffle Bat stood without wobbling. The class laughed at the right moments, and Ms. Rivera smiled. 'That is a creative recovery,' she said. 'What will you do differently next time?'

Elliana pointed toward the classroom clock. 'Monster movies at recess. Art directions during art.'

Ari nodded. 'And fewer elbows.'

They had not made the animal they planned - mostly because they had never made a plan. Still, they had learned how to repair both a sculpture and a mistake: stop, listen, read the directions, and begin again carefully.

ELA QUESTIONS 1-10 - USE PASSAGE 1

1. What is the main problem in the story?

- A.** Elliana and Ari do not have enough art supplies.
- B.** Elliana and Ari talk during directions and do not build a strong base.
- C.** Juju refuses to help Elliana and Ari with their sculpture.
- D.** Ms. Rivera will not allow the class to create imaginary animals.

2. Choose the two details that best show the talking caused Elliana and Ari to miss important information.

- A.** Elliana meant to listen to the teacher.
- B.** By the time Elliana looked up, everyone else had begun sketching.
- C.** Ari had taped tubes to a plate without knowing whether it was the head or body.
- D.** Juju said the creature looked like a waffle.
- E.** The class laughed when the Waffle Bat was presented.

3. Part A: Which statement best expresses a lesson of the story?

- A.** A funny project is always better than a careful project.
- B.** A person should stop being creative during school.
- C.** Listening at the correct time can prevent extra work later.
- D.** Teachers should repair projects when students make mistakes.

4. Part B: Which sentence from the story best supports the answer to Question 3?

- A.** 'What if our movie monster has seventeen elbows?'
- B.** 'It looks like a waffle that lost an argument.'
- C.** 'Monster movies at recess. Art directions during art.'
- D.** 'And fewer elbows.'

ELA QUESTIONS 1-10 - CONTINUED

5. Read this sentence: The whispers were relentless, stopping briefly and starting again. What does relentless most likely mean?

- A.** continuing without giving up
- B.** too quiet to hear
- C.** carefully planned
- D.** helpful to everyone

6. Which event happens immediately after the creature falls into the blue paint?

- A.** Ms. Rivera explains the art challenge.
- B.** Juju compares the creature to a waffle.
- C.** Elliana and Ari begin sketching their plan.
- D.** The class names the creature the Waffle Bat.

7. Why does Ms. Rivera give Elliana the printed directions instead of rebuilding the sculpture for them?

- A.** She wants them to identify the missed step and solve the problem.
- B.** She does not know how to repair cardboard.
- C.** She wants the students to stop using art supplies.
- D.** She believes the original sculpture is already finished.

8. What does Juju's comment about a 'waffle that lost an argument' add to the story?

- A.** It explains how to make waffles.
- B.** It makes the failed sculpture seem humorous.
- C.** It proves Juju caused the sculpture to fall.
- D.** It shows the sculpture is made from breakfast food.

9. From which point of view is the story told?

- A.** first person, by Elliana
- B.** first person, by Ms. Rivera
- C.** third person, by a narrator outside the story
- D.** second person, speaking directly to the reader

10. Which choice is the best summary of the story?

- A.** Three students plan a movie, and their teacher decides to show it during art.
- B.** Elliana and Ari miss directions while talking, their sculpture collapses, and they use the directions to rebuild it creatively.
- C.** A teacher shows students how to make a perfect animal sculpture from cardboard.
- D.** A class laughs at a sculpture, so Elliana and Ari throw it away and start a movie.

SESSION 1 - ENGLISH LANGUAGE ARTS

Passage 2: Built for Speed - Hummingbirds

Read the informational passage. Then answer Questions 11-18.

A Body That Works Fast

A hummingbird may look delicate, but its body works like a tiny high-speed engine. A ruby-throated hummingbird's heart can beat about 225 times each minute while the bird is resting. During flight, it can beat more than 1,200 times per minute. That fast heart moves oxygen and fuel to muscles that are working extremely hard.

Wings Like No Other

Many birds create most of their lifting power when their wings move downward. Hummingbirds can create power on both the downstroke and the upstroke. This lets them hover in one place. They can also fly backward and even upside down for a short time. In straight flight, a ruby-throated hummingbird's wings may beat about 70 times every second.

