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Send all inquiries to:  
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Two Penn Plaza  
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# Teacher Introduction

## Weekly Assessment

**Weekly Assessment** is an integral part of the complete assessment program aligned with **McGraw-Hill Reading Wonders** and the Common Core State Standards (CCSS).

### Purpose of Weekly Assessment

**Weekly Assessment** offers the opportunity to monitor student progress in a steady and structured manner while providing formative assessment data. As students complete each week of the reading program, they will be assessed on their understanding of key instructional content. The results of the assessments can be used to inform subsequent instruction.

The results of **Weekly Assessment** provide a status of current achievement in relation to student progress through the CCSS-aligned curriculum.

### Focus of Weekly Assessment

**Weekly Assessment** focuses on two key areas of English Language Arts as identified by the CCSS—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 Weekly Assessment

Each weekly assessment should be administered once the instruction for the specific week is completed. Make copies of the weekly assessment for the 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 weekly 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. For the constructed response item, write your response on the lines provided. 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 *Weekly Assessment*

Each weekly assessment is comprised of the following:

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

### Reading Selections

Each weekly assessment features two selections on which the assessment items are based. 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 to mirror the rigor of reading materials students encounter in the classroom. In Units 1–3, the Lexile range for selections is 400–500; in Units 4–6, the range is 500–600.

### 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.

### 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.

### Comprehension—Constructed Response

At the close of each weekly assessment is a constructed response item that provides students the opportunity to craft a written response that shows their critical thinking skills and allows them to support an opinion/position by using text evidence from one or both selections.

**NOTE:** Please consider this item as an optional assessment that allows students to show comprehension of a text in a more in-depth manner as they make connections between and within texts.

# Teacher Introduction

## Scoring *Weekly Assessment*

Multiple-choice items are worth one point each, for a total of twenty points in each assessment. If you decide to have students complete the constructed response, use the correct response parameters provided in the Answer Key along with the scoring rubric listed below to assign a score of 0 through 4.

### **Score: 4**

- The student understands the question/prompt and responds suitably using the appropriate text evidence from the selection or selections.
- The response is an acceptably complete answer to the question/prompt.
- The organization of the response is meaningful.
- The response stays on topic; ideas are linked to one another with effective transitions.
- The response has correct spelling, grammar, usage, and mechanics, and it is written neatly and legibly.

### **Score: 3**

- The student understands the question/prompt and responds suitably using the appropriate text evidence from the selection or selections.
- The response is a somewhat complete answer to the question/prompt.
- The organization of the response is somewhat meaningful.
- The response maintains focus; ideas are linked to one another.
- The response has occasional errors in spelling, grammar, usage, and mechanics, and it is, for the most part, written neatly and legibly.

### **Score: 2**

- The student has partial understanding of the question/prompt and uses some text evidence.
- The response is an incomplete answer to the question/prompt.
- The organization of the response is weak.
- The writing is careless; contains extraneous information and ineffective transitions.
- The response requires effort to read easily.
- The response has noticeable errors in spelling, grammar, usage, and mechanics, and it is written somewhat neatly and legibly.

### **Score: 1**

- The student has minimal understanding of the question/prompt and uses little to no appropriate text evidence.
- The response is a barely acceptable answer to the question/prompt.
- The response lacks organization.
- The writing is erratic with little focus; ideas are not connected to each other.
- The response is difficult to follow.
- The response has frequent errors in spelling, grammar, usage, and mechanics, and it is written with borderline neatness and legibility.

### **Score: 0**

- The student fails to compose a response.
- If a response is attempted, it is inaccurate, meaningless, or completely irrelevant.
- The response may be written so poorly that it is neither legible nor understandable.

# Teacher Introduction

## Evaluating Weekly Assessment Scores

The primary focus of each weekly assessment is to evaluate student progress toward mastery of previously-taught skills and strategies.

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; higher than 6/8 on the items assessing the particular week’s Vocabulary Strategy; and “3” or higher on the constructed response, if it is assigned.

For students who do not meet these benchmarks, assign appropriate lessons from the Tier 2 online PDFs. Refer to the weekly “Progress Monitoring” spreads in the Teacher’s Editions of **McGraw-Hill Reading Wonders** for specific lessons.

The Answer Keys in **Weekly Assessment** have been constructed to provide the information you need to aid your understanding of student performance, as well as individualized instructional and intervention needs.

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

Question	Correct Answer	Content Focus	CCSS	Complexity
14	G	Main Idea and Key Details	RI.2.2	DOK 2
15	B	Main Idea and Key Details	RI.2.2	DOK 2
16	I	Context Clues	L.2.4a	DOK 2
17	A	Prefix re-	L.2.4b	DOK 1

This column lists the CCSS alignment for each assessment item.

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

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 Weekly Assessment Score	/20	%

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

Read the story “A Bit of Help for the Birds” before answering Numbers 1 through 10.

## A Bit of Help for the Birds

Taylor jumped out of bed. She ran to the big tree in her yard.

“Oh, no!” whispered Taylor. Last night’s storm had knocked down her birdhouse. It lay in pieces on the ground. Taylor’s friend Sammy had given her the birdhouse. Now it was broken!

“Hello, Taylor,” called Mr. Gund. He lived next door.

“Mr. Gund!” cried Taylor. “My birdhouse broke. The storm knocked it down. Birds will not come to live in my yard now.”

“You can still help birds make homes,” said Mr. Gund. He showed Taylor an empty berry basket. He nailed the basket to the top of Taylor’s fence.

“Will we build a new birdhouse with the basket?” asked Taylor.

“No,” answered Mr. Gund. “We will help birds build their own homes. We will fill the basket with soft things birds can use for their nests.”

Mr. Gund gave Taylor a list of things for the basket. Taylor could find many things. She had string, yarn, and ribbon. Mom had cotton balls. Dad had an old t-shirt she could cut into strips.

Dog hair was on the list! Taylor did not have a dog. But Sammy had a dog. Sammy lived across the street. Maybe he could help. Anna and Carlos lived next door to Sammy. Maybe they could help, too.

Taylor called her friends. She told them about the list. Sammy brought some dog hair. Anna brought stuffing from an old pillow. Carlos brought feathers from a craft project.

The friends stuffed everything in the basket. Mr. Gund added some grass. “Now watch that basket,” said Mr. Gund.

Taylor and her friends watched the basket. They could see it from Taylor’s back window. “Here comes a bird!” said Anna.

“It likes my dog’s hair!” said Sammy. “See how it digs into the basket and pulls it out?”

In a few days, the basket was empty. Taylor looked up at the big tree. She saw a nest high on a branch. Yarn poked out from the sticks and mud! Taylor found more nests with things from the basket. Some nests were in her yard. Sammy even found one in his yard!

“Good work, friends,” said Mr. Gund. “You helped many birds make homes!”



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**GO ON →**

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

Now answer Numbers 1 through 10. Base your answers on “A Bit of Help for the Birds.”

- 1 Why does Taylor say, “Oh, no!” at the beginning of the story?
- Ⓐ A storm knocked down the tree.
  - Ⓑ A storm knocked down her birdhouse.
  - Ⓒ Her friend Sammy gives her a birdhouse.
  - Ⓓ She does not want birds to live in her yard.
- 2 What does Mr. Gund tell Taylor to put in the basket?
- Ⓕ a new birdhouse
  - Ⓖ soft things
  - Ⓗ a nest
  - Ⓘ food
- 3 If *stuff* means “push in,” then *stuffed* means
- Ⓐ push in.
  - Ⓑ pushed in.
  - Ⓒ pushing in.
  - Ⓓ will push in.

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

- 4 Which word shows an action that already happened?
- Ⓕ nail
  - Ⓖ nails
  - Ⓗ nailed
  - Ⓘ nailing
- 5 Which of these things is NOT on the list Mr. Gund gives Taylor?
- Ⓐ basket
  - Ⓑ ribbon
  - Ⓒ string
  - Ⓓ yarn
- 6 Which word shows more than one?
- Ⓕ ground
  - Ⓖ homes
  - Ⓗ list
  - Ⓘ project
- 7 How do Taylor's friends help her in the story?
- Ⓐ They find nests.
  - Ⓑ They watch for cats.
  - Ⓒ They bring soft things.
  - Ⓓ They live across the street.

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

- 8** Which word shows an action that already happened?
- Ⓕ break
  - Ⓖ falls
  - Ⓗ hitting
  - Ⓘ knocked
- 9** How does Taylor know the birds used her soft things?
- Ⓐ The basket is full.
  - Ⓑ She goes to the big tree.
  - Ⓒ Mr. Gund says, “Good work, friends!”
  - Ⓓ She sees soft things from the basket in nests.
- 10** If *watch* means “look at carefully,” *watched* means
- Ⓕ looking at carefully.
  - Ⓖ looked at carefully.
  - Ⓗ looks at carefully.
  - Ⓘ look at carefully.



**Read the story “The Birthday Cake” before answering Numbers 11 through 20.**

## **The Birthday Cake**

It was Pat’s birthday, and it was almost time for her party. She watched for her friends out the window. It was so hard to wait!

“When are my friends coming?” she asked.

“They will be here any minute now,” answered her mom from the kitchen. “Your cake is almost done. It looks delicious!” she added.

Pat looked out the window again. It was hard to sit still. She got up and ran to the kitchen. Her mom came out of the kitchen with the cake just as Pat got there.

Crash! The cake fell to the floor with a splat! “Oops!” said her mom.

“Oh, no!” said Pat. “My cake! My party! What will we do?” she exclaimed.

“Well, I can give your friends cookies,” said her mom with a sigh.

Pat felt like crying. She helped clean up the mess and then she went back to the window. But now she did not feel like having a party at all.

Pat’s friends arrived. She told them what had happened.

“A birthday party needs a cake,” said Beth. “What can we do?”

“I know! Let’s make a new one!” said Deb.

“But I wanted to play party games. I wanted to have fun,” said Pat.

“If we all work together, it will be fun,” said Beth.

Pat was not so sure.

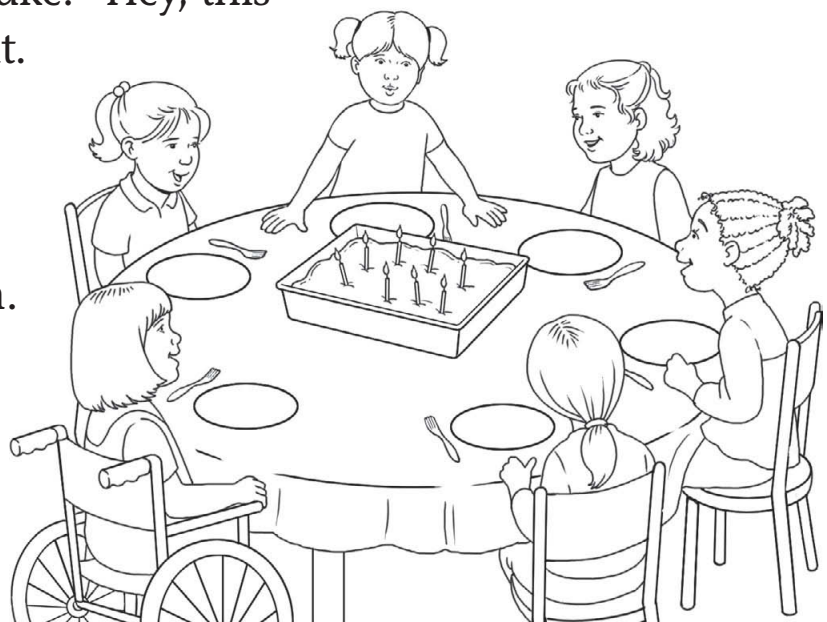
The girls sat around the kitchen table. Pat’s mom put a big bowl in the middle. She read the recipe out loud. Beth measured the flour, and Sue added the sugar. Pat cracked open the eggs. The other girls took turns adding the rest of the ingredients. They all talked and laughed while they worked.

“Now it needs to bake,” said Beth. While they waited, they played card games. They talked and laughed some more.

Then they all sat down at the table again. Pat’s mom brought out the cake. “It looks as good as the one that fell on the floor!” laughed Pat. The girls all sang “Happy Birthday” to Pat. Then Pat’s mom gave each girl a piece of cake. “Hey, this tastes great!” said Pat.

“See what happens when friends work together?” said Beth.

“You are the best friends ever. And this is the best party ever!” said Pat.



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

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

- 11 Why does the first cake fall to the floor?
- Ⓐ It looks too delicious.
  - Ⓑ Pat’s mom has finished making it.
  - Ⓒ The girls talk and laugh while they work.
  - Ⓓ Pat runs into the kitchen as her mom is coming out.

- 12 Read this sentence from the story.

**“Well, I can give your friends cookies,” said her mom with a sigh.**

In the word *cookies*, the -s means

- Ⓕ a small, sweet, flat cake.
  - Ⓖ cook in the future.
  - Ⓗ cook in the past.
  - Ⓘ more than one.
- 13 Which word tells about something that already happened?
- Ⓐ can
  - Ⓑ making
  - Ⓒ talked
  - Ⓓ tastes

- 14 Why does Pat feel like crying?
- F Her friends arrive.
  - G She has no cake for the party.
  - H She goes back to watch for her friends.
  - I She thinks it will be fun to make a cake.
- 15 Which detail tells about how the girls make the cake?
- A Pat feels like crying.
  - B Pat wants to play party games.
  - C Pat's mom brings out the cake.
  - D They take turns adding ingredients.

- 16 Read this sentence from the story.

**Pat looked out the window again.**

The word *looked* shows the action takes place

- F now.
  - G not at all.
  - H in the past.
  - I in the future.
- 17 Which word shows more than one?
- A cake
  - B games
  - C mess
  - D party

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

- 18** How do Pat's friends save the party?
- Ⓕ Pat's friends arrive.
  - Ⓖ The girls play card games.
  - Ⓗ Each girl has a piece of cake.
  - Ⓘ They work together to make a cake.
- 19** Which word tells about something that already happened?
- Ⓐ measure
  - Ⓑ measured
  - Ⓒ measuring
  - Ⓓ will measure
- 20** What detail tells us that Pat likes the new cake?
- Ⓕ Pat and her friends sat down at the table again.
  - Ⓖ Pat felt like crying when the old cake fell.
  - Ⓗ Pat said, "Hey, this tastes great!"
  - Ⓘ Pat said, "I wanted to have fun."



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** How can friends work together? Use details from “A Bit of Help for the Birds” and “The Birthday Cake.” Support your answer with text evidence from the stories.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Key Details	RL.2.1	DOK 2
2	G	Key Details	RL.2.1	DOK 1
3	B	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
4	H	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
5	A	Key Details	RL.2.1	DOK 1
6	G	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
7	C	Key Details	RL.2.1	DOK 1
8	I	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
9	D	Key Details	RL.2.1	DOK 2
10	G	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
11	D	Key Details	RL.2.1	DOK 2
12	I	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
13	C	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
14	G	Key Details	RL.2.1	DOK 2
15	D	Key Details	RL.2.1	DOK 1
16	H	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
17	B	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
18	I	Key Details	RL.2.1	DOK 2
19	B	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
20	H	Key Details	RL.2.1	DOK 1
21	see below	Key Details	RL.2.1	DOK 4

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

- 21 To receive full credit include: Friends can work together to help each other. In “A Bit of Help for the Birds,” friends share things to help make nests for birds. They help fill the basket. In “The Birthday Cake,” friends help make a new birthday cake when the first one falls and smashes. They work on the cake instead of playing party games so their friend will have a birthday cake.

**Read the story “Pete’s Cousin” before answering Numbers 1 through 10.**

## **Pete’s Cousin**

Pete’s Aunt Ana and cousin Luis were coming to visit. They lived in Mexico. “Do they have to come? I do not want visitors,” Pete said to his dad.

“You have never met them,” said Dad. “But Ana is my sister, and Luis is your cousin. Luis is your age, and I am sure you will like him!”

“I am used to being by myself. Do I have to share my room and my things?” Pete asked. “And Luis lives so far away that I bet we will not like to do any of the same things.”

“Stop worrying,” said Dad. “I think you will have lots of fun together.”

Pete did not think so. He felt sad. He was sure Luis would be very different from him. Pete was sure he would be bored.

At last, Pete’s aunt and cousin arrived. Luis smiled. “Hi,” Pete said.

Luis said something back. But Pete did not understand the word! Aunt Ana said, “He said hello.”

“Oh,” said Pete. But he thought, “Oh, no! We cannot even talk to each other!”

Pete saw that their clothes were very different and that their shoes were different. “I bet we do different things for fun, too,” he thought.



“You two look a little alike!” said Dad.

“Really?” asked Pete.

“Really,” said Aunt Ana.

“You both have dark brown hair and you both have brown eyes. And you both have beautiful smiles,” said Aunt Ana.

Pete and Luis looked at each other, then they both smiled. “Maybe,” said Pete.

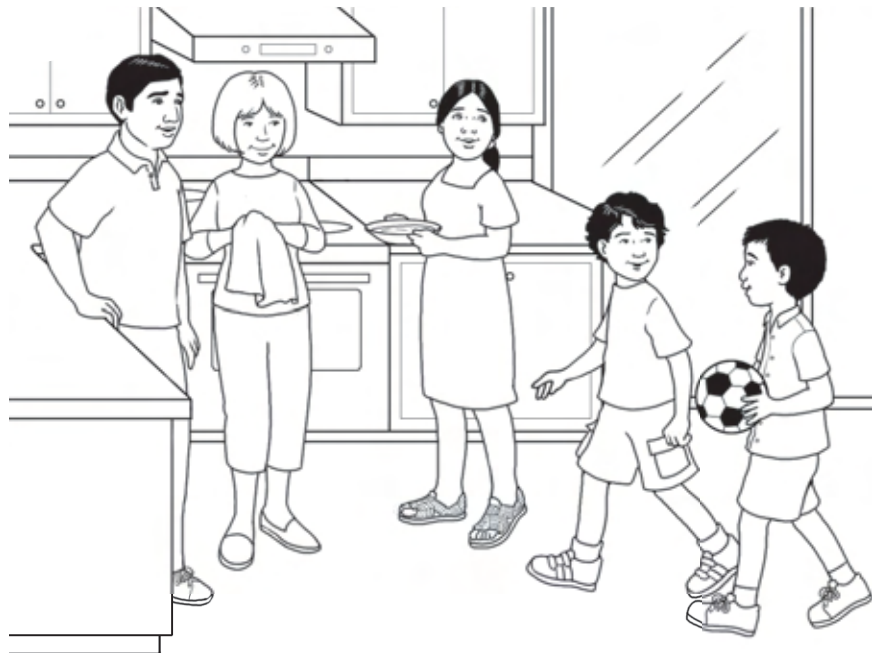
Pete took Luis to his room. Luis looked at Pete’s things like he did not know what to think.

“How will we play together?” thought Pete.

Then Luis picked up Pete’s soccer ball. He bounced it off his knee and then off his head. “You’re good!” said Pete.

Pete hit the ball back to Luis with his head, and they both laughed. Luis pointed at the window, and Pete did not need words to understand this time. “Let’s go outside!” said Pete.

And they played soccer till dinner. They came in with red cheeks and big smiles. “Having a cousin from Mexico is great!” said Pete.



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**GO ON →**

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

Now answer Numbers 1 through 10. Base your answers on “Pete’s Cousin.”

- 1 Where does this story take place?
- Ⓐ in Mexico
  - Ⓑ at Luis’s home
  - Ⓒ at Pete’s home
  - Ⓓ in a soccer game
- 2 What happens after Luis bounces the ball off his knee and head?
- Ⓕ Pete takes Luis to his room.
  - Ⓖ Pete’s aunt and cousin arrive.
  - Ⓗ Dad says, “You two look a little alike!”
  - Ⓘ Pete knows that Luis can play soccer.
- 3 Read this sentence from the story.

**Pete was sure he would be bored.**

What does the word *bored* tell about Pete?

- Ⓐ He wants to have fun.
- Ⓑ He never wants to have fun.
- Ⓒ He thinks he will have a lot of fun.
- Ⓓ He does not think he will have fun.

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

- 4 If *arrive* means “reach a place,” what does *arrived* mean?
- Ⓕ reach places
  - Ⓖ reached a place
  - Ⓗ reaching a place
  - Ⓘ reach a place before
- 5 How does Pete change in this story?
- Ⓐ He changes what he likes to do for fun.
  - Ⓑ He is sad and then becomes happy.
  - Ⓒ He is happy and then becomes sad.
  - Ⓓ He learns how to play a new sport.
- 6 Which word has the SAME root word as *smiled*?
- Ⓕ led
  - Ⓖ miles
  - Ⓗ smelled
  - Ⓘ smiling
- 7 Why does Pete think that he and Luis will be different?
- Ⓐ Luis is his cousin.
  - Ⓑ Luis is not his age.
  - Ⓒ Luis is coming to visit.
  - Ⓓ Luis lives far away in Mexico.

- 8 What is one reason Dad thinks Pete and Luis may have fun together?

Ⓕ Pete likes having visitors.  
Ⓖ Pete and Luis have never met.  
Ⓗ Pete and Luis are the same age.  
Ⓘ Pete and Luis both have brown eyes.

- 9 Read these sentences from the story.

**“Stop worrying,” said Dad. “I think you will have lots of fun together.”**

What does the word *worrying* tell about Pete?

Ⓐ He is tired.  
Ⓑ He is upset.  
Ⓒ He is smart.  
Ⓓ He is excited.

- 10 Which word has the SAME root word as *nodded*?

Ⓕ deed  
Ⓖ node  
Ⓗ nodding  
Ⓘ oddly

**Read the story “Rice for Everyone” before answering Numbers 11 through 20.**

## **Rice for Everyone**

Pam opened her lunch box.

“What do you have?” asked Angel.

“I have a cheese sandwich,” Pam answered.

“I have rice,” Angel said.

“We do, too,” said Kim and Paul.

They all had rice. Kim’s rice was brown. Angel had rice and beans, and Paul’s rice was yellow. Pam was sad. She wanted rice, too.

That night, Pam went into the kitchen. She asked her mother to make rice for dinner.

“We can make fried rice,” Mom said.

“What is fried rice?” Pam asked.

“It is a rice dish from China,” answered Mom. “I liked to eat it when I was your age. It has eggs and other things in it.”

“Can I help make it?” asked Pam. Mom nodded.

Mom put water into a pot. She let Pam put in the rice.

“Can I taste it?” Pam asked.

“It is not ready,” said Mom. “You must wait for the rice to cook.”

While Pam waited, she set the table. She could smell the rice cooking. Soon the rice was done.

“Can we eat the fried rice now?” asked Pam.

“No,” said Mom. “The rice must get cold. There are more things we must add, too.”

Mom showed Pam peas, peppers, and nuts. She put them in a bowl, and Pam stirred the mixture with a spoon.

When the rice was cold, Mom put it into a big pan. She turned on the stove and heated the rice again. Then Mom put in the egg. She added what Pam had mixed in the bowl.

At last, the fried rice was ready. Pam put a spoonful of rice on her plate. She took a bite and smiled.

“I like fried rice!” Pam said. “It is very tasty.”

The next day, Pam was so excited that she could not wait for lunch. She opened her lunch box in front of her friends.

“What is that?” Kim asked.

“Fried rice,” said Pam.

“Now we all have rice for lunch!” said Kim.



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

Now answer Numbers 11 through 20. Base your answers on “Rice for Everyone.”

- 11** Why does Pam ask her mom to make rice for dinner?
- Ⓐ Pam likes rice.
  - Ⓑ Pam does not like rice.
  - Ⓒ Pam’s friends at school had rice.
  - Ⓓ Pam’s mom makes the best rice dinner.
- 12** Which word has the SAME root word as *mixed*?
- Ⓕ max
  - Ⓖ missed
  - Ⓖ messed
  - Ⓘ mixture
- 13** Why does Pam smile after she eats a spoonful of rice?
- Ⓐ She likes the fried rice.
  - Ⓑ Mom tells a funny story.
  - Ⓒ Her friends come to play.
  - Ⓓ Mom lets her help make it.
- 14** Which BEST describes Pam while she waits for the rice to cook?
- Ⓕ She gets sleepy.
  - Ⓖ She sets the table.
  - Ⓖ She stirs the mixture.
  - Ⓘ She eats a spoonful of rice.

- 15** What is the root word of *heated*?
- Ⓐ at
  - Ⓑ eat
  - Ⓒ heat
  - Ⓓ he
- 16** If *stir* means “mix by moving around with a spoon” then *stirred* means
- Ⓔ not mixing by moving around.
  - Ⓕ mix by moving around with a spoon.
  - Ⓖ mixed by moving around with a spoon.
  - Ⓘ mixing by moving around with a spoon.
- 17** How does Pam change from the BEGINNING of the story to the END of the story?
- Ⓐ At first she is scared and then she is brave.
  - Ⓑ At first she is lonely and then she is friendly.
  - Ⓒ At first she is unhappy and then she is excited.
  - Ⓓ At first she is excited and then she is unhappy.



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

**18** Which word has the SAME root word as *showed*?

- Ⓕ plowed
- Ⓖ shopped
- Ⓗ showing
- Ⓘ wishing

**19** Read these sentences from the story.

**“I like fried rice!” Pam said. “It is very tasty.”**

What does the word *tasty* tell about the rice?

- Ⓐ It tastes good.
- Ⓑ It has no taste.
- Ⓒ It is hard to taste.
- Ⓓ It tastes like other foods.

**20** How is Pam the SAME as the other children at the end of the story?

- Ⓕ She has rice for lunch.
- Ⓖ She makes rice at home.
- Ⓗ She likes fried rice.
- Ⓘ She has a sandwich for lunch.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Tell how Pete feels about his cousin visiting in “Pete’s Cousin.” Why does he feel this way? Support your answer with text evidence from the story.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Character, Setting, Events	RL.2.3	DOK 2
2	I	Character, Setting, Events	RL.2.3	DOK 3
3	D	Root Words	L.2.4c	DOK 2
4	G	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
5	B	Character, Setting, Events	RL.2.3	DOK 3
6	I	Root Words	L.2.4c	DOK 1
7	D	Character, Setting, Events	RL.2.3	DOK 2
8	H	Key Details	RL.2.1	DOK 2
9	B	Root Words	L.2.4c	DOK 2
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11	C	Character, Setting, Events	RL.2.3	DOK 3
12	I	Root Words	L.2.4c	DOK 1
13	A	Character, Setting, Events	RL.2.3	DOK 2
14	G	Key Details	RL.2.1	DOK 1
15	C	Root Words	L.2.4c	DOK 1
16	H	Inflectional Endings: -s, -ed	L.1.4c	DOK 1
17	C	Character, Setting, Events	RL.2.3	DOK 3
18	H	Root Words	L.2.4c	DOK 1
19	A	Root Words	L.2.4c	DOK 2
20	F	Character, Setting, Events	RL.2.3	DOK 3
21	see below	Character, Setting, Events	RL.2.3	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: At first, Pete was unsure about having Luis visit. He did not think they would have much in common. But he felt much better when he found out that he and Luis both like to play soccer. They were not so different after all.

Read the story “Gus the Good Worker” before answering Numbers 1 through 10.

## Gus the Good Worker

Dad and Seth were going to visit Grandpa today. Grandpa was in the hospital because he got sick last week. Grandpa was feeling better now. He would go home soon. Seth had made a “get well” card for him. He held it tightly in one hand. He held Dad’s hand tightly in the other. He felt nervous because he had never seen Grandpa sick.

Seth looked around as he walked to Grandpa’s room. He saw bright lights and people in white coats. Seth looked down the hall. What was that? It had just gone around the corner. Was it a dog?

“Come in, Seth!” called Grandpa. Seth went in. Dad lifted him onto the bed. Grandpa looked like himself, other than his clothes. He wore a hospital gown, which looked like a big, long shirt. Seth gave Grandpa the card. Then Seth asked Grandpa a question.

“Do dogs go to hospitals when they are sick?” asked Seth.

Grandpa laughed. “No, why? Did you see a dog?”

“I think I did!” said Seth.

“I think you saw Gus,” said Grandpa.

“Who is Gus?” asked Seth.

Grandpa said that Gus was a dog owned by a man named Ari. Ari brought Gus to visit people in the hospital, to help them feel better. They could pet Gus. Gus would give them his paw to shake.

Just then, a man and a dog came in the room. The man said hello. The dog licked Seth's face!

"This is Gus and I am Ari," the man said. Seth saw a collar around the dog's neck. A tag hung from the collar. Seth asked what it was.

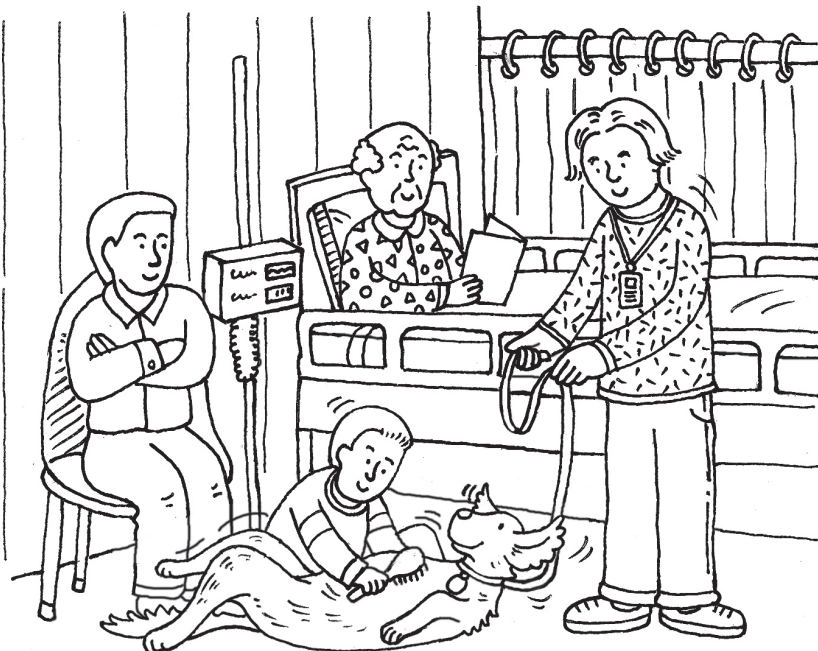
"That tag shows Gus works at the hospital," said Ari. He told Seth that Gus had to learn how to do his job. Gus was trained to sit nicely and not bark. He knew to let people pet and hug him.

Seth gave Gus a gentle hug because he did not want to hurt the dog.

Gus rolled onto his back. Ari gave Seth a brush. Seth brushed the dog's belly while everyone talked.

"Time to go, Gus," said Ari. "We have other people to visit."

Seth said goodbye. He wished Gus were his pet. But he was glad Gus could help people.



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**GO ON →**

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

Now answer Numbers 1 through 10. Base your answers on “Gus the Good Worker.”

- 1 What do you think Seth wrote in the card he made for Grandpa?
- Ⓐ Good job
  - Ⓑ Get well soon
  - Ⓒ Happy birthday
  - Ⓓ Have a nice trip

- 2 Read this sentence from the story.

**Grandpa was in the hospital because he got sick last week.**

*A hospital* is a place where people go

- Ⓕ to get well.
  - Ⓖ to make art.
  - Ⓗ to buy clothes.
  - Ⓘ to have a party.
- 3 What does Seth see in the hospital that surprises him?
- Ⓐ Seth sees bright lights.
  - Ⓑ Seth sees a dog in the hall.
  - Ⓒ Seth sees people in white coats.
  - Ⓓ Seth sees Grandpa talk with Ari and Gus.

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

- 4 Read this sentence from the story.

**He felt nervous because he had never seen Grandpa sick.**

What does *nervous* mean in the sentence above?

- Ⓕ happy
  - Ⓖ mad
  - Ⓗ nice
  - Ⓘ worried
- 5 Seth asks Grandpa if dogs go to the hospital when they are sick. Seth wants to find out if
- Ⓐ the dog will lick his face.
  - Ⓑ he can have a dog for a pet.
  - Ⓒ there really is a dog in the hospital.
  - Ⓓ he can meet Gus and Ari in Grandpa's room.

- 6 Read this sentence from the story.

**He wore a hospital gown, which looked like a big, long shirt.**

What words help you understand what *gown* means?

- Ⓕ He wore
- Ⓖ long shirt
- Ⓗ a hospital
- Ⓘ which looked

- 7 Read this sentence from the story.

**Seth gave Gus a gentle hug because he did not want to hurt the dog.**

What does *gentle* mean in the sentence above?

- Ⓐ hard
  - Ⓑ mean
  - Ⓒ soft
  - Ⓓ tight
- 8 Which word BEST tells how Seth looks in the picture on page 26?
- Ⓕ happy
  - Ⓖ mad
  - Ⓗ sad
  - Ⓘ surprised
- 9 What detail from the story tells you that Seth likes Gus?
- Ⓐ Seth says goodbye.
  - Ⓑ Seth sees the tag on Gus.
  - Ⓒ Seth wishes Gus were his pet.
  - Ⓓ Seth thinks he sees a dog in the hall.
- 10 What is the root word of *trained*?
- Ⓕ rain
  - Ⓖ rained
  - Ⓗ train
  - Ⓘ training



**Read the story “The Guinea Pig” before answering Numbers 11 through 20.**

## **The Guinea Pig**

The bell rang. The second graders in Room 2A felt gloomy. It was raining outside. Mr. Garcia stood in front of the class. He was not gloomy. He had a big smile on his face.

“Good morning!” said Mr. Garcia.

“Good morning, Mr. Garcia,” said the class. Their voices were quiet.

“I have a surprise for you,” Mr. Garcia announced. There was a box on his desk. A piece of cloth covered the box.

“What is that?” Paula asked. Mr. Garcia pulled off the cloth and uncovered a shiny metal cage.

“This is your surprise!” said Mr. Garcia. He reached inside the cage. The children were quiet. What was inside? Mr. Garcia took out a guinea pig! It was mostly black with a white belly. The children stopped being gloomy. They became excited! They crowded around Mr. Garcia.

The children could not wait to pet the guinea pig. This was a special day because it was rare to have pets in class. Some of the children had never seen a guinea pig before.

Jason asked, “Can I hold it? I have experience holding a guinea pig since I have one at home.”

"You will all get a turn," said Mr. Garcia. He handed the guinea pig to Paula. She was cautious and held it very carefully. It was warm and soft.

"Welcome to our class," she whispered. She was quiet so she would not startle the pet.

The children took turns holding the guinea pig. Mr. Garcia told them that guinea pigs make great pets. He said they are easy to care for. Paula wished she had a guinea pig at home, like Jason.

"My guinea pig is my friend. He is a great pet," Jason told his classmates.

At the end of the class, Paula put the guinea pig back in its cage.

"Will it be here tomorrow, too?" Paula asked.

"No," answered Mr. Garcia. "It will visit a different class."

Paula let out a groan. She was sad the guinea pig had to leave. She wished her class could have a pet every day.

"Let's be thankful that the guinea pig could visit," said Jason. "It was a great friend for the day."



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

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

- 11** Based on the picture on page 31, where does the story take place?
- Ⓐ in Paula’s House
  - Ⓑ in a cafeteria
  - Ⓒ in a classroom
  - Ⓓ on a playground
- 12** Why do the children feel gloomy at the BEGINNING of the story?
- Ⓐ It is raining outside.
  - Ⓑ A pet visits their class.
  - Ⓒ Jason has a pet guinea pig.
  - Ⓓ The guinea pig is in a cage.
- 13** What is the root word of *reached*?
- Ⓐ ached
  - Ⓑ each
  - Ⓒ reach
  - Ⓓ reaching

- 14** Read this sentence from the story.

**“I have experience holding a guinea pig since I have one at home.”**

What does *experience* mean in the sentence above?

- Ⓕ skill learned by doing something
  - Ⓖ something done the first time
  - Ⓗ something you cannot do
  - Ⓘ forgetting how to do something
- 15** What do the children do when they want to see the guinea pig that Mr. Garcia is holding?
- Ⓐ They talk in quiet voices.
  - Ⓑ They crowd around Mr. Garcia.
  - Ⓒ They say it is a special day in school.
  - Ⓓ They take turns petting the guinea pig.

- 16** Read this sentence from the story.

**This was a special day because it was rare to have pets in class.**

What does *rare* mean in the sentence above?

- Ⓕ put it in order
- Ⓖ seen all the time
- Ⓗ not happening often
- Ⓘ too hard to understand

- 17 Read this sentence from the story.

**She was cautious and held it very carefully.**

What word tells you what *cautious* means?

- Ⓐ carefully
- Ⓑ held
- Ⓒ it
- Ⓓ She

- 18 Read this sentence from the story.

**She was quiet so she would not startle the pet.**

What does *startle* mean in the sentence above?

- Ⓕ hurt
- Ⓖ scare
- Ⓖ thank
- Ⓖ warm

- 19 How do you know that Paula feels sad when Mr. Garcia tells her the guinea pig will not be back?

- Ⓐ She laughs loudly.
- Ⓑ She lets out a groan.
- Ⓒ She whispers to the pet.
- Ⓓ She holds the pet carefully.

- 20 How does Jason try to make Paula feel better at the END of the story?

- Ⓕ He tells Paula that guinea pigs make great pets.
- Ⓖ He tells Paula that he has a guinea pig at home.
- Ⓖ He asks Mr. Garcia if he can hold the guinea pig.
- Ⓖ He says the guinea pig was a great friend for the day.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** How do Seth in “Gus the Good Worker” and Paula in “The Guinea Pig” feel about animals? Support your answer with text evidence from the stories.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Character, Setting, Events	RL.2.3	DOK 3
2	F	Context Clues: Sentence Clues	L.2.4a	DOK 2
3	B	Character, Setting, Events	RL.2.3	DOK 3
4	I	Context Clues: Sentence Clues	L.2.4a	DOK 2
5	C	Character, Setting, Events	RL.2.3	DOK 3
6	G	Context Clues: Sentence Clues	L.2.4a	DOK 2
7	C	Context Clues: Sentence Clues	L.2.4a	DOK 2
8	F	Character, Setting, Events	RL.2.7	DOK 2
9	C	Key Details	RL.2.1	DOK 2
10	H	Root Words	L.2.4c	DOK 1
11	C	Character, Setting, Events	RL.2.7	DOK 2
12	F	Character, Setting, Events	RL.2.3	DOK 3
13	C	Root Words	L.2.4c	DOK 1
14	F	Context Clues: Sentence Clues	L.2.4a	DOK 2
15	B	Key Details	RL.2.1	DOK 1
16	H	Context Clues: Sentence Clues	RL.2.4a	DOK 2
17	A	Context Clues: Sentence Clues	L.2.4a	DOK 2
18	G	Context Clues: Sentence Clues	L.2.4a	DOK 2
19	B	Character, Setting, Events	RL.2.3	DOK 2
20	I	Character, Setting, Events	RL.2.3	DOK 3
21	see below	Character, Setting, Events	RL.2.3	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: Seth wants to pet Gus. Seth gives Gus a gentle hug so he does not hurt the dog. He wishes Gus were his pet. Paula holds the guinea pig carefully and quietly so she does not startle it. She wishes she could have a guinea pig for a pet and that her class could have a pet every day.

**Read the article “How to Pick a First Pet” before answering Numbers 1 through 10.**

## **How to Pick a First Pet**

Is your family ready for a pet? What kind of pet is best? You may be unsure. Answering these questions may help you decide.

### **How does your family feel about pets?**

Be sure everyone wants a pet. Talk with your family. Having a pet can be a lot of work. Many tasks must be completed every day. Find out if everyone is willing to help care for the pet.

### **What kind of pet do you want?**

You may want a pet that stays in one place. Fish and hermit crabs can live in tanks. A bird can live in a cage.

You may want a small pet. Think about getting a guinea pig or hamster. These pets live in cages. But you can take them out to pet them. They can be fun to hold. Watching them play can be fun, too.

Dogs and cats are bigger pets. They need room to move around. Dogs need to be walked outside. Kittens and puppies need to be trained. Playing with dogs and cats can be fun.

### **How much will your pet cost?**

Some pets cost a lot. Some pets do not like living alone. You may need to buy more than one. Some pets need a special cage. Some need special food.



### **How much time do you have for a pet?**

You will need to spend time with your pet. You will need to talk to it or pet it. Every day the pet needs food and water. You may need to give it exercise. You may need to clean up after it. A good pet owner brushes furry pets.

### **Who will care for your pet?**

Make a list of jobs family members can do. Someone can feed the pet. Someone can clean the cage. Someone can play with the pet. Be sure everyone knows who will do what job.

### **Where will your pet live?**

Think about how much space your pet needs. Can it live in a small cage? Does it need a yard to play in? Good pet owners want the pet to be happy.

Learn as much as you can about the pet. Read books. Talk to people who own this kind of pet. Ask to spend time with it. Then you will really know if this kind of pet is right for your family.



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

Now answer Numbers 1 through 10. Base your answers on “How to Pick a First Pet.”

- 1 Read this sentence from the article.

**Many tasks must be completed every day.**

What does the word *completed* tell you about the tasks?

- Ⓐ They are hard to do.
  - Ⓑ They need to be done.
  - Ⓒ They change all the time.
  - Ⓓ They can take a lot of time.
- 2 Which pet can live in a tank?
- Ⓕ bird
  - Ⓖ crab
  - Ⓗ guinea pig
  - Ⓘ hamster
- 3 Which word has the SAME root word as *watching*?
- Ⓐ catching
  - Ⓑ washing
  - Ⓒ watches
  - Ⓓ willing

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

- 4 How are guinea pigs and hamsters good pets?
- Ⓕ They live in cages.
  - Ⓖ They stay in one place.
  - Ⓗ They can be fun to hold.
  - Ⓘ They need room to move around.
- 5 Which word has the SAME root word as *walked*?
- Ⓐ all
  - Ⓑ talked
  - Ⓒ wake
  - Ⓓ walks
- 6 What special care do dogs need that other pets do NOT need?
- Ⓕ to be fed
  - Ⓖ to be held
  - Ⓗ to be washed
  - Ⓘ to be walked outside
- 7 Which word shows an action that already happened?
- Ⓐ train
  - Ⓑ trained
  - Ⓒ training
  - Ⓓ trains

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

- 8** Good pet owners want the pet to
- Ⓕ play in a yard.
  - Ⓖ live in a cage.
  - Ⓗ live alone.
  - Ⓘ be happy.
- 9** What is the root word of *brushes*?
- Ⓐ bush
  - Ⓑ bushes
  - Ⓒ brush
  - Ⓓ rushes
- 10** How can you learn more about a type of pet before you buy it?
- Ⓕ by reading books about the pet
  - Ⓖ by spending time with other types of pets
  - Ⓗ by finding out if your family wants a pet
  - Ⓘ by thinking about how much time pets need

**Read the article “How to Set Up a Goldfish Tank” before answering Numbers 11 through 20.**

## **How to Set Up a Goldfish Tank**

A goldfish is a good pet. Goldfish are fun to watch. They are easy to care for, too. But they need the right home. You may think a goldfish is happy living in a little bowl of water. This is not true! A goldfish needs more room.

