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Teacher Introduction

Approaching-Level Weekly Assessment

Approaching-Level Weekly Assessment is a valuable differentiation option in the complete assessment program aligned with *McGraw-Hill Reading Wonders* and the Common Core State Standards (CCSS).

Purpose of Approaching-Level Weekly Assessment

Approaching-Level Weekly Assessment offers the opportunity to assess Approaching-Level students on their understanding of key skills and strategies and not their ability to read On-Level texts.

The assessment allows you

- to monitor student progress in a steady and structured manner while providing formative assessment data;
- to verify or update student grouping and leveling decisions;
- to inform future instruction; and
- to use student performance as a guide to entry into On-Level instruction.

Focus of Approaching-Level Weekly Assessment

Approaching-Level Weekly Assessment focuses on the same key CCSS areas as **Weekly Assessment**—Reading and Language. Students will read two selections each week and respond to items focusing on Comprehension Skills and Vocabulary Strategies. These items assess the ability to access meaning from the text and demonstrate understanding of unknown and multiple-meaning words and phrases.

Administering Approaching-Level Weekly Assessment

Each assessment should be administered once the instruction for the specific week is completed. Make copies of the assessment for the Approaching-Level students in your class. You will need one copy of the Answer Key page for each student taking the assessment. The scoring table at the bottom of the Answer Key provides a place to list student scores. The accumulated data from each assessment charts student progress and underscores strengths and weaknesses.

After each student has a copy of the assessment, provide a version of the following directions: **Say:** *Write your name and the date on the question pages for this assessment. (When students are finished, continue with the directions.) You will read two selections and answer questions about them. Read each selection and the questions that follow it carefully. For the multiple-choice items, completely fill in the circle next to the correct answer. When you have completed the assessment, put your pencil down and turn the pages over. You may begin now.*

Answer procedural questions during the assessment, but do not provide any assistance on the items or selections. After the class has completed the assessment, ask students to verify that their names and the date are written on the necessary pages.

Teacher Introduction

Overview of *Approaching-Level Weekly Assessment*

Each assessment is comprised of the following

- 2 “Cold Read” selections
- 10 multiple-choice items assessing Comprehension Skills
- 10 multiple-choice items assessing Vocabulary Strategies

Reading Selections

Each assessment features two selections on which the assessment items are based. (In instances where poetry is used, multiple poems may be set as a selection.) The selections reflect the unit theme and/or weekly Essential Question to support the focus of the classroom instruction. Selections increase in complexity as the school year progresses.

Comprehension—Multiple–Choice Items

Each selection is followed by five items, for a total of ten items in a week, that assess student understanding of the text through the use of Comprehension Skills—both that week’s Comprehension Skill focus and a review Comprehension Skill. The review skill is taken from a week as near as possible to the current week and aligns with the instruction, i.e., skills that are more suited to Reading for Information will not be used to assess Reading for Literature even though they are in the closest proximity in the program scope and sequence. In Unit 1, Week 1 no review skills are featured, and during the course of the year some weeks feature additional review questions to best assess student comprehension of the text.

Vocabulary—Multiple–Choice Items

Each selection is followed by five items, for a total of ten items in a week, that ask students to demonstrate the ability to uncover the meanings of unknown and multiple-meaning words and phrases using Vocabulary Strategies—both that week’s Vocabulary Strategy focus and a review Vocabulary Strategy. The review strategy is taken from a week as near as possible to the current week and aligns with the instruction, i.e., strategies used to identify and gain meaning from figurative language may not be readily available for use in an informational text. In Unit 1, Week 1 no review strategies are featured, and during the course of the year some weeks feature additional review questions to best assess student language knowledge.

Teacher Introduction

Key Distinctions Between *Approaching-Level Weekly Assessment* and *Weekly Assessment*

Although these components share a similar instructional focus—the skills and strategies on which students are assessed are the same in each—and the selections share the same subject matter, there are important differences that should determine the proper assessment for each student.

Differentiated Administration

Approaching-Level Weekly Assessment is for students who have evidenced the need for Approaching-Level instruction and support. ***Weekly Assessment*** is for students who are recognized as being On-Level and are progressing through the curriculum without obvious difficulty.

Reading Selections

Approaching-Level Weekly Assessment features the selections found in ***Weekly Assessment*** differentiated in the following manner:

- Word Count—Reduced by 20 to 30 percent
- Readability and Complexity—Approximately one grade level below the matching ***Weekly Assessment*** selection

Assessment Items

Approaching-Level Weekly Assessment vocabulary items mirror those featured in ***Weekly Assessment*** except for the selection-specific context being supplied to students.

Comprehension items have been differentiated for ***Approaching-Level Weekly Assessment*** in the following manner:

- Simplified language in item stems
- Reducing language in the answer choices
- Using more familiar vocabulary in item stems and answer choices

Constructed Response

Approaching-Level Weekly Assessment does not include the optional constructed response item from ***Weekly Assessment***. However, you may administer it at your discretion if you feel written performance will clarify a student's current achievement status.

Teacher Introduction

Evaluating Approaching-Level Weekly Assessment Scores

Multiple-choice items are worth one point each, for a total of twenty points in each assessment. The focus of each assessment is to evaluate student progress toward mastery of previously-taught skills and strategies and to determine which students might be ready for entry into On-Level instruction.

The expectation is for students to score 80% or higher on the assessment as a whole. Within this score, the expectation is for students to score higher than 6/8 on the items assessing the particular week's Comprehension Skill and Vocabulary Strategy.

For students who do not meet these benchmarks or whose results evidence a lack of understanding, make instructional decisions using intervention options that are available to you, including assigning appropriate lessons from the Tier 2 online PDFs.

The Answer Keys in **Approaching-Level Weekly Assessment** have been constructed to provide the information you need to aid your understanding of student performance.

This column lists the instructional content for the week that is assessed in each item.

Question	Correct Answer	Content Focus	CCSS	Complexity
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This column lists the CCSS alignment for each assessment item.

This column lists the Depth of Knowledge associated with each item.

14	G	Main Idea and Key Details	RI.3.2	DOK 2
15	B	Main Idea and Key Details	RI.3.2	DOK 2
16	I	Context Clues	L.3.4a	DOK 2
17	A	Prefix <i>re-</i>	L.3.4b	DOK 1

Weekly review items are shaded in for clear identification.

Comprehension	1, 2, 4, 6, 7, 10, 12, 14, 16, 17	/10	%
Vocabulary	3, 5, 8, 9, 11, 13, 15, 18, 19, 20	/10	%
Total Approaching-Level Weekly Assessment Score		/20	%

Scoring rows identify items associated with Reading and Language strands and allow for quick record keeping.

Read the story “Singing Out” before answering Numbers 1 through 10.

Singing Out

Nina Martinez shut the classroom door behind her and walked down the hall. She trudged up the steps to the second floor. She felt nervous this morning. She couldn’t believe that she decided to try out for the talent show. She loved to sing but she disliked singing in front of other people.

Taking a deep breath, she pushed open the door of the auditorium and went inside. The room was filled with laughing children. Nina saw Luz and James and others from her class. The bright, sunny room left her no place to hide. A few teachers sat on folding chairs. They waited for the children to settle down. There was the stage, cold and bare.



“Hi, Nina!” Luz called out. “I didn’t think you would try out. You are so timid in front of people.”

“That’s nonsense,” Nina said. “I’m not shy at all.”

“Yeah, right,” Luz chuckled and ran off to find a seat. Nina followed, dragging her feet. She wished she were downstairs sitting at her desk. What had she gotten herself into?

One by one the students got up on the stage and did their acts.

“Nina Martinez!” a voice called out. It was Mrs. Brent, the music teacher.

Nina rose from her chair. She felt small as she walked to the enormous, empty stage. Her face was hot, and her shaking hands were as cold as ice. She fumbled with the sheet music of her favorite song. She tried to sing, but the words would not come out.

“I—I—” Nina began, and then stopped. “I can’t,” she said softly.

“Close your eyes. Pretend you are alone,” said Mrs. Brent gently. “Forget about everyone else. Just sing.”

Nina felt silly, but she gave it a try. She shut her eyes and raised her voice and sang out. Her hands stopped shaking. The song poured out like honey from a jar.

Nina heard Mrs. Brent applaud loudly at the end of her song. “That’s the first time I have really heard your voice,” she said. “You are in the show!”

Nina let out a big sigh and smiled happily.

Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “Singing Out.”

- 1 Read this sentence from the story.

Taking a deep breath, she pushed open the door of the auditorium and went inside.

Which word has almost the SAME meaning as the word *auditorium* as used in the sentence above?

- (A) closet
 - (B) hallway
 - (C) playground
 - (D) theater
- 2 Which word BEST describes Nina when she first tries to sing?
- (F) angry
 - (G) lonely
 - (H) nervous
 - (I) tired

- 3 Read these sentences from the story.

“I didn’t think you would try out. You are so timid in front of people.”

Which word has almost the SAME meaning as the word *timid*?

- (A) clever
- (B) helpful
- (C) shy
- (D) wild

4 Why does Luz laugh as she runs off to her seat?

- Ⓕ She thinks Nina looks silly.
- Ⓖ She thinks Nina is very funny.
- Ⓗ She does not believe Nina can sing well.
- Ⓘ She does not believe Nina is telling the truth.

5 When Mrs. Brent tells Nina to just sing for herself, it shows that Mrs. Brent

- Ⓐ wants Nina to do well.
- Ⓑ thinks Nina’s voice is too soft.
- Ⓒ does not think Nina will be in the show.
- Ⓓ does not think Nina will remember the song.

6 Read the sentence from the story.

“Yeah, right,” Luz chuckled and ran off to find a seat.

Which word has almost the SAME meaning as the word *chuckled* as used in the sentence above?

- Ⓕ laughed
- Ⓖ sighed
- Ⓗ whispered
- Ⓘ yelled

7 How does Nina feel after Mrs. Brent gives her advice about singing?

- Ⓐ angry
- Ⓑ calm
- Ⓒ lively
- Ⓓ nervous

Name: _____ Date: _____

- 8 Read this sentence from the story.

She felt small as she walked to the enormous, empty stage.

Which word has almost the SAME meaning as the word *enormous*?

F clean

G bright

H huge

I long

- 9 Read this sentence from the story.

Nina heard Mrs. Brent applaud loudly at the end of her song.

Which word has almost the SAME meaning as the word *applaud* as used in the sentence above?

A clap

B listen

C play

D sing

- 10 Which word BEST describes Nina at the end of the story?

F foolish

G lucky

H proud

I terrible

Read the story “New Kid in School” before answering Numbers 11 through 20.

New Kid in School

Jayden watched the kids on the school playground. Some were swinging on the swings or sliding down the slide, while others were kicking a dirty old soccer ball. It was his third day at his new school, and he wished someone would ask him to play. No one did.

After school, Jayden walked slowly home. In the neighborhood park, shouting and laughing caught his attention.

“Kick it! Kick it to me!” someone hollered.

Some neighborhood kids were playing. Jayden recognized several of his classmates. He paused to observe them. He was hoping they would see him and ask him to join their game, but no one did.

Jayden missed his old friends. “Why did we have to move?” he muttered to himself quietly. “I don’t have any friends here. Back home, I had Shawn and Jorge and Nora.”

When he reached his house, it appeared empty. Then he noticed a note. It read: “Barry and I are across the street at our neighbor’s house. Come on over.”

In the neighbor’s backyard, Jayden saw his mother and a woman drinking tea and chatting at a patio table. His three-year-old brother Barry was playing with a little girl in a sandbox.

“Hi!” his mother called. “How was school today?”

“Okay,” Jayden replied, though it hadn’t been.

“This is our neighbor, Mrs. Ori, and her little girl Ava.”

Just then Ava reached out and grabbed the toy car at Barry's feet.

"Uh-oh," Jayden thought.

The car was Barry's favorite toy, and if anybody else touched it, he would wail and kick. But that didn't happen. Instead, Barry watched Ava roll the car through the sand. Then he picked up a toy truck and did the same.

That night, Jayden did some thinking. "Maybe I was wrong. I've been waiting for people to make friends with me. Maybe I should try to make friends with them," he said to himself.

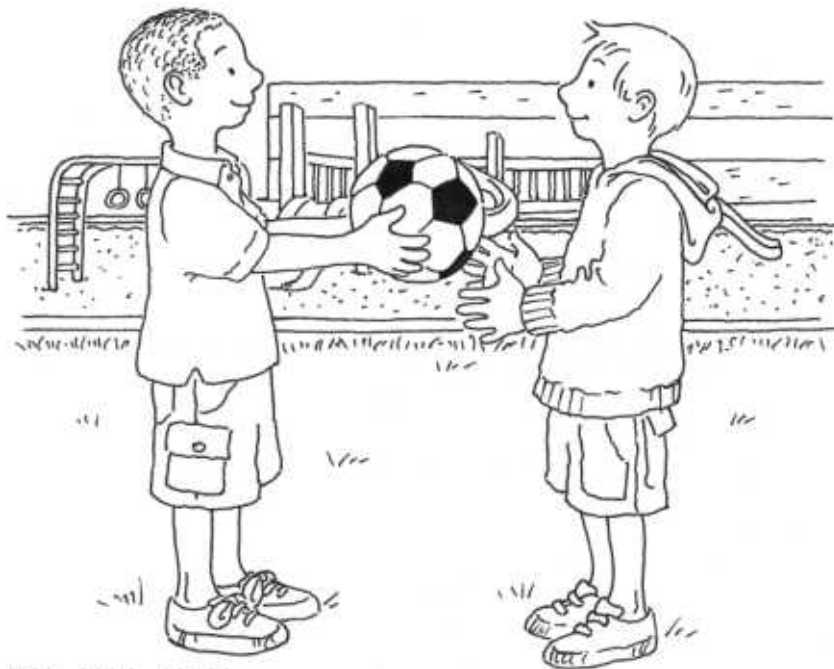
The next day, Jayden took a soccer ball to school. He approached Tyler, one of the soccer players, on the playground.

"Hi," Jayden smiled. "I got this new soccer ball for my birthday. Do you want to use it instead of that old mushy one?"

"Sure!" Tyler answered. "Do you want to be on my side? What position do you play?"

Out loud, Jayden said, "I play forward."

To himself, he said, "Whoever thought I could learn something from my three-year-old brother!"



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “New Kid in School.”

- 11 Which word BEST describes how Jayden feels on the playground at the beginning of the story?
- Ⓐ excited
 - Ⓑ happy
 - Ⓒ lonely
 - Ⓓ tired

- 12 Read these sentences from the story.

“Kick it! Kick it to me!” someone hollered.

Which word has almost the SAME meaning as the word *hollered*?

- Ⓕ answered
- Ⓖ gasped
- Ⓗ shouted
- Ⓘ whispered

- 13 Read these sentences from the story.

Jayden recognized several of his classmates. He paused to observe them.

Which word has almost the SAME meaning as the word *recognized* as used in the sentence above?

- Ⓐ heard
- Ⓑ joined
- Ⓒ saw
- Ⓓ told

- 14 Which sentence from the story tells you how Jayden feels about the move?
- F "I don't have any friends here."
 - G "Kick it to me!" someone hollered.
 - H Some were swinging on the swings or sliding down the slide.
 - I In the neighborhood park, shouting and laughing caught his attention.

- 15 Read this sentence from the story.

"Why did we have to move?" he muttered to himself quietly.

Which word has almost the SAME meaning as the word *muttered*?

- A cried
- B exclaimed
- C repeated
- D whispered

- 16 Read this sentence from the story.

In the neighbor's backyard, Jayden saw his mother and a woman drinking tea and chatting at a patio table.

Which word has almost the SAME meaning as the word *chatting* as used in the sentence above?

- F chuckling
- G screaming
- H singing
- I talking

- 17 Read this sentence from the story.

The car was Barry's favorite toy, and if anybody else touched it, he would wail and kick.

Which word has almost the SAME meaning as the word *wail*?

- Ⓐ cry
 - Ⓑ laugh
 - Ⓒ sigh
 - Ⓓ sing
- 18 What does Jayden realize when his brother makes a new friend at their neighbor's house?
- Ⓕ His mother was wrong.
 - Ⓖ No one at school likes him.
 - Ⓗ He needs to try harder to make friends.
 - Ⓘ He should make friends with his brother.
- 19 Which sentence BEST explains how Jayden feels when he walks home from school?
- Ⓐ He is sad because school is over.
 - Ⓑ He is angry because he has to walk.
 - Ⓒ He is worried because he may get lost.
 - Ⓓ He is upset because he has no friends.
- 20 How does Jayden feel at the end of the story?
- Ⓕ happy
 - Ⓖ shy
 - Ⓒ pushy
 - Ⓘ upset



Answer Key

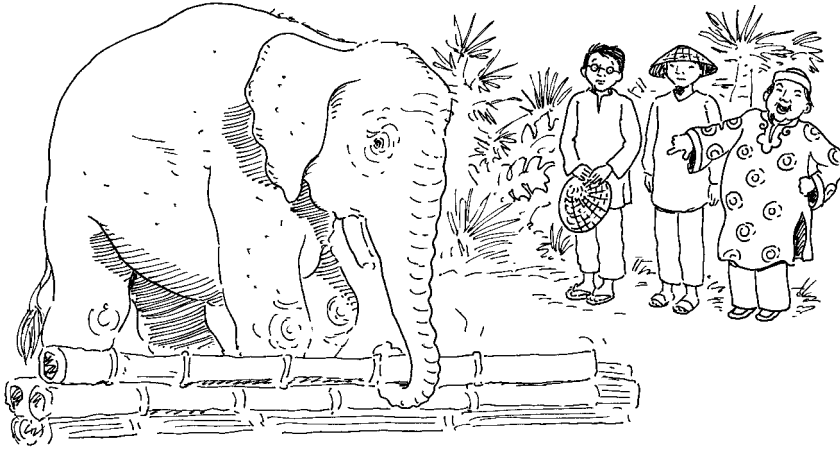
Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Synonyms	L.3.4a	DOK 2
2	H	Character, Setting, Plot: Character	RL.3.3	DOK 2
3	C	Synonyms	L.3.4a	DOK 2
4	I	Character, Setting, Plot: Character	RL.3.3	DOK 3
5	A	Character, Setting, Plot: Character	RL.3.3	DOK 3
6	F	Synonyms	L.3.4a	DOK 2
7	B	Character, Setting, Plot: Character	RL.3.3	DOK 2
8	H	Synonyms	L.3.4a	DOK 2
9	A	Synonyms	L.3.4a	DOK 2
10	H	Character, Setting, Plot: Character	RL.3.3	DOK 2
11	C	Character, Setting, Plot: Character	RL.3.3	DOK 2
12	H	Synonyms	L.3.4a	DOK 2
13	C	Synonyms	L.3.4a	DOK 2
14	I	Character, Setting, Plot: Character	RL.3.3	DOK 3
15	D	Synonyms	L.3.4a	DOK 2
16	I	Synonyms	L.3.4a	DOK 2
17	A	Synonyms	L.3.4a	DOK 2
18	H	Character, Setting, Plot: Character	RL.3.3	DOK 3
19	D	Character, Setting, Plot: Character	RL.3.3	DOK 3
20	F	Character, Setting, Plot: Character	RL.3.3	DOK 2

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Comprehension 2, 4, 5, 7, 10, 11, 14, 18, 19, 20	/10	%
Vocabulary 1, 3, 6, 8, 9, 12, 13, 15, 16, 17	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

Read the story “A Lesson Learned” before answering Numbers 1 through 10.



A Lesson Learned

There once lived a wealthy man named Katu. He only wanted the finest things in life. He thought everything he owned was the best. And he made sure his neighbors knew it.

Katu’s elegant home was not good enough for him. He decided to build a new house with tall logs. He bragged that his logs were the best money could buy.

Katu needed a sturdy elephant to move the heavy logs. He found an elephant named Lago. He was the strongest elephant anyone had ever seen. All the people in the village watched Lago pile the heavy logs to build the house. They were amazed. Katu watched Lago too. Katu began bragging about his house to two men who were standing nearby.

“You see, my friends,” said Katu, “how wonderful my house will be. There will be no other house like it. My house will be the best house in the village.”

GO ON →

Katu continued to admire Lago's strength. And he continued to brag. But Katu did not know everything about Lago. The elephant understood every word that Katu said. The elephant did not like what he heard. He decided that he had heard enough.

One of the men interrupted Katu while he was bragging. The man pointed over Katu's shoulder.

"What is it?" Katu asked in an annoyed voice.

Katu tried to ignore the man. The man kept pointing. Katu finally turned around and stopped talking. Lago was coming straight at him! The two men scrambled out of the way, but Katu was too afraid to move.

Lago seized Katu with his trunk. He lifted Katu high in the air. The elephant held Katu over the new house. Then Lago bumped into it hard. The house swayed and collapsed into a heap of logs. Lago set Katu gently on the ground.

It took Katu many weeks to rebuild his house, but he learned his lesson. From that day on, he promised never to brag again.

Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “A Lesson Learned.”

- 1 What happens BEFORE Katu brags that his logs are the best money could buy?
- Ⓐ He watches Lago pile the logs.
 - Ⓑ He decides to build a new house.
 - Ⓒ He brags about his house to two men.
 - Ⓓ He hires a man who owns an elephant.
- 2 Which event happens LAST in the story?
- Ⓕ Lago siezes Katu with his trunk.
 - Ⓖ Katu promises to never brag again.
 - Ⓗ The house collapses into a heap of logs.
 - Ⓘ The two men scramble out of Lago’s way.
- 3 Read this sentence from the story.

Katu needed a sturdy elephant to move the heavy logs.

What does *sturdy* mean in the sentence above?

- Ⓐ friendly
- Ⓑ smart
- Ⓒ strong
- Ⓓ young

Name: _____ Date: _____

4 What happens AFTER Katu brags to the two men but BEFORE Lago runs into Katu's house?

- Ⓕ Lago holds Katu over the house.
- Ⓖ Katu promises to never brag again.
- Ⓗ Katu's house collapses into a heap of logs.
- Ⓘ Lago piles the heavy logs on top of each other to build the house.

5 Read these sentences from the story.

All the people in the village watched Lago pile the heavy logs to build the house. They were amazed.

What does *amazed* mean in the sentences above?

- Ⓐ rested
- Ⓑ satisfied
- Ⓒ shocked
- Ⓓ tired

6 Read these sentences from the story.

There once lived a wealthy man named Katu. He only wanted the finest things in life.

Which word has almost the SAME meaning as the word *wealthy* as used in the sentence above?

- Ⓕ gifted
- Ⓖ famous
- Ⓗ helpful
- Ⓘ rich

Name: _____ Date: _____

- 7 What happens AFTER Lago backs away from the fallen house?
- Ⓐ He runs into the house.
 - Ⓑ He sets Katu on the ground.
 - Ⓒ Katu brags about his new house.
 - Ⓓ Katu hires him to build the house.

- 8 Read this sentence from the story.

The house swayed and collapsed into a heap of logs.

What does *collapsed* mean in the sentence above?

- Ⓕ fell
 - Ⓖ leaned
 - Ⓗ shook
 - Ⓘ stood
- 9 What word BEST describes Katu at the end of the story?
- Ⓐ brave
 - Ⓑ rich
 - Ⓒ strong
 - Ⓓ wise

- 10 Read this sentence from the story.

The two men scrambled out of the way, but Katu was too afraid to move.

What does *scrambled* mean in the sentence above?

- Ⓕ crawled
- Ⓖ hurried
- Ⓗ skipped
- Ⓘ walked

Read the story “The Ship of the Desert” before answering Numbers 11 through 20.

The Ship of the Desert

Long ago, a man was traveling near the desert. He carried food and water on his back. He lugged his heavy tent on the ground behind him.

Suddenly, he saw a strange creature ahead of him. It was large, brown, and hairy. The creature bellowed at him. The loud noise frightened him! The man sped away as fast as he could.

The next day, he came across a similar creature. It was drinking at the far end of a pool of water. The man was curious. He inched closer to get a better look. The creature had long, skinny legs. It had a long, thick neck. It also had a huge hump on its back!

The third day, the man saw more of these odd creatures. He decided to observe them carefully to see what he could learn. Sometimes one would stare straight at him. Sometimes one would bellow. But the man realized that the stares and bellows by the creatures were not mean. The creatures were actually meek and gentle.