Fuel for the Flight

All that movement requires energy. Hummingbirds drink nectar, a sugary liquid made by flowers. Nectar provides quick fuel. They also eat tiny insects, which provide protein and other nutrients. A hummingbird may visit many flowers in a day. As it moves from flower to flower, pollen can stick to its head and bill. The bird may carry that pollen to another flower, helping plants make seeds.

Slowing Down at Night

A bird that spends energy so quickly needs a way to save it. When nights are cold or food is difficult to find, some hummingbirds enter torpor. Torpor is a deep, sleep-like state. The bird's body temperature, heart rate, and use of energy drop. In the morning, the bird warms up and becomes active again. Torpor does not make the hummingbird weak; it is a useful survival tool.

Small Bird, Big Abilities

Hummingbirds survive by switching between two very different speeds. During the day, they fly, feed, and defend flower patches with remarkable energy. At night, they may slow their bodies dramatically. Their unusual wings, rapid heartbeat, constant search for food, and ability to enter torpor all help these tiny birds meet the demands of a fast life.

Fact note: Information was paraphrased from the Smithsonian's National Zoo hummingbird resource.

ELA QUESTIONS 11-18 - USE PASSAGE 2

11. What is the central idea of the passage?

- A.** Hummingbirds are too small to survive cold nights.
- B.** Hummingbirds use special body features and behaviors to support a high-energy life.
- C.** Hummingbirds eat only nectar from red flowers.
- D.** Most birds can hover and fly backward like hummingbirds.

12. Choose the two details that best support the idea that a hummingbird's body works very quickly.

- A.** Its heart may beat more than 1,200 times per minute during flight.
- B.** Pollen can stick to its head and bill.
- C.** Its wings may beat about 70 times each second.
- D.** It eats tiny insects.
- E.** It may defend a patch of flowers.

13. What does the word torpor mean as it is used in the passage?

- A.** a fast courtship flight
- B.** a deep, sleep-like state that saves energy
- C.** a group of flowers defended by a bird
- D.** a type of tiny insect

14. How does torpor help a hummingbird?

- A.** It allows the bird to grow larger wings.
- B.** It teaches the bird to fly backward.
- C.** It reduces the bird's use of energy when conditions are difficult.
- D.** It helps the bird collect more pollen during the day.

ELA QUESTIONS 11-18 - CONTINUED

15. Why does the author divide the passage into sections with headings?

- A.** to organize different kinds of information about hummingbirds
- B.** to show that the facts appear in order from least important to most important
- C.** to make the passage sound like a fictional story
- D.** to hide the meaning of difficult vocabulary

16. Part A: Why do hummingbirds eat insects in addition to drinking nectar?

- A.** Insects make the birds fly more slowly.
- B.** Insects provide protein and other nutrients.
- C.** Insects help hummingbirds enter torpor.
- D.** Insects carry pollen between flowers.

17. Part B: Which sentence best supports the answer to Question 16?

- A.** 'Nectar provides quick fuel.'
- B.** 'They also eat tiny insects, which provide protein and other nutrients.'
- C.** 'A hummingbird may visit many flowers in a day.'
- D.** 'The bird may carry that pollen to another flower.'

18. Why does the author include numbers such as 1,200 heartbeats per minute and 70 wingbeats per second?

- A.** to show exactly how unusual the bird's speed can be
- B.** to teach readers how to count birds
- C.** to compare hummingbirds with insects
- D.** to explain the number of flowers in a garden

ELA QUESTIONS 19-23 - WRITING, LANGUAGE, AND RESEARCH

19. A student is writing a report about caring for a classroom gecko. Which sentence would be the best introduction?

- A.** Some classrooms have windows near the door.
- B.** A classroom pet can be enjoyable, but students must understand what it needs to stay healthy.
- C.** Geckos have four feet, and many desks have four legs.
- D.** My cousin once saw a lizard beside a swimming pool.

20. Read the sentence: The hummingbird went toward the red flower. Choose the two words that could replace went to make the movement more exact and vivid.