Keep your goldfish in a tank. It is better than a bowl. A tank holds more water. Your fish will have more room for swimming.

First, choose a safe place for the tank. Put the tank where it will not fall. Do not put the tank near a window. The sun may make the water too warm. Next, fill the bottom of the tank with tiny rocks. Add bigger rocks and a few plants. You can put in toy ships. These all make good hiding places for your fish.

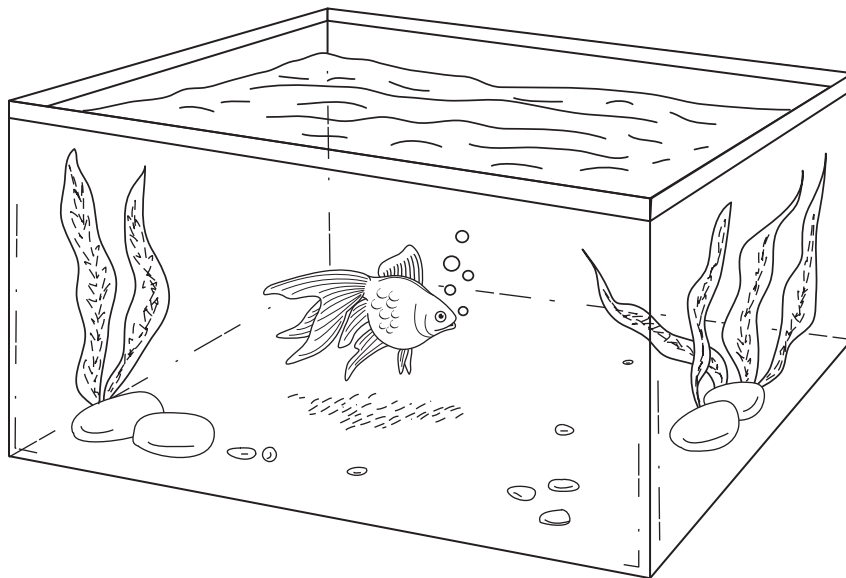
Finally, fill the tank with water. Wait a few days before you put your fish in. Check that the water stays clean. Buy a pump to clean the water. Dirty water makes fish sick.

Now you can add your fish! When you buy the fish, you will bring it home in a plastic bag filled with water. Let the bag float in the tank for half an hour. The fish will get used to being in the tank. Then, open the bag. Let the fish swim out!

Buy goldfish food for your fish. Do not feed your fish too much! Extra food makes the water dirty. It sinks to the bottom of the tank. Just give your fish what it can eat.

Put a cover on the tank. This keeps the fish safe. Nothing can fall into the tank and your fish cannot jump out. If the cover has a light, you can watch your fish at night.

Each week the tank needs to be cleaned. Take out some old water. Add some new water. Scrape the walls of the tank if they look dirty. But do not worry. Your tank does not have to be spotless. Just keep the water clean. Your fish will be happy!



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

Now answer Numbers 11 through 20. Base your answers on “How to Set Up a Goldfish Tank.”

- 11** Which word has the SAME root word as *living*?
- Ⓐ alive
  - Ⓑ believe
  - Ⓒ having
  - Ⓓ liked
- 12** What might happen if a tank is put near a closed window?
- Ⓕ The cover might blow off.
  - Ⓖ The lights might not work.
  - Ⓗ The water might get too warm.
  - Ⓘ The tank might fall out the window.
- 13** What is the root word of *swimming*?
- Ⓐ simmer
  - Ⓑ swam
  - Ⓒ swim
  - Ⓓ swims

- 14 How long should a new goldfish float inside its bag to get used to the tank?

Ⓕ one day  
Ⓖ one week  
Ⓗ half a day  
Ⓘ half an hour

- 15 Read this sentence from the article.

**These all make good hiding places for your fish.**

In the word *places*, the -s means

Ⓐ puts.  
Ⓑ more than one.  
Ⓒ it is happening now.  
Ⓓ it already happened.

- 16 Why might water get dirty in a goldfish tank?

Ⓕ The tank has too much water.  
Ⓖ The tank has too many rocks.  
Ⓗ The tank has too much uneaten food.  
Ⓘ The tank has too many hiding places.

- 17 Which word has the SAME root word as *used*?

Ⓐ dues  
Ⓑ sued  
Ⓒ us  
Ⓓ using



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

- 18** Why should a tank have a cover?
- Ⓕ so water will spill
  - Ⓖ so the water stays cool
  - Ⓗ so the fish will not jump out
  - Ⓘ so the fish are easier to watch
- 19** Which word has the SAME root word as *cleaned*?
- Ⓐ clearer
  - Ⓑ earned
  - Ⓒ leaning
  - Ⓓ unclean
- 20** Which information would BEST tell how to make hiding places for fish?
- Ⓕ Fish like to be in an empty tank.
  - Ⓖ This person is feeding a fish.
  - Ⓗ This person is pouring water in a tank.
  - Ⓘ This person is putting big rocks in a tank.



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

- 21** Write about why a fish is a good pet and how to care for it. Use details from “How to Pick a First Pet” and “How to Set Up a Goldfish Tank.” Support your answer with text evidence from the articles.

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# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Root Words	L.2.4c	DOK 2
2	G	Key Details	RI.2.1	DOK 1
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16	H	Key Details	RI.2.1	DOK 1
17	D	Root Words	L.2.4c	DOK 1
18	H	Key Details	RI.2.1	DOK 1
19	D	Root Words	L.2.4c	DOK 1
20	I	Key Details	RI.2.1	DOK 2
21	see below	Key Details	RI.2.1	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: A fish is a good pet because it is fun to watch and easy to care for. It can stay in one place and does not take up too much space. Put your fish in a tank with clean water. Do not feed your fish too much food. Clean the tank and replace some water weekly.

**Read the article “Chores!” before answering Numbers 1 through 10.**

## **Chores!**

Chores! Oh no, chores! Is that how you feel? If you do, you are not alone. Lots of children do not like doing chores. But there are good reasons for doing them. You can learn from doing chores and have fun, too.

### **What Are Chores?**

Chores are jobs we do at home. Most chores are tasks that need to be done again and again. We do some chores, like washing dishes, every day. We do other chores less often, like watering plants. Each family decides what chores should be done.

### **Why Do Children Have Chores?**

It is good to learn how to do things around your home. You will need to know how to take care of a home when you grow up. Also, doing chores shows you are part of the family. You learn that families work together.

### **Children Are Not the Only Ones**

Grown-ups do chores, too. Someone in your home washes the clothes, right? Someone prepares the dinner. What if no one cleaned things or made the meals? Your home would be a mess and everyone would be hungry! Washing and cooking are chores that grown-ups usually do.

## **Chores For Children**

Here are some chores that children can do.

- Make the bed.
- Take care of pets.
- Set or clear the table.
- Pick up dirty clothes.

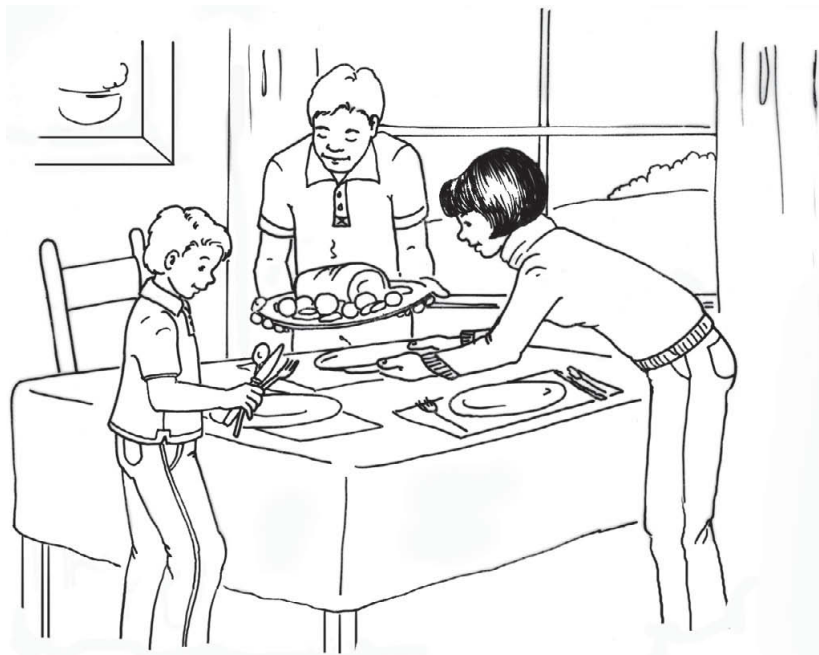
## **Chores Can Be Fun!**

Here are ways to make chores fun.

- Do chores with your family so you get to spend time together.
- Sing or play music while you work.
- Make chores a game. Time yourself. See if you can beat your own record.
- Reward yourself. After you finish, do something you like. Play a favorite game. Read a good book.

There are good reasons to do chores. When you do chores, you help your family. You learn things you need to know for the rest of your life.

Your family helps you in many ways. By doing chores, you help too. Chores show you that you need your family and your family needs you. That is what being in a family is about!



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**GO ON →**

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

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

- 1** What are chores?
- Ⓐ books
  - Ⓑ schoolwork
  - Ⓒ time with family
  - Ⓓ jobs we do at home
- 2** If *decide* means “choose,” then what does *decides* mean?
- Ⓕ chooses
  - Ⓖ never chooses
  - Ⓗ will choose
  - Ⓘ choose again
- 3** Which word shows an action that already happened?
- Ⓐ make
  - Ⓑ doing
  - Ⓒ cleaned
  - Ⓓ washing

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

- 4 Based on this article, which BEST describes who should do chores?
- Ⓕ no one
  - Ⓖ children
  - Ⓗ the family
  - Ⓘ grown-ups
- 5 What detail tells why children should do chores?
- Ⓐ Lots of children do not like doing chores.
  - Ⓑ Most chores are tasks that need to be done again and again.
  - Ⓒ It is good to learn how to do things around your home.
  - Ⓓ Sing or play music while you work.
- 6 If *water* means “pour water on,” then *watering* means
- Ⓕ pour water later.
  - Ⓖ pours water never.
  - Ⓗ poured water on.
  - Ⓘ pouring water on.
- 7 Which word means more than one thing?
- Ⓐ alone
  - Ⓑ dinner
  - Ⓒ dishes
  - Ⓓ mess

- 8 What detail from the article tells how chores can be fun?

Ⓕ Do the dishes.  
Ⓖ Do chores alone.  
Ⓗ Do chores with family.  
Ⓘ Do chores again and again.

- 9 Read this sentence from the article.

**Most chores are tasks that need to be done again and again.**

What does *tasks* mean in the sentence above?

Ⓐ dishes  
Ⓑ helps  
Ⓒ jobs  
Ⓓ taps

- 10 Which information would BEST tell how chores can be fun?

Ⓕ This girl is sweeping alone.  
Ⓖ This boy is washing dishes alone.  
Ⓗ This girl and boy are fighting as they clean.  
Ⓘ This girl and boy are singing as they fold clothes.



**Read the article “Family Farm” before answering Numbers 11 through 20.**

## **Family Farm**

It is dark outside. It is very early in the morning. Emily Parker is up and dressed. She just finished the pancakes her mother made her. Now it is time to go to the barn.

Emily and her mom put on their heavy coats. They step out into the cold, winter air. Emily hears the soft moo of the cows. Then she hears a loud hum. Her dad has started the milking machines. It is time to get to work. There are lots of cows to milk. Mom and Dad need Emily’s help. Milking cows is one of her chores.

The Parker’s farm is a family farm. Years ago, Mr. Parker’s mom and dad ran the farm. He did farm chores when he was a boy. Mr. Parker learned how to run the farm. Now he is teaching Emily.

All three Parkers work with the cows. They move the animals in and out of the machines. Emily talks with her mom and dad as they work.

“What will you plant this spring?” asks Emily.

“I will plant corn and beans again,” says Dad. “The carrots did not grow well. I will not plant them.”

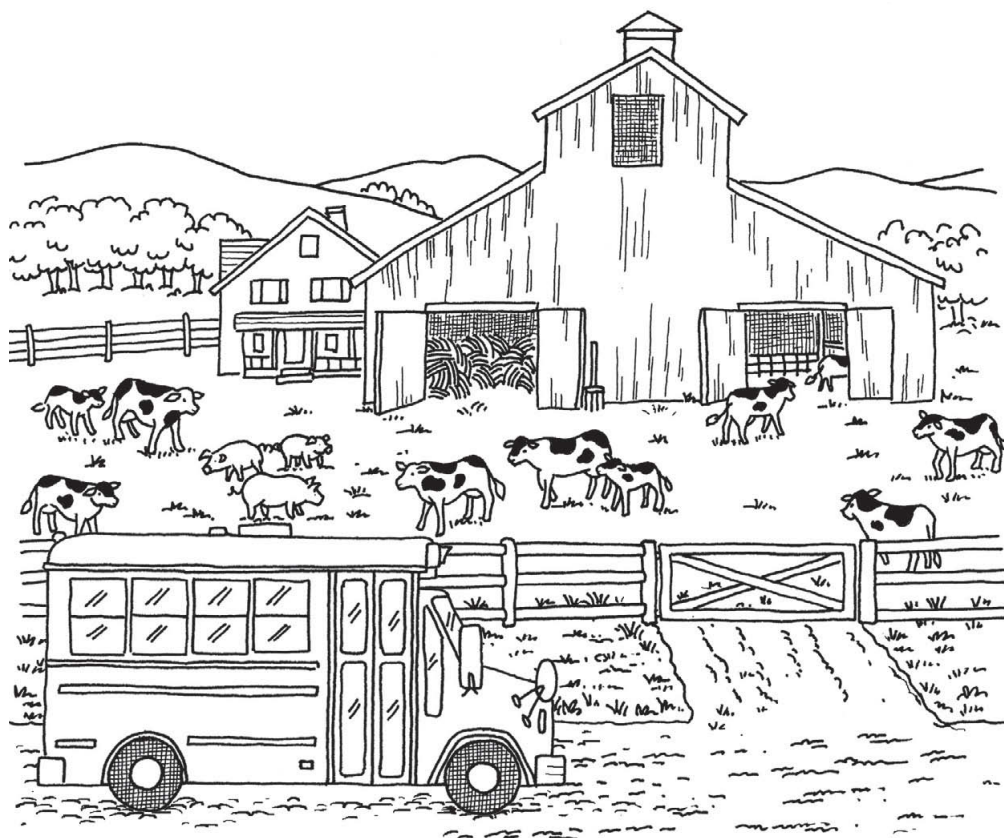
“It was hard work digging up the carrots,” Emily says. “I did not like that chore. I am happy that we will not grow carrots.”

Then the Parkers talk about the old tractor. It broke down three times last summer. Dad was able to fix it each time. Emily helped Dad as much as she could. Dad says that it still makes funny noises. He thinks they will need a new tractor in spring.

Then Emily looks at the clock. "It is almost seven o'clock," she says. "The bus will be here soon."

Emily runs to the house. She washes her hands and face. Then she changes into her school clothes. After she finds her backpack, she races down the driveway and watches for her bus.

The sun is now up. Emily sees the bus driving up the road. As the doors open, Emily waves to her mom and dad. From the doorway of the barn, they wave back. It is fun to be part of a farm family.



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

**Now answer Numbers 11 through 20. Base your answers on “Family Farm.”**

- 11** Which sentence tells what season it is?
- Ⓐ They step out into the cold, winter air.
  - Ⓑ Now it is time to go to the barn.
  - Ⓒ The sun is now up.
  - Ⓓ It is dark outside.
- 12** Which word shows an action that already happened?
- Ⓕ finished
  - Ⓖ hears
  - Ⓗ looks
  - Ⓘ planting
- 13** If the story had a photo of Emily milking a cow, which caption would BEST fit the picture?
- Ⓐ Emily Parker is up and dressed.
  - Ⓑ Emily does not like to dig carrots.
  - Ⓒ Emily helps her dad with the tractor.
  - Ⓓ Milking cows is one of Emily’s chores.

- 14** Why does Emily do her chore?
- Ⓕ She hears a loud hum.
  - Ⓖ She hears the cows moo.
  - Ⓗ Mom and Dad need her help.
  - Ⓘ Mr. Parker did the chore when he was a boy.
- 15** Which word means more than one?
- Ⓐ bus
  - Ⓑ machines
  - Ⓒ moo
  - Ⓓ spring
- 16** If *teach* means “show what to do,” what does *teaching* mean?
- Ⓕ show what to do
  - Ⓖ shows what to do
  - Ⓗ showed what to do
  - Ⓘ showing what to do
- 17** Why does Dad think they will need a new tractor?
- Ⓐ The old tractor runs slowly.
  - Ⓑ The old tractor will not start.
  - Ⓒ The old tractor makes a loud hum.
  - Ⓓ The old tractor makes funny noises.

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

- 18** Which word shows an action that already happened?
- Ⓕ help
  - Ⓖ helped
  - Ⓗ helps
  - Ⓘ helping
- 19** What detail tells why Emily runs to the house?
- Ⓐ “It was hard work digging up the carrots,” Emily says.
  - Ⓑ Emily talks with her mom and dad as they work.
  - Ⓒ “The bus will be here soon.”
  - Ⓓ It is dark outside.
- 20** Read this sentence from the article.

**Mr. Parker learned how to run the farm.**

What does *run* mean in the sentence above?

- Ⓕ go quickly
- Ⓖ get through
- Ⓗ enter a race
- Ⓘ be in charge of



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Use details from “Chores!” and “Family Farm” to describe what happens when families work together. Support your answer with text evidence.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Key Details	RI.2.1	DOK 2
2	F	Inflectional endings: -s, -ed, -es, -ing	L.1.4c	DOK 1
3	C	Inflectional endings: -s, -ed, -es, -ing	L.1.4c	DOK 1
4	H	Key Details	RI.2.1	DOK 2
5	C	Key Details	RI.2.1	DOK 2
6	I	Inflectional endings: -s, -ed, -es, -ing	L.1.4c	DOK 1
7	C	Inflectional endings: -s, -ed, -es, -ing	L.1.4c	DOK 1
8	H	Key Details	RI.2.1	DOK 2
9	C	Context Clues: Sentence Clues	L.2.4a	DOK 2
10	I	Key Details	RI.2.5	DOK 2
11	A	Key Details	RI.2.1	DOK 1
12	F	Inflectional endings: -s, -ed, -es, -ing	L.1.4c	DOK 1
13	D	Key Details	RI.2.5	DOK 2
14	H	Key Details	RI.2.1	DOK 2
15	B	Inflectional endings: -s, -ed, -es, -ing	L.1.4c	DOK 1
16	I	Inflectional endings: -s, -ed, -es, -ing	L.1.4c	DOK 1
17	D	Key Details	RI.2.1	DOK 1
18	G	Inflectional endings: -s, -ed, -es, -ing	L.1.4c	DOK 1
19	C	Key Details	RI.2.1	DOK 2
20	I	Context Clues: Sentence Clues	L.2.4a	DOK 2
21	see below	Key Details	RI.2.1	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: “Chores!” explains that doing chores with family helps you learn how to do things around the house. You can spend time with your family doing chores together. You can help each other, work together, and have fun. In “Family Farm,” Emily does chores to help her family and to learn how to run the farm. She also gets to spend time with her family while she does the chores.

**Read the story “Lost in the Forest” before answering Numbers 1 through 10.**

## **Lost in the Forest**

Bart loved going for walks. Today Tom clipped on Bart’s leash and said, “Do you want to go to the forest?” Of course Bart did not understand the words. But Tom’s voice sounded excited, so Bart got excited, too. It was a really long walk. Bart loved it.

“Here we are,” said Tom finally.

Bart had never seen so many trees! He pulled hard on the leash. He wanted to run.

“Stop it, Bart,” said Tom. Bart did not want to displease Tom. But he smelled wonderful smells. He jerked hard on the leash. With one final jerk, he pulled free.

“Bart, come!” called Tom. Bart did not mean to disobey Tom. But he could not stop himself. He dashed as fast as his legs could take him. Bart came to a stream and swam across. On the other side, he kept running and sniffing.

After a very long time, he decided it was time to find Tom again. He looked back along the path. Bart could not see or smell Tom at all. Did Tom disappear?

Bart ran back to the stream and swam across. He ran back and forth along the stream. He ran up and down all the paths. Finally he came to a street.



Bart saw people, but he did not know whom to trust. He looked for someone kind, and saw a boy who reminded him of Tom. He ran up to the boy.

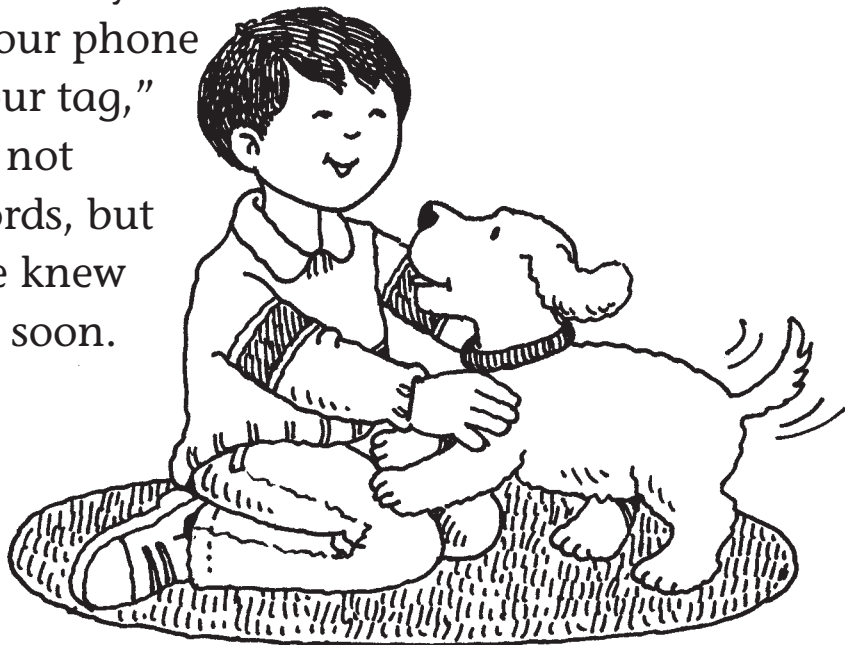
“Hey,” the boy said. “What are you doing out here by yourself?” Bart wagged his tail. The boy patted Bart’s head and Bart’s distrust went away.

“I will take you home. My parents will know what to do,” the boy said.

Bart followed the boy into a house. Bart was so tired that he lay down. He heard the boy and his parents talking. He felt them looking at the tag on his collar. Bart heard the boy talking on the phone, but then he fell fast asleep.

The doorbell startled him awake. There was Tom at the door! Bart blinked in disbelief. Tom kneeled down and Bart ran as fast as he could into his arms.

“Bart, I looked everywhere for you! It is good our phone number was on your tag,” said Tom. Bart did not understand the words, but he did not care. He knew he would be home soon.



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**GO ON →**

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

Now answer Numbers 1 through 10. Base your answers on “Lost in the Forest.”

- 1 The reader learns FIRST that Bart
- Ⓐ is a good dog. Ⓒ likes to disobey.  
Ⓑ loves to swim. Ⓓ loves going for walks.
- 2 If *please* means “make someone happy,” then *displease* means make someone
- Ⓕ very happy. Ⓗ happy again.  
Ⓖ not happy. Ⓘ happy before.
- 3 Why does Bart pull so hard on his leash?
- Ⓐ He is tired.  
Ⓑ He wants to find Tom.  
Ⓒ He wants to run into the forest.  
Ⓓ He wants to swim across the stream.

- 4 Read this sentence from the story.

**Bart did not mean to disobey Tom.**

If *obey* means “do what you are told,” what does *disobey* mean?

- Ⓕ do too much  
Ⓖ not do what you are told  
Ⓗ do what you are told again  
Ⓘ do what you were told before

- 5 Read these sentences from the story.

**Bart could not see or smell Tom at all.  
Did Tom disappear?**

The word *appear* means “be seen.” When Tom *disappears*,

- Ⓐ Bart goes away.
- Ⓑ Bart can see him.
- Ⓒ Bart cannot see him.
- Ⓓ Bart does not like him.

- 6 Why does the boy take Bart to his home at the END of the story?

- Ⓕ He wants to keep Bart.
- Ⓖ He wants to take Bart for a walk.
- Ⓗ He knows Bart came from the forest.
- Ⓘ He knows his parents will know what to do about Bart.

- 7 Read this sentence from the story.

**Bart followed the boy into a house.**

If *follow* means “go behind,” what does *followed* mean?

- Ⓐ went behind
- Ⓑ goes behind
- Ⓒ will go behind
- Ⓓ is going behind

**8** What is the BEST description of the story's action?

- Ⓕ First, Bart swims across the stream. Next, Bart goes for a long walk. Last, Bart goes to sleep.
- Ⓖ First, Bart gets lost in the forest. Next, he finds a boy who might help him. Last, the boy calls Tom and Tom comes for Bart.
- Ⓗ First, Bart finds a boy who might help him. Next, he gets lost in the forest. Last, the boy calls Tom and Tom comes for Bart.
- Ⓘ First, a boy calls Tom and Tom comes for Bart. Next, Bart gets lost in the forest. Last, he finds a boy who might help him.

**9** If *trust* means “a feeling that something is safe,” what does *distrust* mean?

- Ⓐ a feeling that something is not safe
- Ⓑ a feeling that something is very safe
- Ⓒ a feeling that something is safe again
- Ⓓ a feeling that something was safe before

**10** What happens at the END of the story?

- Ⓕ Bart looks for Tom.
- Ⓖ Bart has a new home with the boy.
- Ⓗ Bart goes to a different part of the forest.
- Ⓘ Tom comes, and Bart knows he is going home.

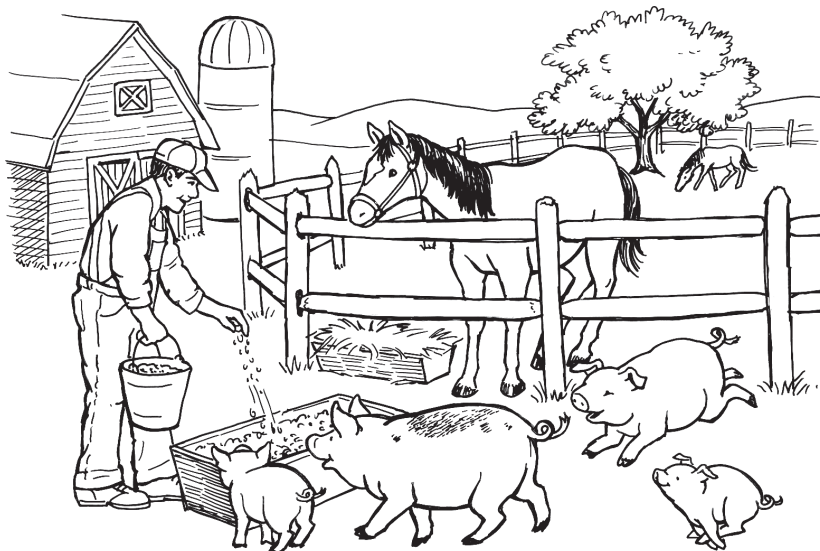
**Read the story “On the Farm” before answering Numbers 11 through 20.**

## **On the Farm**

Ann wanted to learn about farms. One morning, her mom took her to meet Farmer Pete. He let Ann help with the farm work.

First, Ann and Farmer Pete went to feed the animals. The animals made a lot of noise when Farmer Pete walked into the barn. They were hungry. Ann gave hay to the horses. Farmer Pete gave corn to the pigs. He also threw seeds to the chickens. Soon, the barn was quiet. All the animals were happily eating.

Then, Ann and Farmer Pete milked the cows. Farmer Pete said he milks the cows every morning and night. He explained that a truck comes to get the milk. Later the milk would be put into containers and then sold in a store. Someday, people would drink the milk.



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**GO ON →**

Next, Ann and Farmer Pete went to the henhouse. They gathered fresh eggs. Farmer Pete was going to sell the eggs at the farmer's market. The eggs were hard to find. The hens had hidden them. Farmer Pete said that he disliked hunting for the missing eggs. Ann had to disagree with him, though. She thought it was fun to look for the eggs.

After lunch, the goats got out of their pen. They went into the garden and ate some vegetables. Ann and Farmer Pete had to catch the goats. Farmer Pete was unhappy that he would not have as many vegetables to sell.

Farmer Pete does not use the tractor every week. He said the disuse could cause the moving parts to get stuck. So, Farmer Pete likes to start the tractor every few days. He took Ann for a ride all around the farm.

Finally, Ann and Farmer Pete went to clean the barn. Farmer Pete had left some of his tools on the floor. The barn was in disorder, and he could not find things. So, Ann helped him put all the tools back in their place.

At last, all the farm work was done. It was time to go. Ann thanked Farmer Pete for teaching her about his work. She was tired!

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

Now answer Numbers 11 through 20. Base your answers on “On the Farm.”

- 11 What does the reader learn FIRST?
- Ⓐ Cows make milk.
  - Ⓑ The animals are hungry.
  - Ⓒ Ann wants to learn about farms.
  - Ⓓ Farmer Pete teaches about farm work.

- 12 Read this sentence from the story.

**Farmer Pete said that he disliked hunting for the missing eggs.**

What does *disliked* mean?

- Ⓕ liked after
  - Ⓖ did not like
  - Ⓗ liked before
  - Ⓘ liked very much
- 13 What does Ann do when the goats get out of their pen?
- Ⓐ Ann helps Farmer Pete milk the cows.
  - Ⓑ Ann helps Farmer Pete catch the goats.
  - Ⓒ Ann learns how to feed animals in the barn.
  - Ⓓ Ann learns that a truck comes to get the milk.
- 14 Why are the eggs hard to find?
- Ⓕ The hens have hidden the eggs.
  - Ⓖ Farmer Pete is going to sell the eggs.
  - Ⓗ Ann thinks it is fun to look for the eggs.
  - Ⓘ Farmer Pete and Ann gather fresh eggs.

- 15** Read these sentences from the story.

**Ann had to disagree with him, though.  
She thought it was fun to look for the  
eggs.**

If *agree* means “think the same way,” what does *disagree* mean?

- Ⓐ think the same way
- Ⓑ not think the same way
- Ⓒ think the same way again
- Ⓓ think the same way before

- 16** Read this sentence from the story.

**Farmer Pete was unhappy that he  
would not have as many vegetables  
to sell.**

What does *unhappy* mean?

- Ⓕ feel good about something before
- Ⓖ feel good about something again
- Ⓗ not feel good about something
- Ⓘ feel good about something

- 17** What is the BEST description of the story’s action?

- Ⓐ Ann helps Farmer Pete milk cows.
- Ⓑ Ann helps Farmer Pete do farm work.
- Ⓒ Farmer Pete cannot find tools he needs.
- Ⓓ Farmer Pete does not like to look for eggs.



- 18** Read these sentences from the story.

**Farmer Pete said he milks the cows every morning and night. He explained that a truck comes to get the milk.**

What does *explained* mean?

- Ⓕ tell again
- Ⓖ tell a lot
- Ⓗ tell now
- Ⓘ told

- 19** Read this sentence from the story.

**The barn was in disorder, and he could not find things.**

If *order* means “in a set place,” what does *disorder* mean?

- Ⓐ not in a set place
- Ⓑ set in a place again
- Ⓒ able to be set in a place
- Ⓓ one who is in a set place

- 20** What happens at the END of the story?

- Ⓕ Ann thanks Farmer Pete.
- Ⓖ Farmer Pete and Ann clean the barn.
- Ⓗ Ann helps Farmer Pete do farm work.
- Ⓘ Farmer Pete and Ann go for a tractor ride.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Compare how “Lost in the Forest” and “On the Farm” end. What happens at the end of each story? How are the endings **ALIKE** and **DIFFERENT**? Support your answer with text evidence from the stories.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Character, Setting, Plot	RL.2.5	DOK 2
2	G	Prefixes: <i>dis-</i>	L.2.4b	DOK 1
3	C	Key Details	RL.2.1	DOK 2
4	G	Prefixes: <i>dis-</i>	L.2.4b	DOK 1
5	C	Prefixes: <i>dis-</i>	L.2.4b	DOK 1
6	I	Character, Setting, Plot	RL.2.5	DOK 2
7	A	Inflectional endings: <i>-s, -es, -ed, -ing</i>	L.1.4c	DOK 1
8	G	Character, Setting, Plot	RL.2.5	DOK 2
9	A	Prefixes: <i>dis-</i>	L.2.4b	DOK 1
10	I	Character, Setting, Plot	RL.2.5	DOK 2
11	C	Character, Setting, Plot	RL.2.5	DOK 2
12	G	Prefixes: <i>dis-</i>	L.2.4b	DOK 1
13	B	Character, Setting, Plot	RL.2.3	DOK 2
14	F	Key Details	RL.2.1	DOK 1
15	B	Prefixes: <i>dis-</i>	L.2.4b	DOK 1
16	H	Prefixes: <i>un-</i>	L.2.4b	DOK 1
17	B	Character, Setting, Plot	RL.2.5	DOK 2
18	I	Inflectional endings: <i>-s, -es, -ed, -ing</i>	L.1.4c	DOK 1
19	A	Prefixes: <i>dis-</i>	L.2.4b	DOK 1
20	F	Character, Setting, Plot	RL.2.5	DOK 2
21	see below	Character, Setting, Plot	RL.2.5	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: At the end of “Lost in the Forest,” Tom comes to get Bart and take him home. At the end of “On the Farm,” all the farm work is done. In both stories, it is the end of the day and the characters are tired. In “Lost in the Forest,” Bart is tired from his exciting day. In “On the Farm,” Ann is tired from working hard.

**Read the story “Ostrich’s New Body” before answering Numbers 1 through 10.**

## **Ostrich’s New Body**

A long time ago, Ostrich was a small bird. He was very proud, though. He looked at the animals around him. He saw hippos and giraffes. He saw huge elephants. Ostrich laughed. He thought he was much better than the other animals. “I can fly more quickly than a hawk,” he would say. “I can move more quietly than a mouse.”

Then one day, Ostrich went to the watering hole to drink. When he lowered his neck, he saw how small and weak he was. “Is that what I look like?” Ostrich asked himself. “I do not look powerful at all.”

So Ostrich went to the great god of animals. He said, “Please help me. The hippos are large. The giraffes are large. The elephants are large. Why is it that I am so small?”

The great god of animals took pity on Ostrich. He saw how sad the bird was, so he granted Ostrich his wish. He made Ostrich’s small and weak body disappear. In its place was a large and strong body. He now had big wings and long, heavy legs. Ostrich thanked the god for his helpful act. Now he knew he was the best animal in all of Africa.

Suddenly, Lion leaped from behind the tall grass. Ostrich tried to fly away, but he could not. His body was too heavy. He ran as fast as he could.

Ostrich called loudly to Hippo as he passed. "Look at my strong body! Are you not afraid of me?"

Hippo called back. "I can see how big you are. So can Lion."

Ostrich looked back to see that Lion was still chasing him. He ran as fast as he could. Then he saw Zebra under a tree.

"Do you see how powerful I look?" asked Ostrich.

"I see that you cannot fly away from Lion," replied Zebra. "You are now too big and heavy. All you can do is run."

But Ostrich did not hear him, for Lion was still chasing him. Ostrich was already running away as fast as his big legs could carry him. To this day he looks very big, but he must always run away.

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

Now answer Numbers 1 through 10. Base your answers on “Ostrich’s New Body.”

1 What is the FIRST problem in the story?

- Ⓐ Ostrich cannot run very fast.
- Ⓑ Ostrich looks like a quiet mouse.
- Ⓒ Ostrich does not want to be small.
- Ⓓ Ostrich does not fly as fast as a hawk.

2 Read this sentence from the story.

**“Do you see how powerful I look?”  
asked Ostrich.**

A *powerful* thing

- Ⓕ loses power.
- Ⓖ gains power.
- Ⓗ has no power.
- Ⓘ has a lot of power.

3 Read this sentence from the story.

**Ostrich called loudly to Hippo as he  
passed.**

The word *loudly* means

- Ⓐ not loud.
- Ⓑ too loud.
- Ⓒ in a loud way.
- Ⓓ able to be loud.

- 4 How does Ostrich try to solve his problem?
- Ⓕ He chases after Lion.
  - Ⓖ He flies as fast as he can.
  - Ⓗ He calls to Hippo and Zebra.
  - Ⓘ He goes to the god of the animals.
- 5 What new problem do the other animals point out to Ostrich?
- Ⓐ He cannot run fast.
  - Ⓑ He can no longer fly.
  - Ⓒ He is bigger than Lion.
  - Ⓓ He is not weak anymore.

- 6 Read this sentence from the story.

**He made Ostrich's small and weak body disappear.**

The prefix *dis-* at the start of a word means "not."  
When Ostrich's body *disappears* it

- Ⓕ is seen again.
  - Ⓖ is able to be seen.
  - Ⓖ wants to be seen.
  - Ⓘ is no longer seen.
- 7 What problem does Ostrich's body cause at the END of the story?
- Ⓐ His big legs make it hard to run.
  - Ⓑ His large size makes him look weak.
  - Ⓒ His large size makes him easy to see.
  - Ⓓ His big wings make the animals laugh.

- 8 Read this sentence from the story.

**Ostrich thanked the god for his helpful act.**

What does the word *helpful* mean?

- Ⓕ full of help
- Ⓖ needing help
- Ⓗ not able to help
- Ⓘ never help

- 9 Read this sentence from the story.

**“I can fly more quickly than a hawk,” he would say.**

If *quick* means “fast,” what does *quickly* mean?

- Ⓐ not fast
- Ⓑ most fast
- Ⓒ in a fast way
- Ⓓ used to be fast

- 10 Why does Ostrich continue running in the story?

- Ⓕ He wants to show that he is strong.
- Ⓖ He cannot stop his legs from moving.
- Ⓗ He cannot get away from Lion any other way.
- Ⓘ He wants to try to catch up to Hippo and Zebra.



**Read the story “Peacock’s New Feathers” before answering Numbers 11 through 20.**

## **Peacock’s New Feathers**

Long ago, Peacock was not a colorful bird. But he was very proud. One day he was walking through the jungle. “I am the best of the birds,” he said to himself. “In the air, I fly more swiftly than Eagle. On the ground, I am more graceful than Heron.”

He came to a small pond. As he bent his head to drink, Peacock saw a dull, gray bird in the pond. “Is that what I look like?” he asked himself sadly.

Peacock saw that his feathers were plain and gray. “How can this be?” he asked in disbelief. “I am the best of the birds! Why should I look so dull?”

Peacock was hopeful the goddess Juno would help. He flew to her quickly. “Please help me, Juno,” he said. “I am the best of the birds. Make me the most beautiful, too.”

Peacock was Juno’s favorite creature, so she granted his wish. She made his feathers blue, green, and shiny. She made his tail into a long, wide fan. Each tail feather had a beautiful eye. Peacock loved his new feathers and felt cheerful now. He held up his tail to show off the feathers. They shimmered brightly in the sun.

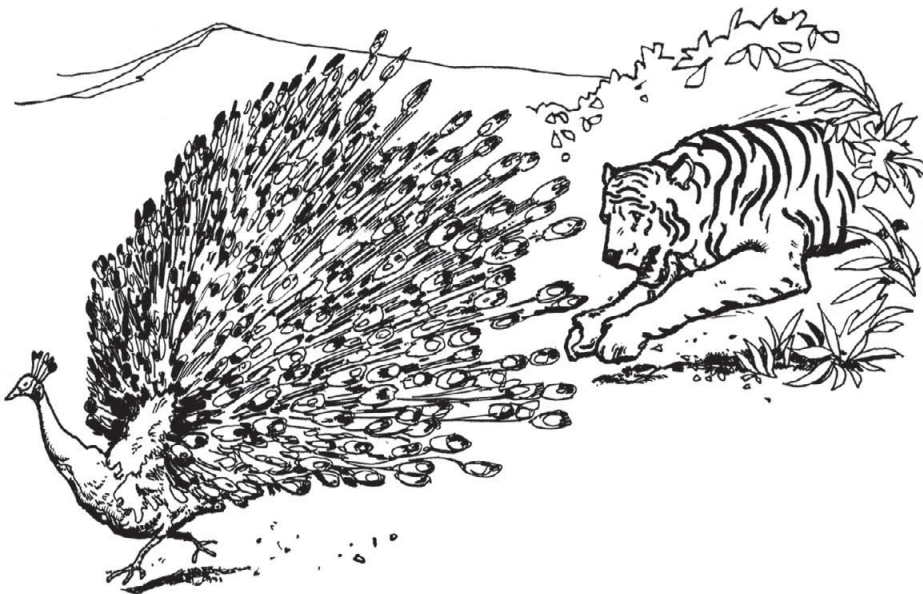
Suddenly, Tiger raced out of the bushes. Peacock leaped into the air. It was close, but he got away.

Peacock flew to a different part of the jungle. He saw Eagle. "Look at my new feathers," he called.

"They are very bright," said Eagle.

Just then, Tiger raced out of the bushes. "Not again!" screamed Peacock as he leaped up and flew away. "Why is Tiger chasing me so much today?"

Peacock flew to a different part of the jungle. He saw Heron. "Look at my feathers," he called.



"They are very bright," said Heron.

Tiger raced out of the bushes again. Peacock screamed and leaped into the air. He circled slowly just out of Tiger's reach. "How have you found me so many times today, Tiger?" he asked.

Tiger laughed, "Your new feathers are very bright. They shine and show me where you are."

Now Peacock screams loudly whenever he is in danger. To this day he is beautiful but very noisy.

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

Now answer Numbers 11 through 20. Base your answers on “Peacock’s New Feathers.”

- 11 How does Peacock feel about himself at the BEGINNING of the story?
- Ⓐ Peacock loves his new feathers.
  - Ⓑ Peacock wants to be as graceful as Heron.
  - Ⓒ Peacock wants to fly more swiftly than Eagle.
  - Ⓓ Peacock is proud and thinks he is the best of the birds.

- 12 Read this sentence from the story.
- “Is that what I look like?” he asked himself sadly.**

What does *sadly* mean?

- Ⓕ not sad
  - Ⓖ in a sad way
  - Ⓗ never sad
  - Ⓘ one who is sad
- 13 What is Peacock’s FIRST problem?
- Ⓐ Tiger jumps out at Peacock.
  - Ⓑ Peacock loves his new feathers.
  - Ⓒ Peacock wants to fly more swiftly than Eagle.
  - Ⓓ Peacock is not happy that he is plain and gray.

- 14 Read this sentence from the story.

**Peacock was hopeful the goddess Juno would help.**

In this sentence, the word *hopeful* means

- Ⓕ something like hope.      Ⓗ full of hope.  
Ⓖ without hope.      Ⓘ hope again.