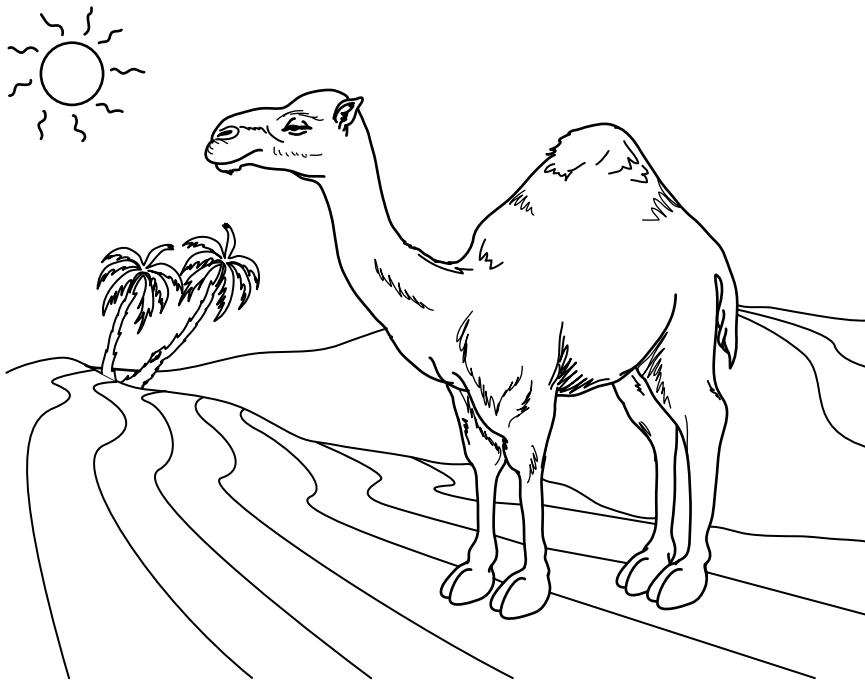
The man watched some creatures coming over a high sand dune. He knew the desert extended for miles and miles past that dune. The man thought, “These creatures can walk in the desert without water for a long time!”

On the fourth day, the man saw one of the gentle giants. It was down in the sand with its eyes closed, dozing. The man had an idea.

“Perhaps this creature could help me carry my load,” he thought. So he walked quietly up to the animal. He loaded his belongings onto the creature’s back. Then he slipped onto its hump.

The animal awoke and got to its feet. The man rode it all the way home. His children greeted him excitedly. They too wanted to ride the wonderful creature.

“Now we can make the desert our home!” the man said happily. And that is how the camel came to be humans’ great helper. And that is why we call it “The Ship of the Desert.”



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “The Ship of the Desert.”

- 11 Read this sentence from the story.

He lugged his heavy tent on the ground behind him.

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

- Ⓐ bounced
- Ⓑ kicked
- Ⓒ pulled
- Ⓓ smashed

- 12 Read this sentence from the story.

The man sped away as fast as he could.

Which word has almost the SAME meaning as the word *sped* as used in the sentence above?

- Ⓕ crawled
- Ⓖ danced
- Ⓗ inched
- Ⓘ rushed

- 13 What happens right AFTER the man sees the creature drinking from the pool of water.

- Ⓐ He returns home to his family.
- Ⓑ He runs away as fast as he can.
- Ⓒ He lugs his belongings behind him.
- Ⓓ He inches closer to get a better look.

Name: _____ Date: _____

- 14 Read this sentence from the story.

He decided to observe them carefully to see what he could learn.

What does *observe* mean in the sentence above?

- Ⓕ keep safe
- Ⓖ take care of
- Ⓗ do things for
- Ⓘ look at closely

- 15 Read this sentence from the story.

He knew the desert extended for miles and miles past that dune.

What does *extended* mean in the sentence above?

- Ⓐ divided
- Ⓑ ended
- Ⓒ finished
- Ⓓ stretched

- 16 What happens BEFORE the man speeds away as fast as he can?

- Ⓕ The creature bellows at him.
- Ⓖ The creature stares straight at him.
- Ⓗ He rides the creature all the way home.
- Ⓘ He moves closer to get a better look at the creature.

Name: _____ Date: _____

- 17 Read this sentence from the story.

It was down in the sand with its eyes closed, dozing.

What does *dozing* mean in the sentence above?

- Ⓐ digging
 - Ⓑ drinking
 - Ⓒ eating
 - Ⓓ sleeping
- 18 What happens on the THIRD day?
- Ⓕ The man sees a creature sleeping in the sand.
 - Ⓖ The man realizes the creatures are meek and gentle.
 - Ⓗ The man uses a creature to help him carry his heavy load.
 - Ⓘ The man sees a creature getting a drink from a pool of water.
- 19 What happens on the FOURTH day?
- Ⓐ The man sees a strange creature ahead of him.
 - Ⓑ The man carries his heavy tent through the desert.
 - Ⓒ The man sees more and more of these odd creatures.
 - Ⓓ The man loads all of his belongings on the creature's back.
- 20 What word best describes the man when he FIRST sees the creature?
- Ⓕ bored
 - Ⓖ friendly
 - Ⓗ frightened
 - Ⓘ interested



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Character, Setting, Plot: Sequence	RL.3.7	DOK 1
2	G	Character, Setting, Plot: Sequence	RL.3.7	DOK 1
3	C	Context Clues: Sentence Clues	L.3.4a	DOK 2
4	F	Character, Setting, Plot: Sequence	RL.3.7	DOK 1
5	C	Context Clues: Sentence Clues	L.3.4a	DOK 2
6	I	Synonyms	L.3.4a	DOK 2
7	B	Character, Setting, Plot: Sequence	RL.3.7	DOK 1
8	F	Context Clues: Sentence Clues	L.3.4a	DOK 2
9	D	Character, Setting, Plot: Character	L.3.4a	DOK 2
10	G	Context Clues: Sentence Clues	RL.3.7	DOK 2
11	C	Context Clues: Sentence Clues	L.3.4a	DOK 2
12	I	Synonyms	L.3.4a	DOK 2
13	C	Character, Setting, Plot: Sequence	RL.3.2	DOK 1
14	I	Context Clues: Sentence Clues	L.3.4a	DOK 2
15	D	Context Clues: Sentence Clues	L.3.4a	DOK 2
16	F	Character, Setting, Plot: Sequence	RL.3.7	DOK 1
17	D	Context Clues: Sentence Clues	L.3.4a	DOK 2
18	G	Character, Setting, Plot: Sequence	RL.3.7	DOK 1
19	D	Character, Setting, Plot: Sequence	RL.3.7	DOK 1
20	H	Character, Setting, Plot: Character	RL.3.7	DOK 2

Comprehension 1, 2, 4, 7, 9, 13, 16, 18, 19, 20	/10	%
Vocabulary 3, 5, 6, 8, 10, 11, 12, 14, 15, 17	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

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Read the article “City of Parades” before answering Numbers 1 through 10.

City of Parades

Chicago is a big city. It is home to people from many different countries. They are proud of their cultures. Every year they march in parades to celebrate their cultures. Many spectators fill the sidewalks to cheer on the people in the parade.

The first parade every year is the Chinese New Year Parade. It is the first day of the Chinese calendar. The parade is held in January or February. People line the streets to watch the lion and dragon dancers. There are also magicians and acrobats. The parade ends with a giant, long paper dragon. People carry it on poles. They set off loud firecrackers as the dragon moves down the street.

Next, comes the Saint Patrick’s Day Parade. It happens in March. People move down the street with bagpipes. They play Irish songs. There are also marching bands and dancers in the parade. Many people wear green. Even the river is green on this day! People pour green coloring into the river to make it green.

The people from Iran have a parade a few days later. They call the day *Nowruz*. It marks their New Year. It falls on the first day of spring. People place pink and purple flowers on the roadside. Children carry pinwheels shaped like flowers. People carry long signs that say, “Happy Nowruz!” Many families get together after the parade. They eat a big holiday dinner.

Next, is the Greek Independence Day Parade. This parade is held to honor Greece’s freedom. People wave blue and white Greek flags as they march down the street. Men dress like army guards. They wear red caps and white skirts. They also wear red shoes that have big black balls of fur on the toes.

The Fifth of May Parade is after the Greek parade. Mexican Americans call this day Cinco de Mayo. This parade is held to honor the day Mexico won a big battle. Red, white, and green floats parade down the street. Men and women in colorful costumes dance in the street. Bands play music. They blow their horns and play their guitars. Mexican Americans have two parades each year. They also have a parade in September to celebrate their nation's freedom.

The Columbus Day Parade is held in October. The parade celebrates Christopher Columbus's journey across the Atlantic. It also honors the Italian American culture. Men and women show their pride by playing music and putting on dances from Italy. It is the last cultural parade of the year.

All of these cultures make Chicago an interesting place to live.



Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “City of Parades.”

- 1 The author explains the different parades that are in Chicago by listing
- (A) how long each parade lasts.
 - (B) the date each parade takes place.
 - (C) the number of people in the parade.
 - (D) how many years each parade has run.

- 2 Read this sentence from the article.

They set off loud firecrackers as the dragon moves down the street.

Based on the words *fire* and *crackers*, what is the meaning of the compound word *firecrackers*?

- (F) fire coming out of cracks in the road
 - (G) crackers that are the same color as fire
 - (H) crackers that have been cooked over a fire
 - (I) paper cylinders that make fire and cracking noises
- 3 Read this sentence from the article.

People place pink and purple flowers on the roadside.

Based on the words *road* and *side*, what is the meaning of the compound word *roadside*?

- (A) the side of a road
- (B) a road with two sides
- (C) the side of a driveway
- (D) a road that goes sideways

- 4 How does the author show that the Nowruz parade can be a longer celebration than the other parades?
- F by explaining why people carry long signs
 - G by explaining that it ends in a family dinner
 - H by explaining that it starts on the first day of Spring
 - I by explaining why people place flowers on the roadside

- 5 Read this sentence from the article.

Many spectators fill the sidewalks to cheer on the people in the parade.

Based on the words *side* and *walks*, what is the meaning of the compound word *sidewalks*?

- A a path on the side of a building
 - B a narrow walk alongside a bridge
 - C a paved walk at the side of a street
 - D a marked path for people walking across the street
- 6 Read these sentences from the article.

People move down the streets with bagpipes. They play Irish songs.

Based on the words *bag* and *pipes* what is the meaning of the compound word *bagpipes*?

- F bags stuffed into pipes
- G pipes used to blow up bags
- H a bag that is used to carry pipes
- I a musical instrument with a bag and pipes

Name: _____ Date: _____

- 7 How does the author show that Chicago is the city of parades?
- (A) by explaining how each parade started
 - (B) by comparing and contrasting each of the parades
 - (C) by talking about the parades in the order that they happen
 - (D) by telling the number of people that take part in the parades

- 8 Read this sentence from the article.

Every year they march in parades to celebrate their cultures.

What does *celebrate* mean in the sentence above?

- (F) to see something sad
 - (G) to watch something very closely
 - (H) to think about something for a long time
 - (I) to do something special for an important event
- 9 The author talks about the Columbus Day Parade LAST because it
- (A) has the most spectators.
 - (B) is the least important parade.
 - (C) is the final parade of the year.
 - (D) has the fewest floats in the parade.
- 10 The paper dragon in the Chinese New Year parade is a sign that the
- (F) acrobats are coming. (H) lion dancers are coming.
 - (G) parade is about to end. (I) parade is about to begin.

Read the article “Pasta Comes to America” before answering Numbers 11 through 20.

Pasta Comes to America

Many Americans like pasta. They enjoy making and eating pasta. Pasta can be long and thin. It can be short and thick. It can even come in shapes like wheels or stars. The names of different types of pasta often explain the way the noodle looks. The word spaghetti means “little strings” in Italian. Some people eat pasta with cheese sauce or tomato sauce. Some people love it with meat sauce or a little oil.

People who like pasta can thank Italian Americans. They helped bring pasta to America. Italians first came to America more than one hundred years ago. Many Italians came to live in the big cities in America. They would live together in their own neighborhoods. That is why many big cities today have a neighborhood called “Little Italy.”

Italians loved many things about America. But they did not always like the food in their new country. They missed the food from their home country. They really missed pasta. They liked the hard cheeses that they could cook with pasta. They grew vegetables and spices in their gardens. They would add fresh vegetables and spices to their sauces and pasta. They also liked fruit. They would eat it with pasta.

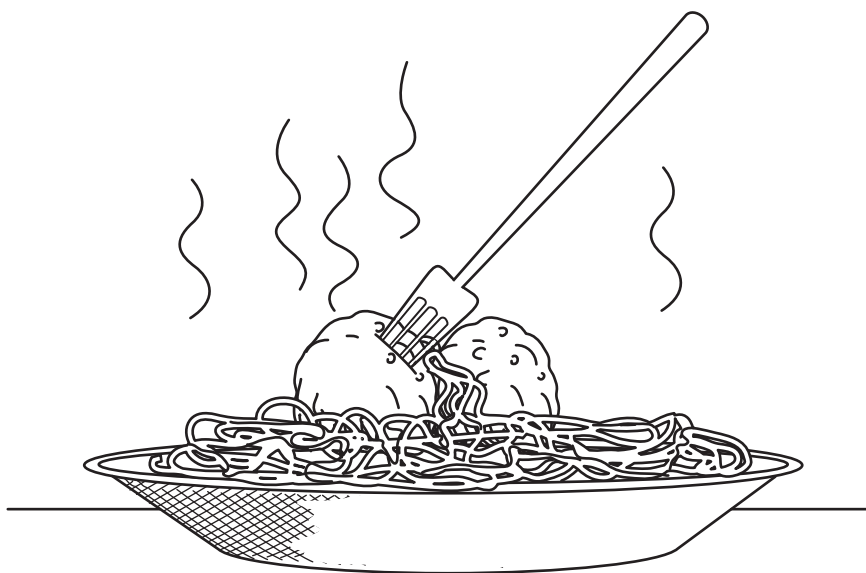
This was a different way of eating than what most Americans were used to. They did not often use fresh fruits. They also did not always use vegetables in their cooking. And pasta was new to them, too.

Italian Americans found ways to get the foods they liked. They planted vegetables and spices in their own gardens. They bought cheeses and pasta that came from faraway Italy.

Then war broke out. Pasta and cheese could not be shipped all the way from Italy. Pasta factories began to open in America. They made the pasta that Italians wanted.

As a result, there was a lot of pasta being made in America. It did not cost much money to buy. It was discovered that pasta was healthy. Recipes for homemade pasta meals were included in cookbooks and magazines. Americans began to eat pasta at mealtimes in their homes. Spaghetti and meatballs became a favorite meal.

Italian Americans started to open pasta restaurants. They called them spaghetti houses. Italian restaurants soon became popular. People liked these restaurants. It made them feel like they were in Italy. Today, Americans still like eating at Italian restaurants.



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Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “Pasta Comes to America.”

- 11 How does the author help the reader understand how Americans came to love pasta?
- Ⓐ by comparing Italian food to American food
 - Ⓑ by giving the reasons why Italians eat pasta
 - Ⓒ by explaining how eating pasta helped Americans
 - Ⓓ by telling what happened once Italians moved to America

- 12 Read this sentence from the article.

They would live together in their own neighborhoods.

What does *neighborhoods* mean in the sentence above?

- Ⓕ the people who write cookbooks
- Ⓖ the people from a different country
- Ⓗ the people that work at a restaurant
- Ⓘ the people who live near one another

- 13 Read this sentence from the article.

They bought cheeses and pasta that came from faraway Italy.

Based on the words *far* and *away*, what is the meaning of the compound word *faraway*?

- Ⓐ a short cut
- Ⓑ a way to travel
- Ⓒ a great distance
- Ⓓ a way through a path

Name: _____ Date: _____

- 14 The author explains the opening of American pasta factories as
- F the cause for war breaking out.
 - G a comparison to the Italian factories.
 - H the main reason Italian restaurants became popular.
 - I a key step in how Italians found the food they wanted.

- 15 The author explains that AFTER recipes for homemade pasta meals were written in cookbooks and magazines
- A people felt pasta was healthy.
 - B more people ate pasta at home.
 - C pasta did not cost much to buy.
 - D pasta factories started to open in America.

- 16 Read this sentence from the article.

Recipes for homemade pasta meals were included in cookbooks and magazines.

Based on the words *cook* and *books*, what is the meaning of the compound word *cookbooks*?

- F books written about cooks
 - G books that tell how to cook
 - H fictional books about cooks
 - I nonfiction books about cooks
- 17 Which of these happened AFTER pasta became a popular meal in America?
- A “Little Italy” neighborhoods sprung up.
 - B Italians moved to big cities in America.
 - C Pasta factories began to open in America.
 - D Pasta restaurants began to open in America.

- 18 Read this sentence from the article.

Spaghetti and meatballs became a favorite meal.

Based on the words *meat* and *balls*, what is the meaning of the compound word *meatballs*?

- Ⓕ a patty of ground beef
 - Ⓖ meat rolled into round shapes
 - Ⓗ meat that is used to make a hamburger
 - Ⓘ a dish of ground meat baked in the form of a loaf
- 19 Read this sentence from the article.

Americans began to eat pasta at mealtimes in their homes.

Based on the words *meal* and *times*, what is the meaning of the compound word *mealtimes*?

- Ⓐ how long it takes to eat a meal
 - Ⓑ the time it takes to make a meal
 - Ⓒ how long it takes to order a meal
 - Ⓓ the time a meal is usually served
- 20 The author organizes the article
- Ⓕ by comparing Italian foods to other foods.
 - Ⓖ by describing the foods Italian-Americans enjoyed.
 - Ⓗ by listing the order of events that led to the Italian food's popularity.
 - Ⓘ by explaining how Italian-Americans were able to find the food they wanted.



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Text Structure: Sequence	RI.3.8	DOK 2
2	I	Compound Words	RI.3.4	DOK 1
3	A	Compound Words	RI.3.4	DOK 1
4	G	Text Structure: Sequence	RI.3.8	DOK 2
5	C	Compound Words	RI.3.4	DOK 1
6	I	Compound Words	RI.3.4	DOK 1
7	C	Text Structure: Sequence	RI.3.8	DOK 2
8	I	Context Clues: Sentence Clues	L.3.4a	DOK 2
9	C	Text Structure: Sequence	RI.3.8	DOK 2
10	G	Text Structure: Sequence	RI.3.8	DOK 2
11	D	Text Structure: Sequence	RI.3.8	DOK 2
12	I	Context Clues: Sentence Clues	L.3.4.a	DOK 2
13	C	Compound Words	RI.3.4	DOK 1
14	I	Text Structure: Sequence	RI.3.8	DOK 2
15	B	Text Structure: Sequence	RI.3.8	DOK 2
16	G	Compound Words	RI.3.4	DOK 1
17	D	Text Structure: Sequence	RI.3.8	DOK 2
18	G	Compound Words	RI.3.4	DOK 1
19	D	Compound Words	RI.3.4	DOK 1
20	H	Text Structure: Sequence	RI.3.8	DOK 2

Comprehension 1, 4, 7, 9, 10, 11, 14, 15, 17, 20	/10	%
Vocabulary 2, 3, 5, 6, 8, 12, 13, 16, 18, 19	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

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Read the article “Helping Each Other” before answering Numbers 1 through 10.

Helping Each Other

Many people lived on farms long ago. The barns were very big, so farmers could not build them alone. They asked their neighbors to come help. They had a barn raising. Everyone in the whole family would go.

Building a barn back then was a huge mountain to climb. There were no machines. People used hand tools, like saws and hammers. Some people could not help build the barn. So they watched the children and cooked the food. The farm was a beehive of activity.

There were many reasons why neighbors helped at a barn raising. They wanted to lend a hand. Their help was a gift to their neighbor. The job was easier if many people worked together. The barn got done more quickly, too. Also, a neighbor might need a new barn someday. If he helped build a farmer’s barn, that farmer could be counted on to help at his barn raising.

A barn raising was not all work, though. Everyone had fun. Many families were lonely because the farms were far apart. Building a barn brought farm families together. They got to visit with people they had not seen in a long time. Old friends got to talk with each other. They would catch up on the things that had happened. People also met new friends. Young children ran and played together. Of course, everyone was happy when the barn was done. They celebrated by throwing a party. Everyone ate good food and laughed. They played music and games.

Over time, some people left their farms. They wanted to live closer together. They began moving into small towns. The people did not forget why they went to a barn raising, though. Small town neighbors worked together to make buildings that everyone could use. That is how a town got a schoolhouse or a courthouse built. Being a good neighbor in a small town made a big difference. It helped small towns blossom.



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Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “Helping Each Other.”

- 1 The author explains what a barn raising is so that the reader understands
- Ⓐ where a barn needs to be built.
 - Ⓑ what farmers’ families were like.
 - Ⓒ why neighbors’ help was needed.
 - Ⓓ what life on farms was like long ago.

- 2 Read this sentence from the article.

The farm was a beehive of activity.

What does the sentence mean?

- Ⓕ The farm had beehives.
- Ⓖ There was not much activity on the farm.
- Ⓗ Not everyone on the farm worked at a job.
- Ⓘ People on the farm were very busy at their jobs.

- 3 Read these sentences from the article.

Being a good neighbor in a small town made a big difference. It helped small towns blossom.

What does *it helped small towns blossom* mean?

- Ⓐ It helped towns plant flowers.
- Ⓑ It helped towns plant gardens.
- Ⓒ It helped towns throw a party for a neighbor.
- Ⓓ It helped towns grow into a strong community.

Name: _____ Date: _____

- 4 How does the author explain the difficulty in building a barn?
- F by listing the tools that were used
 - G by comparing barn building to cooking
 - H by listing the steps and roles in the process.
 - I by describing the job responsibilities of a farmer

- 5 Why does the author tell the reader that farm life was lonely?
- A to explain why people had parties
 - B to explain why people moved to the city
 - C to explain why people built schoolhouses
 - D to explain why people went to a barn raising

- 6 Read these sentences from the article.

They wanted to lend a hand. Their help was a gift to their neighbor.

What does *their help was a gift to their neighbor* mean?

- F The neighbors were talented.
 - G The neighbors gave them money.
 - H The neighbors watched them work.
 - I The neighbors offered their help for free.
- 7 How does the author organize the third paragraph on page 34 and the first paragraph on page 35?
- A by comparing different types of tools
 - B by describing different types of barns
 - C by explaining problems involved with building a barn
 - D by explaining reasons neighbors came to a barn raising

- 8 Read these sentences from the article.

Building a barn back them was a huge mountain to climb. There were no machines.

Why does the author compare building a barn to climbing a mountain?

- Ⓕ to show that barns could not move
 - Ⓖ to show that it was hard to build a barn
 - Ⓗ to show that barns looked heavy and tall
 - Ⓘ to show that it was hard to climb up a barn
- 9 At the end of the article, why does the author write about small town life?
- Ⓐ to compare barns with schoolhouses
 - Ⓑ to list the steps in building a courthouse
 - Ⓒ to explain that people liked farm life better
 - Ⓓ to show how farm values made it into small towns
- 10 Read this sentence from the article.

That is how a town got a schoolhouse or a courthouse built.

Based on the words *school* and *house*, what is the meaning of the compound word *schoolhouse*?

- Ⓕ a school for carpenters
- Ⓖ a building used as a school
- Ⓗ a school used to teach gardening
- Ⓘ a building where courts of law are held

Read the article “Stopping Traffic” before answering Numbers 11 through 20.

Stopping Traffic

Garrett Morgan was born in 1877 in Kentucky. His parents were former slaves. He grew up on a farm. Morgan knew that farm life was not for him. He left the farm when he was a teenager to find a job.

In 1895, Morgan moved to Cleveland, Ohio. He found a job fixing sewing machines. He loved working with the machines. He found new ways to make the machines better. The news of his skills traveled fast.

In 1907, Morgan opened his own sewing equipment and repair shop. Soon his business was booming. It was time to expand. In 1909, he opened his own tailoring shop. It sold coats, suits, and dresses. Everything was sewn with the machines he had made himself. As the years went by, Morgan’s success grew. He became a big man in the city of Cleveland.

Morgan had many ideas in motion. He was always thinking about what he could do next. He invented many things. In 1912, he invented a gas mask. He called it a safety hood. It allowed people to breathe in clean air when there was a lot of smoke. He thought it would help firefighters do their job. In 1916, Morgan used his invention. There was an explosion. It trapped workers building a tunnel underground. There was a lot of smoke. Morgan and a team of volunteers used his gas masks to help save some of them. Morgan later received requests from fire departments. They wanted to purchase the gas masks. His gas mask was later updated for use by the U.S. Army. The U.S. soldiers used them during the First World War. Morgan won a gold medal for his invention of the gas mask.

During this time, the streets of Cleveland were a circus. It was common for bicycles, horse-pulled wagons, and cars to share the same streets. There were some traffic signals on the streets. But they only had two signals: stop and go. This was not the only problem. Someone had to change the signal from stop to go by hand. If the person forgot to change the signal, there were accidents. Wrecks were common. Also, there was no time between stop and go. That caused a lot of accidents too.