- | | |
|--------------------|-------------------|
| A. darted | B. existed |
| C. remained | D. zipped |
| E. rested | |

21. Which sentence contains a spelling error?

- A.** The children carried their projects carefully.
- B.** A bright bird hovered beside the feeder.
- C.** The class walked quietly down the sidewok.
- D.** Everyone returned the brushes to the cabinet.

22. Which sentence contains an error in grammar?

- A.** The two birds fly over the garden.
- B.** The bird flies over the garden.
- C.** The two birds flies over the garden.
- D.** The birds are flying over the garden.

23. A student wants to research how to build a safe hummingbird feeder. Which source would most likely provide useful and trustworthy directions?

- A.** a fictional story titled The Bird Who Stole a Feeder
- B.** an advertisement that says, 'Buy the world's best feeder!'
- C.** a photo page showing colorful birds without captions
- D.** a university wildlife program's step-by-step feeder guide

ELA QUESTION 24 - CONSTRUCTED RESPONSE

24. Both passages show a response to a challenge.

Explain how Elliana and Ari respond after their sculpture collapses. Then explain how hummingbirds respond when cold nights or limited food make it difficult to maintain their energy. Use at least **one detail from each passage**. Write one organized paragraph of 5-7 complete sentences.

Your response should include

- A clear statement answering both parts of the question
- One accurate detail from Passage 1
- One accurate detail from Passage 2
- Complete sentences, correct capitalization, and punctuation

STOP - TAKE A SUPERVISED 10-MINUTE BREAK

SESSION 1 COMPLETE

Close the booklet. Take a 10-minute break.

Do not begin mathematics until the supervising adult says to continue.

Before starting Session 2

Get a sharpened pencil and blank scratch paper.

Remember: no calculator. Show your work and check each answer.

SESSION 2 - MATHEMATICS QUESTIONS 1-5

Mathematics

For Questions 1-20, show your work when a calculation is needed. Read carefully: some questions ask you to select more than one answer.

1. Does each comparison make a true statement? Mark Yes or No for each row.

Statement	Yes	No
$398 < 403$	☐	☐
$760 > 706$	☐	☐
$599 = 590$	☐	☐
$845 < 854$	☐	☐

2. Which list shows the numbers in order from least to greatest?

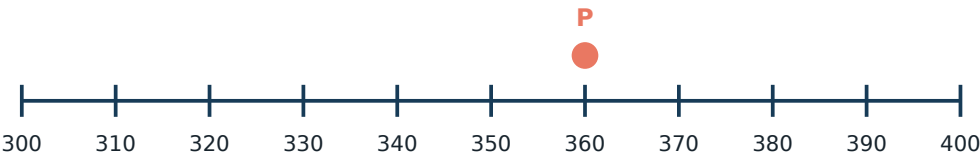
- A. 405, 450, 504, 540
- B. 405, 504, 450, 540
- C. 540, 504, 450, 405
- D. 450, 405, 540, 504

3. Choose all the expressions that have a value of 600.

- A. 6 hundreds
- B. 60 tens
- C. 600 ones
- D. the value of the 6 in 263

MATHEMATICS QUESTIONS 4-8

4. The tick marks on the number line increase by 10. What number is shown by point P?



- A. 340
- B. 350
- C. 360
- D. 370

5. What number belongs in the blank? 145, 165, 185, ____, 225

- A. 195
- B. 200
- C. 205
- D. 215

6. Estimate $287 + 416$ by rounding each addend to the nearest hundred.

- A. 600
- B. 700
- C. 800
- D. 900

7. Find the exact difference: $902 - 478$

- A. 414
- B. 424
- C. 434
- D. 524

MATHEMATICS QUESTIONS 8-12

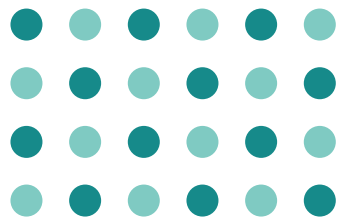
8. Mia solved $502 - 176$ by subtracting the smaller digit from the larger digit in each column. She wrote 474. What did Mia do wrong?

- A. She added instead of subtracting.
- B. She compared digits in each column instead of regrouping across place values.
- C. She forgot that 500 is greater than 176.
- D. She should have rounded both numbers first.