- 15 How does Peacock solve the problem he has when he sees his plain feathers?

- Ⓐ Peacock asks Juno to make him the most beautiful bird.  
Ⓑ Peacock flies to a different part of the jungle.  
Ⓒ Peacock drinks from a small pond.  
Ⓓ Peacock calls to Eagle and Heron.

- 16 Read this sentence from the story.

**Peacock loved his new feathers and felt cheerful now.**

If *cheer* means “joy,” what does *cheerful* mean?

- Ⓕ full of joy      Ⓗ made of joy  
Ⓖ without joy      Ⓘ a person with joy

- 17 What problem does peacock have when he gets his new feathers?

- Ⓐ Peacock thinks his old feathers were more beautiful.  
Ⓑ Eagle and Heron do not like Peacock’s feathers.  
Ⓒ Tiger keeps finding Peacock and trying to catch him.  
Ⓓ Tiger does not like Peacock’s feathers.

- 18** Read this sentence from the story.

**Suddenly, Tiger raced out of the bushes.**

If *sudden* means “fast,” what does *suddenly* mean?

- Ⓕ not fast
- Ⓖ almost fast
- Ⓗ in a way that is fast
- Ⓘ someone who is fast

- 19** Read these sentences from the story.

**Peacock saw that his feathers were plain and gray. “How can this be?” he asked in disbelief.**

The word *belief* means “believing something is true.” What does *disbelief* mean?

- Ⓐ believing something is true again
- Ⓑ able to believe something is true
- Ⓒ not believing something is true
- Ⓓ believing something is true

- 20** How does Peacock solve his problem with Tiger?

- Ⓕ Peacock screams loudly and flies away from Tiger.
- Ⓖ Peacock asks Juno to change his feathers back.
- Ⓗ Peacock calls, “Look at my new feathers.”
- Ⓘ Peacock asks Heron and Eagle for help.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** “Ostrich’s New Body” and “Peacock’s New Feathers” are two versions of the same story. How are the stories **ALIKE**? How are they **DIFFERENT**? Support your answer with text evidence from each story.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Character, Setting, Plot: Problem and Solution	RL.2.5	DOK 2
2	I	Suffixes: <i>-ful, -ly</i>	L.1.4b	DOK 1
3	C	Suffixes: <i>-ful, -ly</i>	L.1.4b	DOK 1
4	I	Character, Setting, Plot: Problem and Solution	RL.2.5	DOK 2
5	B	Character, Setting, Plot: Problem and Solution	RL.2.3	DOK 2
6	I	Prefix: <i>dis-</i>	L.2.4b	DOK 1
7	C	Character, Setting, Plot: Problem and Solution	RL.2.5	DOK 2
8	F	Suffixes: <i>-ful, -ly</i>	L.1.4b	DOK 1
9	C	Suffixes: <i>-ful, -ly</i>	L.1.4b	DOK 1
10	H	Character, Setting, Plot	RL 2.5	DOK 2
11	D	Character, Setting, Plot	RL.2.5	DOK 2
12	G	Suffixes: <i>-ful, -ly</i>	L.1.4b	DOK 1
13	D	Character, Setting, Plot: Problem and Solution	RL.2.5	DOK 2
14	H	Suffixes: <i>-ful, -ly</i>	L.1.4b	DOK 1
15	A	Character, Setting, Plot: Problem and Solution	RL.2.5	DOK 2
16	F	Suffixes: <i>-ful, -ly</i>	L.1.4b	DOK 1
17	C	Character, Setting, Plot: Problem and Solution	RL.2.5	DOK 2
18	H	Suffixes: <i>-ful, -ly</i>	L.1.4b	DOK 1
19	C	Prefixes: <i>dis-</i>	L.2.4b	DOK 1
20	F	Character, Setting, Plot: Problem and Solution	RL.2.5	DOK 2
21	see below	Character, Setting, Plot: Problem and Solution	RL.2.5	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: The stories are alike because they both tell about a bird who wants something he does not have. When he gets it, he finds out that it is not necessarily better. Ostrich and Peacock both learn that they are easier to see with their changed bodies. The stories are different because the bird is an ostrich in one story and a peacock in the other. They live in different places and want different things.

**Read the article “Life in a Giant Kelp Forest” before answering Numbers 1 through 10.**

## **Life in a Giant Kelp Forest**

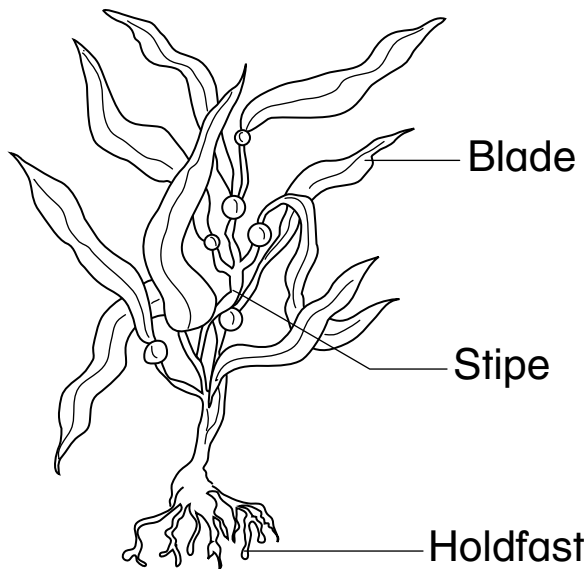
Did you know a forest grows under the sea? It is not a forest of trees. It is a forest of seaweed! The seaweed is called giant kelp. A giant kelp forest is home to many animals.

A giant kelp forest is a wonderful habitat. Animals can get away from the rough ocean. They can hide in the kelp. Animals can find food there. They can come to lay eggs. They can come to have babies.

Giant kelp plants look a bit like trees. They stand tall in the water. They rock softly back and forth. Giant kelp may grow more than 100 feet tall! They never stop growing.

A giant kelp has three main parts. The biggest part is the blade. The blade is wide and flat like a leaf. One plant has many blades. Blades grow along the stipe. The stipe is like a stem. The third part of a giant kelp is the holdfast. It looks like roots. It holds the plant in place on the rocky bottom.





A kelp forest has a top, middle, and bottom. Different animals use different parts. At the top, giant kelp blades spread across the water. They make shady spots. Animals hide there. Big fish and sea otters swim there. Sharks do, too. Sea lions and seals visit this part of the forest. So do birds and even whales!

The middle of the kelp forest is deeper and darker. Schools of small fish dart through quickly. Graceful jellyfish and seahorses swim by. They look for tiny bits of food. Crabs and sea stars climb the kelp. Animals from the top dive down to visit.

The bottom of the kelp forest is home to many tiny animals. Some have shells, like crabs and lobsters. Some have soft bodies, like eels. These animals hide in the holdfasts. They crawl on the rocks. From top to bottom, a giant kelp forest is a lively place!

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

Now answer Numbers 1 through 10. Base your answers on “Life in a Giant Kelp Forest.”

- 1 Which sentence BEST states the main topic of the article?
- Ⓐ A giant kelp forest looks a lot like a forest of trees.
  - Ⓑ A giant kelp forest has a top, middle, and bottom.
  - Ⓒ A giant kelp forest is home to many animals.
  - Ⓓ A giant kelp forest has three main parts.

- 2 Read this sentence from the article.

**They rock softly back and forth.**

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

- Ⓕ family
- Ⓖ only
- Ⓖ loudly
- Ⓖ valley

- 3 Read this sentence from the article.

**Graceful jellyfish and seahorses swim by.**

The word *grace* means “beauty,” so *graceful* means

- Ⓐ not having beauty.
- Ⓑ full of beauty.
- Ⓒ less beauty.
- Ⓓ ugly.

- 4 What part of a giant kelp plant looks like a leaf?
- Ⓕ blade Ⓖ seaweed  
Ⓖ holdfast Ⓕ stipe
- 5 What is the main topic of the fourth paragraph on page 85?
- Ⓐ the stipe of a giant kelp plant  
Ⓑ the blade of a giant kelp plant  
Ⓒ the holdfast of a giant kelp plant  
Ⓓ the main parts of a giant kelp plant

- 6 Read this sentence from the article.

**Schools of small fish dart through quickly.**

The word *quick* means “fast.” What does *quickly* mean?

- Ⓕ slowly  
Ⓖ not fast  
Ⓖ fast again  
Ⓕ in a fast way
- 7 Why is a giant kelp forest a safe place for animals?
- Ⓐ It is under the water.  
Ⓑ Many animals come there.  
Ⓒ It has a top, middle and bottom.  
Ⓓ Animals can get away from the rough ocean.

- 8 Read this sentence from the article.

**The seaweed is called giant kelp.**

What is the root word of the word *called*?

- Ⓕ call
- Ⓖ called
- Ⓗ calling
- Ⓘ calls

- 9 Read this sentence from the article.

**From top to bottom, a giant kelp forest is a lively place!**

If *live* means “having life,” what does *lively* mean?

- Ⓐ without life
- Ⓑ having less life
- Ⓒ in a way that has life
- Ⓓ able to have life again

- 10 Where do animals hide at the bottom of a kelp forest?

- Ⓕ They hide on the stipe.
- Ⓖ They hide in the blades.
- Ⓗ They hide in the holdfasts.
- Ⓘ They hide on the top of the water.

**Read the article “A Backyard Home for Wildlife” before answering Numbers 11 through 20.**

## **A Backyard Home for Wildlife**

Do you like to watch animals outside your window? Make your yard a place animals want to visit. You do not need a big space. You just need to know what makes a truly good habitat. Then you need to make some careful plans for your yard.

First, animals need food. You may have trees that have nuts and berries. Birds and squirrels like them. You can grow flowers. Bees and butterflies like them. You can also put out food for animals. You can buy seeds and nuts. You can put out fruit or bread. You can even put out dog food! Put the food in feeders. Spread some on the ground, too.

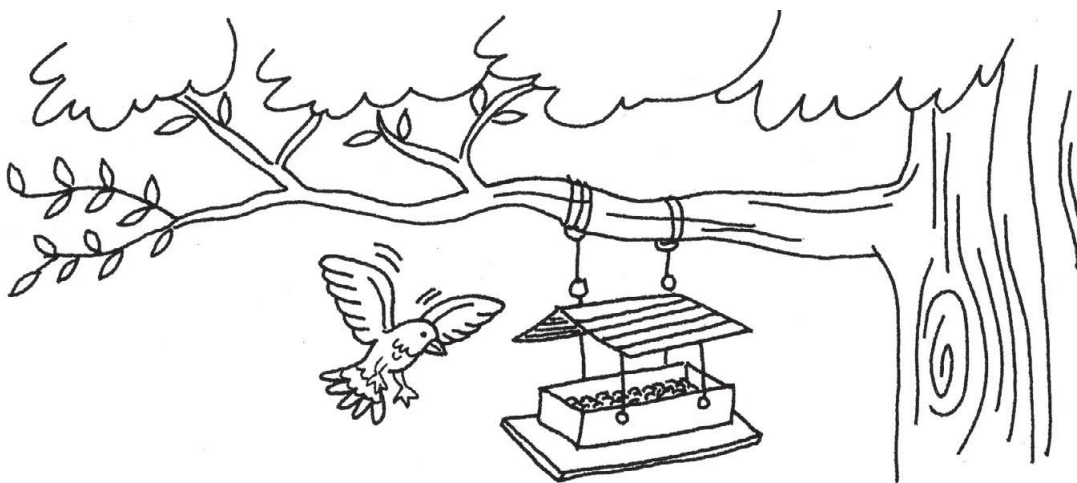
Second, animals need water. They drink water. They take baths in water. Many insects lay eggs in water. Some people build small ponds in their yard. You do not need to be that fancy. You can buy a birdbath. You can even fill a trash can lid with water. Just set it on the ground. Change the water a few times a week. That will keep it from getting dirty. Soon, you will see birds, squirrels, and even bugs come to drink!

Third, animals need hiding places. They need to be safe from bad weather. They need to hide from people or other animals when they get scared.

Bushes and trees are good places to hide. Tall grasses are, too. You can make other hiding places. You can loosely pile twigs, leaves, and branches. Rabbits and chipmunks can hide in the pile. You can make rock piles, too. You can even turn a flowerpot upside down to make a house for a toad. Tip it up so the toad can get in.

Fourth, animals need homes for their babies. They need a safe place to build nests. They need a safe place to lay eggs. Birds make their nests in trees and bushes. Rabbits nest in tall grass. Other animals hide their nests under leaves and fallen branches. You can build or buy homes for backyard animals. These could be birdhouses or bat houses.

These are all good ways to make your yard a home for animals. Soon, you will see animals running around. You will hear cheerful bird songs. You will have fun watching wild animals out your window!



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

Now answer Numbers 11 through 20. Base your answers on “A Backyard Home for Wildlife.”

- 11** Read this sentence from the article.

**You just need to know what makes a truly good habitat.**

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

- Ⓐ fly
  - Ⓑ silly
  - Ⓒ slowly
  - Ⓓ tally
- 12** What animal likes flowers for food?
- Ⓕ bird
  - Ⓖ butterfly
  - Ⓗ squirrel
  - Ⓘ toad
- 13** What is the topic of the second paragraph on page 90?
- Ⓐ Flowers are good for a backyard.
  - Ⓑ You can buy food that animals need.
  - Ⓒ Animals need food to live in your yard.
  - Ⓓ Food can be put in feeders and on the ground.

- 14 Read this sentence from the article.

**Then you need to make some careful plans for your yard.**

In this sentence, what does *careful* mean?

- Ⓕ never care                      Ⓗ full of care  
Ⓖ without care                      Ⓘ care again

- 15 Where might a toad live in your yard?

- Ⓐ in a nest                      Ⓒ in a birdbath  
Ⓑ up a tree                      Ⓓ under a flowerpot

- 16 Read this sentence from the article.

**You can make other hiding places.**

What is the root word of the word *hiding*?

- Ⓕ den                      Ⓗ hidden  
Ⓖ hid                      Ⓘ hide

- 17 Which paragraph does the following detail BEST support?

**A bird can lay eggs inside a birdhouse.**

- Ⓐ paragraph 1, page 90  
Ⓑ paragraph 2, page 90  
Ⓒ paragraph 3, page 90  
Ⓓ paragraph 2, page 91



- 18** Read this sentence from the article.

**You can loosely pile twigs, leaves, and branches.**

If *loose* means “not tight,” what does *loosely* mean?

- Ⓕ tight
  - Ⓖ less tight
  - Ⓗ more tight
  - Ⓘ in a way that is not tight
- 19** Read this sentence from the article.

**You will hear cheerful bird songs.**

The word *cheerful* means

- Ⓐ without cheer.
  - Ⓑ able to cheer.
  - Ⓒ full of cheer.
  - Ⓓ cheer again.
- 20** What is the main topic of “A Backyard Home for Wildlife”?
- Ⓕ how to build a backyard for your animals
  - Ⓖ how to help animals in your own backyard
  - Ⓗ how to add hiding places for animals in your backyard
  - Ⓘ how to make your backyard look like animals live there



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** What makes a good habitat for animals? Support your answer with text evidence from “Life in a Giant Kelp Forest” and “A Backyard Home for Wildlife.”

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Main Topic and Key Details	RI.2.2	DOK 2
2	G	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
3	B	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
4	F	Main Topic and Key Details	RI.2.1	DOK 1
5	D	Main Topic and Key Details	RI.2.2	DOK 2
6	I	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
7	D	Key Details	RI.2.1	DOK 2
8	F	Root Words	L.2.4c	DOK 1
9	C	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
10	H	Main Topic and Key Details	RI.2.1	DOK 2
11	C	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
12	G	Main Topic and Key Details	RI.2.1	DOK 2
13	C	Main Topic and Key Details	RI.2.2	DOK 2
14	H	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
15	D	Main Topic and Key Details	RI.2.1	DOK 1
16	I	Root Words	L.2.4c	DOK 1
17	D	Key Details	RI.2.1	DOK 2
18	I	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
19	C	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
20	G	Main Topic and Key Details	RI.2.1	DOK 2
21	see below	Main Topic and Key Details	RI.2.2	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: A good habitat for animals includes food, water, a place to hide, and a place to have babies. A kelp forest is a good habitat because it has all these things. Animals use all parts of the kelp forest. A backyard can be a good habitat if it has these things, too. People can put out food and water. They can grow plants and make homes for wildlife to hide and have babies.

**Read the article “Baby Sea Turtles” before answering Numbers 1 through 10.**

## **Baby Sea Turtles**

A female sea turtle swims toward land. She has come from hundreds of miles away. Somehow, she finds the beach where she was born.

She is ready to lay her eggs. She waits until night. Then she crawls out of the water onto the beach. This is slow, hard work. Her flippers are perfect for swimming but not for walking. She pulls her body along until she gets to dry sand. Then she starts to dig a nest. She uses her back flippers like shovels to dig a hole.

When the hole is deep enough, she lays her eggs. Different kinds of sea turtles lay different numbers of eggs. But it is always a lot. Sea turtles lay from 80 to 120 eggs at once. The eggs are about the size of ping pong balls. The shells have a tough skin. They bend but do not break.

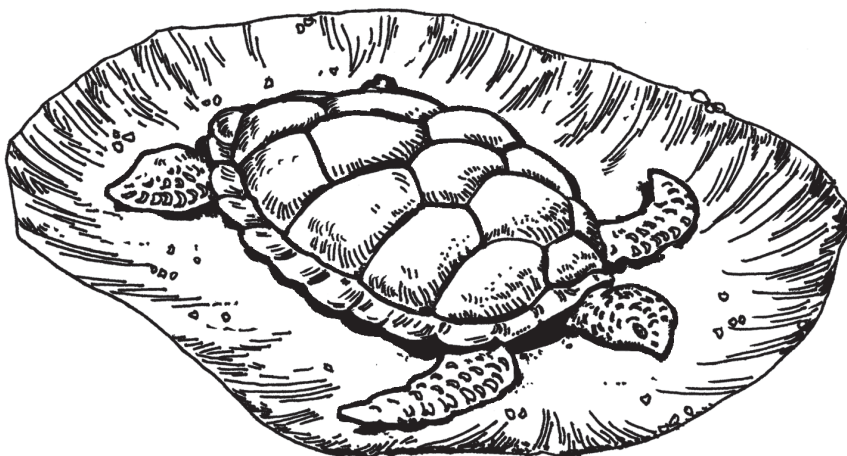
When the eggs are in place, the mother covers them. She throws sand over the hole with her flippers. Then she crawls back to the ocean. Her work is done. She does not sit on her nest. She will not help her babies. They are on their own.

The sun's heat soaks through the sand. It reaches the eggs and the baby turtles grow. After about 60 days, they are ready to hatch. The babies break open their shells. Then they start to dig out of the sand. The whole group works together.

They wait until night to leave the nest. Then they burst out as a group and rush to the sea. They must move quickly. Hungry crabs and gulls dine on baby turtles. But it is dark. The babies are harder to see. And it helps that there are so many of them. Still, many baby turtles do not make it. But many do.

Once they are in the water, the baby turtles swim hard. They must swim through the waves to the open ocean. They must escape sharks and other fish. This is a very big job for little turtles.

The babies that survive grow up slowly in the sea. They spend all their time in the water. After many years, the females are ready to lay eggs. They find the beach where they were born. And it all starts again!



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

Now answer Numbers 1 through 10. Base your answers on “Baby Sea Turtles.”

- 1 What is the topic of “Baby Sea Turtles”?
- Ⓐ how baby sea turtles hatch and survive
  - Ⓑ what sea turtles eat
  - Ⓒ how mother sea turtles survive
  - Ⓓ the sea

- 2 Read this sentence from the article.

**The babies break open their shells.**

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

- Ⓕ Please do not break the glass.
  - Ⓖ Jen needed a break after taking a long walk.
  - Ⓗ Alex tried to break his habit of chewing his nails.
  - Ⓘ Amy wanted to break the news that the circus was coming.
- 3 Which photo would MOST likely help you understand how a sea turtle makes a nest?
- Ⓐ a photo of many sea turtle eggs
  - Ⓑ a photo of a sea turtle gathering grasses
  - Ⓒ a photo of a sea turtle swimming towards land
  - Ⓓ a photo of a sea turtle digging a hole in the sand with her flippers

- 4 Read these sentences from the article.

**When the eggs are in place, the mother covers them. She throws sand over the hole with her flippers.**

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

- Ⓕ The titles are on books' covers.
  - Ⓖ She covers her cereal with milk.
  - Ⓗ The newspaper covers all school sports.
  - Ⓘ It was cold, so Nan put two covers on the bed.
- 5 Why do baby turtles rush to the sea after they hatch?
- Ⓐ They like to swim.
  - Ⓑ The sun's heat makes them hot.
  - Ⓒ Hungry crabs and gulls try to eat them.
  - Ⓓ They must swim in the sea to find their mother.

- 6 Read this sentence from the article.

**They must swim through the waves to the open ocean.**

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

- Ⓕ small curls in someone's hair
- Ⓖ higher areas in moving water
- Ⓗ a sudden change in the weather
- Ⓘ when you move your hand back and forth

- 7 What is the topic of the second paragraph on page 97?
- Ⓐ A female sea turtle waits until night.
  - Ⓑ A turtle's flippers are perfect for swimming.
  - Ⓒ A female turtle returns to where she was born.
  - Ⓓ A female sea turtle makes a nest on the beach.

- 8 If *quick* means "fast," *quickly* means
- Ⓕ faster.
  - Ⓖ in a fast way.
  - Ⓖ not fast.
  - Ⓖ being fast again.

- 9 Read this sentence from the article.

**A female sea turtle swims toward land.**

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

- Ⓐ a country
  - Ⓑ to hit the ground after falling
  - Ⓒ to guide an airplane to the ground
  - Ⓓ part of the earth not covered by water
- 10 When baby female sea turtles grow up, where do they go to lay eggs?
- Ⓕ They go at night.
  - Ⓖ They go to the ocean.
  - Ⓖ They go hundreds of miles.
  - Ⓖ They go to where they were born.



**Read the article “Becoming a Duck” before answering Numbers 11 through 20.**

## **Becoming a Duck**

How do ducklings learn to be ducks? Ducklings know a lot by instinct. They know things without being taught. But they still need their moms!

### **Hatching**

A mother duck lays from eight to twelve eggs. She sits on her nest. She keeps her eggs warm and safe. After 28 days, the ducklings hatch.

Ducklings chip away their shells from the inside. The shell finally breaks open. This is a lot of work! The ducklings get very tired. Their mother stays nearby while they rest. She keeps them safe.

### **Walking**

The ducklings rest for about two hours. Then they stand up and walk! A duckling does not need help to take its first steps. When the ducklings are a day or two old, their mother takes them to water. The ducklings walk in line behind her.

### **Swimming**

The mother duck goes into the water. The ducklings follow. Sometimes a duckling is not quite sure about going in. The mother quacks loudly. Then the duckling comes! Ducklings know just what to do in the water. Their webbed feet are perfect for paddling. They can swim without help.

## Eating

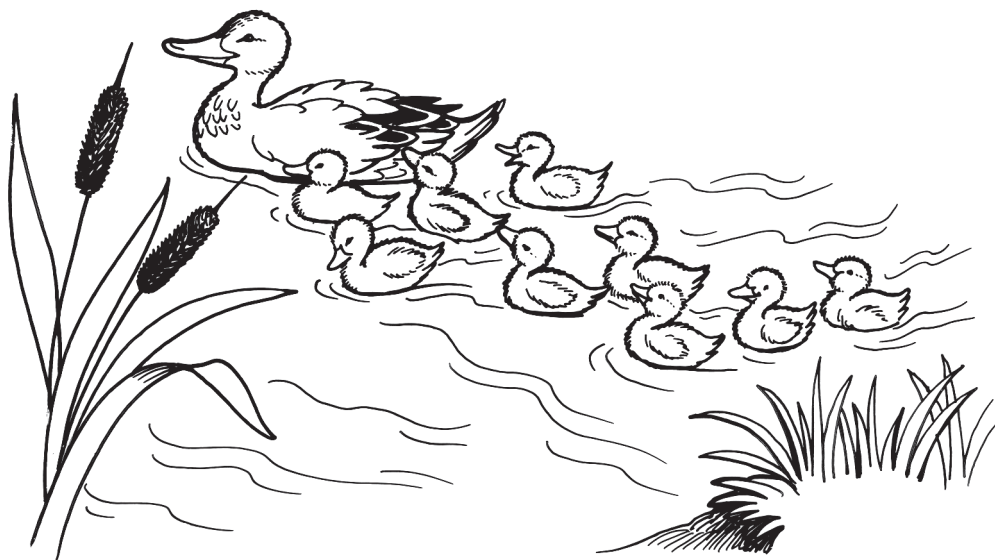
A mother does not feed her ducklings. Instead, she leads them to food. Ducklings know how to feed themselves. Ducks dip their heads into the water to reach food. Their tails stick straight up in the air.

## Flying

Ducklings are nearly full-grown after two months. They look a lot like their moms. They stand tall and flap their wings. It is time to fly! Flying takes some practice. But ducklings know what to do. Soon they are able to fly through the sky.

## Conclusion

Ducklings need their moms and their instincts. Their moms keep them safe. Moms show them where to find food. But ducklings know how to do many things. They break out of their shells by themselves. They walk, swim, and fly without any lessons. With their moms and instincts, ducklings become ducks!



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

Now answer Numbers 11 through 20. Base your answers on “Becoming a Duck.”

11 What is the main topic of “Becoming a Duck”?

- Ⓐ how webbed feet are perfect for paddling
- Ⓑ how the mother duck gets food
- Ⓒ how ducklings look
- Ⓓ how ducklings grow up

12 Read this sentence from the article.

**Ducklings chip away their shells from the inside.**

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

- Ⓕ Sam and Chip are best friends.
- Ⓖ Tessa has a chip in her front tooth.
- Ⓗ Ann likes to eat one corn chip at a time.
- Ⓘ Henry’s mom will chip the ice into little pieces.

13 Read these sentences from the article.

**The ducklings rest for about two hours. Then they stand up and walk!**

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

- Ⓐ Ty cannot stand carrots.
- Ⓑ The children stand up to sing.
- Ⓒ Lucy put her clay bird on a stand.
- Ⓓ Please put the umbrella in the stand.

**GO ON →**

**14** Why does a mother duck NOT feed her ducklings?

- Ⓕ She is not a good mother.
- Ⓖ She teaches them to fly instead.
- Ⓗ Ducklings know how to feed themselves.
- Ⓘ She dips her head into the water to find food.

**15** To help understand how ducklings eat, it would be MOST helpful to see a photo of a duckling

- Ⓐ pecking at seeds on the ground.
- Ⓑ following its mother into the water.
- Ⓒ with its head underwater and tail straight up.
- Ⓓ walking in a line of ducklings behind the mom.

**16** Read this sentence from the article.

**A duckling does not need help to take its first steps.**

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

- Ⓕ stairs
- Ⓖ parts of a dance
- Ⓗ things you do to reach a goal
- Ⓘ movement of lifting and placing the feet

**17** What is the main topic of the fifth paragraph on page 102?

- Ⓐ The mother duck goes into the water.
- Ⓑ Ducklings know how to swim without help.
- Ⓒ Ducklings need a lot of help to learn to swim.
- Ⓓ Ducklings are not always sure about going into the water.

**18** If *loud* means “having a big sound,” *loudly* means

- Ⓕ not a big sound.
- Ⓖ without a sound.
- Ⓗ made with a big sound.
- Ⓘ someone who makes a big sound.

**19** Read this sentence from the article.

**Their tails stick straight up in the air.**

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

- Ⓐ stab
- Ⓑ point in a certain way
- Ⓒ a pole used to hit a ball
- Ⓓ a twig or piece of wood

**20** When do ducklings fly for the first time?

- Ⓕ after they eat
- Ⓖ when they are two months old
- Ⓗ after their mother teaches them
- Ⓘ when they need to find a new pond



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

- 21** In “Baby Sea Turtles” and “Becoming a Duck,” the baby animals do not need their mothers for many things. What is the **SAME** about turtle and duck mothers? What can baby turtles and ducklings both do without being taught? Support your answer with text evidence from the articles.

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# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	A	Main Topic and Key Details	RI.2.2	DOK 2
2	F	Multiple-Meaning Words	L.2.4a	DOK 2
3	D	Key Details	RI.2.7	DOK 2
4	G	Multiple-Meaning Words	L.2.4a	DOK 2
5	C	Main Topic and Key Details	RI.2.1	DOK 2
6	G	Multiple-Meaning Words	L.2.4a	DOK 2
7	D	Main Topic and Key Details	RI.2.2	DOK 2
8	H	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
9	D	Multiple-Meaning Words	L.2.4a	DOK 2
10	I	Main Topic and Key Details	RI.2.1	DOK 2
11	D	Main Topic and Key Details	RI.2.2	DOK 2
12	I	Multiple-Meaning Words	L.2.4a	DOK 2
13	B	Multiple-Meaning Words	L.2.4a	DOK 2
14	H	Main Topic and Key Details	RI.2.1	DOK 2
15	C	Key Details	RI.2.7	DOK 2
16	I	Multiple-Meaning Words	L.2.4a	DOK 2
17	B	Main Topic and Key Details	RI.2.2	DOK 2
18	H	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
19	B	Multiple-Meaning Words	L.2.4a	DOK 2
20	G	Main Topic and Key Details	RI.2.1	DOK 1
21	see below	Main Topic and Key Details	RI.2.1	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: Both turtle and duck mothers lay eggs. Both baby turtles and ducklings can break out of their eggs, walk, and swim without being taught.

Read the story “Grandma’s Wild Friends” before answering Numbers 1 through 10.

## Grandma’s Wild Friends

“Dinner is ready, Max,” called Grandma.

Max loved Grandma. But he did not like to spend the night at her house. Grandma did not have a computer. Her television had hardly any channels. Instead, Grandma liked to write. She was good at it, too. She had written a whole book of poems.

After dinner, Max helped clean up. He saw food scraps on the counter. He started to dump them in the trash.

“Stop!” said Grandma. “I save food scraps.” She placed the scraps in a bowl. She put in slices of potato and carrot. She added a chunk of bread.

“Why are you doing that?” ask Max.

“It is for my friends!” laughed Grandma. “You will see them tomorrow.”

The next morning, Grandma woke Max very early. “My friends are here,” she whispered. Max was confused and did not understand what Grandma meant. He followed her to the back door. She put a finger to her lips so he would be quiet. Max stepped outside. The sun was just rising.



Max saw shapes in the yard. They were raccoons! The raccoons sat on a big tree stump eating food. It was the food scraps!

“So those are your friends!” whispered Max.

Grandma nodded and asked, “Can you spot another friend under my apple tree?”

Max saw a deer eating an apple off the ground. Squirrels ran up and down the trunk of an oak tree. Grandma explained that she got a lot of ideas for her poems by watching the animals. Max thought about that as a skunk walked by. He watched its tail wave like a black and white flag.

Later that morning, Max went to his room. When he came out, he handed Grandma a poem.

*Grandma's friends are small and furry.  
They move about in such a hurry.  
But Grandma gives them snacks to eat.  
My time with her just can't be beat!*

Grandma smiled as she read the poem. She held it to her heart as she said, “It’s the best poem I ever read!”

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

Now answer Numbers 1 through 10. Base your answers on “Grandma’s Wild Friends.”

- 1 Read these sentences from the story.

**Max loved Grandma. But he did not like to spend the night at her house.**

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

- Ⓐ Do not spend all your money.
- Ⓑ How much did she spend to buy a toy?
- Ⓒ Rose wants to spend the day in the park.
- Ⓓ I had to spend a lot of energy fixing my bike.

- 2 What does Max do at that end of the story?

- Ⓕ He writes a poem for Grandma.
- Ⓖ He asks to stay at Grandma’s overnight.
- Ⓗ He talks with Grandma about her friends.
- Ⓘ He shows Grandma one of her own poems.

- 3 Read this sentence from the story.

**Max was confused and did not understand what Grandma meant.**

Which words in the sentence help the reader figure out what *confused* means?

- Ⓐ Max was
- Ⓑ and did not
- Ⓒ what Grandma meant
- Ⓓ did not understand

- 4 What does Grandma do with the food scraps from dinner?
- Ⓕ She eats them.
  - Ⓖ She saves them.
  - Ⓗ She cooks them.
  - Ⓘ She throws them out.

- 5 What does Max see on the tree stump?
- Ⓐ birds
  - Ⓑ deer
  - Ⓒ raccoons
  - Ⓓ skunks

- 6 Read this sentence from the story.

**Grandma nodded and asked, “Can you spot another friend under my apple tree?”**

What is the meaning of the word *spot* in the sentence above?

- Ⓕ see
  - Ⓖ small mark
  - Ⓗ round shape
  - Ⓘ certain place
- 7 When did Grandma MOST LIKELY put out food for the animals?
- Ⓐ She put out food after the sun came up.
  - Ⓑ She put out food before Max came over.
  - Ⓒ She put out food after waking up Max.
  - Ⓓ She put out food before she woke up Max.

- 8 Read this sentence from the story.

**Squirrels ran up and down the trunk of an oak tree.**

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

- Ⓕ Put your skates in the trunk of the car.
- Ⓖ He packed up the clothes in an old trunk.
- Ⓗ Many thick branches grow from the trunk.
- Ⓘ The huge elephant drank water with its trunk.

- 9 Read this sentence from the story.

**He watched its tail wave like a black and white flag.**

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

- Ⓐ I saw flags wave in the wind.
- Ⓑ A wave of cold weather is coming.
- Ⓒ Your ponytail has a pretty wave in it.
- Ⓓ The ocean wave knocked down the sand castle.

- 10 Why is Grandma happy at the end of the story?

- Ⓕ Max says that he has animal friends, too.
- Ⓖ Max wants to write a book of poems, too.
- Ⓗ Max plans to give food scraps to the animals.
- Ⓘ Max shows that he likes to spend time with her.

**Read the story “Tuck to the Rescue” before answering Numbers 11 through 20.**

## **Tuck to the Rescue**

*Beep, beep.* Tuck lifted his head at the sound. It was Jeff’s radio, telling him a message was coming in. Jeff was Tuck’s owner and trainer. Jeff and Tuck worked for the mountain rescue team. They helped find and rescue people who got lost on the mountain.

Jeff spoke into the radio, “We are on our way.” Tuck jumped up, wagging his tail. Jeff slid Tuck’s backpack on and snapped on his leash.

Jeff and Tuck ran outside. A helicopter waited in a cloud of swirling snow. Tuck jumped in. He was trained not to be afraid to ride in a helicopter. Jeff got in, too. The helicopter rose into the air. It was the quickest way to get them to the mountain.

Jeff and the pilot talked about what had happened. That morning, a giant block of snow had broken loose at the top of the mountain. The loose snow slid down quickly. A man had been hiking in the area. The snow had covered the hiker. Now he was trapped. They needed to find him fast!

The helicopter flew quickly. It touched down on the ground. Jeff and Tuck jumped out. They were in danger here. More snow could slide down at any minute. Still, Tuck was not afraid. He began running in circles across the snow.

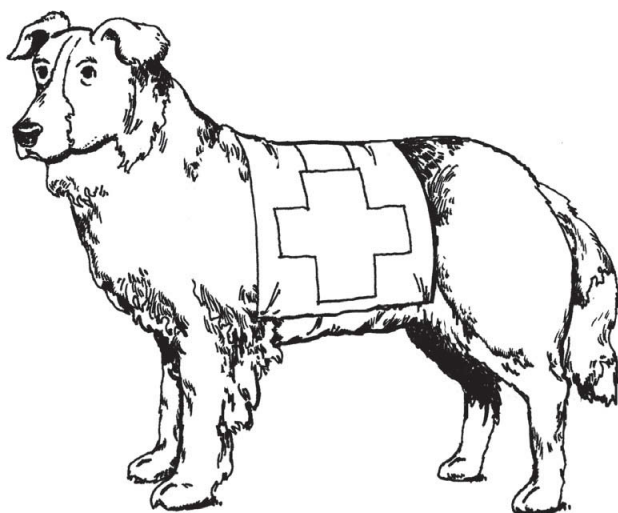
There was nothing to see but trees and snow. There was no sign of the hiker, but that was not a problem for Tuck. He was not looking for the hiker. He was sniffing for him! Tuck could use his nose to pick up the scent of a person under the snow.

Suddenly, Tuck gave a sharp bark. He began digging in the hard snow. Jeff ran to Tuck. "We will get you free as fast as we can!" yelled Jeff.

Jeff and Tuck kept digging. First, a boot appeared, then a leg. Jeff cleared snow away from the man's face. He was all right but had hurt his leg. Jeff and the pilot moved the man to a sled and pulled it over to the helicopter. Once everyone was in, the helicopter lifted off and headed for the hospital.

Tuck sat close to the man, watching him. The man patted Tuck's head. "Thank you," he said softly. Tuck wagged his tail and licked the man's hand.

"Tuck is always happy to help!" said Jeff with a smile.



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

Now answer Numbers 11 through 20. Base your answers on “Tuck to the Rescue.”

11 What happens FIRST in the story?

- Ⓐ A message comes for Jeff.
- Ⓑ Tuck rides in the helicopter.
- Ⓒ Jeff puts on Tuck’s backpack.
- Ⓓ Tuck begins running in circles.

12 Read this sentence from the story.

**That morning, a giant block of snow had broken loose at the top of the mountain.**

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

- Ⓕ keep from passing
- Ⓖ solid piece of something
- Ⓗ a small, square wooden toy
- Ⓘ area of houses along a street

13 Who does Tuck need to rescue?

- Ⓐ a skier
- Ⓑ a pilot
- Ⓒ a hiker
- Ⓓ a trainer

**GO ON →**

- 14 Read this sentence from the story.

**Tuck could use his nose to pick up the scent of a person under the snow.**

What word in the sentence helps the reader understand what *scent* means?

- Ⓕ nose
  - Ⓖ person
  - Ⓗ pick
  - Ⓘ snow
- 15 Why do Jeff and Tuck ride in a helicopter?
- Ⓐ to stay warm
  - Ⓑ to travel quickly
  - Ⓒ to escape sliding snow
  - Ⓓ to see the man from above

- 16 Read this sentence from the story.

**Suddenly, Tuck gave a sharp bark.**

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

- Ⓕ Come at noon sharp.
- Ⓖ He is a sharp thinker.
- Ⓗ The knife is very sharp.
- Ⓘ Ann yelled in a sharp voice.



**17** Why does Tuck suddenly bark?

- Ⓐ He is afraid.
- Ⓑ He sees a boot.
- Ⓒ He smells a person.
- Ⓓ He sees snow coming.

**18** Read this sentence from the story.

**He began digging in the hard snow.**

What does *hard* mean in the sentence above?

- Ⓐ not soft
- Ⓑ not easy
- Ⓒ causing trouble
- Ⓓ not having feeling

**19** Read this sentence from the story.

**“We will get you free as fast as we can!” yelled Jeff.**

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

- Ⓐ Hal gives cookies away for free.
- Ⓑ I am not free to go to the movies.
- Ⓒ We pushed the car free from the mud.
- Ⓓ Annie was free to choose her own book.

**20** What can Tuck do that Jeff cannot?

- Ⓐ Tuck can run across snow.
- Ⓑ Tuck can ride in a helicopter.
- Ⓒ Tuck can dig through hard snow.
- Ⓓ Tuck can find a person by smell.



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

- 21** Why might people say animals make our lives better? Use ideas from “Grandma’s Wild Friends” and “Tuck to the Rescue.” Support your answer with text evidence from the stories.

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# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Multiple-Meaning Words	L.2.4a	DOK 2
2	F	Key Details	RL.2.1	DOK 1
3	D	Context Clues: Sentence Clues	L.2.4a	DOK 2
4	G	Key Details	RL.2.1	DOK 2
5	C	Key Details	RL.2.1	DOK 1
6	F	Multiple-Meaning Words	L.2.4a	DOK 2
7	D	Character, Setting, Events	RL.2.3	DOK 3
8	H	Multiple-Meaning Words	L.2.4a	DOK 2
9	A	Multiple-Meaning Words	L.2.4a	DOK 2
10	I	Key Details	RL.2.1	DOK 2
11	A	Character, Setting, Events	RL.2.3	DOK 1
12	G	Multiple-Meaning Words	L.2.4a	DOK 2
13	C	Key Details	RL.2.1	DOK 1
14	F	Context Clues: Sentence Clues	L.2.4a	DOK 2
15	B	Key Details	RL.2.1	DOK 2
16	I	Multiple-Meaning Words	L.2.4a	DOK 2
17	C	Key Details	RL.2.1	DOK 3
18	F	Multiple-Meaning Words	L.2.4a	DOK 2
19	C	Multiple-Meaning Words	L.2.4a	DOK 2
20	I	Key Details	RL.2.1	DOK 2
21	see below	Key Details	RL.2.1	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: Animals can make people's lives better because people can enjoy feeding them, watching them, and listening to them. Animals can also make people's lives better because they help people be safe. Animals can find people who are lost.

**Read the article “The Wind” before answering Numbers 1 through 10.**

## **The Wind**

You might not think about the wind much. When you are inside, you might not think about it at all! But the wind is always blowing somewhere. It affects us in many ways.

You feel the wind on your skin. On a hot day, the wind can cool you off. Maybe you swim on a summer day. Maybe you play in a sprinkler. Then you know that the wind cools you off fast when you are wet. The wind may feel good on a hot, sunny day. Or it may make you shiver!

The wind can make you feel cold. A cold wind on a cold day can make you feel very chilly! In winter, the wind can be as cold as ice. Wind a scarf around your head to keep warm. This keeps the wind out.

You cannot see the wind. But you can see what it does. Branches sway. Leaves from the ground fly like butterflies. Fields of corn roll like waves. Your hair blows around. It may blow into your face, making it hard to see.

Can you hear the wind? If you listen, you may hear leaves rustle. When the wind blows through small spaces, it can squeak like a whistle. When it blows hard, the wind can sound like a train.

The wind can make some things easier. If the wind is behind you, it can push you along. If you are on your bike, it can help you go faster. The wind makes kites fly high. It pushes the sails on sailboats. The wind can help you have fun.

But the wind can also make things harder. If the wind is blowing toward you, it can be hard to walk. Riding a bike into the wind is a lot of work! The wind can blow a kite away. It can blow sailboats over.

Very big winds are dangerous. Winds can blow as fast as a racing car. Winds this strong can blow down trees. They can damage buildings.

You may not think about the wind much. But we feel it and we see what it does. It makes some things fun. It makes some things harder. Fast winds can be dangerous. When you think about it, the wind affects us in many ways.



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**GO ON →**

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

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

- 1 Why did the author MOST LIKELY write “The Wind”?
- Ⓐ to tell readers what makes the wind blow
  - Ⓑ to tell readers how wind is part of their lives
  - Ⓒ to explain that the wind is blowing somewhere
  - Ⓓ to explain how the wind can make things harder

- 2 Read this sentence from the article.