One day Morgan saw a bad accident. An automobile hit a horse and carriage. He decided that he would make the streets as safe as he could. He came up with a new type of traffic signal. Morgan's invention was a T-shaped pole. It had three signals. The first signal was stop. The second signal was go. The third signal stopped traffic all ways. It made all the cars, carts, and horses stop for a few seconds. Then it changed to go for some of the traffic. That made it safer for drivers. It also allowed people to cross busy streets safely. He received a patent for the signal in 1923.

The amount of traffic we have now is greater than it was in Morgan's time. However, we can still see his type of signal making the streets safe. He would probably be proud of his invention if he saw how it worked today.

Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “Stopping Traffic.”

- 11 The author shows that Morgan’s ability to fix sewing machines led him to
- Ⓐ open a repair shop.
 - Ⓑ invent the gas mask.
 - Ⓒ invent the traffic signal.
 - Ⓓ move to Cleveland, Ohio.
- 12 How does the author connect Morgan’s inventions of the gas mask and T-shaped pole?
- Ⓕ by comparing the two inventions
 - Ⓖ by describing the effect each invention had
 - Ⓗ by listing the common steps in the creation of each invention
 - Ⓘ by explaining the problems Morgan had with each invention

- 13 Read these sentences from the article.

Soon his business was booming. It was time to expand.

What does *his business was booming* mean?

- Ⓐ His business was having a sale.
- Ⓑ His business was making money.
- Ⓒ His business was spending money.
- Ⓓ His business was giving a donation.

- 14 Read these sentences from the article.

As the years went by, Morgan’s success grew. He became a big man in the city of Cleveland.

What does *he became a big man in the city* mean?

- F gifted person H helpful person
 G careful person I important person
- 15 How does the author introduce Morgan’s inventions?
- A by comparing them to existing products
 B by describing in detail what they look like
 C by listing the inventions in sequential order
 D by naming the awards Morgan won for his inventions

- 16 Read these sentences from the article.

Morgan had many ideas in motion. He was always thinking about what he could do next.

What does *Morgan had many ideas in motion* mean?

- F He made a quick motion.
 G He had many ideas for inventions.
 H He had many ideas for writing stories.
 I He was in the process of moving something.
- 17 How does the author organize the second paragraph on page 40?
- A by comparing Morgan’s traffic signal to today’s
 B by describing the different types of transportation
 C by listing the steps to build Morgan’s traffic signal
 D by explaining the effects of Morgan’s traffic signal

- 18 Read these sentences from the article.

During this time, the streets of Cleveland were a circus. It was common for bicycles, horse-pulled wagons, and cars to share the same streets.

What does *the streets of Cleveland were a circus* mean?

- Ⓕ The streets were busy.
 - Ⓖ Many animals traveled the streets.
 - Ⓗ The streets were closed for a circus.
 - Ⓘ Many people were told to use sidewalks.
- 19 Why does the author tell the reader that Morgan opened up his own repair shop?
- Ⓐ to compare his shop with other repair shops
 - Ⓑ to list the steps it takes to open a repair shop
 - Ⓒ to show how expensive it was to open a repair shop in Cleveland
 - Ⓓ to explain that it helped Morgan become a successful man in Cleveland

- 20 Read these sentences from the article.

There was an explosion. It trapped workers building a tunnel underground.

Based on the words *under* and *ground*, what is the meaning of the compound word *underground*?

- Ⓕ the area to be defended
- Ⓖ the bottom of a body of water
- Ⓗ below the surface of the ground
- Ⓘ above the surface of the ground



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Text Structure: Cause and Effect	RI.3.8	DOK 2
2	I	Figurative Language: Metaphors	L.3.5a	DOK 2
3	D	Figurative Language: Metaphors	L.3.5a	DOK 2
4	H	Text Structure: Sequence	RI.3.8	DOK 2
5	D	Text Structure: Cause and Effect	RI.3.8	DOK 2
6	I	Figurative Language: Metaphors	L.3.5a	DOK 2
7	D	Text Structure: Sequence	RI.3.8	DOK 2
8	G	Figurative Language: Metaphors	L.3.5a	DOK 2
9	D	Text Structure: Cause and Effect	RI.3.8	DOK 2
10	G	Compound Words	RI.3.4	DOK 1
11	A	Text Structure: Cause and Effect	RI.3.8	DOK 2
12	G	Text Structure: Cause and Effect	RI.3.8	DOK 2
13	B	Figurative Language: Metaphors	L.3.5a	DOK 2
14	I	Figurative Language: Metaphors	L.3.5a	DOK 2
15	C	Text Structure: Sequence	RI.3.8	DOK 2
16	G	Figurative Language: Metaphors	L.3.5a	DOK 2
17	D	Text Structure: Cause and Effect	RI.3.8	DOK 2
18	F	Figurative Language: Metaphors	L.3.5a	DOK 2
19	D	Text Structure: Cause and Effect	RI.3.8	DOK 2
20	H	Compound Words	RI.3.4	DOK 1

Comprehension 1, 4, 5, 7, 9, 11, 12, 15, 17, 19	/10	%
Vocabulary 2, 3, 6, 8, 10, 13, 14, 16, 18, 20	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

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Read the article “Remembering the Soldiers” before answering Numbers 1 through 10.

Remembering the Soldiers

The Vietnam War began in the 1960s. It continued until 1973. Thousands of American soldiers fought in the war. Many of these soldiers died in Vietnam.

Jan Scruggs was a soldier in Vietnam. He wanted people to remember the soldiers who had died in the war. He started the Vietnam Veterans Memorial Fund to raise money. The money would pay for a memorial. The memorial would honor the soldiers who had died in the war.

The group decided to have a contest. The winner of the contest would design the memorial. More than two thousand people and teams entered the contest. A student named Maya Lin won the contest. She was only twenty-one years old. She made a design of walls that listed the names of all the soldiers who died in the war.

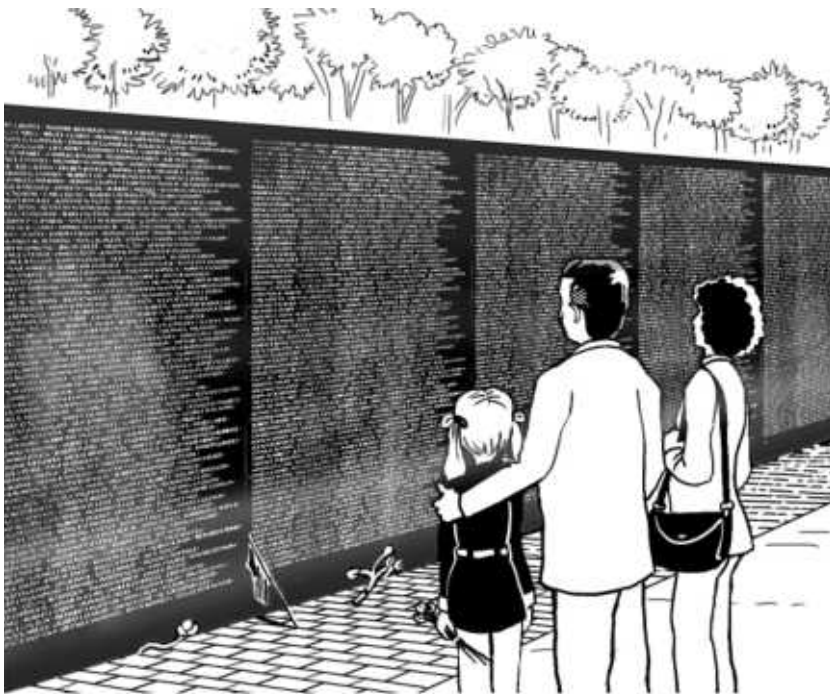
Work on the Vietnam Veterans Memorial started in March of 1982. The walls were finished in November of 1982. The walls are made of a black stone called granite. The walls are very shiny. They are almost like mirrors. The rest of the memorial included a statue of three soldiers and a flag. It was finished in 1984. The group decided to present the memorial to the American people that same year.

There are 58,272 names carved on the walls. They are the names of the soldiers who died in the war. They come from every state. About 1,200 of the soldiers’ names are listed as missing. The names are arranged by date. The first soldiers who died are the first names on the wall.

Eight of the names on the wall are women's names. Women did not fight in the Vietnam War. They worked as nurses. They served an important role in the war. In 1993 another statue was added to the memorial. It shows some of the women who served in the war.

There are trees and grass around the walls. The area is peaceful and quiet. People who visit the memorial are very moved by it. Many visitors are relatives of the soldiers who have died. Some are still very heartbroken. They find their relative's name on the wall. Seeing their relative's name helps them remember the soldier. Sometimes they make a rubbing of the name. They put a piece of paper over the name. Then they rub charcoal or crayon over it. The image of the name appears on the paper.

Visiting the Vietnam Veterans Memorial is a way to remember the soldiers who died in the war. It is a place to honor the soldiers who fought for our country.



Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “Remembering the Soldiers.”

- 1** Read this sentence from the article.

The group decided to present the memorial to the American people in that same year.

Which meaning of the word *present* is the SAME one used in the sentence above?

- (A) give
- (B) play
- (C) sing
- (D) write

- 2** Read this sentence from the article.

More than two thousand individuals and teams entered the contest.

Which meaning of the word *entered* is the SAME one used in the sentence above?

- (F) joined
- (G) judged
- (H) left
- (I) won

- 3** Which sentence BEST explains the article?

- (A) Jan Scruggs was a soldier in the Vietnam War.
- (B) The memorial includes a statue of three soldiers and flag.
- (C) Maya Lin made the design for the Vietnam Veterans Memorial.
- (D) A memorial was created to honor the soldiers who died in the Vietnam War.

- 4 Which paragraph would BEST be supported by the following detail?

The women were important to the war effort too.

- Ⓕ Paragraph 4, page 45 Ⓗ Paragraph 1, page 46
Ⓖ Paragraph 5, page 45 Ⓐ Paragraph 2, page 46
- 5 How does the author organize the ideas in the fourth paragraph on page 45?
- Ⓐ by describing how the statues were made
Ⓑ by telling the stories of the three soldiers
Ⓒ by comparing the different types of stone that were used
Ⓓ by describing the important dates in the construction of the Memorial

- 6 Read this sentence from the article.

People who visit the memorial are very moved by it.

Which sentence uses the word *moved* in the SAME way it is used in the sentence above?

- Ⓕ Martin moved his chair closer.
Ⓖ The music moved Ms. Wu to tears.
Ⓗ Carmen moved from Houston to Dallas.
Ⓐ The dancers moved gracefully across the floor.
- 7 Why did Jan Scruggs want to build a memorial?
- Ⓐ He wanted to have a contest.
Ⓑ He wanted to build a beautiful park for everyone.
Ⓒ He wanted people to visit Washington, D.C.
Ⓓ He wanted people to remember the soldiers who died.

- 8 Read these sentences from the article.

They are the names of the soldiers who died in the war. They come from every state.

Which sentence uses the word *state* in the SAME way it is used in the sentence above?

- Ⓕ Jerome lives in the state of Texas.
 - Ⓖ Tim's shoes were in a terrible state.
 - Ⓗ The teachers clearly state the rules.
 - Ⓘ The queen went to a formal state dinner.
- 9 What detail BEST supports the MAIN idea of the third paragraph on page 45?
- Ⓐ Many people entered the contest.
 - Ⓑ Maya Lin's design was the best one.
 - Ⓒ Maya Lin was only twenty-one years old.
 - Ⓓ The soldiers' names are listed on the walls.
- 10 Read these sentences from the article.

Many visitors are relatives of the soldiers who died. Some are still very heartbroken.

What does *are still very heartbroken* mean?

- Ⓕ are very sick
- Ⓖ are badly hurt
- Ⓗ are extremely sad
- Ⓘ are very successful

Read the article “The River of Grass” before answering Numbers 11 through 20.

The River of Grass

In southern Florida lay ponds, marshes, and forests. Together, they form the Everglades. People called the Everglades “the river of grass.” Water flowed through the sawgrass marshes. The flowing water looked like a river of grass.

At one time, the Everglades covered nearly 11,000 square miles. The land was home to hundreds of different kinds of animals. Rare birds made their home there. Alligators and crocodiles lived together. Many flowers and trees grew in the warm, damp area.

The state of Florida began to drain some of the water from the Everglades. This helped farmers to grow crops. Large cities began to spring up. The draining went on as canals and dams moved water out of the Everglades into the ocean. The river of grass was no longer a river.

The Everglades changed. Animals that had lived there for hundreds of years were now in danger. Plants that had once grown there could not live. New plants took over. Salty water moved into the marshes. Many of the alligators died.

The public started to object to draining the Everglades in the 1920s. Many people wanted to help save the area. They said the Everglades should be made a national park. This did not happen until 1947.

Threats to the Everglades continued. People built roads and buildings near the park. They took water that flowed into the park. Then they used the water in other ways. The park did not have enough water. The Everglades were in a lot of trouble.

In 2000, Florida and the national government worked out a plan. It will take more than thirty years to finish. The plan is to catch the fresh water that now flows into the ocean. Then the water will be brought back to the Everglades. Florida has other ideas, too. The state plans to clean up Lake Okeechobee. Much of the Everglades' water comes from the lake. The state also plans to help bring back the old plants.

Florida's plan will not be a breeze. But if it is successful, the river of grass will flow again. The water of the Everglades will be clean again. The plan will keep the rare plants and animals there. The Everglades National Park will stay a place of wonder.



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Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “The River of Grass.”

- 11 The author discusses the state of Florida's decision to drain the water from the Everglades
- Ⓐ to compare the different cities that developed.
 - Ⓑ to list the areas where the water was drained.
 - Ⓒ to describe how this helped farmers grow crops.
 - Ⓓ to explain the effects it had on the plants and animals.

- 12 Read these sentences from the article.

Florida’s plan will not be a breeze. But if it is successful, the river of grass will flow again.

What does *Florida’s plan will not be a breeze* mean?

- Ⓕ The plan will not be easy.
- Ⓖ The plan will not be busy.
- Ⓗ The plan will not be difficult.
- Ⓘ The plan will not be powerful.

- 13 Read this sentence from the article.

The public started to object to draining the Everglades in the 1920s.

Which sentence uses the word *object* in the SAME way it is used in the sentence above?

- Ⓐ Paul placed the object carefully on the table.
- Ⓑ The mayor said he will object to the new plan.
- Ⓒ Karim’s object was to raise money for the playground.
- Ⓓ The puppy was an object of great interest to the class.

- 14 What is the MAIN idea of the article?
- F The state of Florida drained water from the Everglades.
 - G The Everglades needs help to remain a place of wonder.
 - H The Everglades is home to many unusual plants and animals.
 - I People wanted the Everglades to become a national park.

- 15 Which paragraph would the following detail BEST support?

There is a plan to bring the water back to the Everglades.

- A paragraph 4, page 50
 - B paragraph 5, page 50
 - C paragraph 1, page 51
 - D paragraph 2, page 51
- 16 Read this sentence from the article.

The plan is to catch the fresh water that now flows into the ocean.

Which sentence uses the word *catch* in the SAME way it is used in the sentence above?

- F Did you catch what Mr. Lucas said?
- G The catch of the day is a fish called salmon.
- H The barrel will catch all the rainwater that falls.
- I Be careful, or your coat will catch on a branch.

- 17 Which of these is a threat to the Everglades?
- A alligators and crocodiles living together
 - B building roads and structures nearby
 - C rare birds creating nesting areas
 - D cleaning up Lake Okeechobee
- 18 What detail would BEST support the MAIN idea of the second paragraph on page 50?
- F Many types of flowers grew together.
 - G Crocodiles lived in the warm, damp area.
 - H Years ago, the Everglades covered nearly 11,000 square miles.
 - I Many different kinds of animals and plants made their home there.

- 19 Read this sentence from the article.

The state of Florida began to drain some of the water from the Everglades.

Which meaning of the word *drain* is the SAME one used in the sentence above?

- A drink
- B fill
- C lose
- D remove

- 20 Read this sentence from the article.

The land was home to hundreds of different kinds of animals.

Which meaning of the word *land* is the SAME one used in the sentence above?

- F arrive
- G catch
- H earth
- I rest



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	A	Multiple-Meaning Words	L.3.4a	DOK 2
2	F	Multiple-Meaning Words	L.3.4a	DOK 2
3	D	Main Idea and Key Details	RI.3.2	DOK 2
4	H	Main Idea and Key Details	RI.3.2	DOK 2
5	D	Text Structure: Sequence	RI.3.8	DOK 2
6	G	Multiple-Meaning Words	L.3.4a	DOK 2
7	D	Main Idea and Key Details	RI.3.2	DOK 2
8	F	Multiple-Meaning Words	L.3.4a	DOK 2
9	B	Main Idea and Key Details	RI.3.2	DOK 2
10	H	Figurative Language: Metaphors	L.3.5a	DOK 2
11	D	Text Structure: Cause and Effect	RI.3.8	DOK 2
12	F	Figurative Language: Metaphors	L.3.5a	DOK 2
13	B	Multiple-Meaning Words	L.3.4a	DOK 2
14	G	Main Idea and Key Details	RI.3.2	DOK 2
15	D	Main Idea and Key Details	RI.3.2	DOK 2
16	H	Multiple-Meaning Words	L.3.4a	DOK 2
17	B	Main Idea and Key Details	RI.3.2	DOK 2
18	I	Main Idea and Key Details	RI.3.2	DOK 2
19	D	Multiple-Meaning Words	L.3.4a	DOK 2
20	H	Multiple-Meaning Words	L.3.4a	DOK 2

Comprehension 3, 4, 5, 7, 9, 11, 14, 15, 17, 18	/10	%
Vocabulary 1, 2, 6, 8, 10, 12, 13, 16, 19, 20	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

Read the story “The Thanksgiving Play” before answering Numbers 1 through 10.

The Thanksgiving Play

Mrs. Cook was concerned about the Thanksgiving play. Her third grade class was not excited about the play rehearsals. Then on Monday, Julie announced that she did not want to be in the play. Everyone stopped and looked at her.

“I don’t want to play the role of the mother,” Julie said crossly. “All I get to do is stir the pot. Then I tell everyone to enjoy their meal.”

“You have a very important role,” Mrs. Cook said. “You’re responsible for making the feast.”

“I don’t want to be a Pilgrim!” Mark said. “Why can’t I have a more exciting part in the play?” He placed his hands on his hips in disgust. Then shook his head angrily and stomped away.

Everyone started to talk all at once and complain about the play. Even Fran who was usually the happiest person in the class, had a scowl on her face.

Mrs. Cook covered her ears. “Children we have a play to perform,” said Mrs. Cook. “We have to work together.”

“Why do we have to do this play?” Lana asked. “Everyone’s heard the Thanksgiving story a million times.”



“Thanksgiving is a time we give thanks for all we have,” Mrs. Cook answered.

“Let’s write a new play,” Tariq said. “It can be set in the present time. We can write our own lines. Each one of us will explain what we are thankful for. I am going to write that I am thankful for snowy days.”

“That’s a fantastic idea!” shouted Karen. “I will give thanks for my brother.”

“I think Tariq came up with a plan that we all like,” said Mrs. Cook. “Let’s start writing our lines for our play!”

“Can we still have our feast?” asked Mark. “Don’t forget that it is an important part of the holiday, too.”

All the children laughed. Now they were excited about the play. So Mrs. Cook’s class got busy. Everyone wrote something they were thankful for and happily practiced their lines. They also worked together designing the stage for the play.

At last, Wednesday arrived. The children set up the stage. Then they stood behind the curtains and anxiously waited for the play to begin.

“Are you nervous?” Mrs. Cook asked. The children shook their heads. They all were very calm.

“We aren’t scared at all,” Lana said. “The audience will be our friends and family, and we want to tell them all what we are thankful for.”

Mrs. Cook smiled. “I know they will enjoy your play,” she said. “You did a terrific job working together.” Then Mrs. Cook looked at her watch. “Everyone take your places! It’s time for the play to begin.” The auditorium grew dark, and the curtain slowly rose. All the children were smiling from ear to ear as the play began.

Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “The Thanksgiving Play.”

- 1 Which of these statements BEST summarizes the story?
- Ⓐ Tariq wants to write his own Thanksgiving play.
 - Ⓑ Mrs. Cook’s students work together to write their own Thanksgiving play.
 - Ⓒ Mrs. Cook’s students complain about the roles they have in the Thanksgiving play.
 - Ⓓ The students in Mrs. Cook’s class are excited about the roles she has given them for the play.

- 2 Read this sentence from the story.

They also worked together designing the stage for the play.

Which meaning of the word *play* is the SAME one used in the sentence above?

- Ⓕ games
 - Ⓖ performance
 - Ⓗ recreation
 - Ⓘ sport
- 3 What is the lesson of this story?
- Ⓐ You cannot please everybody.
 - Ⓑ You should be thankful for what you have.
 - Ⓒ There is always someone worse off than yourself.
 - Ⓓ A problem can be solved when people work together.

- 4 Read this sentence from the story.

Even Fran, who was usually the happiest person in class, had a scowl on her face.

Which word has the OPPOSITE meaning of the word *scowl* as used in the sentence above?

- Ⓕ frown
 - Ⓖ grin
 - Ⓗ scratch
 - Ⓘ spot
- 5 The class works together to solve their problem. Which of the following details would BEST support this idea?
- Ⓐ Tariq suggests that they write a new play.
 - Ⓑ Mark says he does not want to be a Pilgrim.
 - Ⓒ Lana asks why they have to do the Thanksgiving play.
 - Ⓓ Julie says she does not want to play the role of the mother.

- 6 Read the following sentences from the story.

“Let’s write a new play,” Tariq said. “It can be set in the present time.”

Which word has the OPPOSITE meaning of the word *present* as used in the sentences above?

- Ⓕ brief
- Ⓖ current
- Ⓗ modern
- Ⓘ past

- 7 Read this sentence from the story.

“That’s a fantastic idea!” shouted Karen.

Which word has the OPPOSITE meaning of the word *fantastic* as used in the sentence above?

- (A) awful (B) different (C) scary (D) surprising

- 8 What happens AFTER Mark asks if the class can still have the Thanksgiving feast?

- (F) Mrs. Cook tells the class they have to work together.
(G) Julie says she does not want to play the role of the mother.
(H) The students work together to design a stage for the play.
(I) Tariq tells the class they should write their own Thanksgiving play.

- 9 Which words from the story are most OPPOSITE in meaning?

- (A) feast, meal (B) calm, nervous (C) angrily, crossly (D) covered, placed

- 10 What text evidence would BEST support the story’s lesson?

- (F) “I don’t want to be a Pilgrim!”
(G) “You did a terrific job working together.”
(H) “Why can’t I have a more exciting part in the play?”
(I) “Everyone’s heard the Thanksgiving story a million times.”

Read the story “The Biggest Turnip” before answering Numbers 11 through 20.

The Biggest Turnip

Every spring, a farmer and his wife planted a turnip garden. Turnips were the farmer’s favorite vegetable. He liked the green leafy stem of the turnip. But he loved the big round root that grew underground.

One day the farmer and his wife went to pull the turnips out of the garden. One turnip top stood apart. Its green stem grew taller than the rest. “This must be a pretty big turnip,” the farmer said to his wife. “This will be delicious in our soup!”

The farmer took hold of the turnip plant. He tried to pull it out of the ground. But the turnip was too big and heavy. It would not come up.

The farmer’s wife put her arms around the farmer as he pulled. She pulled too. They were too weak. The turnip would not come up. The farmer’s son came out to help. He pulled on his mother, who pulled on his father. But the turnip stayed in the ground. Then the farmer’s daughter ran to the garden. She pulled on her brother. He pulled on his mother. She pulled on the farmer. The turnip would not move.

Two neighbors were passing by.

“We can’t do this alone. Please help us!” called the farmer’s wife.

The neighbors joined the line, and everybody pulled. But they could not remove the turnip.

One of the neighbors ran to town. She brought back the mayor, the baker, the tailor, the shoemaker, and a teacher. The line of people pulling was really long now. Still they were not strong enough.

Then a little girl who was bouncing a ball and watching decided to help. She pulled on the teacher, who pulled on the shoemaker. He pulled on the tailor, who pulled on the baker. He pulled on the mayor. The mayor pulled on the neighbors. They all pulled as hard as they could. Then up came the turnip, and down everyone fell into a heap!

“Look at the size of that turnip!” everyone yelled.