9. Decide whether each equation is True or False.

Equation	True	False
$368 + 257 = 625$	☐	☐
$700 - 286 = 424$	☐	☐
$8 \times 6 = 48$	☐	☐
$35 \div 5 = 6$	☐	☐

10. The array shows 4 rows with 6 dots in each row. How many dots are there?



- A. 10

C. 24
- B. 20

D. 28

11. Thirty-two crackers are shared equally among 4 children. How many crackers does each child receive?

- A. 6

C. 8
- B. 7

D. 9

MATHEMATICS QUESTIONS 12-16

12. Which number makes the equation true? $7 \times \underline{\hspace{1cm}} = 42$

- A. 5
B. 6
C. 7
D. 8

13. The bar is divided into 8 equal parts. Three parts are shaded. What fraction of the whole bar is shaded?



- A. $\frac{3}{5}$
B. $\frac{3}{8}$
C. $\frac{5}{8}$
D. $\frac{8}{3}$

14. What fraction is shown by point Q on the number line?



- A. $\frac{1}{4}$
B. $\frac{2}{4}$
C. $\frac{3}{4}$
D. $\frac{4}{3}$

15. A rectangle is 7 units long and 4 units wide. What is its area?

- A. 11 square units
B. 22 square units
C. 28 square units
D. 32 square units

16. A rectangle has side lengths of 5 inches and 3 inches. What is its perimeter?

- A. 8 inches
B. 15 inches
C. 16 inches
D. 25 inches

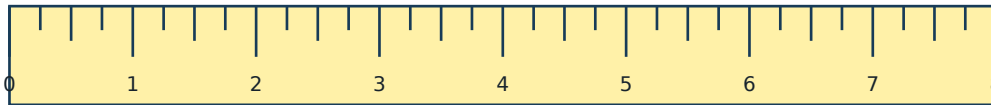
MATHEMATICS QUESTIONS 17-20

17. The clock shows the time an art class begins. The class ends at 3:20. How long is the class?



- | | |
|----------------------|----------------------|
| A. 35 minutes | B. 40 minutes |
| C. 45 minutes | D. 55 minutes |

18. A pencil begins at $2 \frac{1}{4}$ inches and ends at $7 \frac{3}{4}$ inches on the broken ruler. How long is the pencil?



- | | |
|----------------------------------|----------------------------------|
| A. $5 \frac{1}{4}$ inches | B. $5 \frac{1}{2}$ inches |
| C. $5 \frac{3}{4}$ inches | D. $7 \frac{3}{4}$ inches |

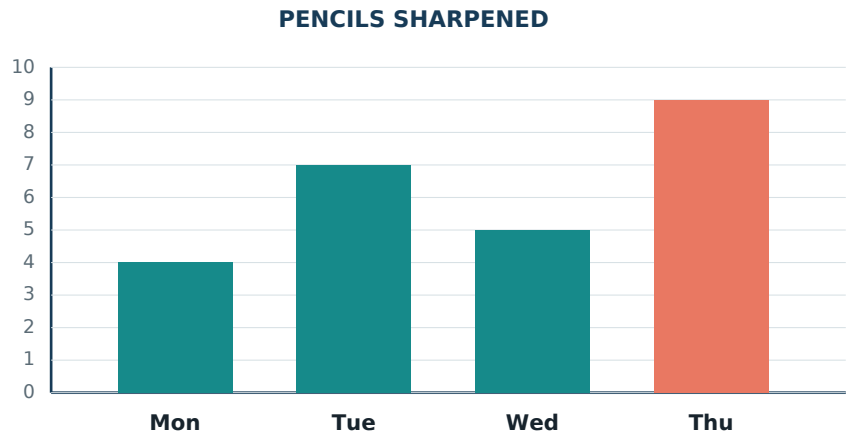
MATHEMATICS QUESTIONS 19-20 - FINAL PAGE

19. Look at the coins. What is the total value?



- A. 79 cents
- B. 84 cents
- C. 89 cents
- D. 94 cents

20. The graph shows how many pencils were sharpened each day. How many more pencils were sharpened on Thursday than on Monday?



- A. 4
- B. 5
- C. 9
- D. 13

End of test

Return to any unanswered questions. Check that multi-select and table questions are fully marked.
When finished, close the booklet and give it to the supervising adult.