**In winter, the wind can be as cold as ice.**

What is the wind being compared to?

- Ⓕ can
  - Ⓖ cold
  - Ⓗ ice
  - Ⓘ winter
- 3 Why does the author MOST LIKELY discuss how wind feels on your skin?
- Ⓐ to describe the noise of the wind
  - Ⓑ to tell readers funny stories about the wind
  - Ⓒ to give examples of what the wind makes you feel
  - Ⓓ to inform readers about the wind’s different speeds

- 4 What is the main topic of the fourth paragraph on page 121?
- Ⓕ Your hair may blow into your face, making it hard to see.
  - Ⓖ You cannot see wind, but you can see it move things.
  - Ⓗ Fields of corn roll like waves.
  - Ⓘ Branches sway.

- 5 Read this sentence from the article.

**Wind a scarf around your head to keep warm.**

What is the meaning of *wind* in this sentence?

- Ⓐ breath
- Ⓑ complete
- Ⓒ moving air
- Ⓓ wrap

- 6 Read this sentence from the article.

**Leaves from the ground fly like butterflies.**

What are leaves being compared to?

- Ⓕ flies
- Ⓖ butterflies
- Ⓗ the ground
- Ⓘ other leaves

- 7 What clue in the article tells you what the author's purpose is?

- Ⓐ The author asks many questions.
- Ⓑ The author tells many funny stories about wind.
- Ⓒ The author gives many facts about wind.
- Ⓓ The author describes what wind looks like.

**GO ON →**

- 8 Why does the author explain that the wind makes kites fly high?

Ⓕ to show that the wind can be fun  
Ⓖ to show how the wind can be scary  
Ⓗ to point out how the wind is hard to see  
Ⓘ to point out how the wind comes and goes

- 9 Read this sentence from the article.

**Fields of corn roll like waves.**

What does this simile mean?

Ⓐ The corn rolls into the ocean.  
Ⓑ The wind makes the corn wet.  
Ⓒ The fields of corn are next to the ocean.  
Ⓓ The cornfields move like waves in the ocean.

- 10 Read this sentence from the article.

**When it blows hard, the wind can sound like a train.**

Why does the author compare the wind to a train?

Ⓕ to tell readers how fast a train moves  
Ⓖ to tell readers how fast the wind moves  
Ⓗ to tell readers what the wind sounds like  
Ⓘ to tell readers what the train sounds like



**Read the article “Flowing Rivers” before answering Numbers 11 through 20.**

## **Flowing Rivers**

Have you ever seen a river? A river is water that flows across land. Moving water is a strong force. Rivers affect the earth and people in many ways.

Water runs downhill just like you slip down a slide. Both are pulled down by gravity. A river may start high on a mountain. Snow melts and drops of water form. The water trickles downhill. Little streams of water meet and form bigger streams. These big streams meet with more streams. Soon there is a rushing river.

At its beginning, a river can be as narrow as a rope. Further down, rivers can become big. In some places, a river can be as wide as a town. But big or small, rivers are always moving.

Where do rivers go? Almost all rivers go to the ocean. How can this be? Imagine you have a bucket of water. If you stand on top of a hill and pour it out, it will flow downhill. That is how rivers work. The land on Earth is higher than the oceans. So water flows down to the level of the oceans.

Rivers change the land. As rivers flow, they carry away rocks. The rocks scrape away more rocks. This changes the area around a river. Over time, these changes can be big. Rivers can carve away the sides of mountains. Rivers are like powerful sandpaper.

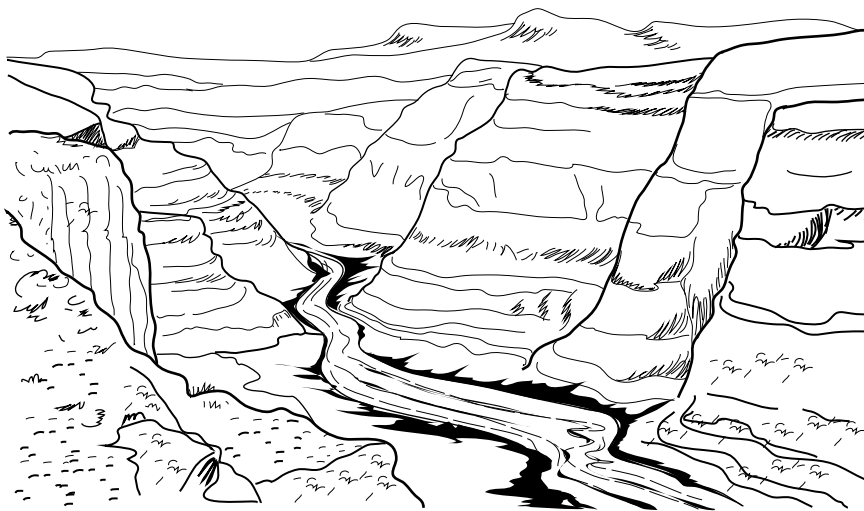
Rivers also carry soil as they flow. When the river reaches the ocean, it piles up the soil. The soil forms land called a delta. Sometimes people build a city on a delta.

Many towns and cities were built next to rivers. That is because people use rivers. We may drink the water. We use the water to help grow food on farms. Fish live in rivers. Some of the fish we eat come from rivers.

Boats carry things from one place to another on rivers. People travel from place to place on rivers, too. In this way, rivers are like highways.

People have fun on rivers, too. People go boating and swimming in rivers. Some people just enjoy the view. They like to sit on the land and watch the water move.

Rivers are powerful and important. They affect the earth and people in many ways.



The Colorado River carved out the Grand Canyon.

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

Now answer Numbers 11 through 20. Base your answers on “Flowing Rivers.”

- 11 The author MOST LIKELY wrote this to
- Ⓐ tell readers fun stories about rivers.
  - Ⓑ explain how rivers carry soil and rocks.
  - Ⓒ describe how rivers flow down to oceans.
  - Ⓓ tell how rivers affect the earth and people.

- 12 Read this sentence from the article.

**At its beginning, a river can be as narrow as a rope.**

Why does the author compare a river to a rope?

- Ⓕ to show how a river starts on a mountain
- Ⓖ to show how small a river may be
- Ⓗ to show how water runs downhill
- Ⓘ to show how rivers are big

- 13 Read this sentence from the article.

**In some places, a river can be as wide as a town.**

Why does the author compare a river to a town?

- Ⓐ to show that a town can move like a river
- Ⓑ to show that a river can be very wide
- Ⓒ to show how a town is wide
- Ⓓ to show how a river is busy

- 14 What key detail supports the topic that rivers change the land?
- Ⓕ Rivers can carve away the sides of mountains.
  - Ⓖ The land on Earth is higher than the oceans.
  - Ⓗ But big or small, rivers are always moving.
  - Ⓘ A river may start high on a mountain.

- 15 What clue in the article BEST supports how rivers affect people?
- Ⓐ funny stories people tell about rivers
  - Ⓑ facts about how people use rivers
  - Ⓒ facts on how to keep rivers clean
  - Ⓓ details about gravity

- 16 Read this sentence from the article.

**Rivers are like powerful sandpaper.**

What are rivers being compared to?

- Ⓕ paper
- Ⓖ sand
- Ⓖ power
- Ⓘ sandpaper

- 17 Which sentence from the article is a simile?
- Ⓐ Have you ever seen a river?
  - Ⓑ Rivers are powerful and important.
  - Ⓒ In this way, rivers are like highways.
  - Ⓓ Sometimes people build a city on a delta.

- 18** Read this sentence from the article.

**Many towns and cities were built next to rivers.**

The author's purpose in giving this information is to show that

- Ⓕ water runs downhill.
  - Ⓖ rivers carry soil as they flow.
  - Ⓗ rivers affect how people live.
  - Ⓘ rivers can carve sides of mountains.
- 19** What clue from the article supports how rivers affect the earth?
- Ⓐ The article gives facts on how rivers change land.
  - Ⓑ The article gives facts about fishing and farming.
  - Ⓒ The article explains how gravity affects water.
  - Ⓓ The article give facts about river travel.

- 20** Read this sentence from the article.

**As rivers flow, they carry away rocks.**

What is the meaning of *rocks* in this sentence?

- Ⓕ moves back and forth
- Ⓖ shakes strongly
- Ⓗ pieces of stone
- Ⓘ plays music



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Compare and contrast the authors' purposes for writing "The Wind" and "Flowing Rivers." Support your answer with text evidence from the articles.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Author's Purpose	RI.2.6	DOK 3
2	H	Similes	L.2.6	DOK 2
3	C	Author's Purpose	RI.2.8	DOK 3
4	G	Main Topic and Key Details	RI.2.2	DOK 2
5	D	Multiple-Meaning Words	L.2.4a	DOK 2
6	G	Similes	L.2.6	DOK 2
7	C	Author's Purpose	RI.2.6	DOK 3
8	F	Author's Purpose	RI.2.8	DOK 3
9	D	Similes	L.2.6	DOK 2
10	H	Similes	L.2.6	DOK 2
11	D	Author's Purpose	RI.2.6	DOK 3
12	G	Similes	L.2.6	DOK 2
13	B	Similes	L.2.6	DOK 2
14	F	Main Topic and Key Details	RI.2.1	DOK 2
15	B	Author's Purpose	RI.2.8	DOK 3
16	I	Similes	L.2.6	DOK 2
17	C	Similes	L.2.6	DOK 2
18	H	Author's Purpose	RI.2.8	DOK 3
19	A	Author's Purpose	RI.2.8	DOK 3
20	H	Multiple-Meaning Words	L.2.4a	DOK 2
21	See below	Author's Purpose	RI.2.6	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: The purpose of both selections is to tell information. The author of "The Wind" informs the reader about ways the wind affects us. The author of "Flowing Rivers" tells about how rivers affect earth and people.

**Read the story “Max and Eddie Watch Clouds” before answering Numbers 1 through 10.**

## **Max and Eddie Watch Clouds**

It was a bright, sunny afternoon. Max and Eddie looked at the sky from their home in the branches. Their tails moved softly in the wind.

“Max,” asked Eddie, “why do clouds not fall from the sky?”

“I do not know, Eddie,” said Max.

“Everything else falls,” said Eddie. “Apples fall, leaves fall, even this acorn falls.” Eddie dropped an acorn. “But we have never seen a cloud fall.”

“I have a plan,” said Max. “We will watch the sky tomorrow. We will watch all day long and maybe we will see what happens to the clouds.”

The next day, there were soft, white clouds in the sky. The squirrels watched the clouds all morning. They watched all afternoon until it started to get dark. The clouds moved across the sky, growing bigger as the day went on. But they did not fall.

“Rats!” said Eddie. “I wonder if we missed something.” Max and Eddie were very confused.

The next day, Max and Eddie watched the sky again. The clouds grew bigger all day and then they started to turn gray. “Oh, it looks like it might rain. We will have to go inside,” said Eddie.



"No," said Max. "We have to stay to watch the clouds. Remember our plan?"

So Max and Eddie sat and waited. It got darker and darker, and soon there was no sunlight at all in the sky. Big, gray clouds covered everything. Then it started to rain.

The two squirrels tried using their tails to cover themselves from the rain, but it was no use. They got wetter and wetter as they watched. Finally, the rain stopped. There were no clouds in the sky. The sun shone.

"Hey, the clouds are gone!" said Max. "Do you think they fell from the sky?"

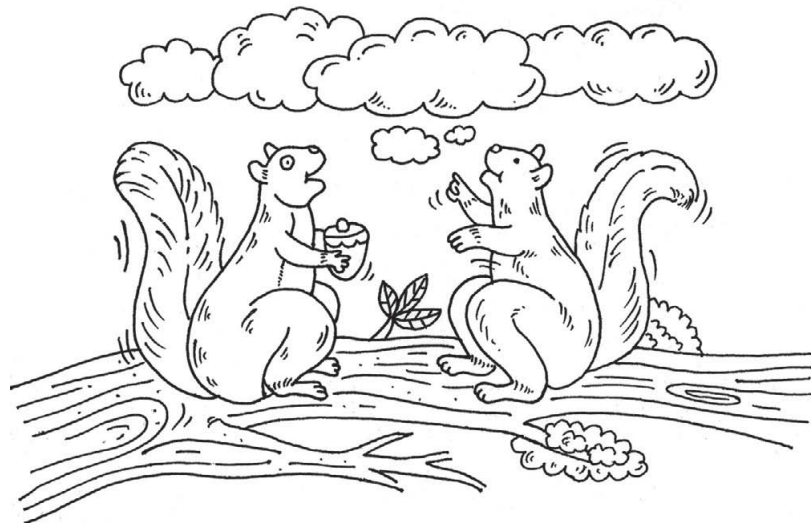
"Max," said Eddie. "We were watching the whole time and did not see any clouds fall."

"But we saw rain. And after the rain stopped, the clouds were gone," said Max.

"So clouds are made of rain!" cried Eddie.

"Yes! So clouds do fall!" said Eddie.

A rainbow came out, and Max and Eddie smiled.



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

**Now answer Numbers 1 through 10. Base your answers on “Max and Eddie Watch Clouds.”**

- 1** What happens at the BEGINNING of the story?
- Ⓐ Eddie asks why clouds do not fall from the sky.
  - Ⓑ The squirrels watched the sky all morning.
  - Ⓒ The clouds moved across the sky.
  - Ⓓ Max and Eddie get wet in the rain.
- 2** Which is a compound word that describes something you see in the sky?
- Ⓕ afternoon
  - Ⓖ inside
  - Ⓗ rainbow
  - Ⓘ something
- 3** What two words make a compound word that means a time of day?
- Ⓐ *sun* and *light*
  - Ⓑ *rain* and *bow*
  - Ⓒ *some* and *thing*
  - Ⓓ *after* and *noon*

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

- 4 What happens in the story AFTER big, gray clouds cover the sky?
- Ⓕ Eddie drops an acorn.
  - Ⓖ Max and Eddie go inside.
  - Ⓗ It rains and Max and Eddie get very wet.
  - Ⓘ Max and Eddie plan to watch the sky tomorrow.

- 5 What do Eddie and Max try to figure out?
- Ⓐ why leaves fall
  - Ⓑ why acorns fall
  - Ⓒ why clouds do not fall
  - Ⓓ why no clouds are in the sky

- 6 Read this sentence from the story.

**Their tails moved softly in the wind.**

What does *softly* mean?

- Ⓕ a thing that is soft
  - Ⓖ in a soft way
  - Ⓗ very soft
  - Ⓘ not soft
- 7 Which compound word means “being in a home or building”?
- Ⓐ afternoon
  - Ⓑ everything
  - Ⓒ inside
  - Ⓓ something

- 8** Which of the following BEST describes the sequence of the story's events?
- Ⓕ Eddie and Max make a plan first, watch the sky next, see rain fall from the clouds last.
  - Ⓖ Eddie and Max see rain fall from the clouds first, make a plan next, watch the sky last.
  - Ⓗ Eddie and Max see the trees first, see dark clouds next, remember their plan last.
  - Ⓘ Eddie and Max make a plan first, get wet in the rain next, watch the sky last.
- 9** What happens at the END of the story?
- Ⓐ Max and Eddie are very confused.
  - Ⓑ Eddie and Max watch the sky all morning.
  - Ⓒ Eddie and Max learn that clouds do fall—as rain.
  - Ⓓ A big, gray cloud covers everything and it starts to rain.
- 10** Which compound word from the story means “all”?
- Ⓕ everything
  - Ⓖ inside
  - Ⓗ nothing
  - Ⓘ something

**Read the story “Watching the Sunset” before answering Numbers 11 through 20.**

## **Watching the Sunset**

Alex was on a camping trip with his grandmother, grandfather, and his sister Kate. They were far away from the city.

“I am bored,” said Kate. “Everybody is busy. Grandma is reading a newspaper and Grandpa is cleaning up from dinner. Alex, what can we do?”

Alex was fourteen, and he felt like he was too old to play with his little sister. But he said, “Let’s go on an evening hike.”

“That sounds like lots of fun!” said Kate.

Alex thought, “Now I am going to be bored.”

“We are going to the beach,” Alex called to his grandparents. Alex and Kate walked along the trail. Soon, they stepped onto the sandy beach.

Suddenly Kate stopped. “Alex, the sky looks like a painting!” she said.

“Yeah, that is the sunset,” said Alex.

“There are no sunsets where we live, are there?” Kate asked.

Alex said, “Sunsets are everywhere, but we do not see them in the city because of the buildings.”

Kate nodded quietly. “I want to sit and watch.”

Alex said, “You want to sit and watch? That does not sound like you! But fine, let’s sit down.”

Kate and Alex sat next to each other in the soft sand. The sky above the lake was yellow, orange, and purple. The clouds seemed to glow. The sun moved slowly toward the edge of the lake.

“It is beautiful,” whispered Kate.

“Yes, it is,” said Alex.

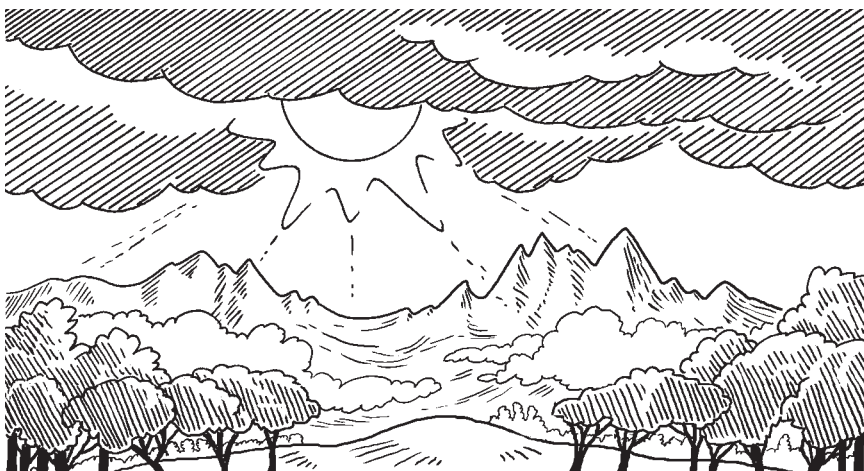
They both watched quietly as the last bit of sun disappeared. Then Alex and Kate walked slowly back to the tents where they saw Grandma and Grandpa sitting near the campfire.

“Did you have a nice hike?” Grandpa asked.

“It was not just a nice hike, it was a great hike! We went to the beach and we watched the sunset. The sky looked like a painting. It was amazing,” said Kate breathlessly.

She turned to Alex and stood on her tiptoes with a warm smile. “Didn’t we have fun, Alex?”

“We had a great time,” he said. Alex looked down at his little sister and realized he meant it.



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

**Now answer Numbers 11 through 20. Base your answers on “Watching the Sunset.”**

- 11** What is happening at the BEGINNING of the story?
- Ⓐ Alex thinks he will be bored.
  - Ⓑ Kate asks Alex to take an evening hike.
  - Ⓒ Alex is camping with his grandparents and sister Kate.
  - Ⓓ Alex and Kate watch quietly as the last bit of sun disappears.
- 12** Which compound word from the story means “your father’s mother”?
- Ⓕ everybody
  - Ⓖ grandfather
  - Ⓗ grandmother
  - Ⓘ grandparents
- 13** Which compound word from the story means “describes something people read”?
- Ⓐ everybody
  - Ⓑ newspaper
  - Ⓒ sunset
  - Ⓓ tiptoes

- 14 What problem does Alex have?
- Ⓕ He lives in the city.
  - Ⓖ He wants to go on a hike.
  - Ⓗ He has to clean up from dinner.
  - Ⓘ He needs to find something for his sister to do.

- 15 What two words make a compound word that describes something that happens at the end of a day?
- Ⓐ *every* and *where*
  - Ⓑ *grand* and *father*
  - Ⓒ *sun* and *set*
  - Ⓓ *tip* and *toes*

- 16 What happens AFTER the last bit of sun disappears?
- Ⓕ Alex and Kate sit together on the soft sand.
  - Ⓖ Alex and Kate walk slowly back to the tents.
  - Ⓗ The sun moves toward the edge of the lake.
  - Ⓘ Kate asks if there are sunsets where they live.

- 17 Read this sentence from the story.

**The sun moved slowly toward the edge of the lake.**

What does *slowly* mean?

- Ⓐ in a slow way
- Ⓑ a slow thing
- Ⓒ very slow
- Ⓓ not slow



- 18** Which of the following BEST describes the sequence of the story's events?
- Ⓕ First, Alex and Kate watch the sunset. Next, they go to their tents. Last, they decide to go on a hike.
  - Ⓖ First, Alex turns fourteen. Next, he goes on a hike. Last, he decides not to play with Kate.
  - Ⓗ First, Alex and Kate decide to go on a hike. Next, they watch the sunset. Last, they go back to the tents.
  - Ⓘ First, Alex and Kate decide to go on a hike. Next, they go back to the tents. Last, they watch the sunset.
- 19** What happens at the END of the story?
- Ⓐ Alex is bored on the camping trip.
  - Ⓑ Kate and Alex watch as the sun disappears.
  - Ⓒ Alex realizes that he had a great time with Kate.
  - Ⓓ Kate and Alex go camping with Grandma and Grandpa.
- 20** Which compound word from the story means "all the people"?
- |             |             |
|-------------|-------------|
| Ⓕ everybody | Ⓗ newspaper |
| Ⓖ fourteen  | Ⓘ tiptoes   |



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

- 21** Describe how the beginning of “Max and Eddie Watch Clouds” hints at what you will read about in the story. Support your answer with text evidence from the story.

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# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	A	Plot: Sequence	RL.2.5	DOK 2
2	H	Compound Words	L.2.4d	DOK 1
3	D	Compound Words	L.2.4d	DOK 1
4	H	Plot: Sequence	RL.2.5	DOK 2
5	C	Plot: Problem and Solution	RL.2.5	DOK 2
6	G	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
7	C	Compound Words	L.2.4d	DOK 1
8	F	Plot: Sequence	RL.2.5	DOK 2
9	C	Plot: Sequence	RL.2.5	DOK 2
10	F	Compound Words	L.2.4d	DOK 1
11	C	Plot: Sequence	RL.2.5	DOK 2
12	H	Compound Words	L.2.4d	DOK 1
13	B	Compound Words	L.2.4d	DOK 1
14	I	Plot: Problem and Solution	RL.2.5	DOK 2
15	C	Compound Words	L.2.4d	DOK 1
16	G	Plot: Sequence	RL.2.5	DOK 2
17	A	Suffixes: <i>-ful</i> , <i>-ly</i>	L.1.4b	DOK 1
18	H	Plot: Sequence	RL.2.5	DOK 2
19	C	Plot: Sequence	RL.2.5	DOK 2
20	F	Compound Words	L.2.4d	DOK 1
21	see below	Plot: Sequence	RL.2.5	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: In the beginning of “Max and Eddie Watch Clouds,” Max and Eddie wonder why clouds do not fall. The story is about how they learn about clouds.

**Read the article “Giving Gardens” before answering Numbers 1 through 10.**

## **Giving Gardens**

Many people enjoy gardens. They may grow pretty flowers. They may grow tasty fruits and vegetables. Often, people get more than they need from their gardens. They share what they grow with others.

People in many cities and towns are planting a new kind of garden. It is called a giving garden. A giving garden does not belong to just one person. Everyone in the community can use it. Part of a town park may be used for a giving garden. Part of a farm field may be used. Even land near a school, church, or business may be used for a giving garden.

People or groups work in their own patches of the garden. They can plant whatever they like. They can take home what they grow. People who use the garden help care for it. They pull up weeds. They water plants. They help gather food when it is ready to be picked. They also share extra food.

A giving garden helps a community. It makes land more beautiful. A garden is a place for nature in the middle of a city or town.

A giving garden is good for people. People go outdoors to work in the garden. They get exercise. Family members spend time together when they work in a garden patch. They learn new things.

At a giving garden, people can meet their neighbors. People make new friends. Friends can work together in a garden.

People can share the food they grow in a giving garden. Some families have a hard time getting enough food. They may not have much money to spend. A giving garden helps. Families can get food that is fresh and good to eat. The food is free or costs very little to buy.

Is there a giving garden near you? If so, go visit it. Find out how you can help. Maybe you can plant something of your own. Did you know many giving gardens have space just for kids? Working in a giving garden is fun. It is a great way to help your town or city.



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**GO ON →**

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

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

- 1 Read this sentence from the article.

**Many people enjoy gardens.**

Which word has almost the SAME meaning as *enjoy* in the sentence?

- Ⓐ alike
- Ⓑ grow
- Ⓒ like
- Ⓓ water

- 2 Why did the author MOST LIKELY write “Giving Gardens”?

- Ⓕ to tell a story about a garden
- Ⓖ to show how to start a giving garden
- Ⓗ to give information about giving gardens
- Ⓘ to make people want to plant a garden

- 3 Which words from the article have almost the SAME meaning?

- Ⓐ grow/give
- Ⓑ together/alone
- Ⓒ pretty/beautiful
- Ⓓ fruits/vegetables

- 4 Look at the third paragraph on page 145. Why did the author MOST LIKELY include this information?
- Ⓕ to explain how people care for a giving garden
  - Ⓖ to compare a giving garden to a home garden
  - Ⓗ to explain what grows in a giving garden
  - Ⓘ to show where to grow a garden
- 5 Which two words make a compound word that means “not in a house or building”?
- Ⓐ *out* and *doors*
  - Ⓑ *every* and *one*
  - Ⓒ *what* and *ever*
  - Ⓓ *some* and *thing*
- 6 Look at the fifth paragraph on page 145. What is the MAIN topic of the paragraph?
- Ⓕ Giving gardens help people.
  - Ⓖ Giving gardens can be found anywhere.
  - Ⓗ People work hard to care for a giving garden.
  - Ⓘ Giving gardens help people get food that is fresh.
- 7 Read this sentence from the article.

**They help gather food when it is ready to be picked.**

Which word has almost the SAME meaning as *gather* in the sentence?

- Ⓐ collect
- Ⓑ eat
- Ⓒ group
- Ⓓ spread

- 8 Read this sentence from the article.

**They may not have much money to spend.**

The author MOST LIKELY included this sentence to explain

- Ⓕ why everyone helps care for the plants.
- Ⓖ why a giving garden can be hard to start.
- Ⓗ why people need food from a giving garden.
- Ⓘ why giving gardens have space just for kids.

- 9 Read this sentence from the article.

**Did you know many giving gardens have space just for kids?**

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

- Ⓐ plants
- Ⓑ room
- Ⓒ sky
- Ⓓ work

- 10 Which information BEST supports the author's point that kids should visit a giving garden?

- Ⓕ Giving gardens have fresh food.
- Ⓖ You can find pretty flowers at giving gardens.
- Ⓗ You can meet your neighbors at a giving garden.
- Ⓘ Giving gardens often have places set aside for kids to use.



Read the article “A Food Pantry” before answering Numbers 11 through 20.

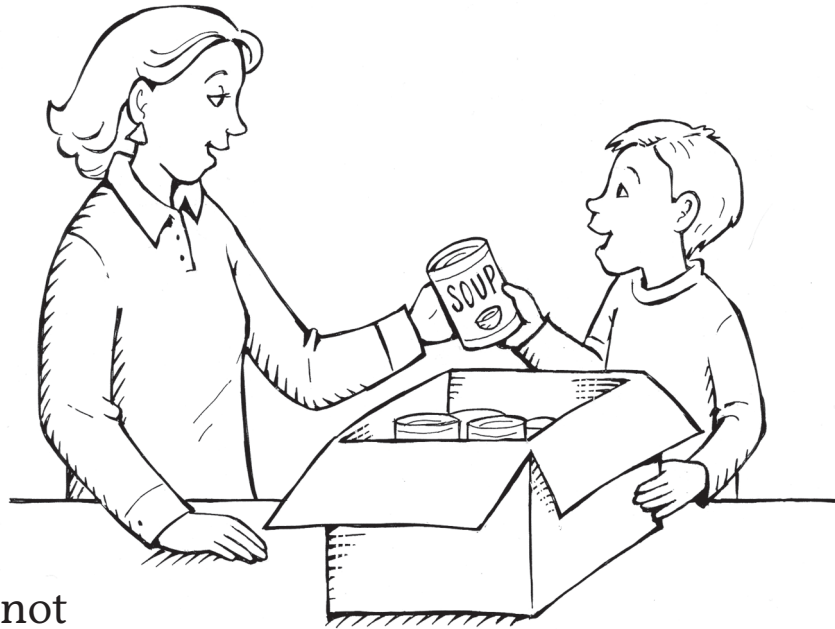
## A Food Pantry

Every city or town has people in need. These people do not have much money. They may not have jobs. They may not have homes of their own.

These people may not get enough food to eat. They may not be able to buy everyday things. They may need things like soap or toothpaste. A community can help people in need. A food pantry is a great way to help someone.

The word *pantry* means a “small room used to store food.” A pantry is in some homes. It is next to the kitchen. It is a small room lined with shelves.

Food pantries have things people need. But a food pantry is not part of a person’s home. A food pantry may be a room in a building. Some food pantries are in large rooms. Some are in smaller places. A food pantry may be in a community center or even inside a school.



Many people come to a food pantry. People who need help get food for free. They may get other things they need, too. The pantry opens on certain days. People come on those days.

People in the community help a food pantry. They volunteer. This means they work but do not get paid. Some people work at the pantry when it is open. Others collect food and other things to give to the pantry. Some people help put things away at the pantry. People can also donate, or give, money. The pantry uses the money to buy what it needs from stores.

Look at the list on this page. The list shows things a food pantry always needs. A food pantry will also ask for special things at times. It might gather things for school or for a holiday. Many food pantries give kids a chance to help. They set up special workdays. Kids come to be volunteers with their parents. Maybe you have a food pantry near you. Maybe you can help!

What a Food Pantry Needs		
peanut butter	jelly	dried fruit
canned fruit	soup	canned vegetables
rice and beans	nuts	juice boxes
baby food	soap	toothpaste

peanut butter	jelly	dried fruit
canned fruit	soup	canned vegetables
rice and beans	nuts	juice boxes
baby food	soap	toothpaste

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

Now answer Numbers 11 through 20. Base your answers on “A Food Pantry.”

- 11 Read this sentence from the article.

**A food pantry is a great way to help.**

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

- Ⓐ healthy
  - Ⓑ little
  - Ⓒ new
  - Ⓓ wonderful
- 12 Why did the author MOST LIKELY write “A Food Pantry”?
- Ⓕ to tell a story about a food
  - Ⓖ to describe how to start a food pantry
  - Ⓗ to show how two food pantries are different
  - Ⓘ to explain to readers how a food pantry works
- 13 Which compound word means “ordinary”?
- Ⓐ everyday
  - Ⓑ someone
  - Ⓒ toothpaste
  - Ⓓ workdays

- 14 Why did the author MOST LIKELY include the information in the first paragraph on page 150?
- Ⓕ to explain that some people are in need
  - Ⓖ to explain where to find people who are in need
  - Ⓗ to explain where to find things like soap or toothpaste
  - Ⓘ to explain where to find a food pantry in a community

- 15 Read this sentence from the article.

**Some food pantries are in large rooms.**

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

- Ⓐ big
  - Ⓑ closed
  - Ⓒ dark
  - Ⓓ little
- 16 What is a key detail that supports the topic that food pantries help people?
- Ⓕ People who need help get food for free.
  - Ⓖ Maybe you have a food pantry near you.
  - Ⓗ A food pantry may be a room in a building.
  - Ⓘ The pantry uses the money to buy what it needs from stores.

- 17** Read this sentence from the article.

**People can also donate, or give, money.**

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

- Ⓐ also                      Ⓒ money  
Ⓑ give                      Ⓓ people

- 18** Look at the second paragraph on page 151. Why did the author MOST LIKELY include the information in this paragraph?

- Ⓕ to explain what a food pantry is  
Ⓖ to make readers want to visit a food pantry  
Ⓗ to explain what work people do at a food pantry  
Ⓘ to describe how a food pantry may fill a large room

- 19** Which words from the article have almost the SAME meaning?

- Ⓐ certain/need                      Ⓒ kids/parents  
Ⓑ collect/gather                      Ⓓ pantry/small

- 20** How does the author BEST support the point that you can donate food to a food pantry?

- Ⓕ by giving the meaning of the word “pantry”  
Ⓖ by showing where food pantries can be found  
Ⓗ by giving a list of things that a food pantry needs  
Ⓘ by showing that people volunteer in a food pantry



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** How do the authors show that sharing food helps communities? Support your answer with text evidence from “Giving Gardens” and “A Food Pantry.”

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Synonyms	L.4.5c	DOK 2
2	H	Author's Purpose	RI.2.6	DOK 3
3	C	Synonyms	L.4.5c	DOK 1
4	F	Author's Purpose	RI.2.8	DOK 3
5	A	Compound Word	L.2.4d	DOK 1
6	F	Main Topics and Key Details	RI.2.2	DOK 2
7	A	Synonyms	L.4.5c	DOK 2
8	H	Author's Purpose	RI.2.8	DOK 3
9	B	Synonyms	L.4.5c	DOK 2
10	I	Author's Purpose	RI.2.8	DOK 3
11	D	Synonyms	L.4.5c	DOK 2
12	I	Author's Purpose	RI.2.6	DOK 3
13	A	Compound Words	L.2.4d	DOK 1
14	F	Author's Purpose	RI.2.8	DOK 3
15	A	Synonyms	L.4.5c	DOK 2
16	F	Main Topics and Key Details	RI.2.1	DOK 2
17	B	Synonyms	L.4.5c	DOK 2
18	H	Author's Purpose	RI.2.8	DOK 3
19	B	Synonyms	L.4.5c	DOK 1
20	H	Author's Purpose	RI.2.8	DOK 3
21	see below	Author's Purpose	RI.2.8	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: The author of "Giving Gardens" shows that a garden can help people who are hungry. People can give away food from the garden to people who do not have money to buy food. The author of "A Food Pantry" shows that a food pantry can help people who are hungry. The pantry collects or buys food, then gives it to people who do not have money to buy food.

**Read the article “When It Snows” before answering Numbers 1 through 10.**

## **When It Snows**

Does it snow where you live? In many places, it snows every winter. White snowflakes fall from the sky. They cover the land.

### **What Is Snow?**

Like rain, snow starts as tiny water droplets in the clouds. If it is cold enough, the water droplets freeze. Tiny pieces of ice form. The small pieces of ice join together. Soon they make a snowflake.

### **Snow Falls From Clouds**

Like raindrops, snowflakes fall when they get heavy enough. On the way down, they bump into each other. They stick together and grow bigger. Snow may fall straight down. But snowflakes are light. If it is windy, snow will fly all around. And if it is very windy, snow can whip around. Snow absorbs sound. When it snows, things get very quiet. Many people think the look and quiet of falling snow is beautiful.

### **Snow Fun**

Snow can change everything you do. You may put on boots so snow does not get in your shoes. When you walk, you leave footprints. If it is warm enough, the snow melts just a little. It gets heavier and wetter. This makes it easy to press into shapes. Then, you can make snowmen and snow forts.



Snow is slippery! When it snows, you can go sledding. But you do not have to have a sled. A smooth, heavy plastic tray will work. Even cardboard from a box will work. Anything with a smooth bottom will slide down a hill.

You may hike in the snow in snowshoes. If you live near tall hills or mountains, you may ski. It is easy to have fun in the snow.

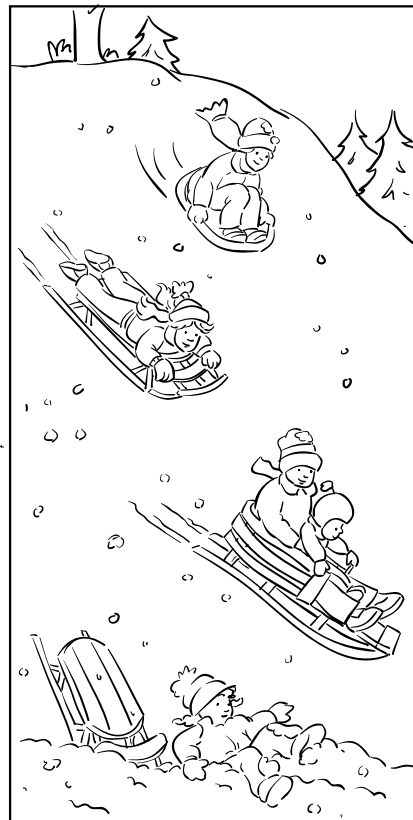
### **Snow Work**

Snow can make some things harder. It is hard to walk in deep snow. It can be hard to see when it is snowing. Your parents need to drive slowly. Cars can slip and slide. Sometimes cars get stuck in deep snow.

A lot of snow can be dangerous. Heavy snow can break electric lines. Tree branches can break, too. Flat roofs with lots of snow on top can fall in.

It is important to clear away snow to stay safe. If snow starts to melt and then freezes again, it turns to ice. Then snow is even more slippery! People use shovels to scoop up snow on sidewalks. Loud snowplows clear the streets. That way it is safer to drive.

Snow can be very fun. It can also make some things hard. Everything outside changes when it snows.



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**GO ON →**

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

Now answer Numbers 1 through 10. Base your answers on “When It Snows.”

- 1 What is the MAIN idea of the article?
- Ⓐ Snow changes what we wear.
  - Ⓑ Snow can make some things harder.
  - Ⓒ Everything outside changes when it snows.
  - Ⓓ You may put on boots so snow does not get in your shoes.

- 2 Read this sentence from the article.

**Heavy snow can break electric lines.**

Which word has the OPPOSITE meaning of the word *heavy*?

- Ⓕ large
  - Ⓖ light
  - Ⓗ slippery
  - Ⓘ white
- 3 Which words from the article are most OPPOSITE in meaning?
- Ⓐ easy/fun
  - Ⓑ slip/slide
  - Ⓒ quiet/beautiful
  - Ⓓ safe/dangerous

- 4 Why is it important to clear snow away?
- Ⓕ Snow is slippery and hard to walk on.
  - Ⓖ It can be hard to see when it is snowing.
  - Ⓗ It helps you make snowmen and snow forts.
  - Ⓘ Snow will not melt unless it is cleared away.

- 5 Snowflakes fall from
- Ⓐ land.
  - Ⓑ clouds.
  - Ⓒ mountains.
  - Ⓓ snowplows.

- 6 Read this sentence from the article.

**Loud snowplows clear the streets.**

Which word has the SAME meaning as the word *loud*?

- Ⓕ large
  - Ⓖ little
  - Ⓗ noisy
  - Ⓘ quiet
- 7 Look at the section “Snow Fun.” The author MOST LIKELY wrote this section to
- Ⓐ tell about fun things you can do in snow.
  - Ⓑ show how snowflakes are fun to watch.
  - Ⓒ explain that snow is slippery.
  - Ⓓ tell readers to wear boots.

- 8 What is the MAIN idea of the third paragraph on page 158?
- Ⓕ Walking in deep snow is hard.
  - Ⓖ It is harder to drive a car in the snow.
  - Ⓗ Snow can make it harder to do things.
  - Ⓘ It is hard for your parents to see when it snows.

- 9 Which words from the article are most OPPOSITE in meaning?
- Ⓐ flat/roofs
  - Ⓑ ice/snow
  - Ⓒ lot/break
  - Ⓓ top/bottom

- 10 Read this sentence from the article.

**It is hard to walk in deep snow.**

Which word means the OPPOSITE of the word *hard* as it is used in this sentence?

- Ⓕ cold
- Ⓖ easy
- Ⓗ fun
- Ⓘ soft

**Read the article “The Wild Winds of a Tornado” before answering Numbers 11 through 20.**

## **The Wild Winds of a Tornado**

Sometimes big, black clouds build up in the sky. They block the sun, and it gets dark out. The sound of thunder fills the air. Then flashes of light stretch across the sky. Soon rain falls from the black clouds.

Rainstorms like these can be scary. Yet they do not hurt anything. Some storms can change, though. First, winds blow slowly round and round in a circle. Next, they pick up speed and blow more rapidly. Then the winds drop down out of the black clouds. They make a shape that looks like a cone. The storm is now a tornado!

A tornado can be very fierce. It can destroy everything in its path. A tornado can knock trains off the tracks. It can pick up cars. Then it throws the cars back down. A tornado can tear the roof off a house. It can rip trees out of the ground. Falling trees can crash on houses, cars, and fences.

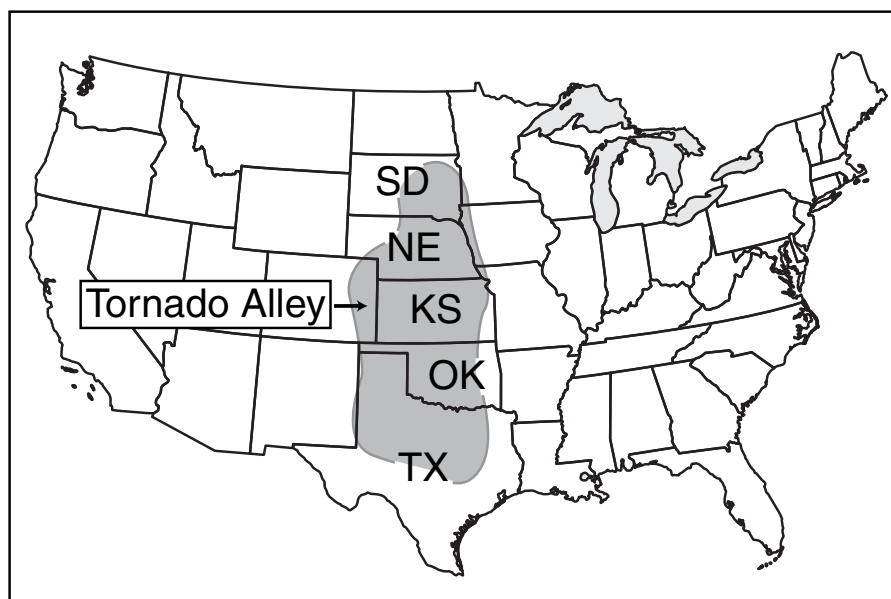
Some tornadoes can last just a few minutes. Others will stay on the ground for a long time. They can move many miles before the winds stop. Then the tornado disappears.

Each tornado may be different. Some storms can have more than one tornado. A group of tornadoes is called a swarm. Some tornadoes are

huge and others are small. Some small tornadoes are stronger than big ones. The winds inside blow harder. They do more to hurt the land than big tornadoes that have lighter winds.

One part of the United States has lots of tornadoes. It is called Tornado Alley. It is in the middle of the country. There are farms and grasslands in Tornado Alley. There are cities, too. People who live there are careful. They listen to the news and watch for signs in the sky. They move quickly before a tornado arrives.