The townspeople built a big fire outside the farmer’s house. They set a gigantic kettle on top of the fire. Together they peeled the enormous turnip, cut it up, and put it in the kettle. At last the soup was ready. Everyone ate a bowlful.

The farmer said, “It took every single one of us, but we did it! We made the most delicious turnip soup ever!”



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “The Biggest Turnip.”

- 11 Read this sentence from the article.

The neighbors joined the line, and everybody pulled.

Which meaning of the word *joined* is the SAME one used in the sentence above?

- (A) jumped out
 - (B) stayed out
 - (C) kept guarded
 - (D) came together
- 12 What happens BEFORE the two neighbors pass by?
- (F) The farmer’s son comes to help pull up the turnip.
 - (G) The neighbors join the line to help pull up the turnip.
 - (H) The townspeople built a big fire outside the farmer’s house.
 - (I) A little girl who was bouncing a ball and watching decided to help.

- 13 Read these sentences from the story.

One turnip top stood apart. It’s green stem grew taller than the rest.

Which word has the OPPOSITE meaning of the word *apart* as used in the sentences above?

- (A) away
- (B) between
- (C) together
- (D) under

Name: _____ Date: _____

- 14 Which words from the story are most OPPOSITE in meaning?
- F built, cut
 - G strong, weak
 - H peeled, pulled
 - I enormous, gigantic
- 15 Which of these statements BEST summarizes the story?
- A A big turnip grew in a farmer's garden.
 - B It took the whole town to pull up a big turnip.
 - C A farmer grew many vegetables in his garden.
 - D The farmer's neighbors came to his house to eat soup.
- 16 What is the lesson of the story?
- F Never be too proud to ask for help.
 - G Eating healthy leads to happy living.
 - H Good neighbors build good neighborhoods.
 - I A problem can be solved when people work together.

- 17 Read these sentences from the story.

They all pulled as hard as they could. Then up came the turnip, and down everyone fell into a heap!

This sentence supports the idea that

- A the turnip made a tasty soup.
- B everyone worked hard to help out.
- C everyone had fun pulling up the turnip.
- D the farmer and his wife had many friends.

Name: _____ Date: _____

- 18 Read this sentence from the story.

“We made the most delicious turnip soup ever!”

Which word has the OPPOSITE meaning of the word *delicious* as used in the sentence above?

- Ⓕ disgusting
 - Ⓖ expensive
 - Ⓗ fresh
 - Ⓘ tasteful
- 19 What text evidence would BEST support the story’s lesson?
- Ⓐ “This will be delicious in our turnip soup!”
 - Ⓑ “It took every single one of us, but we did it!”
 - Ⓒ “Look at the size of that turnip!” everyone yelled.
 - Ⓓ “This must be a pretty big turnip,” the farmer said to his wife.

- 20 Read these sentences from the story.

The townspeople built a big fire outside the farmer’s house. They set a gigantic kettle on top of the fire.

Which word has the OPPOSITE meaning of the word *gigantic* as used in the sentence above?

- Ⓕ curved
- Ⓖ deep
- Ⓗ heavy
- Ⓘ tiny



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Theme/Summary	RL.3.2	DOK 2
2	G	Multiple-Meaning Words	L.3.4a	DOK 2
3	D	Theme	RL.3.2	DOK 3
4	G	Antonyms	L.3.4a	DOK 2
5	A	Theme	RL.3.2	DOK 3
6	I	Antonyms	L.3.4a	DOK 2
7	A	Antonyms	L.3.4a	DOK 2
8	H	Character, Setting, Plot: Sequence	RL.3.7	DOK 1
9	B	Antonyms	L.3.4a	DOK 1
10	G	Theme	RL.3.2	DOK 3
11	D	Multiple-Meaning Words	L.3.4a	DOK 2
12	F	Character, Setting, Plot: Sequence	RL.3.7	DOK 1
13	C	Antonyms	L.3.4a	DOK 2
14	G	Antonyms	L.3.4a	DOK 1
15	B	Theme/Summary	RL.3.2	DOK 2
16	I	Theme	RL.3.2	DOK 3
17	B	Theme	RL.3.2	DOK 3
18	F	Antonyms	L.3.4a	DOK 2
19	B	Theme	RL.3.2	DOK 3
20	I	Antonyms	L.3.4a	DOK 2

Comprehension 1, 3, 5, 8, 10, 12, 15, 16, 17, 19	/10	%
Vocabulary 2, 4, 6, 7, 9, 11, 13, 14, 18, 20	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

Read the story “Going Away” before answering Numbers 1 through 10.

Going Away

Janek waited for his grandpa to find the ticket and passport. The airport was as busy as an anthill with people hurrying this way and that. It was Janek’s first time in an airport and he was feeling nervous and scared. Never before had he been on a plane. It would take many hours to fly from Poland to the United States. Grandpa would not be coming. How quickly life had changed!

“I don’t want to leave you!” cried Janek. “Look at this airport! I will get lost without you.”

Janek hated the airport, and everyone looked unhappy. All around him were mothers with babies who screamed like fire truck sirens. People were rushing around with worried faces. Janek thought of the brown cows on the farm back home and the white chickens that scratched the earth. Now he was going to a new place. He would not know what people were saying or where he was going. Everything in his life would be different.

Grandpa said gently, “Your life in California will be like your life here. The children play soccer there. They like to read books just like you. You will make many new friends. Your father now has a job and an apartment. He is thrilled that you will be with him again. Besides, he misses you very much.”

Then the loudspeaker came on. The sharp sound made Janek jump like a scared rabbit. A voice said it was time to get on the plane. Grandpa squeezed Janek tightly and said, “Get on the plane. When you are unhappy, look in this envelope.”

Janek said, “I will miss you, Grandpa!” Then he went to the plane. Janek’s legs shook like jelly as he went through the door alone.

Soon the plane flew up high into the night sky. Janek looked out the window. He saw one star that sparkled like a diamond ring. Janek wiped away a tear as he opened the envelope. Inside was a picture of Grandpa smiling. There was the old wood house, too. Janek smiled. He would write a letter to Grandpa as soon as he arrived at his new home.



Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “Going Away.”

1 Which of these statements BEST summarizes the story?

- Ⓐ Janek is visiting the airport with his grandpa.
- Ⓑ Janek is worried about flying for the first time.
- Ⓒ Janek is nervous about moving to his new home in California.
- Ⓓ Janek is upset about going to the airport because it is so loud and noisy.

2 Read this sentence from the story.

He is thrilled that you will be with him again.

Which word has the OPPOSITE meaning of the word *thrilled* as used in the sentence above?

- Ⓕ lucky
- Ⓖ proud
- Ⓗ silent
- Ⓘ unhappy

3 Read this sentence from the story.

The airport was as busy as an anthill with people hurrying this way and that.

What does *the airport was as busy as an anthill* mean?

- Ⓐ The airport was very active.
- Ⓑ There were many anthills nearby.
- Ⓒ The people were running away from ants.
- Ⓓ The airport was built to look like an anthill.

4 How does Janek feel about moving to California?

- Ⓕ angry
- Ⓖ relieved
- Ⓖ nervous
- Ⓘ thankful

5 Read this sentence from the story.

All around him were mothers with babies who screamed like fire truck sirens.

Why does the author compare the babies' screams to sirens?

- Ⓐ Babies scream to get fire truck rides.
- Ⓑ Crying babies turn red like a fire truck.
- Ⓒ Crying babies and sirens are both loud.
- Ⓓ Fire truck sirens and babies are both small.

6 Read this sentence from the story.

“The children play soccer there. They like to read books just like you.”

This sentence supports the idea that

- Ⓕ children like to play soccer better than read books.
- Ⓖ children play soccer in California but not in Poland.
- Ⓖ people from different places like to do similar things.
- Ⓘ many people from other countries move to California.

7 What is the lesson of this story?

- Ⓐ It is important to give your best effort.
- Ⓑ Believe in yourself, even when others do not.
- Ⓒ Do not worry about what others think about you.
- Ⓓ Change can be scary, but it brings new opportunities.

- 8 Read this sentence from the story.

Janek’s legs shook like jelly as he went through the door alone.

What does *Janek’s legs shook like jelly* mean?

- Ⓕ He spills jelly on his legs and feet.
- Ⓖ He is scared and his legs are weak.
- Ⓗ He is hungry because he did not eat breakfast.
- Ⓘ He has trouble walking because the floor is shaking.

- 9 Read this sentence from the story.

He saw one star that sparkled like a diamond ring.

Why does the author compare the star to a diamond ring?

- Ⓐ Both a star and ring sparkle.
- Ⓑ A star and ring look the same size.
- Ⓒ The star and ring both have the same shape.
- Ⓓ Janek sees both a ring and a star at the same time.

- 10 What evidence from the text would BEST support the story’s lesson?

- Ⓕ “Get on the plane.”
- Ⓖ “Look at this airport!”
- Ⓗ “I will get lost without you.”
- Ⓘ “Besides, he misses you very much.”

Read the story “The Pepper Palace” before answering Numbers 11 through 20.

The Pepper Palace

“Hector and Rosa,” Grandma Maria said. “Take the brooms and go sweep the sidewalk outside the restaurant. I want it as neat as a pin out there.”

Rosa frowned and replied, “Grandma, I want to go play with Lori.”

“Why do I always have to do chores at the restaurant?” asked Hector. “I hate this old restaurant!”

“Why, Hector and Rosa Santana!” Grandma Maria said. “The Pepper Palace is the most important thing in our family! This restaurant is the heart of the Santana family. Have I ever told you how it started?”

“No, Grandma,” Rosa said, her brown eyes as big as saucers. “Please tell us!”

Grandma Maria, Rosa, and Hector sat at one of the empty tables in the restaurant. Grandma Maria told the story of her own grandparents, Luisa and Juan.

Luisa and Juan lived in a small village in Mexico. Juan was a wonderful gardener. He grew tomatoes as red as the setting sun. His peppers were as sweet as honey. Luisa was a marvelous cook. She always used Juan’s beautiful vegetables.

“We should go to the United States,” Luisa said to Juan. “We can work hard and open a restaurant there. It would be our very own business. It would be a dream come true.”

After many months, they came to this country. Juan had an aunt who lived in Texas, so they went to live with her. They worked hard, and one day, they were able to open their own restaurant, the Pepper Palace.

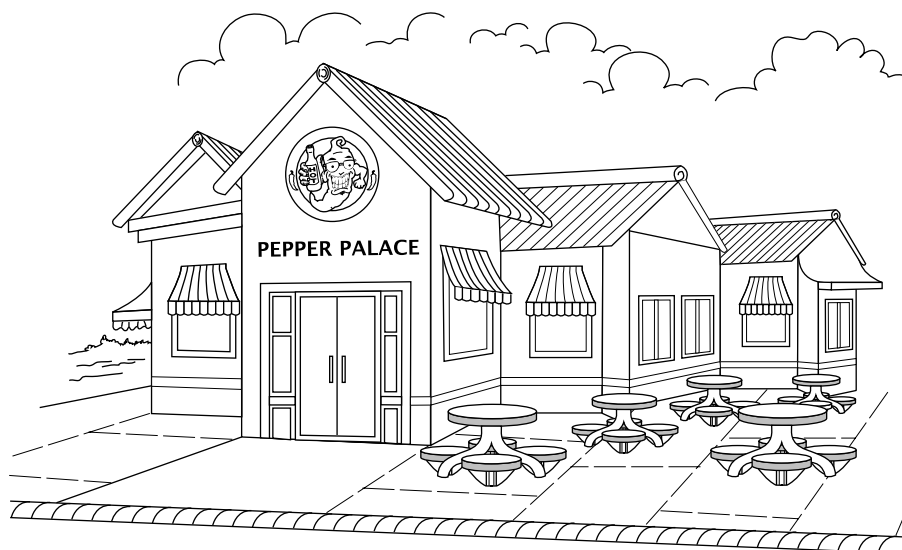
The Pepper Palace became very popular. People came from far away, as hungry as bears waking from their long winter nap. They left happy. When Luisa and Juan had children, they helped in the restaurant. Their son Carlos took over the cooking. When he had children, his oldest daughter Maria became the cook.

“And that is me,” said Grandma Maria. “You see, the restaurant was my grandparents’ dream. They came to this country to make their dream come true. Now Texas is our home.”

“Wow,” said Hector. “Maybe when I grow up, I can cook at the Pepper Palace!”

“No, I want to be the cook!” Rosa protested.

Grandma Maria laughed. “You can both cook,” she promised. “You can both carry on our family’s dream.”



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “The Pepper Palace.”

11 Read this sentence from the story.

People came from far away, as hungry as bears waking from their long winter nap.

The author compares people to bears to show how

- Ⓐ big they were.
- Ⓑ loud they were.
- Ⓒ much they wanted food.
- Ⓓ they scared Luisa and Juan.

12 What evidence from the text BEST supports the story’s lesson?

- Ⓕ Luisa and Juan lived in a small village in Mexico.
- Ⓖ Juan and Luisa worked hard to open their restaurant.
- Ⓗ Hector and Rosa do not want to sweep the sidewalk.
- Ⓘ Hector and Rosa want to be cooks at the Pepper Palace.

13 Read this sentence from the story.

Grandma Maria, Rosa, and Hector sat at one of the empty tables in the restaurant.

Which word has the OPPOSITE meaning of the word *empty* as used in the sentence above?

- Ⓐ broken
- Ⓑ clean
- Ⓒ full
- Ⓓ light

GO ON →

Name: _____ Date: _____

14 Which of the following BEST describes Luisa and Juan?

- Ⓕ afraid of failing
- Ⓖ eager to please
- Ⓗ envious of others
- Ⓘ determined to succeed

15 Read this sentence from the story.

His peppers were as sweet as honey.

The author compares peppers to honey to describe

- Ⓐ their color.
- Ⓑ their smell.
- Ⓒ the way they feel.
- Ⓓ the way they taste.

16 Which statement BEST summarizes the story?

- Ⓕ Everyone in town enjoyed Juan and Luisa's cooking.
- Ⓖ Luisa and Juan leave Mexico to live in Texas with their aunt.
- Ⓗ Hector and Rosa realize how important the restaurant is to the family after they hear the story of how it was started.
- Ⓘ Hector and Rosa decide they do not want to be cooks after their grandma tells them the story about her grandparents.

- 17 Read this sentence from the story.

He grew tomatoes as red as the setting sun.

The author compares tomatoes to the setting sun

- Ⓐ to describe their taste.
- Ⓑ to describe their color.
- Ⓒ to describe how big they are.
- Ⓓ to describe how hot they are.

- 18 What is the lesson of this story?

- Ⓕ Grandmothers can be very wise.
- Ⓖ Dreams can come true with hard work.
- Ⓗ Family is more important than working.
- Ⓘ Brothers and sisters should work together.

- 19 Read these sentences from the story.

“No, Grandma,” Rosa said, her brown eyes as big as saucers. “Please tell us!”

The author compares Rosa’s eyes to saucers to show

- Ⓐ how brown they look.
- Ⓑ how sparkly they look.
- Ⓒ how beautiful she looks.
- Ⓓ how surprised she looks.

- 20 How do Hector and Rosa feel after their grandma tells them the story about the restaurant?

- Ⓕ brave
- Ⓖ confused
- Ⓖ comfortable
- Ⓘ proud



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	H	Theme/Summary	RL.3.2	DOK 2
2	I	Antonyms	L.3.4a	DOK 2
3	A	Figurative Language: Similes	RL.3.4	DOK 2
4	G	Character, Setting, Plot: Character	RL.3.3	DOK 2
5	C	Figurative Language: Similes	RL.3.4	DOK 2
6	H	Theme	RL.3.2	DOK 3
7	D	Theme	RL.3.2	DOK 3
8	G	Figurative Language: Similes	RL.3.4	DOK 2
9	A	Figurative Language: Similes	RL.3.4	DOK 2
10	I	Theme	RL.3.2	DOK 3
11	C	Figurative Language: Similes	RL.3.4	DOK 2
12	G	Theme	RL.3.2	DOK 3
13	C	Antonyms	L.3.4a	DOK 2
14	I	Character, Setting, Plot: Character	RL.3.3	DOK 3
15	D	Figurative Language: Similes	RL.3.4	DOK 2
16	H	Theme/Summary	RL.3.2	DOK 2
17	B	Figurative Language: Similes	RL.3.4	DOK 2
18	G	Theme	RL.3.2	DOK 3
19	D	Figurative Language: Similes	RL.3.4	DOK 2
20	I	Character, Setting, Plot: Character	RL.3.2	DOK 2

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Comprehension 1, 4, 6, 7, 10, 12, 14, 16, 18, 20	/10	%
Vocabulary 2, 3, 5, 8, 9, 11, 13, 15, 17, 19	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

Read the article “Voting” before answering Numbers 1 through 10.

Voting

The students in Mr. Jensen’s third-grade classroom are standing in a circle having a discussion. What should their classroom pet be?

Some students want a hamster. Trish tells the class why. “A hamster is as quiet as a mouse. It’s easy to take care of. It will teach us about mammals.”

Other students dislike that idea. They want a snake for a classroom pet. Jonah says, “A snake is more interesting and unusual. It will teach us about reptiles.”

The students are unable to agree on their pet. Mr. Jensen asks the students to be reseated so they can take a vote.

The students who want a hamster raise their hands. Mr. Jensen counts the students who raised their hands. To be sure, he recounts their hands and then writes the number on the board. He does the same for the students who want a snake.

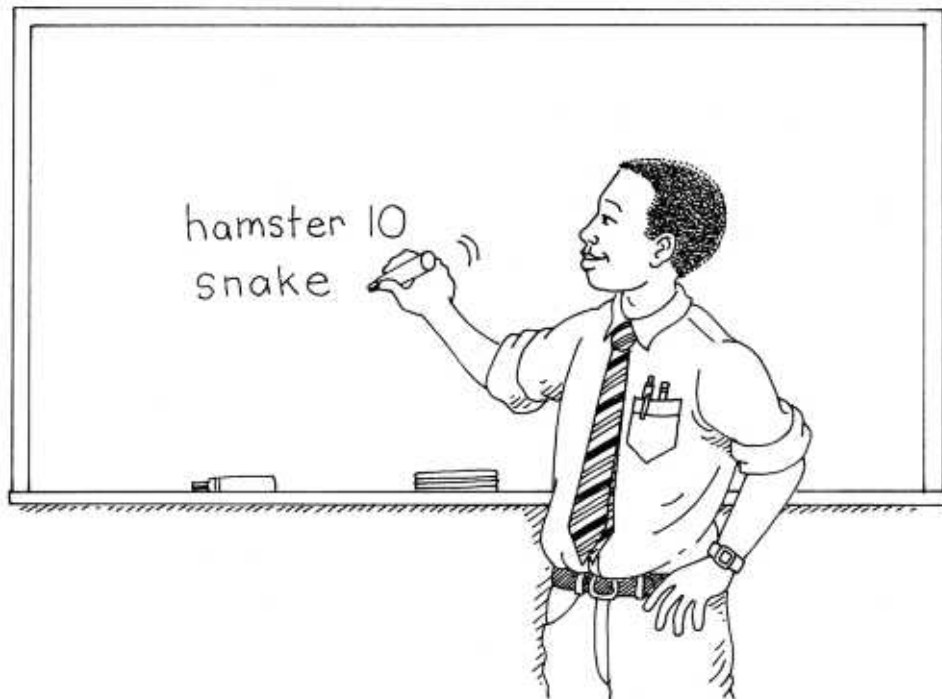
Which pet do you think wins?

Sometimes it is not easy for a group of people to agree on one decision. Voting is the best way to decide issues. Voting offers people choices. By having the opportunity to vote, people decide which choice they like best. The choice that receives the most votes wins. The winning choice tells what most of the people in the group think.

Just as the students voted in the classroom, people in our country have the chance to vote for people in our government. Voting is one of our greatest rights. Through voting, citizens decide what people they want in office to run the government. They vote for people who will represent them. They also vote for people that will state their views. Citizens also help decide what actions the government should take. Voting is one way that citizens make their voices heard. They choose between the people running for President. The winner becomes president for four years. He or she leads the entire country.

Voting can help groups make decisions. Voting helped the students in Mr. Jensen's class choose a pet. The students raised their hands to select which animal they wanted as their classroom pet.

So which animal won the most votes in Mr. Jensen's classroom? It was the snake!



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Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “Voting.”

1 Read this sentence from the article.

Mr. Jensen asks the students to be reseated so they can take a vote.

What does the prefix *re-* in *reseated* tell about what the students will do?

- Ⓐ They will sit again.
- Ⓑ They will lose their seats.
- Ⓒ They will wait to be seated.
- Ⓓ They will stand up from their seats.

2 Read this sentence from the article.

The students are unable to agree on their pet.

What does it mean that the students are *unable* to agree?

- Ⓕ They can agree.
- Ⓖ They cannot agree.
- Ⓗ They will agree later.
- Ⓘ They will never agree.

3 Which evidence from the article BEST shows that the author thinks voting is fair?

- Ⓐ Some students want a hamster.
- Ⓑ The choice that receives the most votes wins.
- Ⓒ Mr. Jensen counts the students who raised their hands.
- Ⓓ Sometimes it is not easy for a group of people to agree on one decision.

GO ON →

- 4 Read this sentence from the article.

To be sure, he recounts their hands and then writes the number on the board.

What does *recounts* mean?

- Ⓕ counts again
 - Ⓖ counts aloud
 - Ⓗ counts before
 - Ⓘ counts accidentally
- 5 Based on evidence from the text, the author would MOST likely agree with the idea that
- Ⓐ voting does not offer us many choices.
 - Ⓑ it is easy for groups of people to agree on one decision.
 - Ⓒ voters tell the government who we want to represent us.
 - Ⓓ we do not have the opportunity to vote for people in our government.

- 6 Read this sentence from the article.

Jonah says, “A snake is more interesting and unusual.”

If usual means “common,” what does *unusual* mean?

- Ⓕ not common
- Ⓖ being common
- Ⓗ acting common
- Ⓘ equally common

Name: _____ Date: _____

- 7 Based on evidence from the text, the author would MOST LIKELY agree with the idea that
- Ⓐ voting is a hard thing to do.
 - Ⓑ it is not important for people to vote.
 - Ⓒ the side with fewer votes should win.
 - Ⓓ voting helps groups makes decisions.

- 8 Read this sentence from the article.

“A hamster is as quiet as a mouse. It’s easy to take care of.”

What does *as quiet as a mouse* mean?

- Ⓐ lazy
 - Ⓑ quick
 - Ⓒ silent
 - Ⓓ tiny
- 9 What is the MAIN idea of the article?
- Ⓐ Voting is an important right for U.S. citizens.
 - Ⓑ Choosing a President is an important decision.
 - Ⓒ Third-grade students should be allowed to vote.
 - Ⓓ It is difficult for a group of people to agree on one decision.

- 10 The author uses the situation in Mr. Jenson’s classroom to support his view that
- Ⓐ a snake is the best classroom pet.
 - Ⓑ voting can only work with children.
 - Ⓒ people find it easy to agree on one decision.
 - Ⓓ people should have a choice in what they want.

Read the article “Saving a Grassland” before answering Numbers 11 through 20.

Saving a Grassland

Otero Mesa is a special place. No other area in the country is quite like it. It stretches as far as the eye can see. Tall grasses sway in the breeze. Desert plants send their flower spikes up toward the sky. It is too dry for trees.

Wildlife makes this grassy land home. Prairie dogs dig their tunnels under the grass. Mule deer and antelope feed on it. Songbirds and eagles fly above it.

Beneath, Otero is special, too. Huge amounts of fresh water lie below the ground.

People have lived on this grassland for centuries. Ancient Native American ruins mark the mesa. There are pictures carved on rocks that are more than one thousand years old.

Several years ago, the government suggested a plan. It would allow drilling and mining on the grassland. Many people were unhappy with the plan. They were afraid that the plants and animals would be harmed.

Many of these people started working together. They wrote letters and e-mails to the government in Washington, D.C. They signed petitions. A petition is a written request signed by many people that asks the government to do something. Americans have the right to petition their government. It is an important right.

This is how our government works. Voters choose people to send to Washington, D.C. These people represent the voters. But they need to know what voters think. If they do not understand the voters' wishes, they may make laws that voters do not want. People must let the government know what they want.

After many months, a court ruled against the drilling plan. They told the government to rethink the plan. They said the government must think about how drilling affects nature.

The people who worked against the plan are excited and happy. For now, they have reclaimed this land as a wilderness area. No one can drill or mine on the grassland. But the future of Otero Mesa is still uncertain. So, many of these same determined people are working together again. They want the government to protect the land for good. Once again, these people are writing letters and e-mails. They are making calls and are signing petitions. They want to make sure drilling and mining are never allowed on the Otero Mesa.



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “Saving a Grassland.”

- 11 What text evidence BEST summarizes the author’s view about Otero Mesa?
- Ⓐ It is too dry for trees.
 - Ⓑ Otero Mesa is a special place.
 - Ⓒ Wildlife makes this grassy land home.
 - Ⓓ The Apache wanted to protect the ruins of their ancestors.

- 12 Read these sentences from the article.

Many people were unhappy with the plan. They were afraid that plants and animals would be harmed.

The prefix *un-* shows that the word *unhappy* means

- Ⓕ not happy.
- Ⓖ very happy.
- Ⓗ one who is happy.
- Ⓘ wanting to be happy.

- 13 Read these sentences from the article.

For now, they have reclaimed this land as a wilderness area. No one can drill or mine on the grassland.

To *claim* something is to take it as a right. What does it mean that people have *reclaimed* the grassland?

- Ⓐ They want to take it.
- Ⓑ They will take it later.
- Ⓒ They have taken it back.
- Ⓓ They have taken it before.

- 14 Which sentence would BEST explain what the article is about?
- F Otero Mesa is a place unlike no other area in the country.
 - G Voters choose people to send to Washington, D.C. that represent our country.
 - H People signed petitions because they were against the plan to drill and mine on Otero Mesa.
 - I The government suggested a plan that would allow drilling and mining on Otero Mesa.

- 15 Read these sentences from the article.

No other area in the country is quite like it. It stretches as far as the eye can see.

What does *as far as the eye can see* mean?

- A a long way
 - B around the world
 - C walking distance
 - D over the mountains
- 16 Based on evidence from the text, the author would MOST likely agree with the idea that
- F not everyone worked together when they signed the petition.
 - G the government should be allowed to drill and mine on the grasslands.
 - H the government should consider the effects on nature before drilling.
 - I many people were not worried that the plants and animals would be harmed.

- 17 Read this sentence from the article.

They told the government to rethink the plan.

What does *rethink* mean?

- (A) think again (C) think clearly
(B) think before (D) think quickly

- 18 Read this sentence from the article.

But the future of Otero Mesa is still uncertain.

If *certain* means “known for sure,” what does *uncertain* mean?

- (F) known again (H) wanting to know
(G) not known (I) known for many years

- 19 Based on evidence from the text, the author would MOST LIKELY agree with the idea that

- (A) the court should have ruled for the drilling plan.
(B) the government is too busy to listen to our concerns.
(C) Americans have the right to petition their government.
(D) the Otero Mesa is a grassland that is protected too much.

- 20 Which statement would the author MOST LIKELY agree with?

- (F) Otero Mesa is not a protected place.
(G) People should be allowed to drill on Otero Mesa.
(H) Otero Mesa should be protected as a wilderness area.
(I) People can let the government know what they think only by writing them letters.



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	A	Prefixes: <i>re-</i>	L.3.4b	DOK 1
2	G	Prefixes: <i>un-</i>	L.3.4b	DOK 1
3	B	Author's Point of View	RI.3.6	DOK 3
4	F	Prefixes: <i>re-</i>	L.3.4b	DOK 1
5	C	Author's Point of View	RI.3.6	DOK 3
6	F	Prefixes: <i>un-</i>	L.3.4b	DOK 1
7	D	Author's Point of View	RI.3.6	DOK 3
8	H	Figurative Language: Similes	L.3.5a	DOK 2
9	A	Main Idea and Key Details	RI.3.2	DOK 2
10	I	Author's Point of View	RI.3.6	DOK 3
11	B	Author's Point of View	RI.3.6	DOK 3
12	F	Prefixes: <i>un-</i>	L.3.4b	DOK 1
13	C	Prefixes: <i>re-</i>	L.3.4b	DOK 1
14	H	Main Idea and Key Details	RI.3.2	DOK 2
15	A	Figurative Language: Similes	L.3.5a	DOK 2
16	H	Author's Point of View	RI.3.6	DOK 3
17	A	Prefixes: <i>re-</i>	L.3.4b	DOK 1
18	G	Prefixes: <i>un-</i>	L.3.4b	DOK 1
19	C	Author's Point of View	RI.3.6	DOK 3
20	H	Author's Point of View	RI.3.6	DOK 3

Comprehension 3, 5, 7, 9, 10, 11, 14, 16, 19, 20	/10	%
Vocabulary 1, 2, 4, 6, 8, 12, 13, 15, 17, 18	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

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Read the article “A Bee-Friendly Garden” before answering Numbers 1 through 10.

A Bee-Friendly Garden

Our lives would not be the same without bees. Bees help plants grow. Many of these plants provide us with food. What would happen if there were no bees? Some of the fruits and vegetables that we enjoy could not grow. Bees are wonderful creatures.

There is now a problem with bees. The number of bees is low. But that is not the only worry. The number looks to be getting even lower. Scientists are unsure why this is. Some people are fearful that bees may die off. We must do something about this. One answer is to make our gardens friendly to bees.

Making our gardens bee-friendly can add to the bee population. Planting a bee garden is a great idea. These gardens provide bees nectar and pollen. A successful bee garden would have flowers that bloom from spring to fall. These need to be planted in bunches of like flowers. The garden would also have all types of plants that are closely grouped together.

Many people believe that all bees live in hives. That is untrue. Some bees dig into the ground. There they build their nests and lay their eggs. People lay wood chips or other materials on the ground. Bees cannot dig nests when these materials cover the ground. Here is another good way to help bees. When you are working outside, leave loose dirt in flower beds and gardens.

Some bees nest in old pieces of wood. Other bees build nests in holes in buildings or in trees. Gardens can be made to provide spaces like these for bees. Trees or walls that block wind are a good idea. So are shady areas. These help bees get away from the hot sun. Trees can also protect bees from hard rains. Bee gardens also provide bees with water. Bees need water just like people do.

Making a garden friendly to bees is far from a useless task. The rewards are worth the effort. A bee-friendly garden is beautiful and colorful. Most importantly it helps to keep bees healthy and happy.



Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “A Bee-Friendly Garden.”

- 1 What text evidence BEST summarizes the author’s point of view about bees?
- Ⓐ Bees help plants grow.
 - Ⓑ The number of bees is low.
 - Ⓒ Bees are wonderful creatures.
 - Ⓓ Some people are fearful that bees may die off.

- 2 Read this sentence from the article.

Many people believe that all bees live in hives. That is untrue.

Which answer choice uses *un-* in the same way as *untrue*?

- Ⓕ under
 - Ⓖ united
 - Ⓗ unlucky
 - Ⓘ until
- 3 What text evidence BEST summarizes the author’s point of view about bee gardens?
- Ⓐ Planting a bee garden is a great idea.
 - Ⓑ These gardens provide bees nectar and pollen.
 - Ⓒ People lay wood chips or other materials on the ground.
 - Ⓓ A successful bee garden would have flowers that bloom from spring to fall.

- 4 Read this sentence from the article.

A successful bee garden would have flowers that bloom from spring to fall.

What does *successful* mean?

- Ⓕ full of sun
 - Ⓖ full of plants
 - Ⓗ full of beauty
 - Ⓘ full of achievement
- 5 The suffix *-ful*, as in *colorful*, means “full of.” Someone who is *fearful* is
- Ⓐ afraid.
 - Ⓑ excited.
 - Ⓒ proud.
 - Ⓓ tired.
- 6 Based on evidence from the text, the author would MOST LIKELY agree with the idea that
- Ⓕ planting a bee garden is a useless task.
 - Ⓖ the dirt in bee gardens should not be loose.
 - Ⓗ planting trees in front of a bee garden can be harmful to bees.
 - Ⓘ bee gardens should have many flowers that are planted closely together.

Name: _____ Date: _____

- 7 Read the sentence from the article.

A bee-friendly garden is beautiful and colorful.

The suffix *-ful* means “full of.” Which of the following is an example of something *colorful*?

- (A) a cloud
(B) a rainbow
(C) a soccer ball
(D) a piece of coal

- 8 Read the sentence from article.

Making a bee-friendly garden is far from a useless task.

The suffix *-less* means “having no” or “without.”
Something that is *useless*

- (F) is not needed.
(G) has lots of uses.
(H) makes things easy.
(I) is never difficult to use.

- 9 How does the author help the reader understand a successful bee garden?

- (A) by comparing bees to other insects
(B) by explaining the effects it has on bees
(C) by telling the order of how a plant grows
(D) by explaining the reasons bees are dying

- 10 Based on evidence from the text, the author would MOST likely agree with the idea that

- (F) it is important to help bees survive.
(G) bees do not need water like people.
(H) without bees our lives would not be much different.
(I) wood chips should cover the ground of a bee garden.

Read the article “The Manatee” before answering Numbers 11 through 20.

The Manatee

It is not pretty to look at. It is not as friendly as a dolphin. Yet the manatee is a wonderful animal. It is also an animal that needs our help.

The manatee is a large mammal. It can grow up to 13 feet long. That is about the length of a car. It can weigh more than 1,000 pounds! The manatee swims in warm, shallow waters. It is mostly found along the coast and inland waterways of Florida.

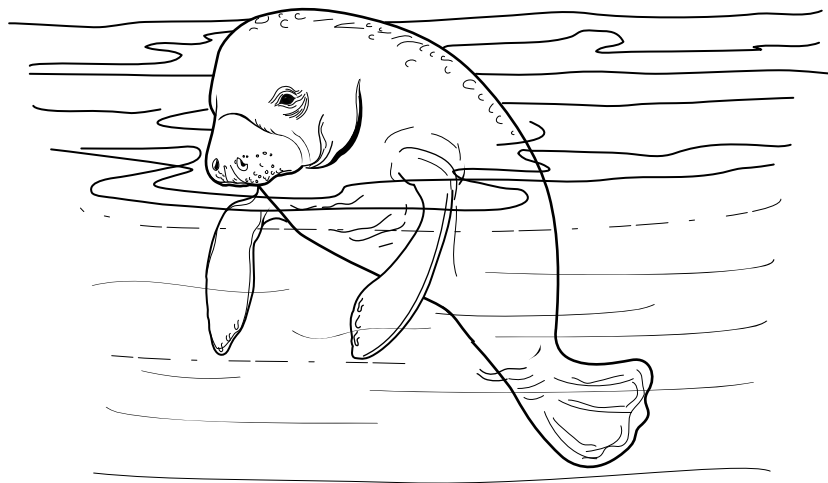
The manatee is huge. Yet it is a graceful swimmer. The manatee uses its powerful tail to propel it. It steers with its fins. The manatee is also a gentle animal. Its size and peaceful nature give it the nickname “sea cow.”

The manatee has a wrinkled gray body. It may look hairless. But like all mammals, it does have hair. Also, like all mammals, manatees have lungs to breathe air. The manatee will come to the water’s surface to breathe. Sometimes people will see its nose sticking out of the water.

That is part of the problem for manatees. Motorboats zoom through the waters along the coast. Sometimes the blades of boat propellers cut manatees coming up to breathe. Others are killed when boats hit them.

People also cause other problems for manatees. The animals sometimes get trapped in canal locks and flood gates. Others get caught in crab nets. Then they cannot come up to breathe. Some manatees swallow fish hooks and fishing lines. These items are harmful to the animals. Removing these items when they have been swallowed by the animal is dangerous. Manatees are now endangered. That means the number of manatees is so low that they may die out.

Everyone should be concerned about the manatees. Everyone should help save them. The government has correctly made the manatee a protected animal. That means it is a crime to harm one. Boaters must not be so careless. They should follow speed limits in waters where manatees live. People should learn more about how to protect the manatee. Then this gentle giant will continue to live on without these threats.



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Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “The Manatee.”

- 11 What text evidence BEST shows the author’s point of view about the manatees’ appearance?
- Ⓐ It can grow up to 13 feet long.
 - Ⓑ It can weigh over 1,000 pounds!
 - Ⓒ Yet the manatee is a wonderful animal.
 - Ⓓ The manatee is a rare animal that needs our help.
- 12 Based on evidence from the text, the author would MOST LIKELY agree with the idea that
- Ⓕ manatees cause many problems for people.
 - Ⓖ everyone should be concerned about the manatees.
 - Ⓗ boaters do not present a real risk to the survival of the manatees.
 - Ⓘ the government has not done a good job of protecting the manatees.
- 13 Read the sentence from the article.

But the manatee is beautiful in its own way.

The suffix *-ful* means “full of.” Something *beautiful* is

- Ⓐ average.
- Ⓑ boring.
- Ⓒ busy.
- Ⓓ pretty.

- 14 Read this sentence from the article.

The manatee uses its powerful tail to propel it.

What does *powerful* mean as used in the sentence above?

- Ⓕ having a great skill
 - Ⓖ having great strength
 - Ⓗ having great courage
 - Ⓘ having a great understanding
- 15 Read these sentences from the article.

These items are harmful to the animals. Removing these items when they have been swallowed by the animal is dangerous.

The prefix *re-* means “again.” Which answer choice uses *re-* in the same way as *removing*?

- Ⓐ reason
 - Ⓑ recognize
 - Ⓒ renumber
 - Ⓓ reptile
- 16 What text evidence does NOT support the author’s opinion that manatees are in danger?
- Ⓕ The manatee swims in warm, shallow waters.
 - Ⓖ Some manatees swallow fishhooks and fishing lines.
 - Ⓗ The animals sometimes get trapped in canal locks and floodgates.
 - Ⓘ Sometimes the blades of boat propellers cut manatees coming up to breathe.

Name: _____ Date: _____

- 17 Read these sentences from the article.

It may look hairless. But like all mammals, it does have hair.

What does *hairless* mean?

- Ⓐ full of hair Ⓒ made of hair
Ⓑ without hair Ⓓ one who makes hair

- 18 How are the ideas in the fifth paragraph on page 94 and the first paragraph on page 95 connected?

- Ⓕ by explaining why manatees are endangered
Ⓖ by describing how manatees get caught in fishing nets
Ⓗ by explaining why manatees need to come up for air to breathe
Ⓘ by describing how manatees are being protected by the government

- 19 If something is *motionless*, it is

- Ⓐ very light. Ⓒ not moving.
Ⓑ very slow. Ⓓ not speaking.

- 20 Based on evidence from the text, the author would MOST LIKELY agree with the idea that

- Ⓕ fishermen are very mindful of the manatees' safety.
Ⓖ if the manatee was more like the dolphin it would not be endangered.
Ⓗ people should learn more about manatees so they can protect them.
Ⓘ now that manatees are safe people should put more effort into saving the whales.



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Author's Point of View	RI.3.6	DOK 3
2	H	Prefixes: <i>un-</i>	L.3.4b	DOK 1
3	A	Author's Point of View	RI.3.6	DOK 3
4	I	Suffixes: <i>-ful</i>	L.3.4b	DOK 1
5	A	Suffixes: <i>-ful</i>	L.3.4b	DOK 1
6	I	Author's Point of View	RI.3.6	DOK 3
7	B	Suffixes <i>-ful</i>	L.3.4b	DOK 1
8	F	Suffixes: <i>-less</i>	L.3.4b	DOK 1
9	B	Text Structure: Cause and Effect	RI.3.8	DOK 2
10	F	Author's Point of View	RI.3.6	DOK 3
11	C	Author's Point of View	RI.3.6	DOK 3
12	G	Author's Point of View	RI.3.6	DOK 3
13	D	Suffixes: <i>-ful</i>	L.3.4b	DOK 1
14	G	Suffixes: <i>-ful</i>	L.3.4b	DOK 1
15	C	Prefixes: <i>re-</i>	L.3.4b	DOK 1
16	F	Author's Point of View	RI.3.6	DOK 3
17	B	Suffixes: <i>-less</i>	L.3.4b	DOK 1
18	F	Text Structure: Cause and Effect	RI.3.8	DOK 2
19	C	Suffixes: <i>-less</i>	L.3.4b	DOK 1
20	H	Author's Point of View	RI.3.6	DOK 3

Comprehension 1, 3, 6, 9, 10, 11, 12, 16, 18, 20	/10	%
Vocabulary 2, 4, 5, 7, 8, 13, 14, 15, 17, 19	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

Read the poem “Number Dance” before answering
Numbers 1 through 10.

Number Dance

I know that I can add well—
That two plus four is six.
But when I try to multiply,
My mind starts playing tricks.

The numbers all escape me
Like fireflies at night
And even if I try my best,
I still can't do it right!

I multiply by one just fine,
But then I try by two.
My brain is like a scrambled egg—
It's just so hard to do!

Now, two times two is four, I think.
But what is two times three?
The answer slips away just like
A squirrel runs up a tree.

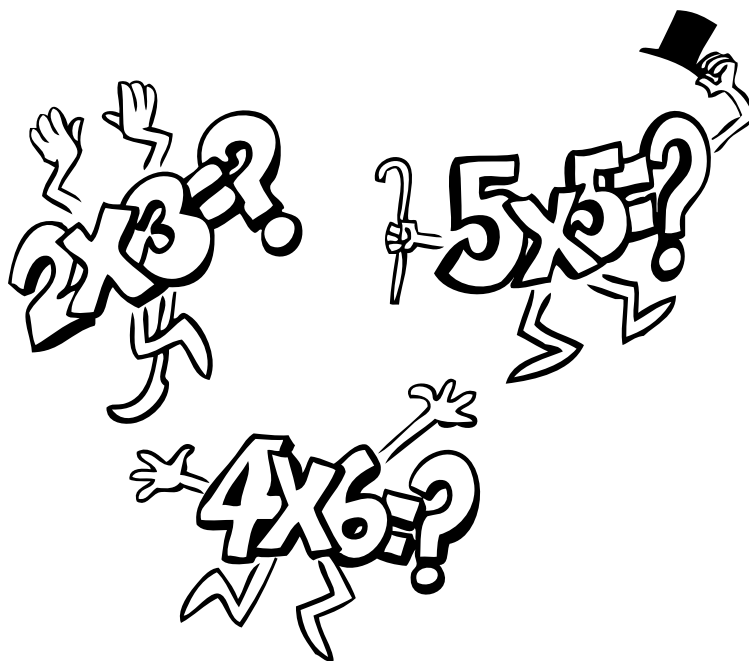
The numbers all start whirling
Like dancers on a stage.
They jump and spin and won't stay put.
They leap right off the page!

“Practice, Mark,” my teacher says.
 “It’s really just the same
 As if you were a pitcher
 Preparing for a game.”

I get my team together—
 Miguel, Nick, Jane, and me.
 We start with two times two and then
 Go on to two times three.

We’ve got the three’s and four’s done.
 We’ve learned six, seven, eight—
 Team Number’s going down now,
 Team Kid is doing great!

We practice hard together
 And memorize them all,
 Until at last I multiply
 As well as I play ball.



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Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “Number Dance.”

- 1 Read these lines from the poem.

**The numbers all escape me
Like fireflies at night**

What do these lines mean?

- Ⓐ The numbers all light up.
- Ⓑ The numbers all have wings.
- Ⓒ The numbers are hard to see.
- Ⓓ The numbers are difficult to remember.

- 2 Who is the speaker of the poem?

- Ⓕ Jane
- Ⓖ Mark
- Ⓗ Miguel
- Ⓘ Nick

- 3 Read these lines from the poem.

**My brain is like a scrambled egg—
It’s just so hard to do!**

The speaker’s brain is compared to a scrambled egg to

- Ⓐ explain how mixed-up the speaker is.
- Ⓑ show how much the speaker likes eggs.
- Ⓒ compare the differences of a brain and eggs.
- Ⓓ explain how hard it is to make scrambled eggs.

4 If the poem were written from the teacher’s point of view, the reader would know that

- Ⓕ Mark likes scrambled eggs.
- Ⓖ Mark needs to go to baseball practice.
- Ⓗ Mark knows all of his multiplication facts.
- Ⓘ Mark needs to practice his multiplication facts.

5 How does the speaker feel about Team Kid?

- Ⓐ He thinks they work well together.
- Ⓑ He thinks they need to practice harder.
- Ⓒ He thinks they will be ready for their baseball game.
- Ⓓ He thinks they would rather be dancing instead of multiplying.

6 What do you learn about multiplication from the poem?

- Ⓕ Practice helps you improve your skills.
- Ⓖ All baseball pitchers are good at multiplying.
- Ⓗ Multiplication makes your mind do funny things.
- Ⓘ Multiplication is a lot harder than playing baseball.

7 Read these lines from the poem.

**My brain is like a scrambled egg—
It’s just so hard to do!**

Which word has the OPPOSITE meaning of the word *hard* as used in the lines above?

- Ⓐ curved
- Ⓑ easy
- Ⓒ mean
- Ⓓ rough

- 8 Read these lines from the poem.

**The numbers all start whirling
Like dancers on a stage.**

The speaker compares the numbers to dancers to show how

- Ⓕ math is like dancing.
- Ⓖ the speaker loves dancing.
- Ⓗ beautiful and graceful numbers are.
- Ⓘ difficult it is to keep track of the numbers.

- 9 Read these lines from the poem.

**“It’s really just the same
As if you were a pitcher
Preparing for a game.”**

The teacher compares multiplying to preparing for a baseball game to show that

- Ⓐ baseball pitchers use multiplying.
- Ⓑ both multiplying and pitching take practice.
- Ⓒ multiplying is harder than playing baseball.
- Ⓓ all baseball pitchers are good at multiplying.

- 10 Based on evidence from the text, the speaker would MOST likely agree with the idea that

- Ⓕ numbers are sparkly, dancing objects.
- Ⓖ multiplying is more fun than playing baseball.
- Ⓗ practicing math facts can help you multiply well.
- Ⓘ multiplying will help you be a better baseball player.

Read the poem “Science Night” before answering Numbers 11 through 20.

Science Night

It’s almost time for Science Night.
I need a partner. Who should I ask?
I have three friends who all want to help.
How can I choose just one for the task?

My best friend Jule is fun to be around
But she’s as chatty as a bird.
When she starts to talk – well, just watch out!
I can’t get in a single word.

Still, that might work for Science Night;
She’d show our project to the crowd.
Jule’s voice would boom out like a drum.
I wouldn’t mind if she were extra loud!

And then there’s Dan, who’s really shy
But wise as an owl—he’s so smart!
He’d help with the thinking for the job.
He wouldn’t talk, but he’d do his part.

But what about Shel, who's good at art?
He paints and draws and sculpts so well.
Our project would look great—no doubt!
I'm sure I should be asking Shel.

How can I choose just one from three?
I need them all! I'm feeling sick.
I'm as dizzy as a spinning top.
When trying to choose, I just can't pick!

But wait—why not ask them all to help?
A group of four is better than one.
I'd love to work with all my friends.
In such a group, we'd have such fun!

The work could be shared by four of us
By me and Shel and Dan and Jule.
We'd fit together like puzzle pieces
And take the grand prize in the school!



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “Science Night.”

- 11 Read these lines from the poem.

**But she’s as chatty as a bird.
When she starts to talk—well, just watch out!
I can’t get in a single word.**

Which word has the OPPOSITE meaning of the word *chatty* as used in the sentence above?

- Ⓐ musical
 - Ⓑ pretty
 - Ⓒ quick
 - Ⓓ silent
- 12 Who is the speaker of the poem?
- Ⓕ a judge at a school science night
 - Ⓖ a student who does not like science
 - Ⓗ a science teacher assigning science projects
 - Ⓘ a student who needs to choose a partner for a science project

- 13 Read this line from the poem.

Jule’s voice is compared would boom out like a drum.

Jule’s voice is compared to a drum to show

- Ⓐ how loud Jule’s voice is.
- Ⓑ that Jule likes to play the drums.
- Ⓒ that her voice makes many sounds.
- Ⓓ how she likes to order others around.

- 14 How does the speaker feel about Shel?
- F She thinks he is talkative.
 - G She thinks he is a good artist.
 - H She thinks he is shy but very smart.
 - I She thinks he is loud but has a great voice.
- 15 How does the speaker MOST likely feel at the end of the poem?
- A bored
 - B happy
 - C nervous
 - D upset

- 16 Read these lines from the poem.

**And then there's Dan, who's really shy,
But wise as an owl—he's so smart!**

What does *wise as an owl* mean?

- F Dan is shy.
 - G Dan likes owls.
 - H Dan is intelligent.
 - I Dan looks like an owl.
- 17 Which line from the poem shows how the speaker feels about working with all her friends?
- A But she's as chatty as a bird.
 - B A group of four is better than one.
 - C She'd show our project to the crowd.
 - D He'd help with the thinking for the job.

- 18 Read this line from the poem.

I'm as dizzy as a spinning top.