What do people do to stay safe during a tornado? They go inside so they do not get hurt. People go to a basement. If they cannot get to a basement, they sit in the middle of the house. The room should not have windows. Sitting in a bathtub is a good place to be, too. A tub is heavy and hard to move. Knowing what to do can save people's lives.



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

**Now answer Numbers 11 through 20. Base your answers on “The Wild Winds of a Tornado.”**

- 11** What is the MAIN idea of the article?
- Ⓐ Tornado Alley is in the middle of the country.
  - Ⓑ Tornadoes drop down from the black clouds of a rainstorm.
  - Ⓒ A tornado is a strong storm that can destroy things in its path.
  - Ⓓ A bathtub is a safe place to stay when a tornado is on the ground.
- 12** Which words from the article are most OPPOSITE in meaning?
- Ⓕ rip/tear
  - Ⓖ turn/blow
  - Ⓗ listen/watch
  - Ⓘ slowly/rapidly
- 13** The author MOST LIKELY wrote the second paragraph on page 162 to
- Ⓐ show the shape of a tornado.
  - Ⓑ tell how rainstorms can be scary.
  - Ⓒ describe how wind drops out of clouds.
  - Ⓓ explain how a storm changes into a tornado.

**GO ON →**

- 14 Read these sentences from the article.

**A tornado can be very fierce. It can destroy everything in its path.**

Which word has the OPPOSITE meaning of the word *fierce*?

- Ⓕ angry Ⓗ peaceful  
Ⓖ interesting Ⓘ wild

- 15 Which paragraph does the following key detail BEST support?

**A tornado can knock down power lines.**

- Ⓐ paragraph 1, page 162  
Ⓑ paragraph 3, page 162  
Ⓒ paragraph 4, page 162  
Ⓓ paragraph 5, pages 162–163

- 16 Read these sentences from the article.

**Some tornadoes can last just a few minutes. Others will stay on the ground for a long time.**

Which word has the OPPOSITE meaning of the word *long*?

- Ⓕ few Ⓗ last  
Ⓖ just Ⓘ short



- 17 Which words from the article are most OPPOSITE in meaning?
- Ⓐ drop/fall                      Ⓒ block/crash  
Ⓑ huge/small                      Ⓓ inside/middle

- 18 Read this sentence from the article.

**They move quickly before a tornado arrives.**

Which word has the SAME meaning as *arrives*?

- Ⓕ comes                      Ⓗ runs  
Ⓖ leaves                      Ⓘ saves
- 19 Why is one part of the United States called Tornado Alley?
- Ⓐ There are many rainstorms there.  
Ⓑ It is a place where people like to go bowling.  
Ⓒ It is a part of the United States that has a lot of tornadoes.  
Ⓓ It is a place in the middle of the country where there are few tornadoes.
- 20 What is the MAIN idea of the last paragraph on page 163?
- Ⓕ A tornado cannot move a bathtub.  
Ⓖ People must stay away from windows.  
Ⓗ People should not go to a basement during a tornado.  
Ⓘ People should know what to do when a tornado comes.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Explain how weather can be dangerous. List two details from “When It Snows.” Then list two details from “The Wild Winds of a Tornado.”

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Main Idea and Key Details	RI.2.2	DOK 2
2	G	Antonyms	L.4.5c	DOK 2
3	D	Antonyms	L.4.5c	DOK 1
4	F	Main Idea and Key Details	RI.2.1	DOK 2
5	B	Main Idea and Key Details	RI.2.1	DOK 1
6	H	Synonyms	L.4.5c	DOK 2
7	A	Author's Purpose	RI.2.8	DOK 3
8	H	Main Idea and Key Details	RI.2.2	DOK 2
9	D	Antonyms	L.4.5c	DOK 1
10	G	Antonyms	L.4.5c	DOK 2
11	C	Main Idea and Key Details	RI.2.2	DOK 2
12	I	Antonyms	L.4.5c	DOK 1
13	D	Author's Purpose	RI.2.8	DOK 3
14	H	Antonyms	L.4.5c	DOK 2
15	B	Main Idea and Key Details	RI.2.2	DOK 2
16	I	Antonyms	L.4.5c	DOK 2
17	B	Antonyms	L.4.5c	DOK 1
18	F	Synonyms	L.4.5c	DOK 2
19	C	Main Idea and Key Details	RI.2.1	DOK 2
20	I	Main Idea and Key Details	RI.2.2	DOK 2
21	see below	Main Idea and Key Details	RI.2.2	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: Two of the following from "When It Snows": Snow can be slippery; it can cause electric lines to break; branches can break; roofs can fall in. Two of the following from "Wild Winds of a Tornado": A tornado can knock trains off their tracks; it can pick up cars; it can tear roofs off houses; it can rip trees out of the ground; falling trees can crash on houses, cars, and fences.

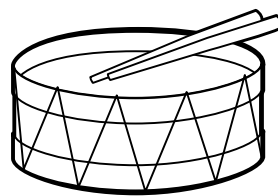
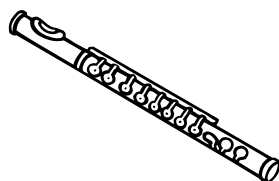
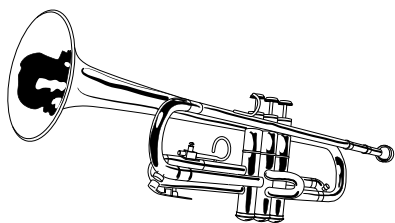
Read the article “A School Band” before answering Numbers 1 through 10.

## A School Band

Most middle schools have a school band. Any student can join the band. During the school year, students learn to play musical instruments. They learn how to read music. They learn to play songs as a group. Different school bands may have different instruments. They may play different styles of music. But most school bands work the same way.

First, students choose an instrument to play. Many children are unfamiliar with instruments. So the school lets everyone try to play different ones. Students can try trumpets and horns. They can try drums. They can try wind instruments such as the flute. Which instrument is a good match? For most children, the answer is unknown. They have never played in a band. The bandleader will tell students if they played any instruments really well. This can help them choose.

Next, students get their instruments. Some students buy one. But most students rent one for the year. They pay to use their instrument each month. When school ends, they can return their instrument if they do not plan to play the following year.



Then, students take some lessons. They meet in small groups each week. Each group includes children who play the same instrument. The lessons may take place during the school day. Some lessons happen before or after school. Students meet with a teacher. They learn how to hold and play their instruments the right way. They learn how to read music. They replay the same notes over and over.

Soon, the whole band starts to practice together. They meet before or after school at least one day each week. Students sit with their small groups. The bandleader teaches the band songs to play. Students must practice songs at home. They must come to lessons. They must come to band practice. It takes all players to make a band sound good. Students who do not practice play poorly. The bandleader will be displeased!

In time, the band is ready to play its songs for others. Most school bands have show days at least twice a year. Family and friends come to hear the band play. Playing for others helps students feel proud. At first, some children may have disliked the hard work. Now they are playing in a band. Now they know it is possible to play really well!



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**GO ON →**

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

Now answer Numbers 1 through 10. Base your answers on “A School Band.”

- 1 Which sentence BEST explains what the article is about?
- Ⓐ Most middle schools have a school band.
  - Ⓑ Students must practice to be in a school band.
  - Ⓒ Many children are unfamiliar with instruments.
  - Ⓓ Children in a school band learn to play instruments and read music.

- 2 Read this sentence from the article.

**When school ends, they can return their instrument if they do not plan to play the following year.**

*Return* means

- Ⓕ take away.
  - Ⓖ bring around again.
  - Ⓗ not move.
  - Ⓘ able to move around.
- 3 What do students learn when the whole band practices together?
- Ⓐ They learn how to read music.
  - Ⓑ They learn how to play new songs.
  - Ⓒ They learn how to hold their instruments.
  - Ⓓ They learn how to replay notes over and over.

- 4 Read this sentence from the article.

**They replay the same notes over and over.**

What does the word *replay* mean?

- Ⓕ one who plays
- Ⓖ does not play
- Ⓗ able to play
- Ⓘ play again

- 5 Read this sentence from the article.

**They learn how to hold and play their instruments the right way.**

Which word has the OPPOSITE meaning of the word *right*?

- Ⓐ correct
- Ⓑ lesson
- Ⓒ write
- Ⓓ wrong

- 6 Which sentence BEST explains what the second paragraph on page 169 is about?

- Ⓕ Children must practice playing at home.
- Ⓖ Children can try each instrument before picking one.
- Ⓗ Children can feel proud to play in a school band.
- Ⓘ Children buy or rent an instrument for school band.

- 7 Read this sentence from the article.

**The bandleader will be displeased!**

If *pleased* means “happy,” what does *displeased* mean?

- Ⓐ very happy                      Ⓒ happy again  
Ⓑ not happy                      Ⓓ able to be happy

- 8 What happens during lessons?

- Ⓕ Students try different instruments.  
Ⓖ Students play for family and friends.  
Ⓗ Students play their instrument at home.  
Ⓘ Students learn to hold and play their instrument.

- 9 Read this sentence from the article.

**At first, some children may have disliked the hard work.**

What does the word *disliked* mean?

- Ⓐ able to like                      Ⓒ not liked  
Ⓑ liked again                      Ⓓ liked

- 10 Why did the author MOST LIKELY write “A School Band”?

- Ⓕ to make students want to start a school band  
Ⓖ to tell funny stories about being in a school band  
Ⓗ to tell readers what it is like to be in a school band  
Ⓘ to teach readers how to play musical instruments

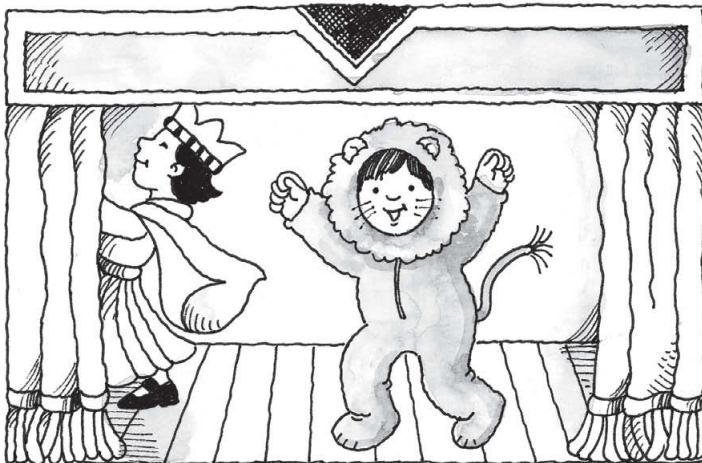


Read the article “A School Play” before answering Numbers 11 through 20.

## A School Play

Have you ever seen a play? People act on stage and pretend to be other people or animals. These people are actors. They get to dress up in special clothes. People who come to watch the play are the audience. They sit in seats in front of the stage. At the end of the play, the audience members clap their hands to show they liked the show. The actors walk off the stage and then reenter. They bow to say thank you.

School children can put on a play, too. Some schools have a play every year. Some of the children act in the play. They read and reread their lines to learn the words they must say. Some children may feel dissatisfied because they do not know their parts. Yet they practice some more until they know what to say. They also get on the stage and learn where to stand and what to do.



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**GO ON →**

Some children do not like to act. They dislike standing on stage. There are other jobs they can do to help. Children can make signs that tell about the play. They put the signs up in different places. They want everyone to know about the play.

Teachers help children get ready for the play. If children cannot remember what to say, teachers will help them practice their lines.

Moms and dads help, too. Even some grandmothers and grandfathers work on the play. Family members may make the clothes that the children wear. The clothes might look like something people wore long ago. Some clothes might help the children look like animals.

The families also help build the set. The set is what is on the stage. A play that happens in the past might have a castle. A play that takes place in the forest could have lots of trees.

After weeks of work, the play is ready. All the children know their lines, the set is built, and the clothes are done. At last, the play can begin.

Family and friends come to watch the play. The children do a great job! The friends and family like the play. They know that putting on a play is a big job. After the play, there is a big party. Everyone is happy. They all had fun doing the play.

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

Now answer Numbers 11 through 20. Base your answers on “A School Play.”

- 11 What is the MAIN idea of the article?
- Ⓐ Everyone has fun when they help put on a play.
  - Ⓑ School children put on a play by themselves.
  - Ⓒ School children dress up in special clothes.
  - Ⓓ Friends and family go see a play.

- 12 Read this sentence from the article.

**The actors walk off the stage and then reenter.**

What does the word *reenter* mean?

- Ⓔ one who goes onto      Ⓗ able to go onto
  - Ⓖ unable to go onto      Ⓘ go onto again
- 13 Why do children practice for a play?
- Ⓐ They will know what a play is.
  - Ⓑ They will be in a play every year.
  - Ⓒ They will know what to say and do.
  - Ⓓ They will be able to go to the party.
- 14 What is the MAIN idea of the first paragraph on page 175?
- Ⓔ Children can make signs to tell about the play.
  - Ⓖ Children who do not act can do other jobs.
  - Ⓗ Some children dislike being on stage.
  - Ⓘ Some children do not like to act.

- 15 Read this sentence from the article.

**Some children may feel dissatisfied because they do not know their parts.**

If *satisfied* means “happy,” then *dissatisfied* means

- Ⓐ very happy.                      Ⓒ happy again.  
Ⓑ not happy.                      Ⓓ able to be happy.

- 16 Read this sentence from the article.

**They read and reread their lines to learn the words they must say.**

What does the word *reread* mean?

- Ⓕ not read  
Ⓖ read once  
Ⓗ read again  
Ⓘ never read

- 17 Read these sentences from the article.

**Some children do not like to act. They dislike standing on stage.**

What does *dislike* mean?

- Ⓐ not care for  
Ⓑ really care for  
Ⓒ able to care for  
Ⓓ to care for once

- 18 What is the MAIN idea of the third paragraph on page 175?
- Ⓕ Children may wear clothes from long ago.
  - Ⓖ Family members help children put on a play.
  - Ⓗ Grandmothers and grandfathers like to help with a play.
  - Ⓘ Some clothes may make the children look like animals.

- 19 Read this sentence from the article.

**If children cannot remember what to say, teachers will help them practice their lines.**

Which word has the OPPOSITE meaning of the word *remember*?

- Ⓐ forget
  - Ⓑ know
  - Ⓒ learn
  - Ⓓ practice
- 20 Why did the author MOST LIKELY write “A School Play”?
- Ⓕ to make readers believe that plays are hard to put on
  - Ⓖ to explain how school children can put on a play
  - Ⓗ to describe how friends can help put on plays
  - Ⓘ to tell funny stories about school plays



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Why are school activities good for children? Use text evidence from “A School Play” and “A School Band” in your answer.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Main Idea and Key Details	RI.2.2	DOK 2
2	G	Prefixes <i>re-</i> , <i>dis-</i>	L.2.4b	DOK 1
3	B	Main Idea and Key Details	RI.2.1	DOK 2
4	I	Prefixes <i>re-</i> , <i>dis-</i>	L.2.4b	DOK 1
5	D	Antonyms	L.4.5c	DOK 2
6	G	Main Idea and Key Details	RI.2.2	DOK 2
7	B	Prefixes <i>re-</i> , <i>dis-</i>	L.2.4b	DOK 1
8	I	Main Idea and Key Details	RI.2.1	DOK 1
9	C	Prefixes <i>re-</i> , <i>dis-</i>	L.2.4b	DOK 1
10	H	Author's Purpose	RI.2.6	DOK 3
11	A	Main Idea and Key Details	RI.2.2	DOK 2
12	I	Prefixes <i>re-</i> , <i>dis-</i>	L.2.4b	DOK 1
13	C	Main Idea and Key Details	RI.2.1	DOK 2
14	G	Main Idea and Key Details	RI.2.2	DOK 2
15	B	Prefixes <i>re-</i> , <i>dis-</i>	L.2.4b	DOK 1
16	H	Prefixes <i>re-</i> , <i>dis-</i>	L.2.4b	DOK 1
17	A	Prefixes <i>re-</i> , <i>dis-</i>	L.2.4b	DOK 1
18	G	Main Idea and Key Details	RI.2.2	DOK 2
19	A	Antonyms	L.4.5c	DOK 2
20	G	Author's Purpose	RI.2.6	DOK 3
21	see below	Main Idea and Key Details	RI.2.1	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: A school play can help students express themselves. Students can dress up, act, and make sets for the stage. A school band also helps students express themselves. They learn to play an instrument and play songs as a group. They play for others on show days.

**Read the article “The Arctic and Antarctic” before answering Numbers 1 through 10.**

## **The Arctic and Antarctic**

It is easy to think the Arctic and Antarctic are a lot alike. In some ways they are. But they are different in many ways.

The Arctic is at the top of the world. It is the area around the North Pole. The Antarctic is at the bottom of the world. It is the area around the South Pole.

### **Weather**

Both places are very, very cold. Both the Arctic and the Antarctic are covered with ice. Much of that ice never melts. You may be surprised to know there are not many snowstorms in either place. Bits of ice blow around and look like falling snow.

### **What Is Under the Ice?**

One very big difference is what is under the ice. Water is under most of the ice in the Arctic. Land is under most of the ice in the Antarctic.

How can that be? Most of the Arctic area is the Arctic Ocean. The ocean’s water freezes to make the icy Arctic surface. However, there is some land in the southern parts of the Arctic. The Antarctic is a large continent. It has plains, valleys, and mountains. They are buried under ice.



## **Plants and Animals**

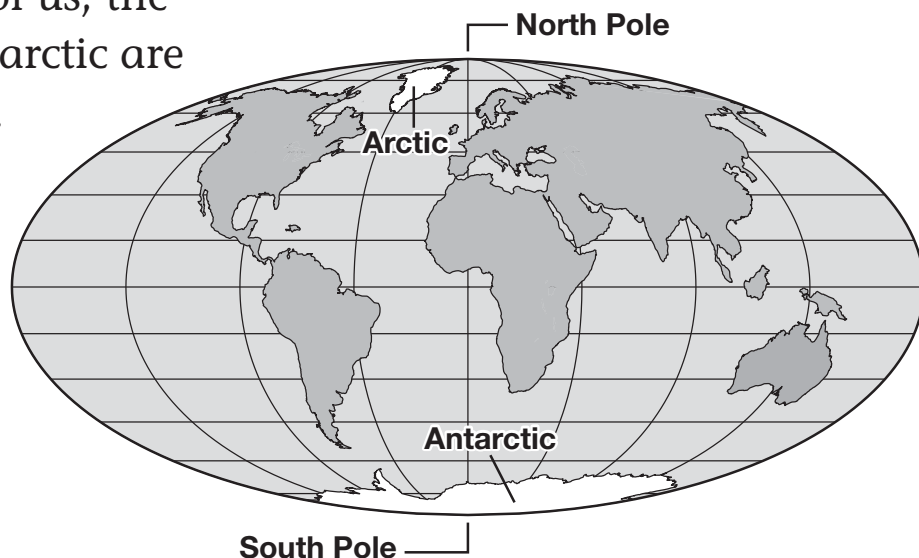
The Arctic is warmer than the Antarctic. Small plants grow on Arctic land throughout the summer. The Antarctic has almost no plants. It is just too cold! A few small plants grow there each summer.

Animals live in both places. Polar bears live in the Arctic. So do reindeer, foxes, and wolves. Most animals are unable to survive the cold in the Antarctic. But penguins live there. Whales, seals, and porpoises swim in both the Arctic and the Antarctic waters.

## **People**

Many people live in the Arctic. There are towns and small cities on the land areas. The Antarctic is so cold that nobody lives there for long. Scientists who study the Antarctic stay there while they work. They live in special buildings and do not spend much time outside. If they are out too long in the cold, parts of their bodies could get frostbite.

For most of us, the Arctic and Antarctic are faraway lands. Both are very, very cold. But they have some very big differences!



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**GO ON →**

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

**Now answer Numbers 1 through 10. Base your answers on “The Arctic and Antarctic.”**

- 1** The Arctic and Antarctic are ALIKE because
- Ⓐ both are very, very cold.
  - Ⓑ both do not have any plants.
  - Ⓒ both have hills and mountains.
  - Ⓓ people live in big cities in both places.
- 2** Which compound word from the article means “windy weather with a lot of falling snow”?
- Ⓕ outside
  - Ⓖ reindeer
  - Ⓗ snowstorms
  - Ⓘ throughout
- 3** Which is true of BOTH the Arctic and Antarctic?
- Ⓐ Both are at the North Pole.
  - Ⓑ There is land under most of the ice.
  - Ⓒ Trees and other plants grow all year long.
  - Ⓓ Whales, seals, and porpoises swim in the waters.
- 4** Which compound word from the article means “not close”?
- Ⓕ faraway
  - Ⓖ however
  - Ⓗ outside
  - Ⓘ throughout

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

- 5 What is the MAIN idea of “The Arctic and Antarctic”?
- Ⓐ The Arctic and Antarctic are covered with ice.
  - Ⓑ The Arctic and Antarctic are different in many ways.
  - Ⓒ Plants and animals live in both the Arctic and Antarctic.
  - Ⓓ The Arctic and Antarctic are alike in some ways but different in other ways.

- 6 Read this sentence from the article.

**The Antarctic is so cold that nobody lives there for long.**

What does *nobody* mean in the sentence above?

- Ⓐ nothing
  - Ⓑ no people
  - Ⓒ many things
  - Ⓓ many people
- 7 Which of the following is true ONLY of the Antarctic?
- Ⓐ It is covered with ice.
  - Ⓑ It is a large continent.
  - Ⓒ Many kinds of animals live there.
  - Ⓓ It is warmer in winter than summer.

- 8 Read this sentence from the article.

**Most animals are unable to survive the cold in the Antarctic.**

If an animal is *unable* to do something, it

- Ⓕ can do it.
- Ⓖ cannot do it.
- Ⓗ wants to do it.
- Ⓘ needs to do it.

- 9 Read this sentence from the article.

**If they are out too long in the cold, parts of their bodies could get frostbite.**

In this sentence, the compound word is

- Ⓐ bodies.
- Ⓑ frostbite.
- Ⓒ long.
- Ⓓ parts.

- 10 Which of the following is true of BOTH the Arctic and the Antarctic?

- Ⓕ Much of the ice never melts.
- Ⓖ There is water under most of the ice.
- Ⓗ Both are colder in the summer than in the winter.
- Ⓘ Polar bears, reindeer, foxes, and wolves live there.

**Read the article “Beaches” before answering Numbers 11 through 20.**

## **Beaches**

Where can you have tons of fun on a sunny day? At the beach! At a beach, you can collect shells or stones. You can do handstands in the water. You can build a sand castle. A wave might wash it away, but you can just rebuild it!

A beach is a sandy area near an ocean, lake, or river. How do beaches form? First, sand is made when rocks are broken up by moving water. Over time, the pieces break into smaller pieces. Finally, they become sand. Then waves wash the sand to shore.

Usually, few or no plants grow on beaches. Plants do not grow well in sand. This means that beaches are often wide open spaces. There is lots of room to run and play or relax in the sunshine.

### **Coastal Beaches**

There are different kinds of beaches. Beaches on the shores of oceans are called coastal beaches. Coastal beaches have tides. Two times each day, the water level changes. The water moves up higher on the beach. Then it moves back out. Shells and sea life are left behind. You can find them on the sand.

Coastal beaches can have very big waves. People like to surf the waves!

The water at coastal beaches is salt water. You can smell the salty water in the air. If you swim, you might see salty dust on your skin.

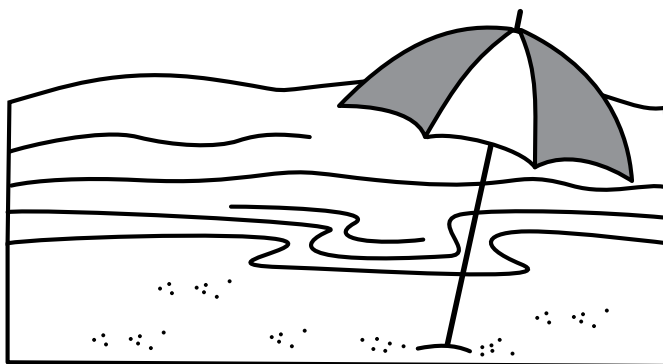
### **Inland Beaches**

Beaches on lakes and rivers are inland beaches. Inland beaches are a lot like coastal beaches. They have sand and waves. They have space to run and play.

But lakes and rivers are not as big as oceans. They are not as deep. So the waves on a lake are small compared to big ocean waves. The waves on a river may be just the movement of the river flowing.

Lake and river water is usually not salty. It is called fresh water.

Beaches are the same in some ways and different in other ways. But you can enjoy any beach! You can collect shells or stones. You can dig holes in the sand. Or, maybe you can put on your goggles and look for fish underwater. Being at the beach is a great way to have fun outdoors.



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

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

- 11** Coastal beaches and inland beaches are ALIKE because
- Ⓐ both have salt water.
  - Ⓑ both have very big waves.
  - Ⓒ both have sand and waves.
  - Ⓓ both are on the shores of oceans.
- 12** Which compound word from the article means “being on your hands with your feet up in the air”?
- Ⓕ handstands
  - Ⓖ into
  - Ⓗ outdoors
  - Ⓘ sunshine
- 13** Which of the following is true of BOTH coastal and inland beaches?
- Ⓐ They have tides.
  - Ⓑ They have salt water.
  - Ⓒ They have fresh water.
  - Ⓓ Few or no plants grow.

- 14 Read this sentence from the article.

**Or, maybe you can put on your goggles and look for fish underwater.**

What does *underwater* mean in the sentence above?

- Ⓕ above the sea
  - Ⓖ under the rocks
  - Ⓗ below the top of the water
  - Ⓘ above the top of the water
- 15 What is the MAIN idea of the first paragraph of “Beaches”?
- Ⓐ You can collect shells or stones.
  - Ⓑ A beach is a sandy area near water.
  - Ⓒ You can make sand castles at the beach.
  - Ⓓ You can do many fun things at the beach.

- 16 Read these sentences from the article.

**You can build a sand castle. A wave might wash it away, but you can just rebuild it!**

When you *rebuild* something, you

- Ⓕ tear it down.
- Ⓖ wash it again.
- Ⓗ leave it alone.
- Ⓘ make it again.



**17** Which of the following is true **ONLY** of coastal beaches?

- Ⓐ Lots of plants grow on them.
- Ⓑ They have space to run and play.
- Ⓒ They are on the shores of oceans.
- Ⓓ Their sand is made from broken rocks.

**18** Read this sentence from the article.

**Being at the beach is a great way to have fun outdoors.**

What does *outdoors* mean in the sentence above?

- Ⓕ all the time
- Ⓖ out in nature
- Ⓖ by yourself
- Ⓘ inside the house

**19** Which compound word from the article means “the light of the sun”?

- Ⓐ handstands
- Ⓒ sunshine
- Ⓑ inland
- Ⓓ underwater

**20** Which of the following is true of **BOTH** coastal and inland beaches?

- Ⓕ They have tides.
- Ⓖ Their water is not deep.
- Ⓖ You can have lots of fun there.
- Ⓘ They are found on lakes and rivers.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Compare “The Arctic and Antarctic” and “Beaches.” What is the SAME about the two articles? What is DIFFERENT? Support your answer with text evidence from the articles.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	A	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
2	H	Compound Words	L.2.4d	DOK 1
3	D	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
4	F	Compound Words	L.2.4d	DOK 1
5	D	Main Idea and Key Details	RI.2.2	DOK 2
6	G	Compound Words	L.2.4d	DOK 1
7	B	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
8	G	Prefixes: <i>re-</i> , <i>un-</i> , <i>dis-</i>	L.2.4b	DOK 1
9	B	Compound Words	L.2.4d	DOK 1
10	F	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
11	C	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
12	F	Compound Words	L.2.4d	DOK 1
13	D	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
14	H	Compound Words	L.2.4d	DOK 1
15	D	Main Idea and Key Details	RI.2.2	DOK 2
16	I	Prefixes: <i>re-</i> , <i>un-</i> , <i>dis-</i>	L.2.4b	DOK 1
17	C	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
18	H	Compound Words	L.2.4d	DOK 1
19	C	Compound Words	L.2.4d	DOK 1
20	H	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
21	see below	Compare Across Texts	RI.2.9	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: The articles are alike because they both compare two places in nature. They are different because they describe very different places. “The Arctic and Antarctic” describes cold places covered with ice; “Beaches” describes different beaches where you can play and have fun outdoors.

**Read the article “Water, Water, Everywhere” before answering Numbers 1 through 10.**

## **Water, Water, Everywhere**

Have you ever seen a picture of Earth taken from space? From high above, it is easy to see that water covers most of our world. That is why Earth is also called the Blue Planet.



The supply of water on Earth is constant, or never changes. Water on Earth cannot disappear. But it can move around.

Where can you find water on Earth? Oceans hold almost all water on Earth. They are the reason our world looks blue from space. The water in oceans is very salty. It can be warm or cold. It is always on the move. It makes waves that crash on shore. It makes currents, or paths of water that are fast and strong.

Water also collects in other places. It can make a river or a stream. It can make a pond or a lake. Water in these places is not salty. It is called fresh water. This water also moves from place to place. Water in streams joins bigger rivers. Bigger rivers carry water a long way. Many big rivers empty into oceans. Then fresh water turns into salt water.

In Earth's colder places, you will find water frozen into ice and snow. Big blocks of ice float in oceans. Snow and ice blanket the tops of mountains.

You can also find water under the earth. This water hides underground in spaces between rocks and dirt. Earth even has underground rivers. Where does this water come from? From up above! Water from rain or melting snow soaks into the ground.

Rain and snow fall from the sky, of course. Water collects above Earth, in the air and clouds. How does water get into the sky? The sun warms Earth and its waters. If water is heated enough, some escapes into the air. Water in the air is invisible and so it cannot be seen. This is because the water is in very tiny drops.

Many tiny drops of water bunch together to make clouds you can see. The clouds are very light and float on air. When the weather is just right, the drops get bigger. They get so heavy they fall to Earth as rain or snow. This water collects on the ground and underground, too.

Water is always on the move. It goes up, down, and all around!

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

Now answer Numbers 1 through 10. Base your answers on “Water, Water, Everywhere.”

- 1 Why did the author MOST LIKELY write “Water, Water, Everywhere”?
- Ⓐ to describe water on Earth
  - Ⓑ to describe ways we use water
  - Ⓒ to explain how to use water with care
  - Ⓓ to describe ways to have fun with water

- 2 Read this sentence from the article.

**The supply of water on Earth is constant, or never changes.**

What does *constant* mean in the sentence above?

- Ⓕ big
  - Ⓖ always the same
  - Ⓖ going away
  - Ⓖ different at times
- 3 What makes Earth look blue from space?
- Ⓐ air
  - Ⓒ space
  - Ⓑ clouds
  - Ⓓ water
- 4 Water turns into snow and ice
- Ⓕ in ocean currents.
  - Ⓖ when sun warms it.
  - Ⓖ in Earth’s colder places.
  - Ⓖ when it hides underground.

- 5 Read this sentence from the article.

**It makes currents, or paths of water that are fast and strong.**

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

- Ⓐ peaks
- Ⓑ rafts
- Ⓒ streams
- Ⓓ towers

- 6 Read this sentence from the article.

**In Earth's colder places, you will find water frozen into ice and snow.**

What word in the sentence helps you understand what *frozen* means?

- Ⓕ Earth's
- Ⓖ ice
- Ⓗ places
- Ⓘ water

- 7 What happens when the sun warms water on Earth?

- Ⓐ Oceans fill with water.
- Ⓑ Some water escapes into the air.
- Ⓒ Drops of water grow inside clouds.
- Ⓓ Water falls to the ground from clouds.

- 8 Read this sentence from the article.

**This water hides underground in spaces between rocks and dirt.**

What does *underground* mean in the sentence above?

- Ⓕ below ground
- Ⓖ on top of land
- Ⓗ made of rocks
- Ⓘ above the ground

- 9 Read this sentence from the article.

**Water in the air is invisible and so it cannot be seen.**

If something is *invisible*, you are unable to

- Ⓐ feel it.
- Ⓑ smell it.
- Ⓒ look at it.
- Ⓓ pick it up.

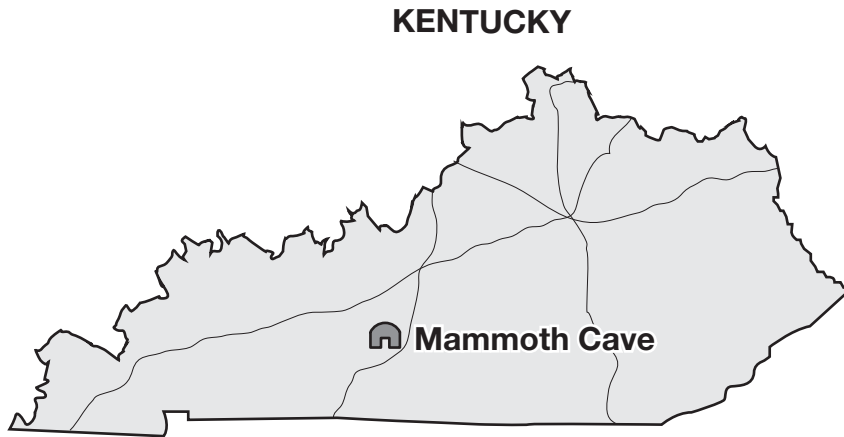
- 10 What can happen when drops of water in clouds get bigger?

- Ⓕ They form tiny drops.
- Ⓖ They build new clouds.
- Ⓗ They become hard to see.
- Ⓘ They fall to Earth as rain or snow.



Read the article “Welcome to Mammoth Cave” before answering Numbers 11 through 20.

## Welcome to Mammoth Cave



A cave is an open space that leads into the earth. Many caves have passages, or paths, that lead deeper underground. Most caves are dark places! Light from the outside cannot get in.

Mammoth Cave in Kentucky is a very big cave. In fact, *mammoth* means “huge.” Mammoth Cave is the longest cave in the world. Scientists have explored 300 miles of passages inside the cave.

People can explore Mammoth Cave, too. Some passages are open to visitors. A guide takes people inside and talks about cave life. People often wear headlamps, which give them light to see. They may walk up and down hills. They may crawl through tight spaces. They may pass through huge rooms.

What shaped these spaces inside Mammoth Cave? Water did! Long ago, water found its way into cracks in the rock here. Very slowly, the water washed away bits of rock in the cracks. The cracks became wider and longer. They turned into tunnels and rooms. More water entered the cave. It made rivers, streams, and pools.

Many kinds of animals use Mammoth Cave. Some just visit, like raccoons and frogs. Others, such as bats and rats, spend most of their lives here.

Some cave animals look very strange. They do not need to see because it is dark. So, they do not have eyes! They do not need to be seen, either. So, they have white bodies instead of bright colors.

People have a chance to see many of these animals when they visit. They must not bother the animals, though. In fact, people must move very carefully through the cave. They cannot leave the trail. People cannot take anything out of the cave. Some parts of the cave are now closed because people started to destroy them.

No other place in the world is like Mammoth Cave. It is delicate and needs special care. It is like a buried treasure!

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

Now answer Numbers 11 through 20. Base your answers on “Welcome to Mammoth Cave.”

- 11 What happens when light cannot get inside caves?
- Ⓐ It makes the caves dark.
  - Ⓑ The caves do not have water.
  - Ⓒ People cannot go in the caves.
  - Ⓓ Animals cannot live in the caves.

- 12 Read this sentence from the article.

**Many caves have passages, or paths, that lead deeper underground.**

What does *passages* mean in the sentence above?

- Ⓕ wall of rock
  - Ⓖ signs to follow
  - Ⓗ paths to walk on
  - Ⓘ drawings on the rocks
- 13 Why did the author MOST LIKELY write “Welcome to Mammoth Cave”?
- Ⓐ to describe Mammoth Cave
  - Ⓑ to explain how big Mammoth Cave is
  - Ⓒ to explain how to get to Mammoth Cave
  - Ⓓ to describe animals that live in Mammoth Cave

- 14** Read this sentence from the article.

**A guide takes people inside and talks about cave life.**

What does *guide* mean in the sentence above?

- ☐ Ⓕ a visitor
  - ☐ Ⓖ a scientist
  - ☐ Ⓗ a person who explores
  - ☐ Ⓘ a person who shows the way
- 15** What made the open spaces inside Mammoth Cave?
- ☐ Ⓐ animals
  - ☐ Ⓑ people
  - ☐ Ⓒ water
  - ☐ Ⓓ wind
- 16** Which compound word from the article means something that helps people see in a cave?
- ☐ Ⓕ anything
  - ☐ Ⓖ cannot
  - ☐ Ⓗ headlamps
  - ☐ Ⓘ inside
- 17** What is one way animals may look different because they live in caves?
- ☐ Ⓐ They are big.
  - ☐ Ⓑ They are bright.
  - ☐ Ⓒ They do not have eyes.
  - ☐ Ⓓ They do glow brightly in the dark.

- 18** Read this sentence from the article.

**Some parts of the cave are now closed because people started to destroy them.**

What does *destroy* mean in the sentence above?

- Ⓕ fix
- Ⓖ harm
- Ⓗ leave alone
- Ⓘ take care of

- 19** Read this sentence from the article.

**It is delicate and needs special care.**

If something is *delicate*, that means it is

- Ⓐ very small.
- Ⓑ old and broken.
- Ⓒ easily damaged.
- Ⓓ strong and valuable.

- 20** What can cause problems for cave animals?

- Ⓕ not having light to see
- Ⓖ people being in the cave
- Ⓗ water getting into the cave
- Ⓘ staying in the cave for too long



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** What are some ways water changes the way Earth looks? Support your answer with text evidence from “Water, Water, Everywhere” and “Welcome to Mammoth Cave.”

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	A	Author's Purpose	RI.2.6	DOK 3
2	H	Context Clues: Sentence Clues	L.2.4a	DOK 2
3	D	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
4	H	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
5	C	Context Clues: Sentence Clues	L.2.4a	DOK 2
6	G	Context Clues: Sentence Clues	L.2.4a	DOK 2
7	B	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
8	F	Compound Words	L.2.4d	DOK 1
9	C	Context Clues: Sentence Clues	L.2.4a	DOK 2
10	I	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
11	A	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
12	H	Context Clues: Sentence Clues	L.2.4a	DOK 2
13	A	Author's Purpose	RI.2.6	DOK 3
14	I	Context Clues: Sentence Clues	L.2.4a	DOK 2
15	C	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
16	H	Compound Words	L.2.4d	DOK 1
17	C	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
18	G	Context Clues: Sentence Clues	L.2.4a	DOK 2
19	C	Context Clues: Sentence Clues	L.2.4a	DOK 2
20	G	Connections Within Text: Cause and Effect	RI.2.3	DOK 3
21	see below	Connections Within Text: Cause and Effect	RI.2.3	DOK 4

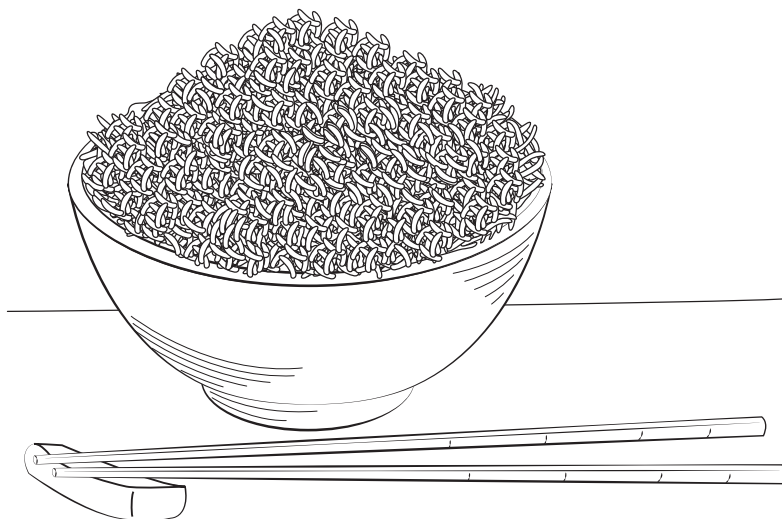
<b>Comprehension</b> 1, 3, 4, 7, 10, 11, 13, 15, 17, 20	/10	%
<b>Vocabulary</b> 2, 5, 6, 8, 9, 12, 14, 16, 18, 19	/10	%
<b>Total Weekly Assessment Score</b>	/20	%

- 21 To receive full credit for the response, the following information should be included: Water can collect on Earth to cover parts of it with water. It can make Earth icy and snowy. Over time, water can make open spaces like caves in the earth.

Read the story “Dinner with Ning” before answering Numbers 1 through 10.

## Dinner with Ning

Jason was going to his new friend Ning’s house for dinner. Ning had just moved in across the street. She was from China, and she had told Jason many stories about her life there. Ning’s stories were like a door to another world.



Jason and Ning also sat together for lunch at school. She always brought interesting food. Now, Jason would have a chance to try some. But what if he did not like food from China?

Jason’s mom said not to worry. He should taste each food, but Ning would understand if he did not like everything. Still, Jason did not want to hurt Ning’s feelings. Jason felt as worried as a child on the first day of school.

Ning met Jason at the door. She asked him to take off his shoes before coming in! “We do not wear shoes in the house,” said Ning.



Jason said hello to Ning's mom and dad and her brother Cheng. They were all standing around a round table. His table at home was also round. But this table had a smaller, spinning table on top. It was covered with little bowls and plates of food. Jason's table was never set this way!

Ning pointed to a chair. "This chair is for special guests," she said. "Please sit down."

Ning's father showed Jason how to turn the little table so he could reach each plate and bowl.

"You go first, Jason. Please take a bit of everything," he said. Jason took some soup and rice. He took some vegetables and chicken, too.

Ning showed Jason how to use chopsticks. He held the chopsticks in his right hand. "Make the ends open and close like a bird's beak," said Ning.

Jason picked up a piece of chicken on his first try! It tasted good! Then Jason tried some rose tea. It was like a flower garden in his mouth! The strange taste was very unfamiliar to him.

Ning's family talked and laughed and were noisy, just like Jason's family. But they also slurped soup off their spoons! "Slurping soup is not rude in China," said Ning. She showed Jason how to lay his chopsticks across his plate when he was done eating. Then it was time to go.

"I feel like I just ate in China!" said Jason to his mom. "The food tasted great!"

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

Now answer Numbers 1 through 10. Base your answers on “Dinner with Ning.”

- 1 Read this sentence from the story.

**Ning’s stories were like a door to another world.**

This means that Ning’s stories were

- Ⓐ hard to understand.
- Ⓑ about life in a big house.
- Ⓒ about life on another planet.
- Ⓓ about people and places far away.

- 2 Why does Jason worry that he might not like food from China?

- Ⓕ Jason likes to hear Ning’s stories.
- Ⓖ Ning brings interesting food for lunch.
- Ⓗ Jason does not want to hurt Ning’s feelings.
- Ⓘ Ning has just moved in across the street from Jason.

- 3 Read this sentence from the story.