The speaker compares herself to a spinning top to show

- Ⓕ how she loves to spin around.
 - Ⓖ that her project is a spinning top.
 - Ⓗ that she likes to play with spinning tops.
 - Ⓘ how she cannot stop and decide on a partner.
- 19 What does the speaker learn in this poem?
- Ⓐ everyone has a talent
 - Ⓑ projects should be done alone
 - Ⓒ puzzles are easy to put together
 - Ⓓ deciding on a topic for a project is difficult
- 20 Read these lines from the poem.

**The work could be shared by four of us
By me and Shel and Dan and Jule.
We'd fit together like puzzle pieces
And take the grand prize in the school!**

The speaker says they will *fit together like puzzle pieces* to show how

- Ⓕ well they will all work together.
- Ⓖ difficult their science project is.
- Ⓗ good they are at doing puzzles.
- Ⓘ their science project is like a puzzle.



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Figurative Language: Similes	L.3.5a	DOK 2
2	G	Point of View	RL.3.6	DOK 2
3	A	Figurative Language: Similes	L.3.5a	DOK 2
4	I	Point of View	RL.3.6	DOK 3
5	A	Point of View	RL.3.6	DOK 3
6	F	Theme	RL.3.2	DOK 3
7	B	Antonyms	L.3.4a	DOK 2
8	I	Figurative Language: Similes	L.3.5a	DOK 2
9	B	Figurative Language: Similes	L.3.5a	DOK 2
10	H	Point of View	RL.3.6	DOK 3
11	D	Antonyms	L.3.4a	DOK 2
12	I	Point of View	RL.3.6	DOK 3
13	A	Figurative Language: Similes	L.3.5a	DOK 2
14	G	Point of View	RL.3.6	DOK 3
15	B	Point of View	RL.3.6	DOK3
16	H	Figurative Language: Similes	L.3.5a	DOK 2
17	B	Point of View	RL.3.6	DOK 3
18	I	Figurative Language: Similes	L.3.5a	DOK 2
19	A	Theme	RL.3.2	DOK 3
20	F	Figurative Language: Similes	L.3.5a	DOK 2

Comprehension 2, 4, 5, 6, 10, 12, 14, 15, 17, 19	/10	%
Vocabulary 1, 3, 7, 8, 9, 11, 13, 16, 18, 20	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

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Read the fable “The Hare and the Well” before answering Numbers 1 through 10.

The Hare and the Well

Long ago, in a village in Africa, the animals needed water. It had not rained for many weeks. The land was as dry as dust. King Lion called the animals together. They decided to dig a well. Everyone agreed, except Hare. He wanted nothing to do with digging.

The animals worked very hard. Elephant dug with his trunk. Baboon, Hyena, and Giraffe dug with their front paws. Tortoise, Antelope, and Buffalo hauled the dirt away on their backs. Hare sat laughing at them. Finally, the animals struck water. Cool, clean water seeped into the well.

King Lion ruled that all the animals would share the water, except for Hare. But Hare paid no attention. He would creep into the well and take great gulps of water. So the animals decided to guard the well. Elephant said he would be first.

That evening, Hare approached Elephant with a big jar. “Would you like some honey?” he asked.

“Why yes,” Elephant nodded. So Hare gave him honey from the jar. While Elephant was enjoying the taste, Hare rubbed honey on Elephant’s front legs. Then he rubbed it on his back legs. Then he scurried around Elephant until Elephant got all twisted up. His legs stuck together, and he couldn’t move. Hare scampered down the well. He drank all the water he desired and ran away.

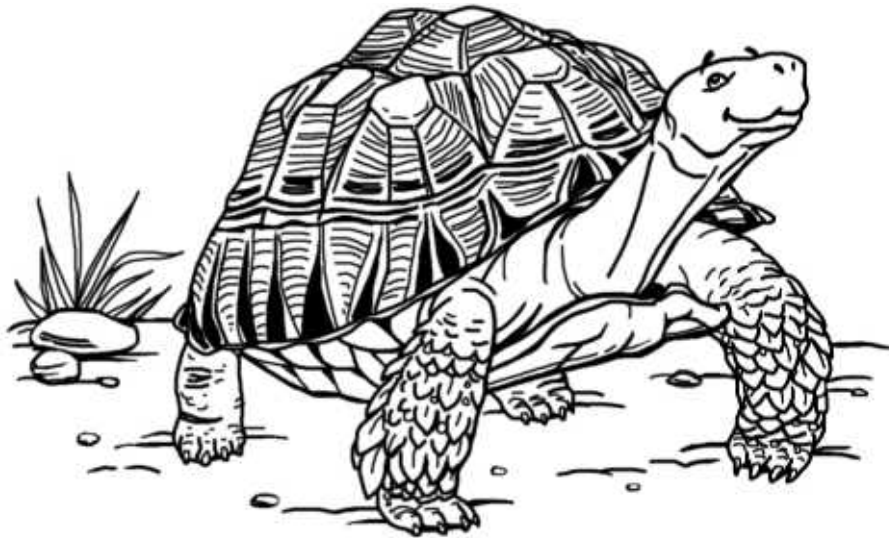
The next night, Antelope replaced Elephant as guard. But Hare tricked Antelope as well. Each night, a different animal guarded the well. Each night, Hare tricked an animal. And each night, King Lion became more furious.

Finally, it was Tortoise's turn. Instead of sitting beside the well, Tortoise crawled down into it. That night, Hare saw no guard. He laughed and said, "They've given up!"

With that, Hare dived into the well. He landed right on Tortoise's hard shell. THUD!

Hare was a bit dazed. Tortoise carried him out of the well and straight to King Lion. The king punished Hare harshly. Hare was most sorry. He promised never to steal water again.

And from that day on, the animals enjoyed cool water from their well.



Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “The Hare and the Well.”

- 1 What is the MAIN problem in the fable?
- Ⓐ The well is very hard to dig.
 - Ⓑ It has rained very little for weeks.
 - Ⓒ Elephant’s legs get stuck together.
 - Ⓓ Hare keeps taking water from the well.

- 2 Read this sentence from the fable.

Tortoise, Antelope, and Buffalo hauled the dirt away on their backs.

Which word has almost the SAME meaning as the word *hauled* as used in the sentence above?

- Ⓕ carried
- Ⓖ loaded
- Ⓖ folded
- Ⓖ packed

- 3 What is the lesson of this fable?

- Ⓐ It is alright to be different.
- Ⓑ You cannot please everyone.
- Ⓒ You cannot get something for nothing.
- Ⓓ Treat people the way you want to be treated.

- 4 Which words from the fable have almost the SAME meaning?

- Ⓕ dived, twisted
- Ⓖ desired, wanted
- Ⓖ decided, ruled
- Ⓖ carried, crawled

- 5 Read these sentences from the fable.

It had not rained for many weeks. The land was as dry as dust.

The author compares the land to dust

- Ⓐ to explain that the land was wet.
 - Ⓑ to explain that the land was dirty.
 - Ⓒ to explain that the land was in need of water.
 - Ⓓ to explain that the land did not have much dirt.
- 6 How do the animals solve their problem?
- Ⓕ They dig the well deeper.
 - Ⓖ They fill the well with water.
 - Ⓗ They have Elephant guard the well.
 - Ⓘ They have Tortoise crawl into the well.

- 7 Which words from the fable have almost the SAME meaning?

- Ⓐ back, front
- Ⓑ beside, into
- Ⓒ dived, landed
- Ⓓ ran, scampered

Name: _____ Date: _____

- 8 Read these sentences from the fable.

Each night, Hare tricked an animal. And each night, King Lion became more furious.

Which word has almost the SAME meaning as the word *furious* as used in the sentence above?

- Ⓕ afraid
 - Ⓖ angry
 - Ⓗ ashamed
 - Ⓘ awful
- 9 At the beginning of the fable, what must be done to do to get water?
- Ⓐ Hare needs to trick King Lion.
 - Ⓑ The animals need to dig a well.
 - Ⓒ The animals need to trade honey with Hare.
 - Ⓓ King Lion needs to travel to a village faraway.
- 10 What happens when King Lion punishes Hare?
- Ⓕ Hare falls down the well.
 - Ⓖ More animals have to guard the well.
 - Ⓗ The animals can enjoy water from the well.
 - Ⓘ Hare pays no attention to the law about the well.

Read the fable “The Lion and the Mouse” before answering Numbers 11 through 20.

The Lion and the Mouse

A Retelling of Aesop’s Fable

One day a lion was dozing in the forest. A tiny mouse came scurrying along. She was in a hurry to get home. She ran up over the lion and down his nose. By that time, the lion had awakened. He opened one eye and took a mighty swipe with his paw. It landed on the mouse’s tail.

“How dare you crawl on the King of Beasts!” the lion roared.

The mouse was terrified that the lion would crush her. She squeaked, “Oh please, great lion. I was in a hurry to get home. I did not mean any harm. I did not intend to wake you.”

“But wake me you did!” the lion replied. “And now with my powerful paw, I will—”

“Wait!” pleaded the mouse. “If you set me free, one day I will repay you. I will help you, I promise.”

“Hah!” the lion laughed. “How can a mouse as tiny as an ant help a great beast like me?”

But the lion was so amused by the idea that he decided to let the mouse go. She scampered away into the forest.

Many days later, three hunters entered the forest. They were seeking a lion to catch for a zoo. The mighty lion was napping once again. The hunters threw a large rope net over him. The lion twisted and turned and pulled against the net with all his strength, but he could not break the ropes. He roared his loudest roar, but the hunters just smiled. They left to get a cart to carry the captured lion off.

Far away, the little mouse heard the lion’s roar. She came scurrying and saw the lion trapped.

“Oh my,” she cried. Without hesitating, she immediately began to chew through the net. She used her sharp teeth to gnaw away at the ropes. Soon the lion was freed from the snare.

The lion lifted the mouse gently up on his paw. “You were right, little one,” he said softly. “A creature as tiny as you can help a mighty animal like me.”



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Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “The Lion and the Mouse.”

- 11 What is the MAIN problem in the fable?
- Ⓐ The mouse is in a hurry.
 - Ⓑ The hunters need a cart.
 - Ⓒ The lion is caught in a net.
 - Ⓓ The lion is in the mouse’s way.
- 12 Which statement by the lion BEST describes the lesson of the fable?
- Ⓕ “But wake me you did!” the lion replied.
 - Ⓖ “And now with my powerful paw, I will —”
 - Ⓗ “A creature as tiny as you can help a mighty animal like me.”
 - Ⓘ “How dare you crawl on the King of Beasts!” the lion roared.
- 13 Read these sentences from the fable.

The mouse was terrified that the lion would crush her. She squeaked, “Oh please, great lion. I was in a hurry to get home.”

Which word has almost the SAME meaning as the word *terrified*?

- Ⓐ angry
- Ⓑ bored
- Ⓒ frightened
- Ⓓ grumpy

Name: _____ Date: _____

- 14** Which words from the fable have almost the SAME meaning?
- Ⓕ help, repay
 - Ⓖ crawl, crush
 - Ⓗ carry, gently
 - Ⓘ mighty, powerful
- 15** How does the mouse get way from the lion?
- Ⓐ She helps him fall back asleep.
 - Ⓑ She helps him practice his roar.
 - Ⓒ She promises to help him trick the hunters.
 - Ⓓ She promises to repay him one day for letting her go.
- 16** How is the lion's problem solved?
- Ⓕ Three hunters free him from the net.
 - Ⓖ The mouse helps him escape from the zoo.
 - Ⓗ The mouse chews through the net to free him.
 - Ⓘ He uses his sharp claws to free himself from the net.
- 17** Which words from the fable have almost the SAME meaning?
- Ⓐ chew, gnaw
 - Ⓑ harm, sharp
 - Ⓒ pulled, turned
 - Ⓓ captured, freed

Name: _____ Date: _____

- 18 Read this sentence from the fable.

Without hesitating, she immediately began to chew through the net.

Which word has almost the SAME meaning as the word *hesitating*?

- Ⓕ biting
 - Ⓖ pausing
 - Ⓗ realizing
 - Ⓘ speaking
- 19 Read this sentence from the fable.

“How can a mouse as tiny as an ant ever help a great beast like me?”

What does *as tiny as an ant* mean?

- Ⓐ curved
 - Ⓑ flat
 - Ⓒ very small
 - Ⓓ very wide
- 20 How does the lion change at the end of the fable?
- Ⓕ He chooses not to go to a zoo.
 - Ⓖ He decides not to help the mouse.
 - Ⓗ He realizes that a small creature can help a big one.
 - Ⓘ He sees that strength is more important than anything.



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 2
2	F	Synonyms	L.3.4a	DOK 2
3	C	Theme	RL.3.2	DOK 3
4	H	Synonyms	L.3.4a	DOK 1
5	C	Figurative Language: Similes	L.3.5a	DOK 2
6	I	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 2
7	D	Synonyms	L.3.4a	DOK 1
8	G	Synonyms	L.3.4a	DOK 2
9	B	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 2
10	H	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 2
11	C	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 2
12	H	Theme	RL.3.2	DOK 3
13	C	Synonyms	L.3.4a	DOK 2
14	I	Synonyms	L.3.4a	DOK 1
15	D	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 2
16	H	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 2
17	A	Synonyms	L.3.4a	DOK 1
18	G	Figurative Language: Similes	RL.3.4	DOK 2
19	C	Synonyms	L.3.4a	DOK 2
20	H	Character, Setting, Plot: Problem and Solution	RL.3.3	DOK 2
Comprehension 1, 3, 6, 9, 10, 11, 12, 15, 16, 20			/10	%
Vocabulary 2, 4, 5, 7, 8, 13, 14, 17, 18, 19			/10	%
Total Approaching-Level Weekly Assessment Score			/20	%

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Read the story “Green Juice” before answering Numbers 1 through 10.

Green Juice

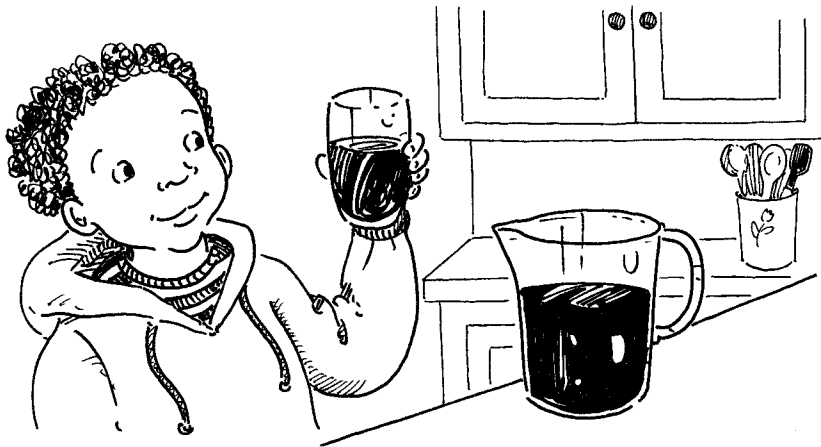
Every night, each member of the Willet family is expected to help with dinner. Tonight, Eddie decided to surprise everyone by making a juice they have never had before. He got out a pitcher and a spoon. Just as he opened the refrigerator, his sister walked into the kitchen.

“Are we having apple or orange juice tonight?” Marcy asked.

Neither, Eddie answered. “I’m tired of drinking the same boring juice and I have decided to surprise everyone. I’m making something different—green juice.”

Marcy’s mouth opened wide as she stared at Eddie. “Are you sure you know what you’re doing?” she asked. She could not believe he was going to do this. Eddie did a lot of strange things, but this time he had gone too far.

“Yes,” Eddie told her. “All I have to do is follow a recipe that I found in a magazine. Mom has everything I need to make the juice.” He showed her a page ripped from a recent issue. “It will be a piece of cake to make green juice!” Eddie exclaimed.



“I don’t like to try new things,” Marcy grumbled. Her stomach turned at the thought of drinking something that was green.

“How do you know it won’t taste good?” Eddie asked.

“Juice should be orange, purple, or red,” Marcy said. “It’s not supposed to be green!”

“This will be something new,” Eddie told her. “It’s fun to try new things.”

“Green juice is certainly new, but I don’t think it will be fun to try!” Marcy said. Then she left the kitchen shaking her head at Eddie’s strange idea. Marcy returned to the kitchen to set the table. She saw that Eddie had finished making the juice. It was very green. Marcy watched her brother pour some of it into a glass. She held her breath as Eddie took a drink.

“How does it taste?” she asked. Eddie smiled. He knew that Marcy was a bit curious.

“It’s magnificent!” exclaimed Eddie. “I think it’s the best juice I’ve ever made. I would even call it a masterpiece!” He gave Marcy the glass. Eddie was confident that Marcy would sample his exciting new drink.

“I don’t like the look of it, but you can’t judge a book by its cover!” Marcy said. Marcy wrinkled her nose and took a sip from the glass. The juice surprised her. It tastes like apple juice and a bit like grape juice, too. “I like it!” Marcy exclaimed. “I think you hit the nail on the head! What did you put in it to make it green and still give it this amazing flavor?”

“I have a secret ingredient,” Eddie answered.

“What is it?” Marcy asked. “I can’t tell you,” said Eddie. “Then it wouldn’t be a secret anymore.”

Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “Green Juice.”

- 1 What do you learn about Marcy from the story?
- Ⓐ She does not like making juice.
 - Ⓑ She does not like setting the table.
 - Ⓒ She tried something new and liked it.
 - Ⓓ She could follow a recipe and make juice.
- 2 What is the MAIN reason Eddie makes the green juice?
- Ⓕ He thinks it will be easy to make.
 - Ⓖ His mom has everything he needs.
 - Ⓗ He is tired of drinking the same boring juice.
 - Ⓘ He found a recipe to follow to make the juice.

- 3 Read this sentence from the story.

Eddie did a lot of strange things, but this time he had gone too far.

Which word has almost the SAME meaning as the word *strange* as used in the sentence above?

- Ⓐ bad
- Ⓑ clever
- Ⓒ important
- Ⓓ odd

- 4 Read this sentence from the story.

**“It will be a piece of cake to make green juice!”
Eddie exclaimed.**

What does *it will be a piece of cake* mean?

- (F) someone will eat cake (H) something is hard to do
(G) something is easy to do (I) someone will make cake
- 5 Read this sentence from the story.

**Her stomach turned at the thought of drinking
something that was green.**

What does *her stomach turned* mean?

- (A) she felt sick (C) she felt hungry
(B) she felt thirsty (D) she felt grumpy
- 6 Why does Marcy say she does not want to try the green juice?
- (F) She does not like juice.
(G) She has made her own juice.
(H) She has to set the table for dinner.
(I) She does not like to try new things.

- 7 Based on the text evidence, why does Marcy drink the green juice after Eddie calls it his masterpiece?

- (A) she is tired
(B) she is thirsty
(C) she is curious
(D) she is nervous

- 8 Read this sentence from the story.

“I don’t like the look of it, but you can’t judge a book by its cover!” Marcy said.

What does *you can’t judge a book by its cover* mean?

- Ⓕ People cannot win prizes for a book cover.
- Ⓖ People cannot choose books because of the cover.
- Ⓗ People cannot judge something by the way it looks.
- Ⓘ People cannot learn anything from the cover of a book.

- 9 Read these sentences from the story

“I like it!” Marcy exclaimed. “I think you hit the nail on the head!”

What does *you hit the nail on the head* mean?

- Ⓐ you did something silly
 - Ⓑ you did something wrong
 - Ⓒ you did something just right
 - Ⓓ you did something with a tool
- 10 Why does Eddie want Marcy to drink the green juice?
- Ⓕ He thinks he is a juice artist.
 - Ⓖ He thinks it is fun to try new things.
 - Ⓗ He says there is a secret ingredient in the juice.
 - Ⓘ He tells her it will be a piece of cake to drink the juice.

Read the story “Piñata Party” before answering Numbers 11 through 20.

Piñata Party

Nola was so excited. She had received an invitation to her friend Elle’s birthday party. Nola loved birthday parties. She loved eating cake and ice cream. Above all, she loved smacking the piñata full of candy.

“I’d love to come to your party,” Nola told Elle. “What shape of piñata will you have?”

“Oh, we won’t have a piñata,” Elle replied.

“Why not?” Nola asked, surprised.

“My brother can’t eat sugar,” Elle replied. “So I don’t like eating candy either. But we’ll play lots of good games.”

Nola hid her disappointment from Elle. Later, she talked with her friend Ami about it. “How can you have fun at a party without a piñata full of candy?” she asked.

Ami was folding paper into butterfly shapes. “Actually, I don’t eat much candy myself,” Ami replied. Then she looked up and said, “Why must a piñata be filled with candy? Why not fill it with—butterflies?”

“You mean your paper butterflies?” Nola asked. “What fun will that be?”

“It will be great fun!” Ami insisted. “They’ll be our paper butterflies because you’re going to help me make them. Let’s not let the cat out of the bag and make it a big surprise!”

Nola scrunched up her nose, but she decided to go along with Ami’s idea. For the next few hours, the girls were as busy as beavers. They cut and folded tissue paper over and over. At first Nola was all thumbs. But as she watched Ami’s hands and practiced, her butterflies became as good as Ami’s. Ami’s mother lent a hand by making a large piñata. The girls stuffed all their butterflies inside before Ami’s mother sealed it.

When the girls arrived at Elle’s party, they presented her with the piñata. “Don’t worry,” Nola said. “There’s no candy inside.”

The piñata was hung and all the kids took turns whacking at it. Then—FWOP!—the piñata burst. Dozens of paper butterflies fluttered down. The kids all squealed with delight.

Elle shouted, “Catch as many as you can! Whoever catches the most will win a prize!”

“You were right,” Nola giggled to Ami. “This beats candy!”



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “Piñata Party.”

- 11 What lesson does Nola learn in the story?
- Ⓐ Everyone needs a second chance.
 - Ⓑ It can be real fun to try new things.
 - Ⓒ Friends do not always agree on everything.
 - Ⓓ Treat others as you would like to be treated.

- 12 Read this sentence from the story.

“Let’s not let the cat out of the bag and make it a big surprise!”

What does *let the cat out of the bag* mean as used in the sentence above?

- Ⓕ surprise a cat
 - Ⓖ give away a secret
 - Ⓗ keep a gift in a bag
 - Ⓘ play a trick on someone
- 13 Why will Nola not have a piñata at her party?
- Ⓐ She does not like piñatas.
 - Ⓑ Her brother cannot reach piñatas.
 - Ⓒ She does not know how to make a piñata.
 - Ⓓ Her brother cannot eat candy from a piñata.
- 14 Why does Nola hide her disappointment from Elle?
- Ⓕ She does not want to hurt Elle’s feelings.
 - Ⓖ She knows Elle does not care how she feels.
 - Ⓗ She does not want to help Ami make a piñata.
 - Ⓘ She knows Ami does not want to go to the party.

- 15 Read these sentences from the story.

Dozens of paper butterflies fluttered down. The kids all squealed with delight.

Which word has almost the SAME meaning as the word *delight* as used in the sentence above?

- Ⓐ fear
 - Ⓑ joy
 - Ⓒ pride
 - Ⓓ relief
- 16 Why does Nola scrunch up her nose?
- Ⓕ She has to sneeze.
 - Ⓖ She likes making funny faces.
 - Ⓗ She does not think Ami's idea is good.
 - Ⓘ She does not like the smell of the room.

- 17 Read these sentences from the story.

For the next few hours, the girls were as busy as beavers. They cut and folded tissue paper over and over.

What does *busy as beavers* mean as used in the sentence above?

- Ⓐ working very hard
- Ⓑ cutting paper quickly
- Ⓒ making something out of wood
- Ⓓ doing something over and over again

Name: _____ Date: _____

- 18 Read these sentences from the story.

At first Nola was all thumbs. But as she watched Ami's hands and practiced, her butterflies became as good as Ami's.

What does *Nola was all thumbs* mean as used in the sentence above?

- Ⓕ her hands were very sore
 - Ⓖ her hands were very powerful
 - Ⓗ she was clumsy with her hands
 - Ⓘ she was talented with her hands
- 19 Read this sentence from the story.

Ami's mother lent a hand by making a large piñata.

What does *lent a hand* in the sentence above mean?

- Ⓐ borrowed
 - Ⓑ clapped
 - Ⓒ grabbed
 - Ⓓ helped
- 20 What happens when the piñata bursts?
- Ⓕ Ami grabs the most butterflies.
 - Ⓖ The kids all cheer in happiness.
 - Ⓗ The butterflies do not fall out of the piñata.
 - Ⓘ Elle is upset when candy does not fall out.