**Jason felt as worried as a child on the first day of school.**

This means that Jason

- Ⓐ was not a child.
- Ⓑ was not worried.
- Ⓒ was very worried.
- Ⓓ did not like school.

- 4 Read these sentences from the story.

**He held the chopsticks in his right hand. “Make the ends open and close like a bird’s beak,” said Ning.**

Why is the author comparing chopsticks to a bird’s beak?

- Ⓕ to give a picture of how chopsticks move
  - Ⓖ to give a picture of how big chopsticks are
  - Ⓗ to give a picture of how a bird’s beak moves
  - Ⓘ to give a picture of how birds use their beaks
- 5 Which sentence tells you that Jason’s dinner table is DIFFERENT from Ning’s dinner table?
- Ⓐ His table at home was also round.
  - Ⓑ Jason’s table was never set this way!
  - Ⓒ “This chair is for special guests,” she said.
  - Ⓓ “We do not wear shoes in the house,” said Ning.

- 6 Read these sentences from the story.

**Then Jason tried some rose tea. It was like a flower garden in his mouth!**

What does the simile mean?

- Ⓕ The tea had many colors.
- Ⓖ The tea tasted like flowers.
- Ⓗ The tea did not have much taste.
- Ⓘ The tea made Jason’s mouth look nice.

**7** How are Ning and Jason treated in DIFFERENT ways at dinner?

- Ⓐ Ning gets to eat first.
- Ⓑ Jason gets a special chair.
- Ⓒ Ning gets to use chopsticks.
- Ⓓ Jason gets to take his shoes off.

**8** Read this sentence from the story.

**The strange taste was very unfamiliar to him.**

Which word in the sentence helps you understand what *unfamiliar* means?

- Ⓕ him
- Ⓖ taste
- Ⓖ strange
- Ⓖ very

**9** How are Jason's family and Ning's family ALIKE?

- Ⓐ Both families use chopsticks.
- Ⓑ Both families come from China.
- Ⓒ Both families are noisy at dinner.
- Ⓓ Both families slurp soup from their spoons.

**10** What is DIFFERENT at the end of the story than the beginning?

- Ⓕ Jason and Ning are friends.
- Ⓖ Jason likes the food Ning eats.
- Ⓖ Jason does not like Ning's stories.
- Ⓖ Jason is worried about hurting Ning's feelings.

**Read the story “Birthday Wishes” before answering Numbers 11 through 20.**

## **Birthday Wishes**

Robby was writing to his pen pal, Chang. Chang lived in China. But Robby could not think of anything to write. His thoughts kept flying around like birds!

“Write about your birthday party,” said Dad. “You can wish Chang a happy birthday, too.” That was a good idea! Chang and Robby had birthdays in the same month.

Dear Chang,

How are you? I am good. It was my birthday last week. I know your birthday is soon, so happy birthday! What will you do? I had a party at my house. My whole family came. My uncle even drove in from Texas! I have a lot of cousins. We played games outside.

Then I opened gifts. My grandma’s gift was the best. She gave me a new bike that is as red and shiny as an apple! Mom made a birthday cake with candles on top. She always puts on an extra candle for good luck. I made a wish and blew out all the candles after my family sang “Happy Birthday.”

I am sending you the good luck candle from my birthday cake. Maybe you can put it on your cake. You can make a wish and blow it out!

Write back soon,  
Robby

**GO ON →**

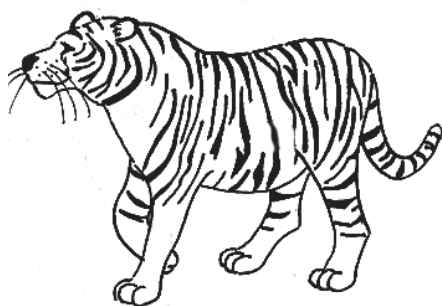
Soon, Robby got a letter from Chang.

Dear Robby,

I am glad you had a fun birthday. I did, too. I also had a party at home with my family. It was just my mother, father, grandma, and me. My grandma lives with us, so no one had to come from far away.

My family does not eat cake for birthdays, but we do eat special foods. I had long life noodles. They are so long, they look like snakes in a bowl! We believe eating them helps you live extra long, too. I also ate a boiled egg. My mom used dye to make the eggshell red. Red is the color for good luck in China. I put your good luck candle in my egg before I ate it. It burned like a tiny drop of sun. Just like you, I made a wish and blew the candle out after everyone sang "Happy Birthday."

My parents gave me money in a red envelope and my grandma gave me a toy tiger. Tigers are also good luck in China. I drew you a picture of a tiger. Hang it on your wall for your own good luck!



Your friend,  
Chang

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

Now answer Numbers 11 through 20. Base your answers on “Birthday Wishes.”

- 11 Why does Robby need help from Dad?
- Ⓐ He needs Chang’s address.
  - Ⓑ He cannot think of anything to write.
  - Ⓒ He does not know how to write a letter.
  - Ⓓ He cannot remember his birthday party.

- 12 Read this sentence from the story.

**His thoughts kept flying around like birds!**

What does this simile mean?

- Ⓐ His thoughts were noisy.
  - Ⓑ His thoughts made him feel sad.
  - Ⓒ His thoughts were all about birds.
  - Ⓓ His thoughts were going everywhere.
- 13 How are Robby and Chang ALIKE?
- Ⓐ They have birthdays in the same month.
  - Ⓑ They both have big families.
  - Ⓒ They go to the same school.
  - Ⓓ They both live in China.

- 14** How is Robby's family DIFFERENT from Chang's family?
- Ⓕ Robby's family is small.
  - Ⓖ Robby's family gives gifts.
  - Ⓗ Robby's family sings "Happy Birthday."
  - Ⓘ Robby's family does not all live together.

- 15** Read this sentence from the story.

**She gave me a new bike that is as red and shiny as an apple!**

Why is the author comparing a bike to an apple?

- Ⓐ to give a picture of how big the bike is
- Ⓑ to give a picture of how the bike moves
- Ⓒ to give a picture of what the bike looks like
- Ⓓ to show the reason why the bike is the best gift

- 16** Read these sentences from the story.

**I had long life noodles. They are so long, they look like snakes in a bowl!**

Why is the author comparing noodles and snakes?

- Ⓕ to show what snakes look like
- Ⓖ to show how long the noodles are
- Ⓗ to show that the noodles are scary
- Ⓘ to show that snakes are good to eat



**17** How are Robby and Chang's birthdays ALIKE?

- Ⓐ The same song is sung.
- Ⓑ They are on the same day.
- Ⓒ The same foods are served.
- Ⓓ The same presents are given.

**18** Read this sentence from the story.

**My mom used dye to make the eggshell red.**

In the sentence above, the word *dye* means something that adds

- Ⓕ heat.
- Ⓖ color.
- Ⓖ taste.
- Ⓖ food.

**19** Read these sentences from the story.

**I put your good luck candle in my egg before I ate it. It burned like a tiny drop of sun.**

What does the simile tell about the candle?

- Ⓐ It was very far away.
- Ⓒ It was not very strong.
- Ⓑ It came from the sun.
- Ⓓ It was small and bright.

**20** Jason in "Dinner with Ning" and Robby in "Birthday Wishes" BOTH

- Ⓕ try new foods from other places.
- Ⓖ visit new friends from other places.
- Ⓖ give gifts to friends from other places.
- Ⓖ have friends who are from other places.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** How do families from around the world enjoy the same thing? Support your answer with text evidence from “Dinner with Ning” and “Birthday Wishes.”

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Similes	L.2.6	DOK 2
2	H	Plot: Problem and Solution	RL.2.5	DOK 2
3	C	Similes	L.2.6	DOK 2
4	F	Similes	L.2.6	DOK 2
5	B	Plot: Compare and Contrast	RL.2.3	DOK 2
6	G	Similes	L.2.6	DOK 2
7	B	Plot: Compare and Contrast	RL.2.3	DOK 2
8	G	Context Clues: Sentence Clues	L.2.4a	DOK 2
9	C	Plot: Compare and Contrast	RL.2.3	DOK 2
10	G	Plot: Compare and Contrast	RL.2.5	DOK 2
11	B	Plot: Problem and Solution	RL.2.3	DOK 2
12	I	Similes	L.2.6	DOK 2
13	A	Plot: Compare and Contrast	RL.2.3	DOK 2
14	I	Plot: Compare and Contrast	RL.2.3	DOK 2
15	C	Similes	L.2.6	DOK 2
16	G	Similes	L.2.6	DOK 2
17	A	Plot: Compare and Contrast	RL.2.3	DOK 2
18	H	Context Clues: Sentence Clues	L.2.4a	DOK 2
19	D	Similes	L.2.6	DOK 2
20	I	Plot: Compare and Contrast	RL.2.9	DOK 2
21	see below	Plot: Compare and Contrast	RL.2.9	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: Families can enjoy eating meals together and talking and laughing. Families can also enjoy sharing birthdays. They can give gifts and sing songs and eat special foods.

**Read the folktale “The Tale of Thunder and Lightning” before answering Numbers 1 through 10.**

## **The Tale of Thunder and Lightning**

Long ago, Thunder and Lightning lived on Earth. They shared a village with the first people. Thunder was an old mother sheep. She liked to take naps and tried to live a quiet life. That was tough to do with Lightning for a son!

Lightning was wild and mean. He got mad at the smallest things. If Lightning had to step around a puddle, he got mad. If his dinner was late, he got mad. If someone beat him in a race, he got mad. When Lightning got mad, people got out of the way!

Each time Lightning got mad, he raced through the village. He shook his head and kicked his heels. Fire streamed from his nose and flames shot from under his feet. The fire burned huts and fields. Trees fell down, and people got hurt.

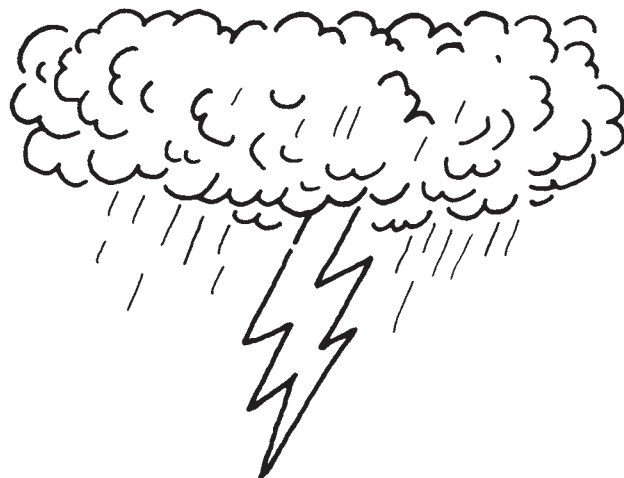
Thunder would shout angrily at Lightning, telling him to stop. Thunder was loud. Thunder’s voice sounded like one hundred drums banging together. People covered their ears and squeezed their eyes shut. Thunder often cried at these times. Her tears sprinkled over the land and caused floods. Of course, Lightning never listened. Sure, he would settle down. But soon, something would make him mad again.

The people did not like Thunder and Lightning. They were noisy neighbors. They hurt the town with their fire and floods. The people went to their king and told him he must take action. He must stop Thunder and Lightning. The king did take action. He made Thunder and Lightning move to the very edge of the village. He ordered them to stay in their hut and not to talk to anyone.

This did not help. Lightning could still see the people. Just seeing them made him want to explode. Before long, fields were on fire again. Thunder was shouting angrily. She got so upset she started to cry. She could not stop, and her tears flooded the village.

After that, the king truly punished Thunder and Lightning. He sent them far away, into the sky. At last, the people did not have to worry about fire, noise, and floods every day. Of course, they still saw Lightning at times. He would flash across the sky like a burning arrow. The people could even hear his mother yelling at him and see her tears falling from the clouds.

The old sheep and her wild son live in the sky to this day. Next time a storm comes, get out of their way!



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

Now answer Numbers 1 through 10. Base your answers on “The Tale of Thunder and Lightning.”

- 1 Read this sentence from the folktale.

**Each time Lightning got mad, he raced through the village.**

Based on the root word *race*, what does *raced* mean?

- (A) jogged                      (C) waited  
(B) ran                          (D) walked

- 2 What lesson do you learn from the folktale?

- (F) Always give people another chance.  
(G) Be nice to others even if they are not nice to you.  
(H) Treat others well, or they will stay away from you.  
(I) Getting angry and making noise helps other people.

- 3 Read this sentence from the folktale.

**Thunder would shout angrily at Lightning, telling him to stop.**

Based on the root word *anger*, what does *angrily* mean?

- (A) in a mad way                      (C) in a sure way  
(B) in a fast way                      (D) in a strong way

- 4 Read this sentence from the folktale.

**Thunder's voice sounded like one hundred drums banging together.**

This simile means that Thunder's voice

- ☐ F is loud. ☐ H is like music.  
☐ G is quiet. ☐ I makes no sound.

- 5 What does this folktale try to explain about nature?

- ☐ A why people can get hurt in storms  
☐ B why thunder is loud and lightning flashes  
☐ C why people do not like thunder and lightning  
☐ D why the king can control thunder and lightning

- 6 Which word has the SAME root word as *sprinkled*?

- ☐ F inked ☐ H sprinkles  
☐ G prints ☐ I wrinkled

- 7 Read this sentence from the folktale.

**At last, the people did not have to worry about fire, noise, and floods every day.**

How does this sentence support the theme?

- ☐ A It tells why the people liked their king.  
☐ B It tells where Thunder and Lightning went to live.  
☐ C It tells how Thunder and Lightning learned to be kind.  
☐ D It tells how people were glad Thunder and Lightning left.

**8** Which word has the SAME root word as *noisy*?

- Ⓕ is
- Ⓖ noises
- Ⓗ oily
- Ⓘ sounds

**9** Read this sentence from the folktale.

**When Lightning got mad, people got out of the way!**

What does this sentence tell about how the people feel about Lightning?

- Ⓐ The people want to help Lightning.
- Ⓑ The people are scared of Lightning.
- Ⓒ The people are friends with Lightning.
- Ⓓ The people like to make Lightning mad.

**10** How does the king solve the problem with Thunder and Lightning?

- Ⓕ by telling them not to talk to anyone
- Ⓖ by sending them away to live in the sky
- Ⓗ by telling Thunder to stop yelling at Lightning
- Ⓘ by sending them to live at the edge of the village



**Read the play “Coyote and Hen” before answering Numbers 11 through 20.**

## **Coyote and Hen**

*One day Coyote was walking by a tree. He saw Hen sitting high in the tree’s branches. Coyote was hungry. He decided to play a trick on Hen.*

**COYOTE:** Hen! Can you hear me? *(shouting up at the tree)*

**HEN:** Hello, Coyote. *(looking nervous)*

**COYOTE:** *(smiling)* I have some news to brighten your day. The animals have stated that we are now friends. Come down so that I may give you a hug.

**HEN:** *(looking closely at Coyote)* That is very good news, my friend. Are you sure that it is true?

**COYOTE:** Yes! I heard the news myself. Come down!

**HEN:** I am surprised that I had not heard it.

**COYOTE:** *(beginning to frown)* It is true for I have said it to be true! Now would you please come down? *(Coyote’s stomach growls loudly.)*

**HEN:** *(pretending to see Dog, Coyote's enemy)*

Oh! I see that Dog is coming. He is running like the wind. He must have news to tell, also. Maybe he is coming to tell of a new friendship with him.

**COYOTE:** *(jumping up)* What?! Dog is coming?  
Oh. . . I must go now. *(Coyote runs away without another word.)*

**HEN:** *(smiling)* Never believe the words of your enemy!

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

Now answer Numbers 11 through 20. Base your answers on “Coyote and Hen.”

- 11 Read this sentence from the play.

**I have some news to brighten your day.**

What word has the SAME root as *brighten*?

- Ⓐ brightly
- Ⓑ fasten
- Ⓒ rightly
- Ⓓ soften

- 12 Which word has the SAME root word as *closely*?

- Ⓕ cause
- Ⓖ clothes
- Ⓖ closer
- Ⓘ lose

- 13 What is Hen’s MAIN problem in the play?

- Ⓐ She sees a dog running to the tree.
- Ⓑ She cannot get down from the tree.
- Ⓒ She wants to be friends with Coyote.
- Ⓓ She does not know if he should trust Coyote.

- 14 Which word has the SAME root word as *walking*?

- Ⓕ waiter
- Ⓖ walkable
- Ⓖ waking
- Ⓘ wasted

- 15 What is the lesson of the play?
- Ⓐ Always ask for help when you need it.
  - Ⓑ Always try to be a good friend to others.
  - Ⓒ Do not trust those who want to harm you.
  - Ⓓ Do not give up when you want something.

- 16 Read this sentence from the play.

**He is running like the wind.**

Hen compares Dog to the wind to show that Dog is

- Ⓕ angry.
  - Ⓖ fast.
  - Ⓗ large.
  - Ⓘ tricky.
- 17 Which sentence from the play BEST states the theme?
- Ⓐ It is true for I have said it to be true!
  - Ⓑ I am surprised that I had not heard it.
  - Ⓒ Never believe the words of your enemy!
  - Ⓓ The animals have stated that we are now friends.

- 18** How do Hen's actions support the theme of the play?
- Ⓕ Hen calls Coyote "friend."
  - Ⓖ Hen thinks Coyote's news is good.
  - Ⓗ Hen sits in a tree that is out of Coyote's reach.
  - Ⓘ Hen tricks Coyote to see if he is telling the truth.

- 19** Read this sentence from the play.

**The animals have stated that we are now friends.**

The word *stated* has the root *state*, meaning "say." What does the word *stated* mean?

- Ⓐ held
  - Ⓑ hoped
  - Ⓒ said
  - Ⓓ stopped
- 20** What happens to Coyote in the play?
- Ⓕ Dog uses Coyote's own trick against him.
  - Ⓖ Hen uses Coyote's own trick against him.
  - Ⓗ Coyote's trick works against Dog.
  - Ⓘ Coyote's trick works against Hen.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Tell how animals in folktales act like people to teach lessons. Support your answer with text evidence from “The Tale of Lightning and Thunder” and “Coyote and Hen.”

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Root Words	L.2.4c	DOK 1
2	H	Theme	RL.2.2	DOK 3
3	A	Root Words	L.2.4c	DOK 1
4	F	Similes	L.2.6	DOK 2
5	B	Theme	RL.2.2	DOK 3
6	H	Root Words	L.2.4c	DOK 1
7	D	Theme	RL.2.2	DOK 3
8	G	Root Words	L.2.4c	DOK 1
9	B	Theme	RL.2.2	DOK 3
10	G	Plot: Problem and Solution	RL.2.3	DOK 2
11	A	Root Words	L.2.4c	DOK 1
12	G	Root Words	L.2.4c	DOK 1
13	D	Plot: Problem and Solution	RL.2.5	DOK 2
14	H	Root Words	L.2.4c	DOK 1
15	C	Theme	RL.2.2	DOK 3
16	G	Similes	L.2.6	DOK 2
17	C	Theme	RL.2.2	DOK 3
18	I	Theme	RL.2.2	DOK 3
19	C	Root Words	L.2.4c	DOK 1
20	G	Theme	RL.2.2	DOK 3
21	see below	Theme	RL.2.2	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: In folktales, animals talk like people. They have feelings like people, too. Thunder gets sad and cries. Lightning gets mad. They also act like people. Coyote plans tricks and Hen tricks Coyote into leaving. Thunder and Lightning get in fights.

Read the story “Rain All the Time” before answering Numbers 1 through 10.

## Rain All the Time

Tessa was visiting her cousin Ann. She was a long way from home and she felt like she was in another world. Tessa was from the desert, where it was flat and dry. Here, there were mountains and the ocean. And lots of rain.

“We have been here two days and it has rained the whole time,” Tessa complained one morning. “I want to go outside and play.”

“Here, we play outside all the time,” said Ann. “I love rain. Raindrops are like soft stars bouncing on Earth.”

Ann showed Tessa some lines from a lovely poem about rain:

*Rain is the sweet song I hear in my bed.  
Rain makes me laugh when it falls on my head.  
It fills my heart with the promise of spring.  
Rain is the reason I feel my heart sing.*

Tessa frowned. “But it is not fun to get wet.”

“I have an idea,” said Ann. “I know just where to go to make you change your mind!”

Tessa thought, “I do not think I will change my mind.”



They put on raincoats and hats and went out into the rain. Small raindrops fell softly on Tessa's face and hands. The rain was very light. It felt like sand blowing on her skin. They walked up a hill. There were many tall trees on both sides of the path. The thick leaves made the path as dark as night.

"Everything is so green!" said Tessa.

"All the rain makes the plants green," said Ann.

Soon they got to the top of the hill. Tessa could see the tall city buildings, and beyond the city was the ocean. Tessa looked out at the ocean. She could see the white waves as they rushed towards the city. She looked straight up and stuck out her tongue. Little drops of rain dripped onto her face and tongue.

"Look at the clouds," said Ann. The gray clouds were as puffy as popcorn. As Tessa watched, she noticed how they tumbled and changed shapes.

"Wow, this is fun," said Tessa. She thought of Ann's poem and smiled.

"Sometimes you just have to try something new to see if you like it," said Ann.

Tessa liked being outside in the rain. She would never think of rain the same way again.



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

Now answer Numbers 1 through 10. Base your answers on “Rain All the Time.”

- 1 What is the central message of this story?
- Ⓐ Rain makes everything green.
  - Ⓑ Being with your cousin can be fun.
  - Ⓒ It can be fun to try something new.
  - Ⓓ Wear a raincoat if you go out in the rain.

- 2 Read these sentences from the story.

**The rain was very light. It felt like sand blowing on her skin.**

Why does the author compare rain and sand?

- Ⓕ to describe how sand feels
- Ⓖ to describe how the rain feels
- Ⓗ to show that rain is a lot like light
- Ⓘ to show that rain is different from sand

- 3 Read these sentences from the story.

**“I love rain. Raindrops are like soft stars bouncing on Earth.”**

Why does Ann compare raindrops and stars?

- Ⓐ to explain why she loves rain
- Ⓑ to show that raindrops do not hurt
- Ⓒ to explain that raindrops can be hot
- Ⓓ to explain that stars are made of rain

- 4 Read this sentence from the story.

**Small raindrops fell softly on Tessa's face and hands.**

Which word has the SAME root word as *softly*?

- Ⓕ often
  - Ⓖ safely
  - Ⓗ soggy
  - Ⓘ softer
- 5 What do you learn about rain from the story?
- Ⓐ Rain is never fun.
  - Ⓑ The rain can be fun if you stay inside.
  - Ⓒ If you watch the rain, you will get wet.
  - Ⓓ You can have a good time outside in the rain.

- 6 Read this sentence from the story.

**The thick leaves made the path as dark as night.**

What does the simile mean?

- Ⓕ The leaves are very thick.
- Ⓖ The leaves are very dark.
- Ⓗ The path is very dark.
- Ⓘ It is night.

- 7 What do you learn from the story about trying something new?
- Ⓐ Trying something new is scary.
  - Ⓑ If you try something new, you may like it.
  - Ⓒ It is best to avoid trying things that are new to you.
  - Ⓓ If you do not try something new, you may get upset.

- 8 Read this sentence from the story.

**The gray clouds were as puffy as popcorn.**

Why is the author comparing clouds and popcorn?

- Ⓕ to show how the clouds move
  - Ⓖ to show that the girls are hungry
  - Ⓗ to show what the clouds look like
  - Ⓘ to show that it is raining very hard
- 9 In the story, Tessa changes how she feels about
- Ⓐ the ocean.
  - Ⓑ the desert.
  - Ⓒ rain.
  - Ⓓ Ann.
- 10 What does the story tell you about having fun?
- Ⓕ Having fun is hard but worth it.
  - Ⓖ Try to have as much fun as you can.
  - Ⓗ Walking on a path below trees is fun.
  - Ⓘ What you think is not fun may be fun after all.

**Read the story “Going on a Hike” before answering Numbers 11 through 20.**

## **Going on a Hike**

“Do we have to go hiking, Dad?” asked Kenny.

“It will be good to get out of the city,” said Dad. “We can get some fresh air and exercise!”

“And what is a hike, anyway?” Kenny asked.

“A hike is a walk in nature,” said Dad.

“We are just going on a walk?” Kenny whined. He did not want to waste a Saturday doing something as boring as walking.

“I think you will have a good time,” said Dad.

They drove for more than an hour. At last, Dad said, “Here we are at Sandstone State Park.”

Dad grabbed a map from a stand. Kenny peered over the top of it. “That map has so many lines it looks like a spider’s web,” said Kenny.

“We will take this trail,” said Dad, pointing at one of the lines.

They walked on a path into a forest. As they walked, Kenny noticed how different this park was from the city. There were big rocks everywhere. The air smelled as fresh as a daisy. And instead of the sound of cars honking, he heard birds calling.

Suddenly they were at a bridge. Kenny looked down. Far under the bridge, there was a stream running among jagged rocks.

“This is a ravine,” said Dad. “A ravine is like a cut in the earth. We will be climbing down it.”

“Really?” said Kenny. This was getting more fun by the minute!

Down they went, following the trail. Parts of the trail were covered with stones as big as cars. Kenny heard a rushing sound. The sound grew louder. The path turned and suddenly Kenny saw what was making the sound. Straight ahead there was a high cliff. Water was pouring down from the cliff. The water crashed down into a pool below.

“It is a powerful waterfall,” said Dad.

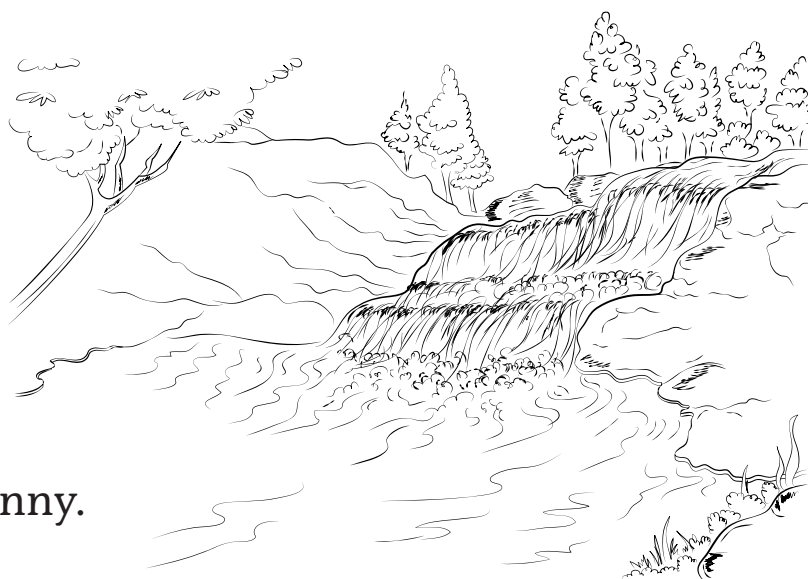
“This pool looks like a giant sink,” Kenny called over the noise. His dad laughed.

They stood together watching the waterfall for several minutes.

“I am glad we came,” said Kenny.

“It is good to get away from what you know sometimes. That is how you learn about the world,” said Dad.

“And how you have fun!” added Kenny.



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

Now answer Numbers 11 through 20. Base your answers on “Going on a Hike.”

- 11 What do you learn about trying something new in this story?
- Ⓐ Trying something new might be boring.
  - Ⓑ After you try something new, you can go hiking.
  - Ⓒ It is best to try new things with your dad or mom.
  - Ⓓ You can have fun when you try something new.

- 12 Read this sentence from the story.

**“That map has so many lines it looks like a spider’s web,” said Kenny.**

Why does the author compare a map and a web?

- Ⓕ to show that a web is on the map
- Ⓖ to show what a spider’s web looks like
- Ⓗ to show that a spider is on the map
- Ⓘ to show what the map looks like

- 13 Read this sentence from the story.

**The air smelled as fresh as a daisy.**

Why does the author compare these two things?

- Ⓐ to describe the sounds on the path
- Ⓑ to describe the daisies on the path
- Ⓒ to tell that the air smells good
- Ⓓ to show that it is spring

- 14** Read this sentence from the story.

**“It is a powerful waterfall,” said Dad.**

Based on the root word *power*, what does the word *powerful* mean?

- ☐ Ⓕ very old
  - ☐ Ⓖ very far
  - ☐ Ⓗ very wide
  - ☐ Ⓘ very strong
- 15** What do you learn about hiking from the story?
- ☐ Ⓐ Hiking is hard.
  - ☐ Ⓑ You can hike in the city.
  - ☐ Ⓒ Hiking is a good way to get strong.
  - ☐ Ⓓ You can learn about the world by hiking.

- 16** Read this sentence from the story.

**“This pool looks like a giant sink,”  
Kenny called over the noise.**

What does the simile mean?

- ☐ Ⓕ The pool is used by giants.
- ☐ Ⓖ The pool looks like it could sink.
- ☐ Ⓗ The pool is very small and shiny.
- ☐ Ⓘ The pool holds water the way a sink does.



- 17 What lesson do you learn from the story?
- Ⓐ It is good to get away from what you know.
  - Ⓑ Do not look down from a bridge.
  - Ⓒ Never climb into ravines alone.
  - Ⓓ It is important to hike in parks.

- 18 Read this sentence from the story.

**Parts of the trail were covered with stones as big as cars.**

What does the simile mean?

- Ⓕ The cars are big.
  - Ⓖ The stones are very large.
  - Ⓗ The cars are made of stone.
  - Ⓘ The trail is full of cars and stones.
- 19 How are Kenny and his dad DIFFERENT at the beginning of the story?
- Ⓐ Kenny likes to hike, but his dad does not.
  - Ⓑ Kenny is afraid of hiking, but his dad is brave.
  - Ⓒ Dad uses a map, but Kenny does not.
  - Ⓓ Dad wants to hike, but Kenny thinks it will be boring.
- 20 What do you learn from the story about being in nature?
- Ⓕ Being in nature is boring.
  - Ⓖ Being in nature can be fun.
  - Ⓗ Being in nature is like being in the city.
  - Ⓘ Being in nature is not safe for families.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** In “Going on a Hike,” Kenny learns a lesson. What does he learn? Support your answer with text evidence from the story.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Theme	RL.2.2	DOK 3
2	G	Similes	L.2.6	DOK 2
3	A	Similes	L.2.6	DOK 2
4	I	Root Words	L.2.4c	DOK 1
5	D	Theme	RL.2.2	DOK 3
6	H	Similes	L.2.6	DOK 2
7	B	Theme	RL.2.2	DOK 3
8	H	Similes	L.2.6	DOK 2
9	C	Plot: Compare and Contrast	RL.2.3	DOK 2
10	I	Theme	RL.2.2	DOK 3
11	D	Theme	RL.2.2	DOK 3
12	I	Similes	L.2.6	DOK 2
13	C	Similes	L.2.6	DOK 2
14	I	Root Words	L.2.4c	DOK 1
15	D	Theme	RL.2.2	DOK 3
16	I	Similes	L.2.6	DOK 2
17	A	Theme	RL.2.2	DOK 3
18	G	Similes	L.2.6	DOK 2
19	D	Plot: Compare and Contrast	RL.2.3	DOK 2
20	G	Theme	RL.2.2	DOK 3
21	see below	Theme	RL.2.2	DOK 4

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

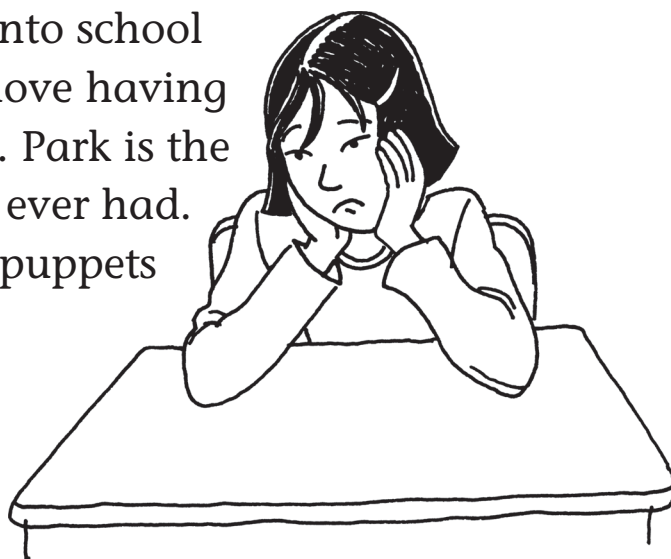
- 21 To receive full credit for the response, the following information should be included: In “Going on a Hike,” Kenny learns that hiking in nature can be fun. He learns that it is good to get away from what you know. That is how you learn about the world and have fun.

Read the story “Helping Ms. Park” before answering Numbers 1 through 10.

## Helping Ms. Park

On Monday I walked into school feeling cheerful as usual. I love having Ms. Park as my teacher. Ms. Park is the most skillful teacher I have ever had. Plus, she is funny and uses puppets to teach math!

But when I got to the classroom, Ms. Park was not there.



“I am Ms. Lund. I will be your substitute teacher today,” a woman said. “Ms. Park broke her arm. She said to tell you her arm is in a cast, but she is fine. She will be back tomorrow.”

I kept thinking about Ms. Park. I felt hopeless. At recess, I said to Nell, “Ms. Park is always happy. I bet she is not happy now! It is so unfair! How can she teach with her arm in a cast?”

“Don’t worry, Megan,” said Nell. “She can still talk.”

I glared at Nell. “But how will she write on the board? How will she hold up the book during read-aloud time? How will she use puppets to teach math?”

"You have a point," said Nell. "School might not be as much fun. What can we do?"

I said, "One of us can write on the board. Someone else can hold the book during read-aloud time. And someone can hold the puppet while Ms. Park teaches math!"

"That is a great idea," said Nell. At lunch, Nell and I wrote a list of all the ways Ms. Park might need help. Then children signed up for each of the things on the list.

The next day, Ms. Park walked into the room with a cast from her thumb to her shoulder. I blurted out, "Ms. Park, did it hurt?"

"It hurt at first, but now it does not hurt at all," she said. "But I have to wear this cast for six weeks!" She held up her arm and made a silly face. "So everything will be different here."

"No, it will not," I said. I walked up to Ms. Park and gave her the list. "Just let us know when you need something."

Ms. Park read the list. She was quiet for a second, and then she smiled. "Thank you all! You are the most thoughtful class I have ever had. I was worried school would not be fun for you or for me. But now I know it will be!"

"It is our pleasure!" I smiled.

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

Now answer Numbers 1 through 10. Base your answers on “Helping Ms. Park.”

- 1 How do you know that Megan loves having Ms. Park as her teacher?
- Ⓐ Megan says she feels hopeless.
  - Ⓑ Megan does not like Ms. Lund.
  - Ⓒ Megan knows Ms. Park broke her arm.
  - Ⓓ Megan says that Ms. Park is skillful and funny.

- 2 Read this sentence from the story.

**“It is so unfair!”**

Which word has the SAME root word as *unfair*?

- Ⓕ air
  - Ⓖ fairly
  - Ⓗ farther
  - Ⓘ unhappy
- 3 Megan feels hopeless because she
- Ⓐ does not like Ms. Lund.
  - Ⓑ thinks Ms. Park will not come back.
  - Ⓒ worries that Ms. Park’s broken arm hurts.
  - Ⓓ worries Ms. Park will not be able to teach the same way.

- 4 Read this sentence from the story.

**“You are the most thoughtful class  
I have ever had.”**

The word *thoughtful* can mean “careful attention.” If the students are *thoughtful* they

- Ⓕ are careless.                      Ⓗ help someone.  
Ⓖ hurt someone.                      Ⓘ act without thinking.

- 5 What is the MAIN lesson of the story?

- Ⓐ Helping makes things better for everyone.  
Ⓑ You can help by writing on the board.  
Ⓒ You can help by holding a puppet.  
Ⓓ You can help by holding a book.

- 6 Read this sentence from the story.

**On Monday I walked into school  
feeling cheerful as usual.**

If *cheer* means “happiness,” then *cheerful* means

- Ⓕ less happy.                      Ⓗ full of happiness.  
Ⓖ able to be happy.                      Ⓘ without happiness.

- 7 You can tell Megan likes Ms. Park because she

- Ⓐ smiles at Ms. Park.  
Ⓑ finds ways to help Ms. Park teach.  
Ⓒ is worried about Ms. Park’s puppets.  
Ⓓ makes kids carry things for Ms. Park.

- 8 Read these sentences from the story.

**I kept thinking about Ms. Park. I felt hopeless.**

The word *hopeless* means

- Ⓕ in a hopeful way.
- Ⓖ without hope.
- Ⓗ able to hope.
- Ⓘ full of hope.

- 9 Read this sentence from the story.

**Ms. Park is the most skillful teacher I have ever had.**

The word *skill* means “able to do something.” If Ms. Park is a *skillful* teacher, she

- Ⓐ teaches again.
- Ⓑ does not teach.
- Ⓒ teaches very well.
- Ⓓ is not able to teach.

- 10 At the END of the story, the reader can tell that Megan is

- Ⓕ busy.
- Ⓖ happy.
- Ⓗ quiet.
- Ⓘ sad.



**Read the story “Prairie Dog Rules” before answering Numbers 11 through 20.**

## **Prairie Dog Rules**

My name is Hank. I am a guard of Prairie Dog Town. I always bark loudly if a fox comes near. I love being helpful. My wife Mabel and I have a nice lawn and a big burrow.

One evening after work, I heard barking and I ran back to my post. Sam, the new prairie dog in town, was barking. “Where is the fox?” I asked. All prairie dogs are fearful of foxes.

“There is no fox,” said Sam. “I am barking just for fun.”

I stomped home. “That new guy Sam said he was barking just for fun,” I told Mabel.

The next morning, I went out to my yard for breakfast. There was Sam, eating our freshest grass. I watched in amazement as Sam patted his belly and scampered off.

That night, as Mabel and I entered our burrow, we saw a noiseless shadow move. I screamed. It was Sam, asleep in the corner! He woke up and dashed out.

I said, “Sam is the most thoughtless prairie dog I have ever met! I do not know what to do.”

“You never know why someone does something until you ask,” said Mabel.

**GO ON →**

We went to Sam's burrow. I asked, "Sam, why have you broken all the rules?"

"Rules?" said Sam.

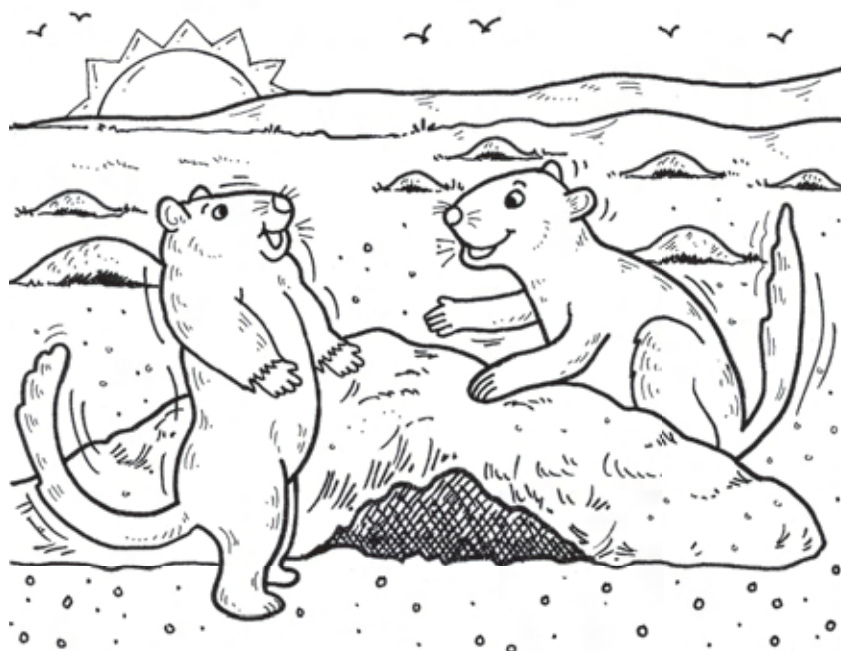
"Let me explain," I said. "We do not bark unless we see a fox. We eat only the grass on our own lawns. And we do NOT share burrows!"

"Oh, no," said Sam. "I am sorry! In my old town, we barked when we wanted to. We ate grass anywhere, and we traded burrows every night."

"Really?" I asked. "I thought all prairie dog towns had the same rules."

Sam said, "I wondered why you were angry. Now that I know your rules, I will not break them."

After that, Sam and I became good friends. And I learned an important lesson: Before you get angry about something others do, find out why they do it.



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

Now answer Numbers 11 through 20. Base your answers on “Prairie Dog Rules.”

- 11 When Hank learns Sam has been barking just for fun, he feels
- Ⓐ angry.
  - Ⓑ happy.
  - Ⓒ sad.
  - Ⓓ silly.

- 12 Read this sentence from the story.

**I watched in amazement as Sam patted his belly and scampered off.**

Which word has the SAME root word as *amazement*?

- Ⓕ amazing
  - Ⓖ amazon
  - Ⓗ mane
  - Ⓘ meant
- 13 Why does Hank scream when he and Mabel enter their burrow?
- Ⓐ He sees a fox.
  - Ⓑ He is afraid of the dark.
  - Ⓒ He is happy to be home.
  - Ⓓ He sees a noiseless shadow move.

- 14** Read these sentences from the story.

**I always bark loudly if a fox comes near. I love being helpful.**

Someone who is *helpful*

- Ⓕ does not want to help.
  - Ⓖ does not help others.
  - Ⓗ cannot be helped.
  - Ⓘ helps others.
- 15** What lesson do you learn from the story?
- Ⓐ Never break the rules.
  - Ⓑ You cannot trust a prairie dog.
  - Ⓒ You should only eat grass from your own lawn.
  - Ⓓ Learn a person's reasons for doing something before you act.

- 16** Read this sentence from the story.

**That night, as Mabel and I entered our burrow, we saw a noiseless shadow move.**

What does *noiseless* mean?

- Ⓕ full of noise
- Ⓖ without noise
- Ⓗ able to make noise
- Ⓘ making noise again

- 17 Why does Hank believe Sam is thoughtless?
- Ⓐ Sam barks at a fox.
  - Ⓑ Sam does not say hello.
  - Ⓒ He thinks Sam is breaking the rules on purpose.
  - Ⓓ He knows Sam is the newest prairie dog in town.

- 18 Read this sentence from the story.

**All prairie dogs are fearful of foxes.**

What does *fearful* mean?

- Ⓕ afraid
- Ⓖ less afraid
- Ⓖ not afraid
- Ⓘ afraid again

- 19 Read this sentence from the story.

**I said, “Sam is the most thoughtless prairie dog I have ever met!”**

Someone who is *thoughtless*

- Ⓐ wants others to think about him.
- Ⓑ is able to think about others.
- Ⓒ does not think about others.
- Ⓓ thinks again.

- 20 By the END of the story, Hank’s feelings about Sam change from

- Ⓕ proud to sad.
- Ⓖ angry to friendly.
- Ⓖ angry to excited.
- Ⓘ friendly to angry.



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

- 21** What does Megan feel strongly about in “Helping Ms. Park”? Why does she feel this way? Support your answer using text evidence from the story.

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# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Point of View	RL.2.6	DOK 3
2	G	Root Words	L.2.4c	DOK 1
3	D	Point of View	RL.2.6	DOK 3
4	H	Suffixes: <i>-ful, -less</i>	L.1.4b	DOK 1
5	A	Theme	RL 2.2	DOK 3
6	H	Suffixes: <i>-ful, -less</i>	L.1.4b	DOK 1
7	B	Point of View	RL.2.6	DOK 3
8	G	Suffixes: <i>-ful, -less</i>	L.1.4b	DOK 1
9	C	Suffixes: <i>-ful, -less</i>	L.1.4b	DOK 1
10	G	Point of View	RL.2.6	DOK 3
11	A	Point of View	RL.2.6	DOK 3
12	F	Root Words	L.2.4c	DOK 1
13	D	Point of View	RL.2.6	DOK 3
14	I	Suffixes: <i>-ful, -less</i>	L.1.4b	DOK 1
15	D	Theme	RL 2.2	DOK 3
16	G	Suffixes: <i>-ful, -less</i>	L.1.4b	DOK 1
17	C	Point of View	RL.2.6	DOK 3
18	F	Suffixes: <i>-ful, -less</i>	L.1.4b	DOK 1
19	C	Suffixes: <i>-ful, -less</i>	L.1.4b	DOK 1
20	H	Point of View	RL.2.6	DOK 3
21	see below	Point of View	RL.2.6	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: In “Helping Ms. Park,” Megan feels strongly about helping Ms. Park because she wants Ms. Park to be happy and she wants school to be fun.

**Read the story “Teamwork” before answering Numbers 1 through 10.**

## **Teamwork**

Carlos saw his friend Jess. The look on her face told him in a flash that something was wrong. “Are you okay?” Carlos asked.

“My mom volunteers at the food pantry,” said Jess. “Mom says the pantry is really running low on food. More people need to collect food and drop it off at the pantry.”

“I wish I could help,” said Carlos.

“Me, too,” said Jess. “But we cannot go door to door asking for food for the pantry.”

Jess’s words gave Carlos an idea. His mom owned a company called “Door to Door Dog Wash.” She had a van loaded with equipment to wash and groom dogs. She drove her van to people’s homes to groom their pets.

“Let’s have a dog wash day,” said Carlos. “People could bring their dogs for a bath. We could help my mom do the work. People could pay with food for the pantry instead of money.”

Jess still looked upset. “I cannot wash dogs. When I pet dogs, I sneeze and my eyes water.”

“You could make posters. We need to tell people about our dog wash day,” said Carlos.



The friends each went home to tell their parents about their plan. That night, Carlos called Jess on the phone. “My mom said we could do our dog wash at the dog park on Saturday.”

“Great!” said Jess. “My mom will make copies of my poster. I will put them up around town. Mom is baking cookies, too! I can sell them while you are washing dogs. The money can go to the pantry.”

On Saturday, Carlos and his mom met Jess at the dog park. The kids set up a table to sell cookies. Jess was on pins and needles about the dog wash. What if no one came?

Just then, a car pulled up. A man and his dog got out. Their first customer! Soon, the parking lot was full of cars. People played with their dogs while they waited. Most people bought a cookie, too.

That day, Carlos and his mom washed more than thirty dogs! Jess sold all her cookies. They filled three giant boxes with food. “We make a powerful team!” said Jess to Carlos.



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

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

- 1 Read this sentence from the story.

**The look on her face told him in a flash that something was wrong.**

What does *in a flash* mean in the sentence above?

- Ⓐ slowly
- Ⓑ right away
- Ⓒ in a strange way
- Ⓓ with a lot of light

- 2 Read this sentence from the story.

**“Mom says the pantry is really running low on food.”**

What does *running low* mean in the sentence above?

- Ⓕ having a sale
- Ⓖ almost all out
- Ⓗ spending a lot
- Ⓘ not making much

- 3 When Carlos learns why Jess is upset, he feels

- Ⓐ like helping.
- Ⓑ like laughing.
- Ⓒ like Jess is being silly.
- Ⓓ like it is not his problem.

- 4 Read this sentence from the story.

**“But we cannot go door to door asking for food for the pantry.”**

What does *door to door* mean in the sentence above?

- Ⓕ in and out
- Ⓖ room to room
- Ⓗ house to house
- Ⓘ through each door

- 5 Read this sentence from the story.

**“We make a powerful team!” said Jess to Carlos.**

What does *powerful* mean?

- Ⓐ no power
- Ⓑ full of power
- Ⓒ without power
- Ⓓ having less power

- 6 What does Jess mean when she says, “I cannot wash dogs”?

- Ⓕ She is not allowed to wash dogs.
- Ⓖ She does not know how to wash dogs.
- Ⓗ She does not have a place to wash dogs.
- Ⓘ She does not feel well when she washes dogs.

- 7 The reader can tell that
- Ⓐ Jess wants everything her way.
  - Ⓑ Jess and Carlos are good friends.
  - Ⓒ Jess does not really like Carlos's ideas.
  - Ⓓ Carlos does not really want to help Jess.
- 8 By having a dog wash, Jess and Carlos hope to
- Ⓕ learn how to wash dogs.
  - Ⓖ help people care for pets.
  - Ⓗ collect things for a food pantry.
  - Ⓘ earn some money for themselves.

- 9 Read this sentence from the story.

**Jess was on pins and needles about the dog wash.**

The phrase *on pins and needles* shows that Jess feels

- Ⓐ hurt.
  - Ⓑ happy.
  - Ⓒ angry.
  - Ⓓ worried.
- 10 How are Jess and Carlos ALIKE?
- Ⓕ They are both angry.
  - Ⓖ They are both helpful.
  - Ⓗ They are both hungry.
  - Ⓘ They are both upset.

Read the story “Laughing Joy” before answering numbers 11 through 20.

## Laughing Joy

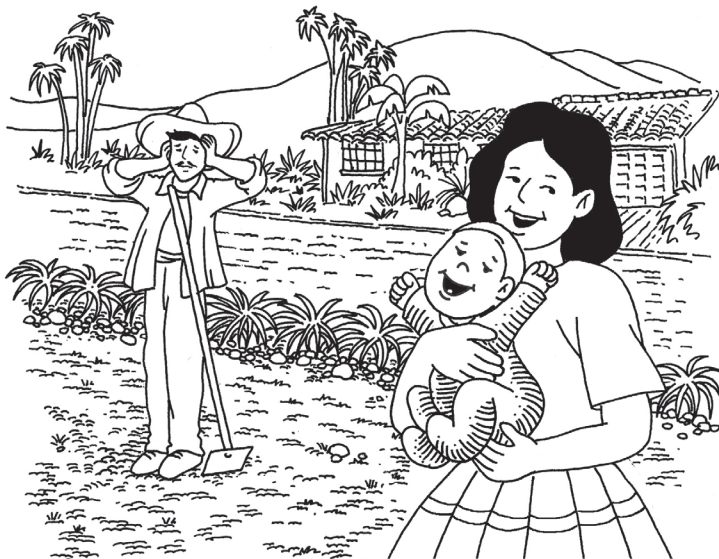
Long ago, a baby girl was born in a mountain village. The baby looked around with wide eyes and smiled. Then she let out a little laugh.

“What a happy baby!” her mother said. “I will name her Joy.”

As Joy grew, she laughed merrily all day long. She laughed when she woke up in the morning. Sometimes, Joy even laughed in her sleep.

When the neighbors worked outside in their yards, they often heard Joy’s laughter. The sound made them feel happy.

As Joy got bigger, her laugh got louder. When the neighbors were outside, they covered their ears. Soon they could hear Joy’s laughter when they were inside their houses. The neighbors began sleeping with pillows over their heads. No matter what they tried, they could hear Joy’s laughter all day long. They wanted the laughing to stop.



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**GO ON →**

“We want some peace and quiet,” the neighbors told Joy’s mother. “Can you make Joy a little sad? Then she will stop laughing so much.”

Joy’s mother did not want to make Joy sad, but she did not want to make waves with the neighbors, either.

Then Joy’s mother had an idea. The family would move to the other side of the mountain. Joy could be happy there, and the neighbors would not hear Joy’s laughter anymore.

Soon after Joy and her family moved away, the neighbors began to notice something. It was quiet inside. It was quiet outside. There was no laughter anywhere. They missed Joy’s laughter. The neighbors began to feel blue without it. They wanted Joy and her family to come back.

So the neighbors climbed over the mountain to ask Joy and her family to move back. “We are very sorry,” they said. “We miss you, and we miss Joy’s laughter. Please come back.”

Joy smiled and her mother laughed. Then Joy laughed out loud, which made everyone smile. Everyone returned to the village together.

Once again, Joy’s laughter could be heard all over the village. But this time, everyone smiled! The neighbors had learned it was much better to take the bad with the good.

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

Now answer Numbers 11 through 20. Base your answers on “Laughing Joy.”

**11** How do the neighbors feel about Joy at the BEGINNING of the story?

- Ⓐ They like her.
- Ⓑ They think she is noisy.
- Ⓒ They think she is too big.
- Ⓓ They think she should laugh more.

**12** Read this sentence from the story.

**As Joy grew, she laughed merrily all day long.**

What does *merrily* mean?

- Ⓕ not merry
- Ⓖ more merry
- Ⓗ can be merry
- Ⓘ in a merry way

**13** The neighbors sleep with pillows over their heads

- Ⓐ to keep their ears warm.
- Ⓑ to block out Joy’s loud laugh.
- Ⓒ to block the bright moon light.
- Ⓓ to help them hear Joy’s laughter.

**14** Joy’s mother decides to move because she is

- Ⓕ silly.
- Ⓖ brave.
- Ⓗ caring.
- Ⓘ scared.

**GO ON →**

- 15 Read this sentence from the story.

**Joy's mother did not want to make Joy sad, but she did not want to make waves with the neighbors, either.**

What does *make waves* mean?

- Ⓐ get along
- Ⓑ ride in a boat
- Ⓒ become friends
- Ⓓ cause problems

- 16 Read this sentence from the story.

**"We want some peace and quiet," the neighbors told Joy's mother.**

What does the phrase *peace and quiet* describe?

- Ⓕ It tells what the village is like.
- Ⓖ It shows how the neighbors act.
- Ⓗ It states what Joy's mother wants.
- Ⓘ It explains what the neighbors want.

- 17 Read these sentences from the story.

**They missed Joy's laughter. The neighbors began to feel blue without it.**

What does *feel blue* mean?

- Ⓐ be sad
- Ⓑ get hungry
- Ⓒ want to color
- Ⓓ want to take a swim



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

- 18** Why is it important that the neighbors ask Joy and her family to move back to the village?
- Ⓕ It teaches Joy to stop laughing.
  - Ⓖ It makes the neighbors feel better.
  - Ⓗ It shows that the neighbors are sorry.
  - Ⓘ It shows that the family is too far from the village.

- 19** Read this sentence from the story.

**The neighbors had learned that it was much better to take the bad with the good.**

The phrase *take the bad with the good* shows that

- Ⓐ everyone is unhappy.
  - Ⓑ the neighbors want Joy to leave again.
  - Ⓒ Joy wants to make the neighbors happy.
  - Ⓓ the neighbors do not mind Joy's laughter.
- 20** How are Joy and the neighbors ALIKE at the END of the story?
- Ⓕ They are all happy.
  - Ⓖ They all sleep with pillows.
  - Ⓗ They all like to laugh loudly.
  - Ⓘ They all like peace and quiet.



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

- 21** Think about the mothers in the stories “Teamwork” and “Laughing Joy.” How are the mothers ALIKE? Support your answer with text evidence from the stories.

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# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Idioms	L.2.4a	DOK 2
2	G	Idioms	L.2.4a	DOK 2
3	A	Point of View	RL.2.6	DOK 3
4	H	Idioms	L.2.4a	DOK 2
5	B	Suffixes: <i>-ly, -ful, -less</i>	L.1.4b	DOK 1
6	I	Point of View	RL.2.6	DOK 3
7	B	Point of View	RL.2.6	DOK 3
8	H	Point of View	RL.2.6	DOK 3
9	D	Idioms	L.2.4a	DOK 2
10	G	Plot: Compare and Contrast	RL.2.3	DOK 2
11	A	Point of View	RL.2.6	DOK 3
12	I	Suffixes: <i>-ly, -ful, -less</i>	L.1.4b	DOK 1
13	B	Point of View	RL.2.6	DOK 3
14	H	Point of View	RL.2.6	DOK 3
15	D	Idioms	L.2.4a	DOK 2
16	I	Idioms	L.2.4a	DOK 2
17	A	Idioms	L.2.4a	DOK 2
18	H	Point of View	RL.2.6	DOK 3
19	D	Idioms	L.2.4a	DOK 2
20	F	Plot: Compare and Contrast	RL.2.3	DOK 2
21	see below	Plot: Compare and Contrast	RL.2.3	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: The mothers in both stories want their children to be happy. They both do what they can to help their children. They also care about the towns they live in and want to make life better for the people there.

**Read the article “Albert Einstein” before answering Numbers 1 through 10.**

## **Albert Einstein**

Albert Einstein is one of the most famous scientists of all time. His discoveries changed the way we understand the universe. He was more than smart. He was a genius. But he started out as an odd child who worried his parents.

When Albert was born in Germany in 1879, his head was very large. His mother worried that something was wrong. As a baby, he did not try to make words the way other babies did. He did not seem to be learning to talk. His parents were worried about this, too!

Before he was three years old, his parents told him a surprise was coming. Albert was expecting a toy. That surprise turned out to be a baby sister. Albert said, “But where are the wheels?” Albert could talk after all!

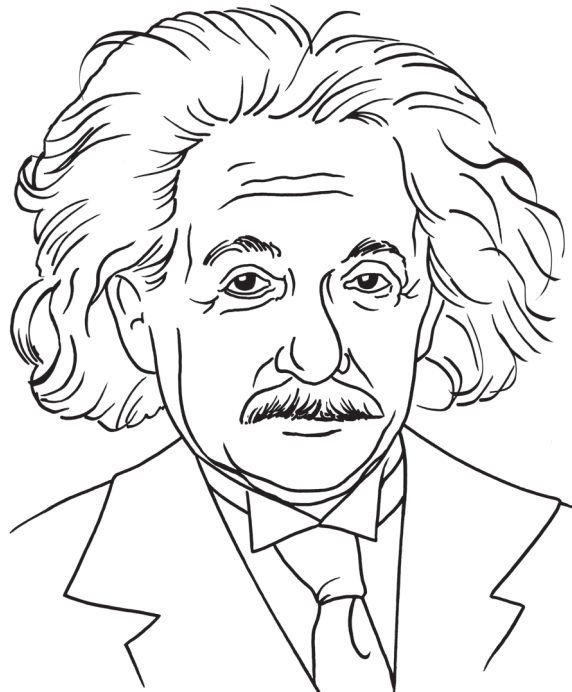
When Albert was around five years old, his father gave him a compass. Albert noticed that the needle always pointed north. It made him think. What hidden force controlled that needle? His interest in science began.

At school, Albert was a difficult student. At that time, teachers taught children to memorize facts and recite them quickly. Albert preferred to think things over and use his imagination. He only worked hard at things that interested him. He did not like school, and many teachers did not like him!

In 1895, when Albert was 15, his family moved to Italy. Albert stayed behind to finish high school. But Albert was so unhappy that he quit school to live with his family. Albert spent the next year in high school. Then he started college, hoping to become a scientist.

And that is just what he did. By age 26, he had already made discoveries that would change science forever. In 1921 he won the Nobel Prize for Physics. This prize is given to people who have made the most important discoveries in the world. He went on to discover more new things and win many more awards.

Albert Einstein is among the most respected scientists of all time. And he started out as an odd kid who worried his parents and frustrated his teachers. For Albert, being different really paid off!



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**GO ON →**

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

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

- 1 What did Albert’s mother think right AFTER he was born?
- Ⓐ that he was a genius
  - Ⓑ that he might become a scientist
  - Ⓒ that something was wrong with him
  - Ⓓ that he might not like his baby sister

- 2 Read this sentence from the article.

**Albert noticed that the needle always pointed north.**

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

- Ⓕ decided
  - Ⓖ felt
  - Ⓗ saw
  - Ⓘ thought
- 3 BEFORE his sister was born, Albert
- Ⓐ began to talk.
  - Ⓑ thought he was getting a toy.
  - Ⓒ got a compass from his father.
  - Ⓓ tried to make words the way other babies did.

- 4 Read this sentence from the article.

**For Albert, being different really paid off!**

What does the idiom *paid off* mean in the sentence above?

- Ⓕ was hard
  - Ⓖ was a good thing
  - Ⓗ cost Albert some money
  - Ⓘ was worth a lot of money
- 5 Many teachers did not like Albert because
- Ⓐ he was unhappy.
  - Ⓑ he could quickly remember facts.
  - Ⓒ he spent too much time talking during class.
  - Ⓓ he only worked hard at things that interested him.

- 6 Read this sentence from the article.

**But Albert was so unhappy that he quit school to live with his family.**

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

- Ⓕ chose
- Ⓖ joined
- Ⓗ left
- Ⓘ used

7 When did Albert's interest in science begin?

- Ⓐ when he was around five years old
- Ⓑ before he was three years old
- Ⓒ when he was 15
- Ⓓ at age 26

8 Read this sentence from the article.

**What hidden force controlled that needle?**

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

- Ⓕ clear
- Ⓖ strong
- Ⓖ small
- Ⓖ unseen

9 Which words from the article have almost the SAME meaning?

- Ⓐ odd/different
- Ⓑ large/very
- Ⓒ more/new
- Ⓓ only/over

10 AFTER Albert Einstein won the Nobel Prize, he

- Ⓕ won more awards.
- Ⓖ went back to college.
- Ⓖ hoped to become a scientist.
- Ⓖ got a compass from his father.



**Read the article “Heroes Among Us” before answering Numbers 11 through 20.**

## **Heroes Among Us**

It is not difficult to recognize real-life heroes among us. You can spot them by the way they show courage. Firefighters and police officers face danger each day to protect us. Heroes are caring, too. Doctors and teachers work day and night to keep our bodies and minds healthy. Heroes also follow dreams to make the world a better place.

These heroes are our role models. We want to be like them. That is because heroes trust in themselves. They believe they can do well. They make us believe we can do well, too. For heroes, the sky is the limit! Just ask Ellen Ochoa.

Ellen Ochoa is a scientist, an inventor, a musician, and a mother. She was the first Hispanic woman astronaut to travel in space.

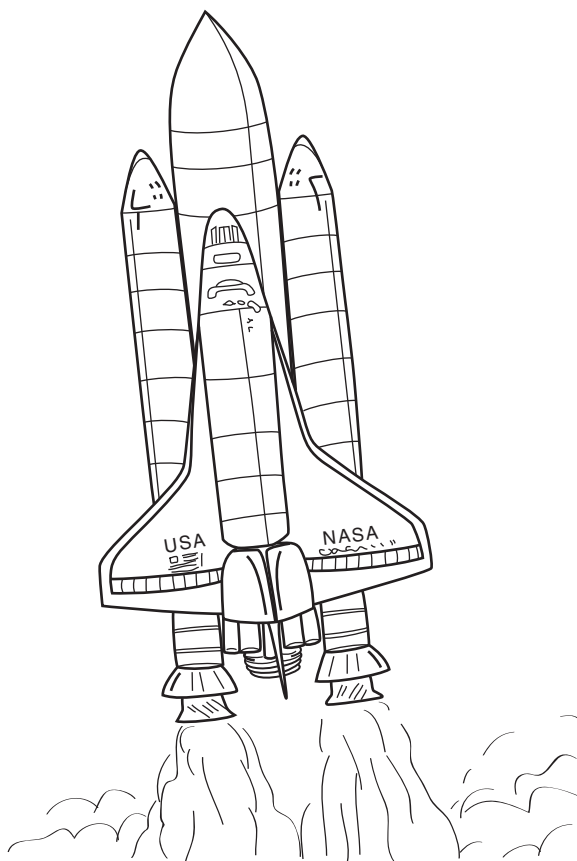
Ellen was born in 1958 in California. As a child, Ellen had many talents and interests. She loved music and played the flute. She thought someday she might play in an orchestra.

In fifth grade, Ellen thought about becoming President. She was also a champion speller. At age 13, she won the San Diego County spelling bee. She never once dreamed of becoming an astronaut. At the time, only men were astronauts.

After Ellen grew up, her interests and goals changed. Her love of science became stronger. At college, teachers tried to get Ellen to choose another career. Not many women worked as scientists then. Ellen did not listen.

In 1983, Ellen was studying science at Stanford University. That same year, Sally Ride became the first woman in space. Ellen decided she wanted to be an astronaut. But NASA, which runs America's space program, turned her down. After five years of hard work, Ellen tried again. This time NASA said yes. Three years later, the shuttle *Discovery* lifted off with Ellen on board.

Ellen's last space mission was in 2002. Since then, she has enjoyed sharing her story with students. Her message is clear: Keep dreaming. Try hard if you want something. Never stop learning. It is the message of a real-life hero.



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

Now answer Numbers 11 through 20. Base your answers on “Heroes Among Us.”

- 11 Which words from the article have almost the SAME meaning?

Ⓐ follow/dreams  
Ⓑ spot/recognize  
Ⓒ difficult/well  
Ⓓ day/night

- 12 Read these sentences from the article.

**At college, teachers tried to get her to choose another career. Not many women worked as scientists then.**

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

Ⓕ hobby  
Ⓖ job  
Ⓗ school  
Ⓘ science

- 13 What happened FIRST in this story of Ellen’s life?

Ⓐ Ellen won a spelling bee.  
Ⓑ Ellen studied science in college.  
Ⓒ Sally Ride became the first woman in space.  
Ⓓ NASA turned down Ellen for the space program.

**GO ON →**

- 14** Read these sentences from the article.

**It is not difficult to recognize real-life heroes among us. You can spot them by the way they show courage.**

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

- ☐ F hard                      ☐ H mean  
☐ G lucky                     ☐ I safe

- 15** Read these sentences from the article.

**They make us believe we can do well, too. For heroes, the sky is the limit!**

What does *the sky is the limit* mean?

- ☐ A Nothing is beyond the sky.  
☐ B Anyone can go to space.  
☐ C Anything is possible.  
☐ D It is hard to succeed.

- 16** Which words from the article have almost the SAME meaning?

- ☐ F face/keep  
☐ G clear/story  
☐ H talents/flute  
☐ I trust/believe

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

- 17** AFTER Ellen grew up, she
- Ⓐ moved to California.
  - Ⓑ stopped playing the flute.
  - Ⓒ had new interests and goals.
  - Ⓓ thought about running for President.
- 18** What helped Ellen to decide to be an astronaut?
- Ⓐ She was a champion speller.
  - Ⓑ Ellen thought about becoming President.
  - Ⓒ Sally Ride became the first woman in space in 1983.
  - Ⓓ Teachers tried to get her to choose another career.
- 19** BEFORE Ellen was chosen to be an astronaut,
- Ⓐ NASA turned her down.
  - Ⓑ the shuttle *Discovery* lifted off.
  - Ⓒ she dreamed of becoming a doctor.
  - Ⓓ she enjoyed sharing her story with students.
- 20** What happened LAST?
- Ⓐ Ellen joined an orchestra.
  - Ⓑ Ellen shared her story with students.
  - Ⓒ NASA accepted Ellen into the space program.
  - Ⓓ Ellen changed her mind about becoming a scientist.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Think about the heroes in the articles “Albert Einstein” and “Heroes Among Us.” How are the heroes ALIKE? How are they DIFFERENT? Support your answer with text evidence from the articles.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Connections Within Text: Sequence	RI.2.3	DOK 2
2	H	Synonyms	L.2.4a	DOK 2
3	B	Connections Within Text: Sequence	RI.2.3	DOK 1
4	G	Idioms	L.2.4	DOK 2
5	D	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
6	H	Synonyms	L.2.4a	DOK 2
7	A	Connections Within Text: Sequence	RI.2.3	DOK 2
8	I	Synonyms	L.2.4a	DOK 2
9	A	Synonyms	L.2.4a	DOK 1
10	F	Connections Within Text: Sequence	RI.2.3	DOK 2
11	B	Synonyms	L.2.4a	DOK 1
12	G	Synonyms	L.2.4a	DOK 2
13	A	Connections Within Text: Sequence	RI.2.3	DOK 2
14	F	Synonyms	L.2.4a	DOK 2
15	C	Idioms	L.2.4	DOK 2
16	I	Synonyms	L.2.4a	DOK 1
17	C	Connections Within Text: Sequence	RI.2.3	DOK 2
18	H	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
19	A	Connections Within Text: Sequence	RI.2.3	DOK 2
20	G	Connections Within Text: Sequence	RI.2.3	DOK 2
21	see below	Connections Within Text: Compare and Contrast	RI.2.3	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: As a child, Albert was not a good student and even dropped out of high school. However, he loved science and wanted to be a scientist. As a child, Ellen had many talents. She only decided to be a scientist once she went to college. Ellen and Albert both loved science and worked hard.

**Read the story “Trash to Treasure” before answering Numbers 1 through 10.**

## **Trash to Treasure**

“I want to talk about trash,” said Miss Macky to her art class. The children were surprised. What did trash have to do with art?

“People make too much trash every day,” said Miss Macky. “We can help. We can find new ways to use old things. We can keep them from becoming trash.”

Miss Macky wanted to have a trash-to-treasure sale. The class would work with old things from the art room. They would make new things to sell. “Our sale will help us clean the closets,” said Miss Macky. “It will also keep things from becoming trash!”

Miss Macky put the kids in groups. She gave Tim’s group glue and a stack of paper scraps. She also gave them empty cans and jars. “You can make pencil holders,” said Miss Macky. “You can decorate them by covering them with paper.”

Miss Macky gave Cindy’s group old rulers and a bag of broken crayons. “You can make picture frames. I will help you glue the rulers together to make a square. You can glue crayon pieces on your frames to decorate them.”



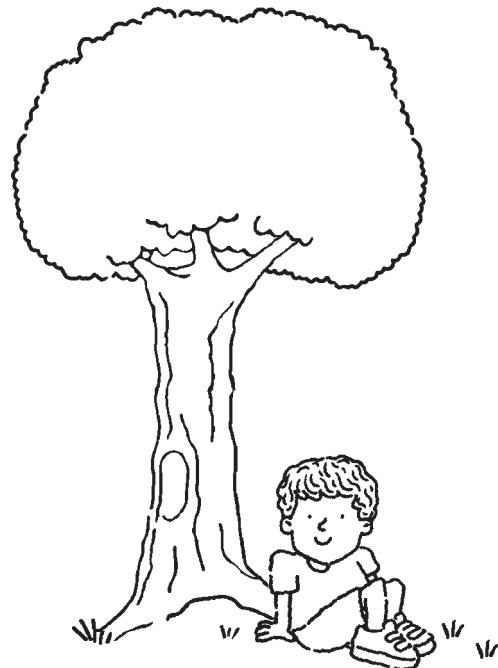
Miss Macky gave Ari's group old posters. She also gave them ribbon and a tool called a hole punch. "You can make gift tags," said Miss Macky. "Cut pieces from the posters. Write the words *to* and *from* on the plain side. Then punch a hole in the tag and tie on a ribbon."

Miss Macky gave Nina's group paper towel tubes. She also gave them some string, peanut butter, and birdseed. "You can make bird feeders," said Miss Macky. "Use the string to make a hanger for the feeder. Spread sticky peanut butter on the tubes. Then roll the tubes in birdseed."

The kids worked the whole week to make things for the sale. Miss Macky invited their parents to come shop. All the moms and dads were proud of the class. Some parents even said they planned to have their own trash-to-treasure sale!

The next week, Miss Macky surprised her class once again. She bought a tree with money from the sale!

"I wanted to do something nice for Earth with the money," Miss Macky said. The kids helped her plant the tree right in front of the school.



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**GO ON →**

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

Now answer Numbers 1 through 10. Base your answers on “Trash to Treasure.”

- 1 What is the MAIN problem in the story?
- Ⓐ Miss Macky does not like trash.
  - Ⓑ People are making too much trash.
  - Ⓒ The school needs money for a new tree.
  - Ⓓ Trash does not have anything to do with art.
- 2 Which words from the story are homophones?
- Ⓕ clean/new
  - Ⓖ whole/hole
  - Ⓗ old/broken
  - Ⓘ trash/treasure
- 3 Why does Miss Macky want the class to help?
- Ⓐ She needs ideas for new art projects.
  - Ⓑ She needs frames to put art projects in.
  - Ⓒ She wants to buy a new tree for the school.
  - Ⓓ She wants to make new things from old things.
- 4 Which word from the story is a homophone for the word defined below?

**to move over water; a large piece of cloth on a boat**

- Ⓕ paper
- Ⓖ sale
- Ⓗ spread
- Ⓘ tool

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

- 5 Miss Macky gets rid of some old jars by having children
- Ⓐ sell them to parents.
  - Ⓑ put them in a recycling bin.
  - Ⓒ turn them into pencil holders.
  - Ⓓ use them to make bird feeders.

- 6 Read this sentence from the story.

**She gave Tim's group glue and a stack of paper scraps.**

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

- Ⓕ cup
  - Ⓖ piece
  - Ⓗ pile
  - Ⓘ sheet
- 7 You can tell that Miss Macky
- Ⓐ cares about Earth.
  - Ⓑ is mad at her class.
  - Ⓒ does not surprise her students.
  - Ⓓ does not like to clean her room.

**8** Which words from the story are homophones?

- Ⓕ new/old
- Ⓖ right/write
- Ⓗ work/make
- Ⓘ proud/surprised

**9** Read these sentences from the story.

**“Cut pieces from the posters. Write the words *to* and *from* on the plain side.”**

Which meaning fits the word *plain* as it is used in the sentence above?

- Ⓐ right
- Ⓑ flat land
- Ⓒ not decorated
- Ⓓ a machine that flies

**10** Why does Miss Macky buy a tree at the end of the story?

- Ⓕ She wants to make the school look nice.
- Ⓖ She wants to do something nice for Earth.
- Ⓗ She wants to have her own tree to look at.
- Ⓘ She wants the students to have their own tree.

**Read the story “Doing Our Part” before answering Numbers 11 through 20.**

## **Doing Our Part**

Molly and her dad were driving to the park. Molly was going to play with her friends. Molly looked out the window as she rode in the car. There was trash beside the road, and the air did not look clear. It made Molly unhappy.

“Our planet is in trouble,” Molly told her dad. “Look how people threw trash out of their cars! The air looks dirty, too.”

“Our planet has other problems, also,” said Mr. Larsen. “People cut down a lot of trees. There is no place for some animals to live because the forests are slowly going away.”

Molly thought about the deer in her backyard. She liked to watch them. It made her sad to think that she might not see them some day.

“Is there something we can do to help Earth?” Molly asked.

“There are things we can do to help,” Mr. Larsen answered. “We can practice conservation.”

“What is conservation?” asked Molly.

“There are things in nature that people need,” Mr. Larsen said. “We need water to drink and air to breathe. Conservation is keeping these things safe.”

"I could save water. I can turn off the water while I am brushing my teeth and take shorter showers," said Molly.

"Did you know that our family is practicing conservation at home?" asked Mr. Larsen. "We recycle paper, bottles, and cans."

Molly thought about what a clean planet would look like. All the oceans and streams would be pure and clean. People would have fresh air to breathe. Then people and animals would be able to share a clean and safe planet.

When Molly got to the park, she saw some trash on the ground. She had an idea to help Earth.

"Dad, I think you have some gloves in the trunk of the car," Molly said. "May I use them to pick up that trash? It is one way that I can help Earth!"

"We have a little time before we meet your friends," answered Mr. Larsen. "Let's pick up the trash together so we both can help Earth."



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

Now answer Numbers 11 through 20. Base your answers on “Doing Our Part.”

- 11 What is the MAIN problem in the story?
- Ⓐ Molly wants to learn to recycle.
  - Ⓑ Molly sees that the planet is in trouble.
  - Ⓒ Molly wants to pick up trash in the park.
  - Ⓓ Molly does not want the deer to go away.
- 12 Which words from the story are homophones?
- Ⓕ turn/take
  - Ⓖ dirty/clean
  - Ⓖ rode/road
  - Ⓖ trouble/problems

- 13 Read these sentences from the story.

**There was trash beside the road, and the air did not look clear. It made Molly unhappy.**

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

- Ⓐ afraid
  - Ⓒ cheerful
  - Ⓑ brave
  - Ⓓ sad
- 14 Mr. Larsen tells Molly about conservation to
- Ⓕ teach her about the ocean.
  - Ⓖ teach her why the air is dirty.
  - Ⓖ get her to take shorter showers.
  - Ⓖ tell her how she can help the planet.

- 15 Read this sentence from the story with the homophone *deer*.

**Molly thought about the deer in her backyard.**

What definition of the homophone is being used?

- Ⓐ someone you respect
- Ⓑ a person you really like
- Ⓒ an animal with four legs
- Ⓓ something that costs a lot of money

- 16 Read this sentence from the story.

**“Look how people threw trash out of their cars!”**

Which meaning fits the word *threw* as it is used in the sentence above?

- Ⓕ tossed
- Ⓖ having finished
- Ⓖ gave a party
- Ⓘ fell on the ground

- 17 Molly plans to conserve by

- Ⓐ not washing dishes.
- Ⓑ keeping the deer safe.
- Ⓒ sorting glass, paper, and metal.
- Ⓓ turning off the water when brushing her teeth.



- 18** Read this sentence from the story.

**“We have a little time before we meet your friends,” answered Mr. Larsen.**

Which meaning fits the word *meet* as it is used in the sentence above?

- Ⓕ to leave
  - Ⓖ a kind of food
  - Ⓗ to eat and drink
  - Ⓘ to come together
- 19** Why does Molly want the gloves at the END of the story?
- Ⓐ She wants to plant a tree.
  - Ⓑ She is going to go for a swim.
  - Ⓒ She wants to help by picking up trash.
  - Ⓓ She needs them to play ball with her friends.
- 20** By telling the story from Molly’s point of view, the author helps the reader understand
- Ⓕ why people do not see animals.
  - Ⓖ how children can help the planet.
  - Ⓗ why you use gloves to pick up trash.
  - Ⓘ how to clean ocean and stream water.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** How can trash be a problem for Earth? How can kids help fix the problem? Support your answer with text evidence from the stories.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Plot: Problem and Solution	RL.2.3	DOK 2
2	G	Homophones	L.2.4	DOK 1
3	D	Plot: Problem and Solution	RL.2.3	DOK 2
4	G	Homophones	L.2.4	DOK 1
5	C	Plot: Problem and Solution	RL.2.3	DOK 2
6	H	Synonyms	L.2.4a	DOK 2
7	A	Point of View	RL.2.6	DOK 3
8	G	Homophones	L.2.4	DOK 1
9	C	Homophones	L.2.4	DOK 1
10	G	Plot: Problem and Solution	RL.2.3	DOK 2
11	B	Plot: Problem and Solution	RL.2.3	DOK 2
12	G	Homophones	L.2.4	DOK 1
13	D	Synonyms	L.2.4a	DOK 2
14	I	Plot: Problem and Solution	RL.2.3	DOK 2
15	C	Homophones	L.2.4	DOK 1
16	F	Homophones	L.2.4	DOK 1
17	D	Plot: Problem and Solution	RL.2.3	DOK 2
18	I	Homophones	L.2.4	DOK 1
19	C	Plot: Problem and Solution	RL.2.3	DOK 2
20	G	Point of View	RL.2.6	DOK 3
21	see below	Plot: Problem and Solution	RL.2.3	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: People can throw out too much trash. Kids can find new uses for old things instead of throwing them away. People throw trash on the ground. It looks bad and can be harmful. Kids can pick up trash when they see it.

**Read the article “Keeping Safe in the Kitchen” before answering Numbers 1 through 10.**

## **Keeping Safe in the Kitchen**

Do you like to help make meals at home? Cooking is fun, but you must know how to be safe. A good rule is to have an adult help you at all times. You should also learn how to use kitchen tools and equipment correctly. And you need to clean up after yourself. Here are some tips to help you stay safe in the kitchen.

First, get yourself ready to cook. Do you mind if food spills on your outfit? If you do, put on an apron to cover your clothes. Or change into a shirt that can get dirty. Do not wear long sleeves or loose clothes. These can get in the way or brush against pots and hot places. Do you have long hair? Put it up, away from your face. Next, wash your hands. Good cooks wash their hands a lot!

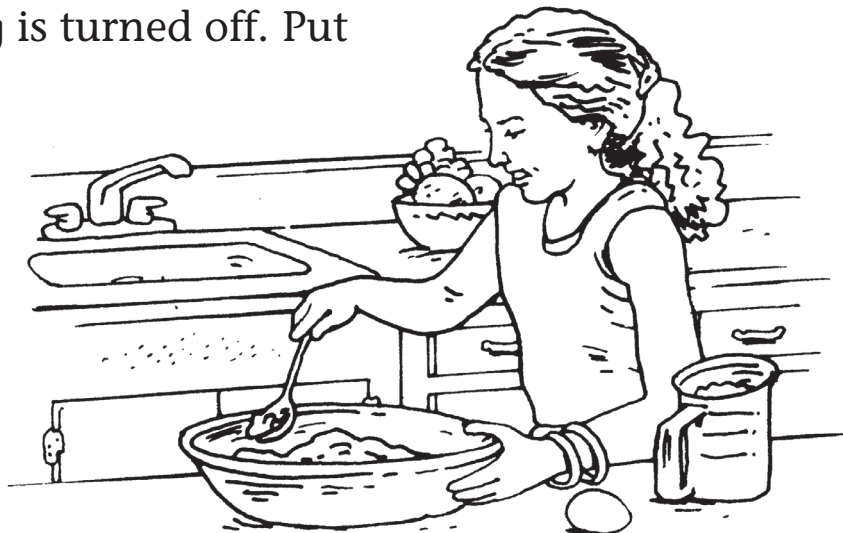
Next, get the kitchen ready. Are some places hard for you to reach? Get a step stool for help. Close doors and drawers. You do not want to bump into them as you work. Clean your work space next. Make sure the dishes and tools you plan to use are clean as well.

Learn which tools and equipment you will be using. Knives, can openers, and other tools are sharp. Ask if it is okay to use them and have an adult show you how. Will you need a stove, oven, or microwave to heat food? Learn how to use the controls for heat.

When you place a pot on the stove, point the handle toward the back. That way, no one will bump it by accident. Always use a potholder or oven mitt to pick up pots and bowls. Have an adult pour anything that is hot.

Clean up as you work. Wash your hands often. After you stir or cut food, put forks, spoons, or knives in the sink. Wash cutting boards and any other places where you set down food. If something spills, wipe it up right away. You do not want just to clean the mess. If you do a poor job, people could get sick or hurt.

When you finish cooking, check to see that everything is turned off. Put tools away where they belong. Wash your hands one last time. Now you are set to enjoy your meal!



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**GO ON →**

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

Now answer Numbers 1 through 10. Base your answers on “Keeping Safe in the Kitchen.”

- 1 Why did the author MOST LIKELY write “Keeping Safe in the Kitchen”?
- Ⓐ to describe safe ways to cook
  - Ⓑ to explain why it is fun to cook
  - Ⓒ to describe how to cook a meal
  - Ⓓ to explain how to clean a kitchen

- 2 Read this sentence from the article.

**Here are some tips to help you stay safe in the kitchen.**

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

- Ⓕ Jan dipped the tips of her fingers in paint.
  - Ⓖ The boat tips over when it fills with water.
  - Ⓗ Dad gave us tips for doing the science project.
  - Ⓘ The chair is not safe because it tips over easily.
- 3 Why is wearing the right clothes important?
- Ⓐ Nice clothes help you cook better.
  - Ⓑ Heavy clothes may make you too warm.
  - Ⓒ Loose clothes can brush against hot places.
  - Ⓓ Shirts with short sleeves will not protect your arms.

- 4 Read this sentence from the article.

**Learn how to use the controls for heat.**

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

- Ⓕ She controls her horse well.
- Ⓖ The airplane has controls for speed.
- Ⓗ The coach controls who gets to play.
- Ⓘ Ann controls her feelings and does not get mad.

- 5 Read this sentence from the article.

**You do not want just to clean the mess.**

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

- Ⓐ hard time
- Ⓑ fooled with
- Ⓒ unclean area
- Ⓓ mixed-up group

- 6 What safety tip can keep people from getting sick or hurt?

- Ⓕ Clean messes and wipe up spills.
- Ⓖ Wait to wash your hands.
- Ⓗ Eat before you clean up.
- Ⓘ Work with a child.

- 7 What words from the article are homophones?
- Ⓐ food/meal                      Ⓒ wash/wipe  
Ⓑ pour/stir                      Ⓓ wear/where
- 8 Which of the following actions makes working at the stove safer?
- Ⓕ washing your hands  
Ⓖ using your hands to pick up pots  
Ⓗ having an adult pour anything hot  
Ⓘ pointing pot handles toward the front
- 9 Why is it safer to cook with an adult?
- Ⓐ An adult is faster at cooking.  
Ⓑ An adult can clean up spills quickly.  
Ⓒ An adult can show you how to use tools.  
Ⓓ An adult can give you hot liquids to pour.

- 10 Read these sentences from the article.

**Wash your hands one last time. Now you are set to enjoy your meal!**

Which meaning of the word *set* is the SAME one used in the sentences above?

- Ⓕ firm                      Ⓗ put  
Ⓖ group                      Ⓘ ready



Read the article “Fun at the Beach” before answering numbers 11 through 20.

## Fun at the Beach

Nathan lives by the beach. He goes there with his mother. He loves to play in the waves. He builds big sand castles that are taller than he is. The beach is a fun place. Yet Nathan knows that he must be careful. There are things on the beach that can hurt him. That is why Nathan follows the rules at the beach. He knows that remembering the rules is the best way to stay safe.

“It looks like the sun is going to shine brightly all day,” says Mrs. Dodd. “Let’s go to the beach!”

Mrs. Dodd gets the drinks and blanket.

Nathan finds the beach umbrella and his swim vest. He collects some toys and puts them all together in a bag. Soon Nathan and his mother are at the beach. Mrs. Dodd reminds her son about the most important beach rule.



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**GO ON →**

“What is the first rule to remember at the beach?” Mrs. Dodd asks.

“Always go to the beach with an adult,” answers Nathan.

“Yes, that is right,” says Mrs. Dodd. “What do you notice about those girls?” She points to two girls standing beside the sea.

“Each girl is wearing a swim vest,” says Nathan. “If a wave knocks them down, they will be safe. Also, they are swimming with a friend.”