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Theme	RL.3.2	DOK 3
2	H	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 2
3	D	Synonyms	L.3.4a	DOK 2
4	G	Figurative Language: Idioms	RL.3.4	DOK 2
5	A	Figurative Language: Idioms	RL.3.4	DOK 2
6	I	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 2
7	C	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 2
8	H	Figurative Language: Idioms	RL.3.4	DOK 2
9	C	Figurative Language: Idioms	RL.3.4	DOK 2
10	G	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 2
11	B	Theme	RL.3.2	DOK 3
12	G	Figurative Language: Idioms	RL.3.4	DOK 2
13	D	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 2
14	F	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 3
15	B	Synonyms	L.3.4a	DOK 2
16	H	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 3
17	A	Figurative Language: Idioms	RL.3.4	DOK 2
18	H	Figurative Language: Idioms	RL.3.4	DOK 2
19	D	Figurative Language: Idioms	RL.3.4	DOK 2
20	G	Character, Setting, Plot: Cause and Effect	RL.3.3	DOK 2
Comprehension 1, 2, 6, 7, 10, 11, 13, 14, 16, 20			/10	%
Vocabulary 3, 4, 5, 8, 9, 12, 15, 17, 18, 19			/10	%
Total Approaching-Level Weekly Assessment Score			/20	%

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Read the article “Mysterious Mars” before answering Numbers 1 through 10.

Mysterious Mars

People are curious about Mars. It is close to Earth and can be easily seen with a telescope. Moreover, Mars is like Earth. It is a rocky planet that has valleys, hills, and plains. For years, people wanted to know if there was life on Mars. What have scientists found out?

Living things need water. Plants and animals cannot live without it. Scientists looked for signs of water on Mars. They looked through a telescope. They saw that the main areas of the planet looked like dry stream beds. Now most experts firmly believe that there was water on Mars long ago.



Scientists also know that Mars is cold. Plants and animals could not live in the freezing temperatures. Large dust storms also cover the planet. They last for many months. It would be hard to breathe or see in such a dusty place.

NASA is a group of people that studies outer space. They have built spacecraft that visit Mars. The first spacecraft went to Mars in 1975. Its name was *Viking*. It looked for signs of life. *Viking* took lots of photographs. The pictures showed nothing could live on Mars.

Pathfinder went to Mars in 1996. It went to test rocks and soil. It gathered details about the weather. *Pathfinder* sent over 16,000 photographs to Earth. Scientists looked closely at the pictures and information. It helped them learn about the planet. They wondered if there was water under the ice caps. They also wanted to know if animals and plants had lived on Mars when there was water on the planet.

In 1999 *Mars Polar Lander* flew to Mars. Its job was to look for water under the ice caps. This trip did not go well. Sadly, the spacecraft was lost before it could explore the planet.

NASA had to go back to the drawing board. They sent two robots to Mars in 2004. Their names were *Spirit* and *Opportunity*. Their mission was to move around the planet and take photographs. They also picked up soil and rocks. *Spirit* and *Opportunity* have gathered lots of details. Scientists are still finding out new facts about Mars. Perhaps someday, they will discover if there ever was life on the planet.

Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “Mysterious Mars.”

- 1 What is the MAIN idea of the article?
- Ⓐ Mars is very similar to Earth.
 - Ⓑ Plants and animals cannot live on Mars.
 - Ⓒ NASA has sent spacecraft to explore Mars.
 - Ⓓ Scientists still have a lot to learn about Mars.

- 2 Read this sentence from the article.

It is close to Earth and can be easily seen with a telescope.

The word *easily* means “done with ease.” What is an example of something done *noisily*?

- Ⓕ a parade
 - Ⓖ studying for a test
 - Ⓗ a trip to the library
 - Ⓘ taking a tour of a museum
- 3 Read these sentences from the article.

Now most experts firmly believe that there was water on Mars long ago.

To *firmly* believe something means you are

- Ⓐ angry about it.
- Ⓑ happy about it.
- Ⓒ certain about it.
- Ⓓ confused about it.

- 4 What is the MAIN idea of the first paragraph on page 134?
- Ⓕ Plants and animals cannot live on Mars.
 - Ⓖ Dust storms on Mars can dim the sun's light.
 - Ⓗ Mars is the coldest planet in the solar system.
 - Ⓘ Dust storms on Mars can last for many months.

- 5 Read this sentence from the article.

It would be hard to breathe or see in such a dusty place.

The suffix *-y* means “full of.” Which answer choice uses *-y* in the same way as *dusty*?

- Ⓐ any
 - Ⓑ chunky
 - Ⓒ factory
 - Ⓓ toy
- 6 What is the MAIN responsibility of NASA?
- Ⓕ to study rocks and soil
 - Ⓖ to study weather patterns
 - Ⓗ to research and develop new spacecraft
 - Ⓘ to discover if water exists on other planets

- 7 Read this sentence from the article.

It is a rocky planet that has valleys, hills, and plains.

The suffix *-y* means “full of.” A *rocky* hill is one that contains many

- Ⓐ bumps.
- Ⓑ ponds.
- Ⓒ streams.
- Ⓓ trees.

- 8 Read these sentences from the article.

NASA had to go back to the drawing board. They sent two robots to Mars in 2004.

What does *go back to the drawing board* mean?

- Ⓕ to give up
 - Ⓖ to plan ahead
 - Ⓗ to begin again
 - Ⓘ to sketch maps
- 9 What is the main idea of the fourth paragraph on page 134?
- Ⓐ The robots picked up soil and rocks.
 - Ⓑ NASA sent two robots to Mars in 2004.
 - Ⓒ NASA tested materials to see what they were made of.
 - Ⓓ The robots' mission was to move around and take photographs.
- 10 What text evidence BEST shows that the author thinks that the Mars exploration will be successful?
- Ⓕ The first spacecraft went to Mars in 1975.
 - Ⓖ NASA had to go back to the drawing board.
 - Ⓗ *Spirit* and *Opportunity* have gathered lots of details.
 - Ⓘ They also wanted to know if any plants or animals had ever lived there.

Read the article “The Closest Star” before answering Numbers 11 through 20.

The Closest Star

A tiny white light shines in the night sky. A large yellow ball blazes brightly in the daytime sky. Which of those objects is a star? You answered correctly if you said, “Both!” The daytime light is the sun. It looks very different from the tiny lights you see at night. It is hard to believe that the sun is actually the same kind of object.

A star is a ball of very hot gases. The gases are so hot that they burn and glow. As a rule of thumb, a very hot day here on Earth is 100 degrees. Gases at the sun’s surface are about one hundred times hotter than that. Stars are even hotter inside. The sun’s center is about 27 million degrees!

Stars do not all have the same temperature. They are different in color and brightness as well. The hottest stars glow bluish white. The coolest stars glow coppery red. The sun is a star of ordinary temperature and brightness. Ordinary stars glow yellow.

Stars are not all the same size either. Some stars are so large that they are called supergiants. Other stars are much smaller. The sun is a star of just ordinary size.

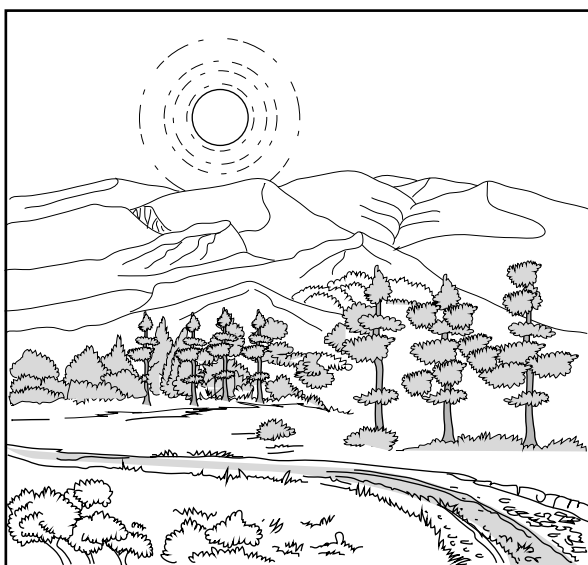
Then why does the sun look much larger than any other star? The sun looks larger because it is much closer to Earth. The sun is about 93 million miles away. That is very far. It is close if you are talking about distances in the universe. Other stars are much farther away. Their light takes a very lengthy time to reach Earth.

Our sun is a very ordinary star. On Earth, it does not appear that way. To us, the sun is a huge, bright star.

Just how big is the sun compared to Earth? Think of this visual. Lets say the sun were the size of a basketball. The Earth would be the size of the head of a pin! More than a million planets the size of Earth could fit in the sun. There might even be space left over for a moon or two.

The sun's brightness is also powerful to us. It is so bright that you should not look directly at it. If you did, it could hurt your eyes. The sun blocks light from the other stars. That is why you cannot see other stars during the day.

Although the sun is an ordinary star, it is an important star to Earth and its existence.



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Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “The Closest Star.”

- 11 What is the MAIN idea of the article?
- Ⓐ A star is a ball of hot gases.
 - Ⓑ The sun is an ordinary star.
 - Ⓒ The sun is our nearest and most important star.
 - Ⓓ Not all stars are the same size and temperature.

- 12 Read these sentences from the article.

Which of those objects is a star? You answered correctly if you said, “Both!”

The suffix *-ly* means “in a certain way,” if you do something *correctly*, it is done

- Ⓕ the right way.
- Ⓖ in a quiet way.
- Ⓗ in a quick way.
- Ⓘ the wrong way.

- 13 Read this sentence from the article.

A large yellow ball blazes brightly in the daytime sky.

The suffix *-ly* means “in a certain way.” Something that is shown *brightly* can be seen

- Ⓐ briefly.
- Ⓑ easily.
- Ⓒ noisily.
- Ⓓ poorly.

14 Which sentence BEST explains what the third paragraph on page 138 is about?

- Ⓕ Ordinary stars glow yellow.
- Ⓖ Hot stars glow bluish white.
- Ⓗ The sun is a star of ordinary size.
- Ⓘ The temperature and color of stars are different.

15 Based on evidence from the text, the author would MOST likely agree with idea that

- Ⓐ a star is made of hot copper.
- Ⓑ stars do not all look the same.
- Ⓒ the sun cannot block light from other stars.
- Ⓓ the surface of the sun is hotter than its center.

16 Read this sentence from the article.

Their light takes a very lengthy time to reach Earth.

The suffix -y means “full of.” Which answer choice uses -y in the same way as *lengthy*?

- Ⓕ baby
- Ⓖ early
- Ⓗ furry
- Ⓘ very

17 What is the fifth paragraph on page 138 about?

- Ⓐ The earth is the farthest planet from the sun.
- Ⓑ Light takes a long time to travel through space.
- Ⓒ The sun is one of the largest stars in our universe.
- Ⓓ The sun is much closer to Earth than any other star.

Name: _____ Date: _____

- 18 Read this sentence from the article.

As a rule of thumb, a very hot day here on Earth is about 100 degrees.

What does *rule of thumb* mean as used in the sentence above?

- Ⓕ an exact answer
 - Ⓖ to rule with power
 - Ⓗ the length of a thumb
 - Ⓘ not an exact measurement
- 19 Read this sentence from the article.

It is so bright that you should not look directly at it.

The suffix *-ly* means “a certain way.” Which answer choice uses *-ly* in the same way as *directly*?

- Ⓐ bravely
 - Ⓑ jelly
 - Ⓒ only
 - Ⓓ supply
- 20 Why is the sun called a star?
- Ⓕ It is a ball of hot gases.
 - Ⓖ It is 93 million miles away.
 - Ⓗ It is much larger than Earth.
 - Ⓘ It looks larger than other stars.



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Main Idea and Key Details	RI.3.2	DOK 2
2	F	Suffixes: -ly	L.3.4b	DOK 1
3	C	Suffixes: -ly	L.3.4b	DOK 1
4	F	Main Idea and Key Details	RI.3.2	DOK 2
5	B	Suffixes: -y	L.3.4b	DOK 1
6	H	Main Idea and Key Details	RI.3.2	DOK 2
7	A	Suffixes: -y	L.3.4b	DOK 1
8	H	Figurative Language: Idioms	L.3.5a	DOK 2
9	B	Main Idea and Key Details	RI.3.2	DOK 2
10	I	Author's Point of View	RI.3.6	DOK 3
11	C	Main Idea and Key Details	RI.3.2	DOK 2
12	F	Suffixes: -ly	L.3.4b	DOK 1
13	B	Suffixes: -y	L.3.4b	DOK 1
14	I	Main Idea and Key Details	RI.3.2	DOK 2
15	B	Author's Point of View	RI.3.6	DOK 3
16	H	Suffixes: -y	L.3.4b	DOK 1
17	D	Main Idea and Key Details	RI.3.2	DOK 2
18	I	Figurative Language: Idioms	L.3.5a	DOK 2
19	A	Suffixes: -ly	L.3.4b	DOK 1
20	F	Main Idea and Key Details	RI.3.2	DOK 1

Comprehension 1, 4, 6, 9, 10, 11, 14, 15, 17, 20	/10	%
Vocabulary 2, 3, 5, 7, 8, 12, 13, 16, 18, 19	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

Read the article “**Beatrix Potter: Lover of Nature**” before answering Numbers 1 through 10.

Beatrix Potter: Lover of Nature

Some people love nature. They spend time in it, draw about it, and write about it. Beatrix Potter was like that.

Beatrix Potter was born in 1866. She lived in a large house in London. At that time many girls did not go to school. Beatrix had a schoolroom in her house. Her parents hired a teacher to help her learn her lessons.

Beatrix had a little brother named Bertram. When Bertram was six, he went away to school. When Bertram was gone, Beatrix was lonesome. She had no friends to play with. So Beatrix spent a lot of time drawing and painting.

Each summer, the Potter family left the noisy city and went to the country. Beatrix loved the country. In the city, the children could not always do what they wanted. In the country, they could play freely. They explored the forests and ran through meadows. All the time, Beatrix and Bertram drew what they saw. They even caught animals and tamed them! They kept some as pets. They had rabbits, a snake, a green frog, a tortoise, and two lizards.

Beatrix and Bertram kept a collection of the animals in her schoolroom in London. Beatrix watched them play and eat. She watched them sleep and move. She drew them constantly. Beatrix had two pet rabbits. She named one Peter Piper. She named the other Benjamin Bouncer.

After she grew up, Beatrix wrote a letter to a sick child named Noel. She wanted to cheer up Noel. She thought about her rabbits, and it gave her an idea. She drew pictures and wrote a story about them. Noel loved his story.

Later, she made the story into a book. It was called *The Tale of Peter Rabbit*. Many children enjoyed the story about a naughty rabbit that disobeys his mother. Beatrix wrote other books about rabbits. Her other rabbit, Benjamin Bouncer, was in her books, too. She called him Benjamin Bunny.

Beatrix moved to Hill Top Farm, where she wrote other books. She wrote about the animals on her farm. Her stories were about ducks, hens, dogs, mice, kittens, and cats. She also became a skilled artist and drew lovely pictures of nature. In all, Beatrix Potter wrote 22 excellent books for children.

Beatrix loved the countryside and wanted to protect it. So she bought many acres of land. She died in 1943, but she left her land to the government. Today this land is still protected. You can even visit Hill Top Farm where she once lived.



Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “**Beatrix Potter: Lover of Nature.**”

1 Read these sentences from the article.

**But when Bertram was six, he went away to school.
After that, Beatrix was very lonesome.**

The root word *lone* means “having no company.” What does the word *lonesome* mean?

- Ⓐ being a loner
- Ⓑ feeling lonely
- Ⓒ wanting to be alone
- Ⓓ seeing a lonely person

2 Read these sentences from the article.

In the city, the children could not always do what they wanted. In the country, they could play freely.

What does *freely* mean?

- Ⓕ not free
- Ⓖ in a free way
- Ⓗ against being free
- Ⓘ wanting to be free

3 What text evidence shows the author’s point of view about the books Beatrix Potter wrote for children?

- Ⓐ She wrote about the animals on her farm.
- Ⓑ In all, Beatrix Potter wrote 22 excellent books for children.
- Ⓒ Beatrix loved the countryside and wanted to protect it.
- Ⓓ She made up stories about ducks, hens, dogs, mice, kittens, and cats.

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GO ON →

4 Read these sentences from the article.

She watched them sleep and move. She drew them constantly.

The word *constantly* has a root that means “not changing.” What does the word *constantly* mean?

- F once
- G always
- H in a new way
- I in a slow way

5 Why did Beatrix Potter write her first story?

- A She wanted to help a sick boy.
- B She knew how to draw rabbits.
- C She wanted to write about rabbits.
- D She knew children would like stories about snakes.

6 What is the MAIN idea of the article?

- F Beatrix Potter had many animals.
- G Beatrix Potter wrote a story to a sick little boy.
- H Beatrix Potter liked the country better than the city.
- I Beatrix Potter loved animals and wrote stories about them.

7 Read this sentence from the article.

Many children enjoyed the story about a naughty rabbit that disobeys his mother.

The word *disobeys* contains the root word *obey*. What does the word *disobeys* mean?

- A making rules
- B following rules
- C not knowing the rules
- D not following the rules

Name: _____ Date: _____

- 8 Read this sentence from the article.

Beatrix and Bertram kept a collection of the animals in her schoolroom in London.

The word *collection* contains the root word *collect*.

The word *collection* means

- Ⓕ things that are taken apart.
 - Ⓖ things that are given away.
 - Ⓗ things that are gathered together.
 - Ⓘ things that are missing a lot of parts.
- 9 What is the MAIN idea of the third paragraph on page 144?
- Ⓐ Beatrix and Bertram caught wild animals.
 - Ⓑ Beatrix and Bertram liked to explore forests.
 - Ⓒ The Potter family moved away from the noisy city.
 - Ⓓ The Potter family spent their summers in the country.
- 10 What is this article MOSTLY about?
- Ⓕ Beatrix Potter had many pets, but her favorite pets were her rabbits.
 - Ⓖ Beatrix Potter loved nature and wrote many stories about the animals on her farm.
 - Ⓗ Beatrix Potter wrote a letter to a sick boy name Noel.
 - Ⓘ Beatrix Potter spent her summers as a child in the country exploring the forests and meadows.

Read the article “Plants and People” before answering Numbers 11 through 20.

Plants and People

Plants grow almost everywhere there is land. That is a good thing because plants give off the oxygen we breathe. Plants do more than that for people, however. People have found many uses for plants.

People use plants for food. Crisp green lettuce and crunchy orange carrots taste delicious. Juicy apples and oranges make our mouths water. In fact, plants make food for the whole planet. Without plants, people and other animals could not live.

People also wear clothing made from plants. Cotton comes from the cotton plant. Linen is a soft light material made from the flax plant. Rayon is another clothing made from plants. A rayon shirt is soft, smooth, and cool.

Another use of plants is for building and making things. Wood from trees is used to build houses and make furniture. Reeds are also useful in making objects. People have woven reeds into baskets and mats for years. The rubber in your eraser comes from plants. So does the cork in a bulletin board.

Many plants are useful for just one thing. Others have almost countless uses. Take bamboo. This strong, yet light grass grows tall quickly. You can eat it. You can wear it. You can build with it. People have even used bamboo to build cars!

Plants are also used to make medicine. Most people have heard of aspirin. Many take it for pain or for a fever. Most people might be surprised to learn that it comes from a plant. Aspirin is made from the bark of a tree. Other medicines are made from tree bark. Quinine is an example. It is used to treat malaria, a disease that makes people very ill. People who live in warm countries get malaria from mosquito bites. Thanks to plants, malaria is a treatable disease. Today, scientists are testing an even better medicine for this illness. It comes from plants too.

Plants provide so much for people. There is one more important thing they give us. Plants give us beauty. Imagine a world without colorful flowers and tall trees. Is that a world you would want to live in?



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “Plants and People.”

- 11 What is the MAIN idea of the article?
- Ⓐ Plants have many uses.
 - Ⓑ Plants grow everywhere.
 - Ⓒ Many plants have just one use.
 - Ⓓ People use plants for building things.

- 12 Read this sentence from the article.

Crisp green lettuce and crunchy orange carrots taste delicious.

The suffix *-y* can mean “full of.” Which answer choice uses *-y* in the same way as *crunchy*?

- Ⓕ bay
- Ⓖ carry
- Ⓗ dry
- Ⓘ grassy

- 13 Read these sentences from the article.

Reeds are also useful in making objects. People have woven reeds into baskets and mats for years.

Which word has the SAME root word as *useful*?

- Ⓐ fully
- Ⓑ reuse
- Ⓒ selfish
- Ⓓ usually

Name: _____ Date: _____

- 14 Which paragraph on page 149 would BEST support the following detail?

Rayon shirts are very soft and comfortable.

- F paragraph 1
 - G paragraph 2
 - H paragraph 3
 - I paragraph 4
- 15 What is the fifth paragraph on page 149 about?
- A Bamboo has many uses.
 - B Bamboo is strong yet light.
 - C Bamboo grows tall quickly.
 - D People have built cars from bamboo.
- 16 Read these sentences from the article.

Many plants are useful for just one thing. Others have almost countless uses.

Which word has the SAME root word as *countless*?

- F lesson
- G ounce
- H recount
- I until

- 17 Read this sentence from the article.

Thanks to plants, malaria is a treatable disease.

A *treatable* disease is one that

- (A) can be cured. (C) cannot be cured.
(B) can be spread. (D) cannot be spread.
- 18 Which detail BEST supports the idea that plants are used to make medicine?
- (F) Malaria is a treatable disease.
(G) Mosquitos live in warm climates.
(H) Aspirin is made from the bark of a tree.
(I) People take aspirin when the have a fever.

- 19 Read this sentence from the article.

Today, scientists are testing an even better medicine for this illness.

Someone who has an *illness* is

- (A) excited. (C) sick.
(B) healthy. (D) wise.
- 20 What text evidence summarizes the author’s point of view about plants?
- (F) Plants give us beauty.
(G) Plants provide so much for people.
(H) Plants are also used to make medicine.
(I) Plants grow almost everywhere there is land.



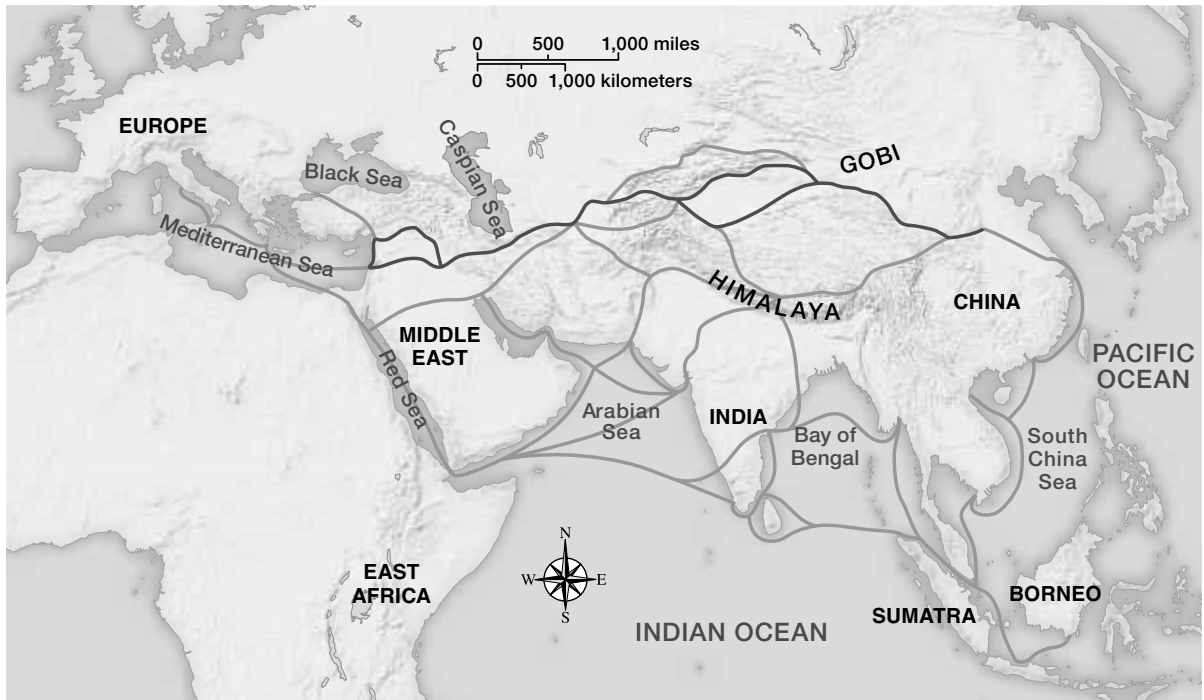
Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Root Words	L.3.4c	DOK 1
2	G	Suffixes: -ly	L.3.4.b	DOK 1
3	B	Author's Point of View	RI.3.6	DOK 3
4	G	Root Words	L.3.4c	DOK 1
5	A	Main Idea and Key Details	RI.3.2	DOK 2
6	I	Main Idea and Key Details	RI.3.2	DOK 2
7	D	Root Words	L.3.4c	DOK 1
8	H	Root Words	L.3.4c	DOK 1
9	D	Main Idea and Key Details	RI.3.2	DOK 2
10	G	Main Idea and Key Details	RI.3.2	DOK 2
11	A	Main Idea and Key Details	RI.3.2	DOK 2
12	I	Suffixes: -y	L.3.4b	DOK 1
13	B	Root Words	L.3.4c	DOK 1
14	H	Main Idea and Key Details	RI.3.2	DOK 2
15	A	Main Idea and Key Details	RI.3.2	DOK 2
16	H	Root Words	L.3.4c	DOK 1
17	A	Root Words	L.3.4c	DOK 1
18	H	Main Idea and Key Details	RI.3.2	DOK 2
19	C	Root Words	L.3.4c	DOK 1
20	G	Author's Point of View	RI.3.6	DOK 3

Comprehension 3, 5, 6, 9, 10, 11, 14, 15, 18, 20	/10	%
Vocabulary 1, 2, 4, 7, 8, 12, 13, 16, 17, 19	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

Read the article “The Silk Road” before answering Numbers 1 through 10.



The Silk Road

Long ago, traders brought treasures from the East to the West. They were looking for new and amazing goods to sell. Trips to the East became more favorable when traders found silks and spices. These treasures were not the ordinary goods that were easy to get. Many people wanted them. It was a good way to become wealthy.

The Silk Road was not a real road. It was a route between the East and West. It went through China, Turkey, and Greece. Some traders traveled over land. Others sailed across the sea. There was danger along both routes.

Traders who went over the land used camels and horses. These animals carried heavy loads, which made the trips manageable. First, the traders crossed the desert. Then, they climbed over mountains. After that, the traders still had hundreds of miles to go. Bad weather was often a problem. There were desert sandstorms. The mountains had snowstorms. Robbers also caused trouble. They stole the silk and spices.

Traders who crossed the sea faced some of the same problems. There were storms on the sea. Water and winds could push the boats in the wrong direction. Sometimes the ships crashed on land. Pirates also chased the ships. They stole the goods and took control of the ships. Few traders gave up their trips on the Silk Road, though. They kept getting wealthier.

Many people liked silk. It came from China. Silk was made from the cocoons of silkworms. Workers pulled threads off the cocoons. They wove it into material. The cloth was light and soft. It was comfortable to wear. Some traders tried to take silkworms out of China. The money made from the silk trade was important to China. No one was allowed to take the silkworms out of China. If this happened, people might not buy silk from China.

Over time, the Silk Road changed people in both the East and West. Traders shared stories about faraway lands. They brought back drawings of the places and things they had seen. It helped people learn about new customs and beliefs. As a result of the Silk Road, the world seemed much smaller.

Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “The Silk Road.”

- 1 At the beginning of the article, why does the author tell the reader about the demand in the West for goods from the East?
- Ⓐ to explain why pirates chased the ships
 - Ⓑ to explain why traders went to the East
 - Ⓒ to explain how traders crossed the mountains
 - Ⓓ to explain how people in the West bought goods

- 2 Read this sentence from the article.

Trips to the East became more favorable when traders found silks and spices.

The suffix *-able* means “can be” or “is able.” A book that received a *favorable* review is one that was

- Ⓕ canceled.
- Ⓖ changed.
- Ⓗ disliked.
- Ⓘ liked.

- 3 How does the author show the rough journey over land?
- Ⓐ by comparing the journey over land to the journey over sea
 - Ⓑ by telling how the Silk Road had no real markings people could follow
 - Ⓒ by explaining how robbers knew the goods traders carried were valuable
 - Ⓓ by listing the problems traders faced first in the desert then in the mountains

- 4 Read this sentence from the article.

These animals carried their heavy loads, which made the trips manageable.

What does *manageable* mean?

- Ⓕ is able to ride
 - Ⓖ is able to pull
 - Ⓗ is able to walk
 - Ⓘ is able to handle
- 5 How does the author show the lasting effect of the Silk Road?
- Ⓐ by telling how the Silk Road got its name
 - Ⓑ by explaining the importance of silk to China
 - Ⓒ by listing the changes that happened over time
 - Ⓓ by contrasting the goods from the East with those from the West
- 6 Read these sentences from the article.

The cloth was light and soft. It was comfortable to wear.

The suffix *-able* means “is able” or “can be.”
Which answer choice uses *-able* in the same way as *comfortable*?

- Ⓕ cable
- Ⓖ likeable
- Ⓗ stable
- Ⓘ vegetable

7 Read this sentence from the article.

Water and winds could push the boats in the wrong direction.

Which word has the SAME root word as *direction*?

- (A) action
- (B) directed
- (C) dirt
- (D) reaction

8 How does the author help the reader understand how silk was made?

- (F) by comparing silk to other materials
- (G) by explaining how it effected the silkworms
- (H) by explaining the steps it took to make the material
- (I) by comparing the types of clothes it could be used for

9 Read these sentences from the article.

The money made from the silk trade was important to China. No one was allowed to take the silkworms out of China.

If something is *allowable*, it is

- (A) accepted.
- (B) taken.
- (C) traded.
- (D) wanted.

10 What is the MOST important idea of the article?

- (F) Traders were looking for amazing goods to sell.
- (G) The Silk Road connected the people of the East and West.
- (H) The money made from the silk trade was important to China.
- (I) Traders faced danger traveling by land and across the seas.

Read the article “Squanto” before answering Numbers 11 through 20.

Squanto

In December of 1620, the Pilgrims landed in North America. They were unprepared to deal with this “New World.” Almost half of the group did not survive that winter. Those who lived thought about going back to England. However, they met a Native American. He helped them learn to survive in their harsh new home. He was named Squanto.

Squanto soon became friends with the Pilgrims. He showed them how to farm and catch fish. He helped make a peace treaty that was acceptable to the Pilgrims and the nearby Native Americans.

How could Squanto talk to the Pilgrims? How were his words understandable to them? Squanto spoke English. He learned English years before in England and Spain. But he had gone to those places against his will.

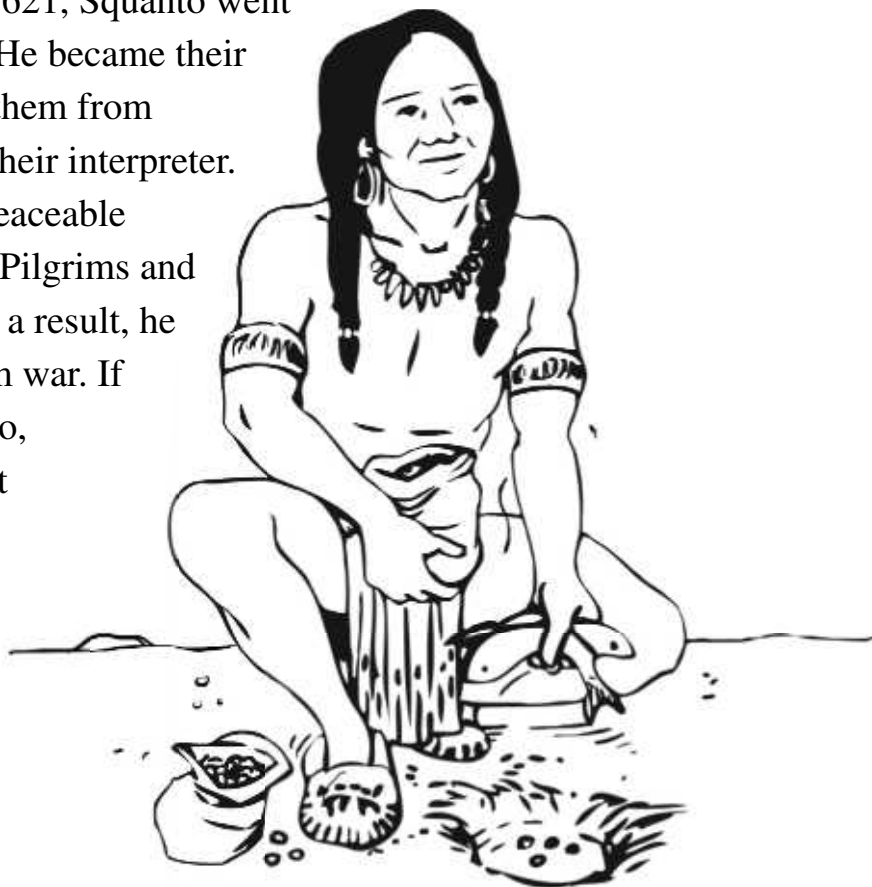
Years earlier, in 1605, an English sea captain captured Squanto. He was a young man then. Squanto was taken to England and forced to be a slave. There he went to live with a rich man named Gorges. Gorges taught Squanto English and hired him as a guide. Squanto returned to North America in 1614 to help one of Gorges’s men map the coast.

Once again, however, Squanto was torn from his homeland. He was captured by a man named Thomas Hunt. Hunt set sail for Spain. There he tried to sell Squanto as a slave. Squanto was saved from this fate by a group of priests.

Squanto lived in Spain with these priests for a few years. Then, in 1618, he tried to return to his people. Someone in North America recognized him and believed he still belonged to Gorges. So Squanto was sent back to England. Gorges welcomed him as a dependable friend, whom he had known and trusted for a long time. He arranged for Squanto to return to North America as a free man.

In 1619, Squanto finally arrived at his village. No one was there. A disease had killed all his people. Squanto sadly went to live with a neighboring Native American group. Then he heard that English people settled where his old village had once been.

On March 22, 1621, Squanto went to meet the Pilgrims. He became their teacher and he saved them from starving. He became their interpreter. He worked hard for peaceable relations between the Pilgrims and Native Americans. As a result, he helped save them from war. If it were not for Squanto, the Pilgrims might not have survived.



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “Squanto.”

- 11 Read these sentences from the article.

**They were unprepared to deal with this “New World.”
Almost half of the group did not survive that winter.**

You know what *prepare* means. This means that *unprepared* MOST likely means

- Ⓐ all set.
 - Ⓑ is able.
 - Ⓒ not ready.
 - Ⓓ not willing.
- 12 Why does the author begin the article by describing when the Pilgrims landed in North America?
- Ⓕ to describe the land
 - Ⓖ to explain how the Pilgrims felt
 - Ⓗ to introduce Squanto before talking about his life
 - Ⓘ to show how difficult their trip to North America was

- 13 Read this sentence from the article.

He helped make a peace treaty that was acceptable to both the Pilgrims and the nearby Native Americans.

If *accept* means “agree” what does *acceptable* mean?

- Ⓐ can agree to
- Ⓑ cannot agree to
- Ⓒ not wanting to agree
- Ⓓ make someone agree

GO ON →

- 14 Read these sentences from the article.

**How were his words understandable to them?
Squanto spoke English.**

Words that are *understandable* are

- Ⓕ funny.
 - Ⓖ known.
 - Ⓗ practical.
 - Ⓘ strange.
- 15 Read these sentences from the article.
- He became their interpreter. He worked hard
for peaceable relations between Pilgrims and
Native Americans.**
- From this text evidence you can tell that *peaceable*
relations
- Ⓐ cause war.
 - Ⓑ involve anger.
 - Ⓒ are not happy.
 - Ⓓ do not lead to war.
- 16 Which of these events happened AFTER Gorges gave
Squanto his freedom back?
- Ⓕ Squanto went to live in Spain.
 - Ⓖ Squanto went back to his village.
 - Ⓗ Squanto was captured by Gorges's men.
 - Ⓘ Squanto helped one of Gorges's men map the coast
of North America

- 17 Read this sentence from the article.

Gorges welcomed him as a dependable friend, whom he had known and trusted for a long time.

What does *dependable* mean?

- (A) can be relied on (C) cannot be relied on
(B) relying on others (D) cannot rely on others
- 18 Based on how the author organized the article, what MOST likely happened between 1605–1614?
- (F) Squanto was captured.
(G) Gorges taught Squanto many things.
(H) The Pilgrims sailed back to England.
(I) Squanto went on a journey to Spain.
- 19 What text evidence shows that the Pilgrims' lives were different after meeting Squanto?
- (A) Squanto lived with a nearby tribe.
(B) How were his words understandable to him?
(C) Squanto showed them how to farm and catch fish.
(D) Almost half of their group did not survive that winter.
- 20 What is the MOST important idea of the article?
- (F) A disease had killed Squanto's people.
(G) Squanto soon became friends with the Pilgrims.
(H) In December of 1620, the Pilgrims landed in North America.
(I) If it were not for Squanto, the Pilgrims might have not survived.



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Text Structure: Sequence	RI.3.8	DOK 2
2	I	Suffixes: <i>-able</i>	L.3.2e	DOK 1
3	D	Text Structure: Sequence	RI.3.8	DOK 2
4	I	Suffixes: <i>-able</i>	L.3.2e	DOK 1
5	C	Text Structure: Sequence	RI.3.8	DOK 2
6	G	Suffixes: <i>-able</i>	L.3.2e	DOK 1
7	B	Root Words	L.3.4c	DOK 1
8	H	Text Structure: Sequence	RI.3.8	DOK 2
9	A	Suffixes: <i>-able</i>	L.3.2e	DOK 1
10	G	Main Idea and Details	RI.3.2	DOK 2
11	C	Root Words	L.3.4c	DOK 1
12	H	Text Structure: Sequence	RI.3.8	DOK 2
13	A	Suffixes: <i>-able</i>	L.3.2e	DOK 1
14	G	Suffixes: <i>-able</i>	L.3.2e	DOK 1
15	D	Suffixes: <i>-able</i>	L.3.2e	DOK 1
16	G	Sequence	RI.3.3	DOK 1
17	A	Suffixes: <i>-able</i>	L.3.2e	DOK 1
18	G	Text Structure: Sequence	RI.3.8	DOK 2
19	C	Text Structure: Sequence	RI.3.8	DOK 2
20	I	Main Idea and Details	RI.3.2	DOK 2

Comprehension 1, 3, 5, 8, 10, 12, 16, 18, 19, 20	/10	%
Vocabulary 2, 4, 6, 7, 9, 11, 13, 14, 15, 17	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%

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Read the story “Food for Thought” before answering Numbers 1 through 10.

Food for Thought

Ronelle and Deon were at the grocery store. Ronelle was in charge of watching her excitable little brother. Her father did not want him knocking things over or getting lost.

“Dad, hey Dad,” Deon said. “Can we buy something good to eat too?”

“Sure,” his father mumbled. “Just be sure it’s healthy for you.”

“Yay!” Deon cheered. He pulled a box of Cheesy Potato Doodles from the middle of a stack. Ronelle dove to keep the top boxes from tumbling and then looked at Deon.

“Don’t you remember the time you ate those at Sam’s birthday party? They made you sick!” she reminded him.

“Oh, right,” Deon spoke thoughtfully. He handed the box to Ronelle, who replaced it lightly on top of the others.

In the next lane, Deon spotted bags of Crunchy Cracker Sticks piled high. He lifted the top bag, causing the others to begin sliding downward. Ronelle jumped into action and stopped the slide.

Now it was her turn to recall an unpleasant memory. “I ate those once,” she told Deon. “They’re so salty, and they made me so thirsty that I had to drink a million glasses of water!”

Deon handed the bag to Ronelle, who didn’t even try to put it atop the others. Instead, she leaned it on the side of the pile.

Then Deon’s eyes widened. He had seen the frozen food section and darted over to it. “Juicy Poparoos! Juicy Poparoos! I saw them on TV! I want *them!*”

Ronelle took a carton out of the freezer and read the label to Deon. “The very first ingredient is sugar. In fact, Juicy Poparoos are nothing but sugar, water, and food coloring,” said Ronelle.

“Do you remember the last time you went to the dentist? You had to have a cavity filled. Do you want to go through that again?”

“No,” Deon said.

Then Ronelle noticed the fruit section nearby. Bunches of plump red grapes caught her eye. “How about some grapes instead? They’re naturally sweet and juicy too!”

“Great!” said Deon.

“Phew!” thought Ronelle.



Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “Food for Thought.”

1 Read this sentence from the story.

Ronelle was in charge of watching her excitable little brother.

The suffix *-able* means “is able” or “can be.” An *excitable* little brother is a person who can be

- Ⓐ anxious.
- Ⓑ brave.
- Ⓒ calm.
- Ⓓ grumpy.

2 Who is the narrator of the story?

- Ⓕ Deon
- Ⓖ Ronelle
- Ⓗ an outside observer
- Ⓘ Deon and Ronelle’s father

3 Read this sentence from the story.

He lifted the top bag, causing the others to begin sliding downward.

The word *downward* contains the root word *down*. The word *downward* means

- Ⓐ around.
- Ⓑ in the air.
- Ⓒ sideways.
- Ⓓ toward the ground.

GO ON →

- 4 Read this sentence from the story.

Now it was her turn to recall an unpleasant memory.

The word *unpleasant* has the root word *please*.
An *unpleasant* memory is one that you

- Ⓕ cannot remember.
 - Ⓖ want to forget.
 - Ⓗ want to memorize.
 - Ⓘ love to think about.
- 5 What text evidence shows what Ronelle thinks about Crunchy Cracker Sticks?
- Ⓐ “They made you sick!”
 - Ⓑ “The very first ingredient is sugar.”
 - Ⓒ “They’re naturally sweet and juicy too!”
 - Ⓓ “They’re so salty, and they made me so thirsty.”

- 6 Read this sentence from the story.

He handed the box to Ronelle, who replaced it lightly on top of the others.

Based on its root word, something *replaced* is

- Ⓕ put back.
- Ⓖ given back.
- Ⓗ called back.
- Ⓘ played back.

- 7 Read this sentence from the story.

Then, Deon’s eyes widened. He had seen the frozen food section and darted over to it.

Which word has the SAME root word as *widened*?

- (A) dented (C) wider
(B) ended (D) wisely

- 8 Based on evidence from the text, Ronelle thinks Juicy Poparoos are unhealthy because they

- (F) are salty.
(G) make you sick.
(H) have a lot of sugar.
(I) are naturally sweet.

- 9 What word BEST describes Ronelle?

- (A) bored
(B) bossy
(C) responsible
(D) rude

- 10 Based on evidence from the text, Ronelle would MOST likely agree with the idea that

- (F) Juicy Poparoos are a healthy snack.
(G) getting a cavity filled is a fun experience.
(H) it is easy to be in charge of a younger brother.
(I) fruits are good for you because they are naturally sweet.

Read the story “Take Time” before answering Numbers 11 through 20.

Take Time

Jake’s mother was driving him to school. As usual, they were cruising down busy Fortieth Street. Jake’s mother was driving as fast as the speed limit and traffic allowed. Jake sat daydreaming out the window. They were passing a city park. It flew past him in a blur.

“That park blocks the way,” Jake’s mother complained. “If I could drive right through it, we’d be at school in no time. But I have to drive all the way around it.”

The next day, as customary, Jake’s mother was driving him to school. Jake was looking out the window. Suddenly, he saw something shoot up from the trees and, just as quickly, disappear. At least, he thought he saw something. They had sped by so quickly that he was uncertain.

The following day, Jake tried to focus his eyes carefully as they passed the park. Tree after blurry tree rushed by, when—there! There it was again!

“Mom, I just saw something shoot up out of the park!” he exclaimed. “I think it was a huge jet of water.”

“Really, honey?” his mother murmured. She was thinking of the busy day at work ahead of her.

“Can we go back and see?” he asked.

“No, we don’t have time,” Jake’s mom replied.

The following day, Jake waited and watched until he knew they were close to the spot. Just as the water whooshed up, Jake hollered, “Look, Mom! Look!”

His mother caught a glimpse out of the corner of her eye. “That *is* strange!” she said.

“Can we please go see what it is?” Jake begged.

“Not today. But tomorrow is Saturday. We’ll stop by the park tomorrow on our way to soccer practice to uncover this mystery,” she promised.

On Saturday morning, Jake and his mother strolled into the park and down a wooded path. In the middle of the park, they discovered a lovely water fountain. Every so often, it would spurt a burst of water into the air. “Mom, this is what I saw shooting up out of the park on our way to school!” Jake exclaimed.

“Well, I guess we have uncovered the mystery,” Mom said.

Jake’s mother was beaming. “What an enjoyable walk! It feels so good to stretch my legs. We don’t always have to drive to school. Let’s walk to school when the weather is nice. We can walk through this park on our way,” she suggested.

“Sure!” Jake happily agreed.



Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “Take Time.”

11 Read this sentence from the story.

Suddenly, he saw something shoot up from the trees and, just as quickly, disappear.

Something that happens *suddenly* is very

- Ⓐ bright.
- Ⓑ fast.
- Ⓒ quiet.
- Ⓓ strong.

12 What text evidence shows that Jake’s mother feels rushed at the beginning of the story?

- Ⓕ They were passing a city park.
- Ⓖ Jake sat daydreaming out the window.
- Ⓗ Jake’s mother was driving as fast as the speed limit and traffic allowed.
- Ⓘ The next day, as customary, Jake’s mother was driving him to school.

13 Read this sentence from the story.

The next day, as customary, Jake’s mother was driving him to school.

Which word has the SAME root word as *customary*?

- Ⓐ accustomed
- Ⓑ costume
- Ⓒ custard
- Ⓓ marry

- 14 Read this sentence from the story.

“We’ll stop by the park tomorrow on our way to soccer practice to uncover this mystery,” she promised.

The word *uncover* has the root word *cover*. What does the word *uncover* mean?

- Ⓕ to hide.
- Ⓖ to protect.
- Ⓗ to make known.
- Ⓘ to keep a secret.

- 15 Read these sentences from the story.

The following day, Jake tried to focus his eyes carefully as they passed the park. Tree after blurry tree rushed by, when—there! There it was again!

The word *blurry* has the root word *blur*. Something *blurry* is

- Ⓐ very tall.
- Ⓑ not clear.
- Ⓒ very green.
- Ⓓ not bloomed.

- 16 Who is telling the story?

- Ⓕ Jake
- Ⓖ an outside observer
- Ⓖ Jake’s mother
- Ⓘ a member of the family

- 17 Read these sentences from the story.

“What an enjoyable walk! It feels so good to stretch my legs.”

The suffix *-able* means “can be” or “is able.” An *enjoyable* walk is one that is

- Ⓐ avoided.
 - Ⓑ exhausting.
 - Ⓒ planned.
 - Ⓓ pleasant.
- 18 Based on evidence from the text, how does Jake feel when his mother does not stop the car while driving past the park?

- Ⓕ excited
- Ⓖ frustrated
- Ⓗ happy
- Ⓘ loney

- 19 Which word BEST describes Jake?

- Ⓐ curious
- Ⓑ lazy
- Ⓒ quiet
- Ⓓ sad

- 20 Jake’s mother realizes that she needs to slow down when

- Ⓕ she drives to work.
- Ⓖ she drives Jake to school.
- Ⓗ she watches Jake play soccer.
- Ⓘ she takes a walk through the park.



Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	A	Suffixes: <i>able</i>	L.3.4.b	DOK 1
2	H	Point of View	RL.3.6	DOK 2
3	D	Root Words	L.3.4c	DOK 1
4	G	Root Words	L.3.4c	DOK 1
5	D	Point of View	RL.3.6	DOK 3
6	F	Root Words	L.3.4c	DOK 1
7	C	Root Words	L.3.4c	DOK 1
8	H	Point of View	RL.3.6	DOK 3
9	C	Character, Setting, Plot: Character	RL.3.3	DOK 2
10	I	Point of View	RL.3.6	DOK 3
11	B	Root Words	L.3.4c	DOK 1
12	H	Point of View	RL.3.6	DOK 3
13	A	Root Words	L.3.4c	DOK 1
14	H	Root Words	L.3.4c	DOK 1
15	B	Root Words	L.3.4c	DOK 1
16	H	Point of View	RL.3.6	DOK 2
17	D	Suffixes: <i>able</i>	L.3.4.b	DOK 1
18	G	Point of View	RL.3.6	DOK 3
19	A	Character, Setting, Plot: Character	RL.3.3	DOK 2
20	I	Point of View	RL.3.6	DOK 3

Comprehension 2, 5, 8, 9, 10, 12, 16, 18, 19, 20	/10	%
Vocabulary 1, 3, 4, 6, 7, 11, 13, 14, 15, 17	/10	%
Total Approaching-Level Weekly Assessment Score	/20	%