“Why should you swim with a friend?” Mrs. Dodd asks.

“One of the girls might get in trouble,” answers Nathan. “Then the friend can call for help.” Mrs. Dodd nods and spreads out the blanket.

Mrs. Dodd gets out the sunblock and opens the umbrella. She explains that the sun’s rays can burn the skin. She helps Nathan spread sunblock on his body. Nathan finds out that the sunblock and umbrella keep away the sun and limit how much sun he gets. Then his skin will not get hurt.

Nathan sees a man sitting in a tall chair. Nathan knows that the man is watching all the people. He will help swimmers who may have trouble. Seeing the man makes Nathan feel safe. Knowing beach rules makes him feel safe, too.

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

Now answer Numbers 11 through 20. Base your answers on “Fun at the Beach.”

- 11 Why does Nathan follow the beach rules?
- Ⓐ because he lives by the beach
  - Ⓑ because he knows he will stay safe
  - Ⓒ because he does not like to use sunblock
  - Ⓓ because he likes to bring toys to the beach

- 12 Read this sentence from the article.

**“It looks like the sun is going to shine brightly all day,” says Mrs. Dodd.**

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

- Ⓐ clean up
- Ⓑ give off light
- Ⓒ be the best at
- Ⓓ polish

- 13 Read this sentence from the article.

**He loves to play in the waves.**

Which sentence uses *play* in the SAME way as the sentence above?

- Ⓐ Lara and I will act in the school play.
- Ⓑ Lara will play the role of the queen.
- Ⓒ The friends like to play at the park.
- Ⓓ Tim likes to play music loudly.

- 14 It is good to swim with a friend because the friend
- Ⓕ will be safe if knocked over by a wave.
  - Ⓖ can call for help if there is a problem.
  - Ⓗ will remind you about beach rules.
  - Ⓘ can help you put on sunblock.

- 15 Read this sentence from the article.

**He knows that remembering the rules is the best way to stay safe.**

Which sentence uses *rules* in the SAME way as the sentence above?

- Ⓐ The king rules all the land.
  - Ⓑ The president rules the meeting.
  - Ⓒ Our dog rules over our cat and takes its toys.
  - Ⓓ You have to follow the rules to play the game.
- 16 What is an effect of the sun's rays?
- Ⓕ They shade the body.
  - Ⓖ They keep people safe.
  - Ⓗ They can burn the skin.
  - Ⓘ They keep away the sun.

- 17 Read this sentence from the article.

**Nathan finds out that the sunblock and umbrella keep away the sun and limit how much sun he gets.**

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

- Ⓐ border                      Ⓒ stop everything  
Ⓑ keep low                      Ⓓ happy to take more
- 18 When he sees a man sitting in a tall chair, Nathan
- Ⓔ feels safe.                      Ⓗ learns a new rule.  
Ⓒ gets in trouble.                      Ⓘ looks at the water.

- 19 Which word from the article is a homophone for the word defined below?

**parents' boy child**

- Ⓐ safe                      Ⓒ sun  
Ⓑ sand                      Ⓓ swim
- 20 Why did the author MOST LIKELY write "Fun at the Beach"?
- Ⓔ to explain what a beach is  
Ⓒ to tell readers a funny story  
Ⓗ to describe how to use sunblock  
Ⓘ to explain beach rules to readers



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

- 21** How can adults help you stay safe while having fun? Use ideas from “Staying Safe in the Kitchen” and “Fun at the Beach.” Support your answer with text evidence from the articles.

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# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	A	Author's Purpose	RI.2.6	DOK 3
2	H	Multiple-Meaning Words	L.2.4a	DOK 2
3	C	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
4	G	Multiple-Meaning Words	L.2.4a	DOK 2
5	C	Multiple-Meaning Words	L.2.4a	DOK 2
6	F	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
7	D	Homophones	L.2.4	DOK 1
8	H	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
9	C	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
10	I	Multiple-Meaning Words	L.2.4a	DOK 2
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16	H	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
17	B	Multiple-Meaning Words	L.2.4a	DOK 2
18	F	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
19	C	Homophones	L.2.4	DOK 1
20	I	Author's Purpose	RI.2.6	DOK 3
21	see below	Connections Within Text: Cause and Effect	RI.2.3	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: Adults can help you do things you cannot do yourself. Adults can show you how to use equipment safely. Adults help you remember rules for staying safe and help you if you get into trouble.

**Read the story “The Legend of the Bluebonnet” before answering Numbers 1 through 10.**

## **The Legend of the Bluebonnet**

Long ago, in the land where the Comanche people lived, there was a terrible drought. The drought was so bad that it had not rained for years. The Comanche needed water to live. The buffalo, which they hunted, needed water, too. Without water and buffalo, the people were dying.

Among the Comanche, there was a little girl named She-Who-Is-Alone. The people had named her that when her family died in the drought. All she had left was a small doll. Her grandmother had made it out of buffalo skin. Her mother had painted the doll’s face with berry juice. Her father had gathered blue jay feathers to decorate its hair. She-Who-Is-Alone slept with her doll every night.

The leaders said, “We will go to the top of the hill and talk with the Great Spirits. We will find out how to end this drought.”

The leaders came back the next evening. They gathered the people around the fire and announced, “The Great Spirits want a sacrifice. They want something we value, something that is most important to us. Then, the rain will come.”



She-Who-Is-Alone looked at her doll. It was what she valued most. After everyone was asleep, she snuck out to the fire. She dropped her doll into the flames. She waited until the flames went out and the ashes from the fire were cold. She scooped them into her hands and threw them to the winds. Then She-Who-Is-Alone went back to her tipi and slept.

She awoke to the sound of rain. The ground was covered with blue flowers.

“Who gave the sacrifice to the sprits?” the people asked.

“It was I,” said She-Who-Is-Alone. She looked around and smiled. “The flowers are the same blue as the feathers in my doll’s hair!”

From then on, the people gave her a new name, She-Who-Dearly-Loves-Her-People. And every spring, beautiful blue flowers fill the Texas land. We call them bluebonnets.



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

Now answer Numbers 1 through 10. Base your answers on “The Legend of the Bluebonnet.”

- 1 What is the lesson of this story?
- Ⓐ Love your doll.
  - Ⓑ People need water to live.
  - Ⓒ You can help others by giving.
  - Ⓓ Plant flowers to make the land beautiful.

- 2 Read this sentence from the story.

**The drought was so bad that it had not rained for years.**

What does *drought* mean in the sentence above?

- Ⓕ a dark cloud
  - Ⓖ a long time with no rain
  - Ⓗ a time when people get sick
  - Ⓘ an area of land that is very dry
- 3 What do you learn about children from the story?
- Ⓐ Children can make it rain.
  - Ⓑ Children need grown-ups.
  - Ⓒ Children can do important things.
  - Ⓓ Children should give away their dolls.

- 4 Read this sentence from the story.

**They gathered the people around the fire and announced, “The Great Spirits want a sacrifice.”**

What does *announced* mean in the sentence above?

- Ⓕ said something to many people at once
  - Ⓖ asked in a quiet voice
  - Ⓗ sang a song
  - Ⓘ hit a drum
- 5 What do you learn about being part of a group from the story?
- Ⓐ People live together in groups.
  - Ⓑ Being part of a group is harder than being alone.
  - Ⓒ If you do something at night, do not wake up the group.
  - Ⓓ It can be more important to think of the group than to think only of yourself.

- 6 Read this sentence from the story.

**“They want something we value, something that is most important to us.”**

Which word in the sentence helps the reader understand what *value* means?

- Ⓕ important
- Ⓗ us
- Ⓖ something
- Ⓘ want

- 7 How does the girl MOST LIKELY feel at the end of the story?

(A) excited (C) proud  
(B) lonely (D) sorry

- 8 Read this sentence from the story.

**And every spring, beautiful blue flowers fill the Texas land.**

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

(F) to leap (H) time of year after winter  
(G) to come from (I) water that comes from Earth

- 9 Read this sentence from the story.

**She waited until the flames went out and the ashes from the fire were cold.**

What does *ashes* mean in the sentence above?

(A) smoke (C) cooked foods  
(B) hot stones (D) bits of burned wood

- 10 What do you learn about being brave from the story?

(F) Brave people are big and strong.  
(G) You cannot be brave when you are alone.  
(H) You cannot be brave if you are feeling afraid.  
(I) Sometimes you must be brave to help others.

**Read the story “Grandma’s Garden” before answering Numbers 11 through 20.**

## **Grandma’s Garden**

Grace and Kevin walked in the garden with their grandmother.

“I like the roses the best,” said Grace. “I like to smell their sweet scent.”

Kevin reached to pull a rose to his nose.

“Be careful!” said Grandma. “Roses have sharp thorns that can hurt your fingers.” She held the flower so that Kevin could smell it. He smiled.

Then Grace pointed to a small pile by the fence. “What is that?” she asked.

“That is mulch,” Grandma said. “I put mulch around the plants to help them grow. Mulch keeps the soil moist so it does not dry out. It also keeps weeds from growing.”

Grace pushed the edge of the pile with her foot. “Yuck!” she exclaimed. “I see part of a carrot and some brown lettuce leaves in there. Are you sure this is not a garbage pile?”



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**GO ON →**

Grandma laughed. “Plants need things to help them grow,” she explained.

“We learned about plants in school,” Kevin said. “Plants need light, air, soil, and water.”

Grandma nodded. “They also need things in the soil to make them grow strong and healthy.”

“I do not see how old leaves and a carrot can make a plant grow,” said Grace.

“Why do you eat carrots?” asked Grandma.

“They are a food,” Kevin said. “Food gives us energy. We need food to help us grow.”

“Yes,” said Grandma. “Your body can grow because what is inside food is good for your body.”

“Oh, I see!” said Grace. “The same things that are good for us are also good for plants!”

“I keep the leftover vegetable scraps from the kitchen,” Grandma said. “I put them in this pile. Over time, the food and leaves break into little pieces that become mulch. All the things that plants need are still there, though. Then I spread the mulch on the ground around the plants. So that is how they grow big, strong, and healthy.”

“Do not forget that the mulch also keeps the weeds out and the plants moist!” added Kevin. Then he got a shovel and began spreading mulch.

“I want to help the plants grow big and be healthy!” Kevin exclaimed.

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

Now answer Numbers 11 through 20. Base your answers on “Grandma’s Garden.”

11 What do you learn about mulch in the story?

- Ⓐ Mulch is carrots.      Ⓒ Mulch is garbage.  
Ⓑ Mulch has thorns.      Ⓓ Mulch helps plants grow.

12 Read this sentence from the story.

**“I like to smell their sweet scent.”**

Which word helps you understand *scent*?

- Ⓕ like                              Ⓗ their  
Ⓖ smell                            Ⓘ to

13 Read this sentence from the story.

**“Roses have sharp thorns that can hurt your fingers.”**

What does *thorns* mean in the sentence above?

- Ⓐ small holes                  Ⓒ blooms on a plant  
Ⓑ stickers on plants        Ⓓ things to play music

14 Read this sentence from the story.

**“Mulch keeps the soil moist so it does not dry out.”**

What is the meaning of *moist*?

- Ⓕ hot                              Ⓗ rainy  
Ⓖ full                             Ⓘ wet

**GO ON →**

- 15 Which statement BEST describes the story's lesson?
- Ⓐ "Food gives us energy."
  - Ⓑ "We need food to help us grow."
  - Ⓒ "We learned about plants in in school," Kevin said.
  - Ⓓ "I want to help the plants grow big and be healthy!" Kevin exclaimed.

- 16 Read this sentence from the story.

**Grace pushed the edge of the pile with her foot.**

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

- Ⓕ a ruler
  - Ⓖ twelve inches
  - Ⓗ the bottom of the bed
  - Ⓘ the lowest part of the leg
- 17 Read this sentence from the story.
- "I put mulch around the plants to help them grow."**

How does this sentence support the theme?

- Ⓐ It tells how people help plants.
- Ⓑ It shows how families work together.
- Ⓒ It shows how to keep plants from drying out.
- Ⓓ It tells how to keep weeds out of the garden.



- 18** Read this sentence from the story.

**“They also need things in the soil to make them grow strong and healthy.”**

Which word in the sentence helps the reader understand what *healthy* means?

- Ⓕ make
  - Ⓖ need
  - Ⓗ strong
  - Ⓘ things
- 19** What is the MOST LIKELY reason Grandma tells Grace and Kevin about mulch?
- Ⓐ to get them to help spread the mulch
  - Ⓑ to explain why the roses smell so sweet
  - Ⓒ to help them understand how mulch helps plants
  - Ⓓ to get them to put vegetable pieces in the mulch pile
- 20** Which action by a character BEST describes the lesson of the story?
- Ⓕ Grace pushed the edge of the pile with her foot.
  - Ⓖ Then Grace pointed to a small pile by the fence.
  - Ⓗ She held the flower so that Kevin could smell it.
  - Ⓘ Then he got a shovel and began spreading mulch.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Compare how plants grow in “The Legend of the Bluebonnet” and “Grandma’s Garden.” What is the SAME? What is DIFFERENT? Support your answer with text evidence from the stories.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Theme	RL.2.2	DOK 3
2	G	Context Clues: Sentence Clues	L.2.4a	DOK 2
3	C	Theme	RL.2.2	DOK 3
4	F	Context Clues: Sentence Clues	L.2.4a	DOK 2
5	D	Theme	RL.2.2	DOK 3
6	F	Context Clues: Sentence Clues	L.2.4a	DOK 2
7	C	Point of View	RL.2.6	DOK 3
8	H	Multiple-Meaning Words	L.2.4a	DOK 2
9	D	Context Clues: Sentence Clues	L.2.4a	DOK 2
10	I	Theme	RL.2.2	DOK 3
11	D	Theme	RL.2.2	DOK 3
12	G	Context Clues: Sentence Clues	L.2.4a	DOK 2
13	B	Context Clues: Sentence Clues	L.2.4a	DOK 2
14	I	Context Clues: Sentence Clues	L.2.4a	DOK 2
15	D	Theme	RL.2.2	DOK 3
16	I	Multiple-Meaning Words	L.2.4a	DOK 2
17	A	Theme	RL.2.2	DOK 3
18	H	Context Clues: Sentence Clues	L.2.4a	DOK 2
19	C	Point of View	RL.2.6	DOK 3
20	I	Theme	RL.2.2	DOK 3
21	see below	Plot: Compare and Contrast	RL.2.3	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: The stories both tell about plants growing. In “The Legend of the Bluebonnet,” plants cannot grow in the beginning because there is no rain. At the end, flowers appear as if by magic with the rain from the Great Spirits. The story “Grandma’s Garden” describes what plants need to grow. The plants grow because the kids and Grandma take care of the plants.

**Read the article “Energy at Home” before answering Numbers 1 through 10.**

## **Energy at Home**

We use energy in many ways every day. Energy makes things move, give light, and heat up or cool down. It gives us power to run machines like cars and computers. Energy makes life safe, comfortable, and easy. A look at your own home shows how this is true.

Your home gives you shelter by keeping you safe. It is comfortable inside when the weather is bad outside. It is light inside when the world is dark outside. Energy helps you be comfortable at home.

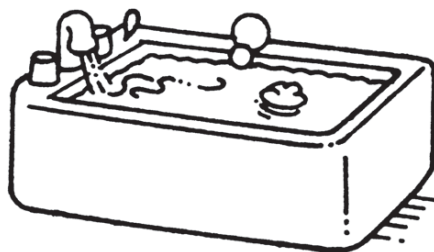
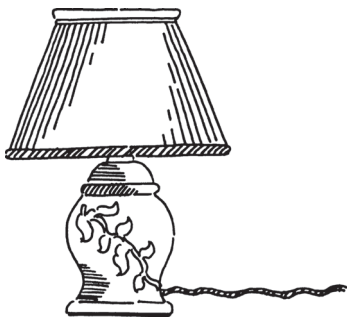
When you feel cold at home, what can you do? You can ask someone to turn up the heat! That turns on a machine that blows warm air into each room. Heating your home takes a lot of energy. In fact, most of the energy in your home goes to keeping it warm. Your home may have machines that cool the air, too.

When it gets dark outside, what can you do? You can turn on a lamp! You need energy to make light. Energy moves through wires inside the walls. The wires attach to a lamp, and energy travels to a bulb. That is the glass part in a lamp. Energy heats the inside of the bulb, making it glow with light.

Wires send energy all around your home. They send energy to your stove. They send energy to your washing machine. When you watch television or use your computer you use energy, too. All of these machines have wires that plug into walls. Energy is stored there until you turn something on.

When you get dirty, what can you do? You can take a bath or shower! You probably get the water nice and warm before you get in. A machine called a water heater makes the water warm for your bath or shower. It also heats water for washing dishes and doing laundry. Some clothes need to be cleaned with warm water in the washing machine.

Today, we have plenty of energy. In the future, energy may be harder to get. It may cost people more money to use. We should use energy carefully. Turn off lights and machines when you do not need them. Open or close windows when you feel hot or cold. You can help save energy around your home!



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

Now answer Numbers 1 through 10. Base your answers on “Energy at Home.”

- 1 Why did the author MOST LIKELY write “Energy at Home”?
- Ⓐ to explain how to make energy
  - Ⓑ to explain how to use less energy
  - Ⓒ to describe how energy is used in homes
  - Ⓓ to explain why heating a home uses a lot of energy

- 2 Read these sentences from the article.

**We use energy in many ways every day. Energy makes things move, give light, and heat up or cool down. It gives us power to run machines like cars and computers.**

Which detail helps you understand what *energy* means?

- Ⓕ every day
- Ⓖ it gives us power
- Ⓖ we use energy
- Ⓖ cars and computers

- 3 Which sentence from the article explains the author’s point that heating a home uses a lot of energy?
- Ⓐ You need energy to make light.
  - Ⓑ You can ask someone to turn up the heat!
  - Ⓒ Energy helps you be comfortable at home.
  - Ⓓ In fact, most of the energy in your home goes to keeping it warm.

- 4 Read this sentence from the article.

**Your home gives you shelter by keeping you safe.**

What does *shelter* mean in the sentence above?

- Ⓕ a place you own                      Ⓗ a place that is quiet  
Ⓖ a place that is big                  Ⓘ a place free from danger

- 5 Read this sentence from the article.

**Wires send energy all around your home.**

The author gives this information to explain

- Ⓐ how you can help save energy.  
Ⓑ that you should use energy carefully.  
Ⓒ how energy travels to different places.  
Ⓓ that you probably like a bath with warm water.

- 6 Read these sentences from the article.

**The wires attach to a lamp, and energy travels to a bulb. That is the glass part in a lamp. Energy heats the inside of the bulb, making it glow with light.**

Which detail helps you understand what *bulb* means?

- Ⓕ glow with light                      Ⓗ energy heats the inside  
Ⓖ the wires attach                   Ⓘ the glass part in a lamp

- 7 Lights and computers are ALIKE because both
- Ⓐ use energy.
  - Ⓑ are in every home.
  - Ⓒ make homes brighter.
  - Ⓓ have a bulb that glows.

- 8 Read these sentences from the article.

**It also heats water for washing dishes and doing laundry. Some clothes need to be cleaned with warm water in the washing machine.**

What does the word *laundry* mean?

- Ⓕ soap
- Ⓖ energy
- Ⓖ clean water
- Ⓘ dirty clothes

- 9 Read these sentences from the article.

**Today, we have plenty of energy. In the future, energy may be harder to get.**

The word *future* means time that

- Ⓐ will happen.
- Ⓑ is happening.
- Ⓒ has happened.
- Ⓓ passes quickly.

- 10 Why did the author include information about how to save energy at home?

- Ⓕ to get readers to use energy carefully
- Ⓖ to explain that we have plenty of energy today
- Ⓖ to show readers that homes always waste energy
- Ⓘ to give information about how much energy costs



**Read the article “Party Power” before answering Numbers 11 through 20.**

## **Party Power**

The Carters are having a yard party. The family will eat dinner outside tonight. First, they want to swim in the pool and dance to some music. Then Mr. Carter will cook hot dogs and everyone will play a game of tag.

The Carters need some things for their party. They need suits, towels, and pool toys. They need their radio and food, too, of course. They also need flashlights, in case it is dark when they play tag.

The Carters need something else for their party. They need energy! All of their plans depend on energy. Without energy, things do not move, light up, or make sound.

The kids play in the pool. John puts his toy boat in the water. It sails from one end of the pool to the other. What moves the boat? Wind energy! Wind blows against the sail to push the boat.

The kids finish swimming and use towels to dry off. Then Mrs. Carter hangs the wet towels on the line in the sunlight. Soon, the towels are dry. What makes the towels dry? Sun energy! Heat from the sun dries the water in the towels.

Sheila turns on the radio, and music fills the air. Sheila and John dance around. What makes the radio play? Electricity! Electricity is energy. It can pass through a wire. A wire on the radio plugs into a wall of the house, where more wires are storing electricity. Those wires send electricity to the radio.

Mr. Carter makes dinner, using a fire pit in the ground. Mr. Carter dug a hole to make the pit. He puts some firewood in the pit and lights it. The kids hold hot dogs on sticks over the fire, watching them turn brown. What cooks the hot dogs? Fire energy! The burning flames heat the food to cook it.

It is dark, but the family still wants to play tag. Mrs. Carter hands out flashlights, and everyone turns them on. They glow brightly. John is “it.” He shines his light and it hits Sheila, so now she is “it.”

What makes the flashlight glow? Electricity! The flashlight has a battery. A battery is a metal tube that is closed at both ends. It is packed with material that can make electricity. When a flashlight turns on, the battery sends electricity to the bulb to make it light up.

The lights go off, the music stops, and the fire is put out. It was a fun yard party, filled with energy!



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

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

- 11 The author MOST LIKELY wrote this article to teach readers about
- Ⓐ batteries.                      Ⓒ where to find electricity.  
Ⓑ a yard party.                Ⓓ different kinds of energy.

- 12 Read this sentence from the article.

**They also need flashlights, in case it is dark when they play tag.**

Which word helps you know what *flashlights* are?

- Ⓕ also                              Ⓗ play  
Ⓖ dark                             Ⓘ tag

- 13 Read these sentences from the article.

**They need energy! All of their plans depend on energy. Without energy, things do not move, light up, or make sound.**

What does *depend on* mean?

- Ⓐ energy                        Ⓒ move  
Ⓑ light                         Ⓓ need

- 14 The author uses a toy boat to describe
- Ⓕ fire energy.                      Ⓗ wind energy.  
Ⓖ sun energy.                    Ⓘ water energy.

- 15** Read these sentences from the article.

**Then Mrs. Carter hangs the wet towels on the line in the sunlight. Soon, the towels are dry.**

What point from the article does this information support?

- Ⓐ A towel is colder when it is wet.
- Ⓑ It takes energy to make a towel wet.
- Ⓒ Heat from the sun has energy to dry things.
- Ⓓ Towels do not dry when you hang them on a line.

- 16** Read these sentences from the article.

**What makes the radio play? Electricity! Electricity is energy. It can pass through a wire.**

What does the word *electricity* mean?

- Ⓕ a kind of wire
- Ⓖ a kind of radio
- Ⓖ energy that travels
- Ⓘ a sound inside a radio

- 17** Which two examples use the SAME kind of energy?

- Ⓐ towels drying and boat moving
- Ⓑ radio playing and food cooking
- Ⓒ towels drying and food cooking
- Ⓓ radio playing and flashlight shining

- 18** Read these sentences from the article.

**Mr. Carter makes dinner, using a fire pit in the ground. Mr. Carter dug a hole to make the pit.**

Which detail helps you understand what *pit* means?

- ☐ F Mr. Carter                      ☐ H using  
☐ G dug a hole                      ☐ I makes dinner

- 19** Read this sentence from the article.

**The kids hold hot dogs on sticks over the fire, watching them turn brown.**

What point from the article does this information support?

- ☐ A Wood is easy to burn.  
☐ B Heat energy cooks food.  
☐ C Electricity passes energy through a wire.  
☐ D Hot dogs are burned when they are brown.

- 20** Read these sentences from the article.

**A battery is a metal tube that is closed at both ends. It is packed with material that can make electricity.**

A *battery* means the part of a flashlight that

- ☐ F shines.                      ☐ H flashes on and off.  
☐ G is metal.                      ☐ I makes electricity.



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

- 21** Think about how the authors of “Energy at Home” and “Party Power” share information about energy. What do they tell about energy that is the SAME? What is DIFFERENT? Support your answer with text evidence from the articles.

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# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Author's Purpose	RI.2.6	DOK 3
2	H	Context Clues: Paragraph Clues	L.4.4a	DOK 2
3	D	Author's Purpose	RI.2.8	DOK 3
4	I	Context Clues: Sentence Clues	L.2.4a	DOK 2
5	C	Author's Purpose	RI.2.8	DOK 3
6	I	Context Clues: Paragraph Clues	L.4.4a	DOK 2
7	A	Connections Within Text: Compare and Contrast	RI.2.3	DOK 3
8	I	Context Clues: Paragraph Clues	L.4.4a	DOK 2
9	A	Context Clues: Paragraph Clues	L.4.4a	DOK 2
10	F	Author's Purpose	RI.2.8	DOK 3
11	D	Author's Purpose	RI.2.6	DOK 3
12	G	Context Clues: Sentence Clues	L.2.4a	DOK 2
13	D	Context Clues: Paragraph Clues	L.4.4a	DOK 2
14	H	Author's Purpose	RI.2.8	DOK 3
15	C	Author's Purpose	RI.2.8	DOK 3
16	H	Context Clues: Paragraph Clues	L.4.4a	DOK 2
17	D	Connections Within Text: Compare and Contrast	RI.2.3	DOK 3
18	G	Context Clues: Paragraph Clues	L.4.4a	DOK 2
19	B	Author's Purpose	RI.2.8	DOK 3
20	I	Context Clues: Paragraph Clues	L.4.4a	DOK 2
21	see below	Connections Within Text: Compare and Contrast	RI.2.9	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: Both authors write about how energy is used at home. Both authors list things found at home as examples. In "Energy at Home," the author only writes about energy in wires. In "Party Power," the author writes about other kinds of energy, such as wind energy, sun energy, fire energy, and battery energy.

**Read the article “Dog Sled Racing” before answering Numbers 1 through 10.**

## **Dog Sled Racing**

Dog sled racing is a popular sport in the far north. Groups of dogs pull a sled over snow and ice. A person called the musher drives the sled and directs the dogs. It is a team effort!

### **The Sled Dogs**

Most sled dogs are Alaskan huskies. Huskies are strong and have thick fur. Thick fur helps them stay warm in cold weather. Huskies also love to run!

Sled dogs must have certain traits. They must get along with other dogs. They must be hard workers. They must be strong and fast and active. Finally, they must have great endurance. They need to run long distances without getting tired.

### **The Team**

Dog sled teams have from eight to sixteen dogs. The dogs are attached to the sled in pairs by a rope. The dogs are lined up in order according to their jobs. The two dogs at the front of the group are the lead dogs. Lead dogs are like the captains of the dog team. They have been trained to know their musher's commands.



Point dogs are right behind the lead dogs. They help the leads. The dogs in the middle are team dogs. They supply power. The dogs closest to the sled are called wheel dogs. They are large and strong. They help keep the sled on the trail. The musher stands on a light sled and gives directions to the dogs by calling out certain words.

Sled Dog Commands	
Command	Meaning
Hike	Go!
Gee	Turn right.
Haw	Turn left.
Whoa	Stop.

### The Race Is On!

Dog sled races are usually 30 to 1,000 miles long. Mushers know their dogs well. If a dog gets overtired or hurt, the musher stops. The dog gets a ride on the sled to the next stopping point. There, vets take care of any animals that need help.

In a long race, all the teams that finish can feel like winners. At the finish line, the dogs get hugs and treats. Then they go home to relax for a bit. After all, they must rest up for the next race!



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

Now answer Numbers 1 through 10. Base your answers on “Dog Sled Racing.”

- 1 What is the main idea of “Dog Sled Racing”?
- Ⓐ Sled dogs have jobs.
  - Ⓑ Dog teams are attached to the sled.
  - Ⓒ Sled dogs and mushers work as a team.
  - Ⓓ All the teams that finish can feel like winners.

- 2 Read this sentence from the article.

**They must be strong and fast and active.**

The word *active* has the root *act*, which means “to do.” An *active* sled dog would be

- Ⓕ angry.
- Ⓖ calm.
- Ⓖ busy.
- Ⓘ lazy.

- 3 Who drives the sled and directs the dogs?

- Ⓐ the musher
- Ⓑ the point dogs
- Ⓒ the wheel dogs
- Ⓓ Alaskan huskies

- 4 Read this sentence from the article.

**The dogs are lined up in order according to their jobs.**

The word *order* has a root meaning “row.” When you put things in *order*, you

- Ⓕ arrange them.
- Ⓖ ship them.
- Ⓖ break them.
- Ⓘ tear them.

- 5 After reading the article, what can you tell about sled dogs?
- Ⓐ Sled dogs are fun.
  - Ⓑ Sled dogs like to ride on sleds.
  - Ⓒ Sled dogs are strong, fast, and smart.
  - Ⓓ Sled dogs do not like the cold weather.

- 6 Read this sentence from the article.

**Lead dogs are like the captains of the dog team.**

The word *captain* has the Latin root *cap*, meaning “head.” What does *captain* mean?

- Ⓕ body
  - Ⓖ idea
  - Ⓗ leader
  - Ⓘ person
- 7 Which is true of BOTH sled dogs and mushers?
- Ⓐ They both are fast.
  - Ⓑ They both love to run.
  - Ⓒ They both work to help the team.
  - Ⓓ They both work best by themselves.

- 8 Read this sentence from the article.

**Dog sled racing is a popular sport in the far north.**

The word *popular* has a Latin root meaning “people.” Something *popular* is

- Ⓕ not known by a lot of people.
- Ⓖ liked by a lot of people.
- Ⓗ dangerous.
- Ⓘ quiet.

- 9 Read these sentences from the article.

**Finally, they must have great endurance. They need to run long distances without getting tired.**

What does the word *endurance* mean in the sentences above?

- Ⓐ hearing
- Ⓑ happy thoughts
- Ⓒ very large paws
- Ⓓ strength to keep going

- 10 Why must mushers know their dogs well?

- Ⓕ so they know the best dog treats
- Ⓖ so they know the captain of the dog team
- Ⓗ so they know to stop if a dog is overtired or hurt
- Ⓘ so they know where the vet is after the race is done

**Read the article “Being on a Swim Team” before answering Numbers 11 through 20.**

## **Being on a Swim Team**

Katie is member of the Soaring Seals Swim Team. She is in fourth grade. We asked Katie questions about being on the team.

### **Why did you want to be on a swim team?**

I love to swim and I love to race. I wanted to see if I could win when I swam against other kids. Also, I had lots of friends on the swim team. They all said it was really fun.

### **How did you become a member of the team?**

I took swimming classes at the community center where the Soaring Seals swim. I remember the teacher said she thought I was good enough to be on the team. She told the coach, but I still had to try out. The coach watched me swim each of my strokes. I qualified! The coach thought I was good enough to be on the team.

### **What is it like to be part of a team?**

It is really fun because you get to know other kids you might not have met. You make new friends. We help each other with our strokes and work together to be a good team.

**What happens at a swim meet?**

Different teams come together at the same pool. When it is your turn to race, you go to your lane. You wait for the whistle. That is the signal to dive in and swim as fast as you can!

**What does the team do when you are swimming?**

They cheer and shout, “Go Katie!” It makes me swim faster because I know they are cheering for me. Everyone on our team is excited when someone on the team is swimming.

**What is the best thing about being on a team?**

It makes me feel proud to be part of the team. There is a sign outside the center that says “Home of the Soaring Seals” that everyone notices. Now I am a Soaring Seal. Everyone thinks it is cool.

**Do you have any advice for a younger child who wants to be on a swim team?**

Take swimming classes and listen to the teachers. Then, when you get on a team, have fun. If it feels like lots of pressure, something is wrong. Our coach tells us that having fun is the most important thing.



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

Now answer Numbers 11 through 20. Base your answers on “Being on a Swim Team.”

**11** Which BEST explains what the article is about?

- Ⓐ Katie tells about swimming.
- Ⓑ Swim teams are fun if you like to race.
- Ⓒ Katie tells what it is like to be in fourth grade.
- Ⓓ Katie tells what it is like to be on a swim team.

**12** Read this sentence from the article.

**That is the signal to dive in and swim as fast as you can!**

The word *signal* includes the root *sign*. *Signal* means something that

- Ⓕ bothers.                      Ⓗ informs.
- Ⓖ confuses.                   Ⓘ pleases.

**13** How do you get to be on a swim team?

- Ⓐ Take swimming classes and try out for a team.
- Ⓑ Talk to your friends who are on swim teams.
- Ⓒ Be a good swimmer and like to win.
- Ⓓ Look for the Soaring Seals sign.

**14** The reader learns that Katie

- Ⓕ likes being on a team.   Ⓗ does not like to race.
- Ⓖ was scared to try out.   Ⓘ swims slowly.

- 15 Read this sentence from the article.

**If it feels like lots of pressure,  
something is wrong.**

*Pressure* has a Latin root meaning “to press.”

What is an example of *pressure*?

- Ⓐ doing something you like to do
- Ⓑ being forced to do something
- Ⓒ watching a favorite movie
- Ⓓ visiting an old friend

- 16 Read this sentence from the article.

**I took swimming classes at the  
community center where the Soaring  
Seals swim.**

*Community* comes from a Latin root meaning  
“group of people.” A *community center* would  
be open

- Ⓕ all the time.
- Ⓖ only on weekends.
- Ⓖ to all people.
- Ⓘ to two or three people.

- 17 Katie and her friends on the team are ALIKE  
because they

- Ⓐ feel a lot of pressure.
- Ⓑ take swimming classes.
- Ⓒ have the same swim teacher.
- Ⓓ say it is fun to be on a swim team.



- 18** Read this sentence from the article.

**I remember the teacher said she thought I was good enough to be on the team.**

*Remember* has a root that means “to think of again.” *Memory* has the same root and means

- Ⓕ a club.
- Ⓖ a reason.
- Ⓗ something kept in your mind.
- Ⓘ something you are not sure about.

- 19** Read these sentences from the article.

**I qualified! The coach thought I was good enough to be on the team.**

What does the word *qualified* mean in the sentences above?

- Ⓐ tried hard
- Ⓑ passed the test
- Ⓒ had lots of fun
- Ⓓ made mistakes

- 20** Why does Katie think it is fun to be part of a team?

- Ⓕ She waits for the whistle.
- Ⓖ She gets to make new friends.
- Ⓗ Different teams come together at a pool.
- Ⓘ The coach watched her swim each of her strokes.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** What do you learn about teams from “Dog Sled Racing” and “Being on a Swim Team”? Support your answer with text evidence from the articles.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Main Idea and Key Details	RI.2.2	DOK 2
2	G	Greek and Latin Roots	L.4.4b	DOK 2
3	A	Main Idea and Key Details	RI.2.2	DOK 2
4	F	Greek and Latin Roots	L.4.4b	DOK 2
5	C	Main Idea and Key Details	RI.2.2	DOK 2
6	H	Greek and Latin Roots	L.4.4b	DOK 2
7	C	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
8	G	Greek and Latin Roots	L.4.4b	DOK 2
9	D	Context Clues: Paragraph Clues	L.4.4a	DOK 2
10	H	Main Idea and Key Details	RI.2.2	DOK 2
11	D	Main Idea and Key Details	RI.2.2	DOK 2
12	H	Greek and Latin Roots	L.4.4b	DOK 2
13	A	Main Idea and Key Details	RI.2.2	DOK 2
14	F	Main Idea and Key Details	RI.2.2	DOK 2
15	B	Greek and Latin Roots	L.4.4b	DOK 2
16	G	Greek and Latin Roots	L.4.4b	DOK 2
17	D	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
18	H	Greek and Latin Roots	L.4.4b	DOK 2
19	B	Context Clues: Paragraph Clues	L.4.4a	DOK 2
20	G	Main Idea and Key Details	RI.2.2	DOK 2
21	see below	Main Idea and Key Details	RI.2.2	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: Both articles describe teams that race. Team members in both articles have special skills and like to race or go fast. The team members work together and care about each other.

Read the article “Is That a Cow in Your Wallet?” before answering Numbers 1 through 10.

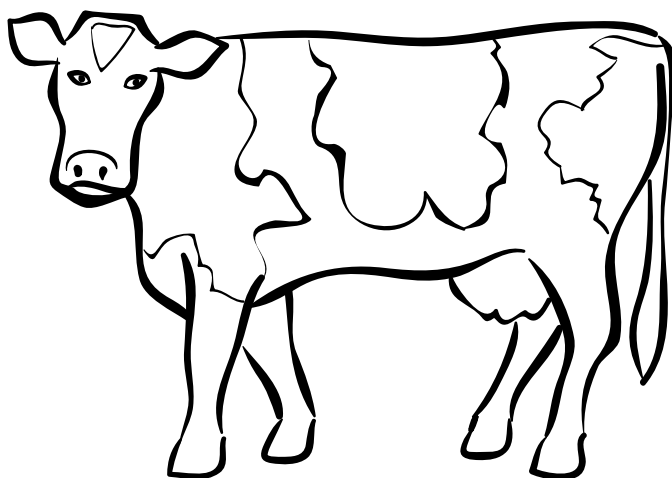
## Is That a Cow in Your Wallet?

A young boy needs a new pair of boots. His mother goes to the barn and picks out a large cow. Then she goes to the hen house and takes two hens. Next, she goes to the pantry. She scoops salt into a cloth sack. She also takes a handful of seashells from a tin pail. She puts them in her pocket.

The trip to buy the boots is not easy. The cow is slow. It stops to munch on grass every few minutes. The boy has to tug on the cow’s rope to get her to move. The hens flap their wings. Feathers fly everywhere and stick to the boy’s head. Rain begins to fall. The salt starts to dissolve. The sack leaks. Soon all the salt has melted away. The seashells rattle, the chickens cluck, and the cow moos.

“I hope the shoemaker agrees that these things are worth a pair of boots,” Mom says.

“I wish there was a better way to get what we need,” the boy grumbles.



Long ago, people bartered or traded for what they needed. Many cultures placed a high value on cows. They were often traded for goods or work. In different places and in different times, chickens, salt, and seashells were used in trades. Grains, beads, and other items were traded, too.

Trading was useful. But it did have problems and was not always easy. Sometimes, items used for trade were not convenient. Cows are big animals. They are hard to transport from one place to another. Trade items could be messy. Not many people wanted a melted sack of salt. Items, like pieces of shells, could be hard to count.

There was one more problem with trading. People did not always agree on the value of items. A farmer might think two egg-laying hens were worth the price of a shovel. The shovel owner might want three hens.

People needed something easy to carry and handle. It also had to be fair. It had to have the same value for everyone. That value had to be clear. So money was invented.

In America, our money comes from the United States Mint. Each bill and coin has an amount printed on it. It is a good thing, too. Cows are big and heavy. Chickens are messy and sometimes smelly. Just try carrying them in your wallet to the shoe store!

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

Now answer Numbers 1 through 10. Base your answers on “Is That a Cow in Your Wallet?”

- 1 What is the MAIN idea of the article?
- Ⓐ Long ago, people carried salt in a sack.
  - Ⓑ People used to trade cows and chickens.
  - Ⓒ Money comes from the United States Mint.
  - Ⓓ People used to trade for things, but now we use money.
- 2 What MAIN problem do the mother and boy try to solve?
- Ⓕ They have to get the hens out of the hen house.
  - Ⓖ They have to gather things to trade for boots.
  - Ⓗ They have to make the cow keep walking.
  - Ⓘ They have to carry salt in the rain.

- 3 Read these sentences from the article.

**The salt starts to dissolve. The sack leaks. Soon all the salt has melted away.**

Which word in the sentences helps the reader understand what *dissolve* means?

- Ⓐ all
- Ⓑ melted
- Ⓒ soon
- Ⓓ starts

- 4 Read these sentences from the article.

**Many cultures placed a high value on cows. They were often traded for goods or work.**

What does the word *value* mean?

- Ⓕ feeling                      Ⓗ price  
Ⓖ lesson                      Ⓘ shape

- 5 Read these sentences from the article.

**In different places and in different times, chickens, salt, and seashells were used in trades. Grains, beads, and other items were traded, too.**

What does the word *items* mean?

- Ⓐ animals                      Ⓒ shells  
Ⓑ foods                      Ⓓ things

- 6 Read these sentences from article.

**Trading was useful. But it did have problems and was not always easy. Sometimes, items used for trade were not convenient.**

Which word helps you understand what *convenient* means?

- Ⓕ easy                      Ⓗ trading  
Ⓖ items                      Ⓘ useful

- 7** What is the MAIN problem in the article?
- Ⓐ People wanted something better than trading to get things.
  - Ⓑ People needed coins and bills to buy things.
  - Ⓒ Most people did not have money.
  - Ⓓ Some items were hard to count.

- 8** Read these sentences.

**Cows are big animals. They are hard to transport from one place to another.**

*Transportation* is “a way to get from place to place.” What does *transport* mean?

- Ⓕ believe
- Ⓖ sell
- Ⓖ move
- Ⓖ use

- 9** What was one problem with trading?
- Ⓐ Not all hens laid eggs.
  - Ⓑ People had to walk in bad weather.
  - Ⓒ Shop owners charged too much for shovels.
  - Ⓓ People might not agree on the value of things.
- 10** Which problem was solved with bills and coins?
- Ⓕ Cows needed grass to eat.
  - Ⓖ Not everyone had animals or gold to trade.
  - Ⓖ Trade items could be hard to carry and count.
  - Ⓖ Shop owners did not want animals inside stores.



**Read the article “State Quarters” before answering Numbers 11 through 20.**

## **State Quarters**

Break open a roll of quarters. Watch the shiny coins spin and fall. Flip a few coins over from the front to the reverse side. Look closely at the backs. You may have some special state quarters.

In 1997, a new law said quarters could have special designs. That meant everyone could collect them. Children could, too! The 50 State Quarters Program was an exciting idea!

Still, there were problems to solve before the program could start.

- Which state should be on the first coin?
- How would new designs fit on a quarter?
- How would each state choose a design?

A coin dealer named David Ganz helped solve one problem. Ganz reminded people that Delaware was the first state, so it should have the first quarter. The other quarters could come in the order states became states.

More new laws solved other problems. One law said the words on the back of the quarter could move to the front. Moving the inscriptions made room for new designs on the back.

Another law put governors in charge of choosing their state designs. Some governors held contests. Others asked artists to help. The U.S. Mint would make the final choice for each state.

The Mint put out five new quarters a year from 1999 through 2008. Each quarter told a special story about the state. People loved collecting them.

The Tennessee state quarter appeared in 2002. It tells the story of the state's proud music background. It shows a guitar, a horn, and a fiddle. Each instrument represents a kind of music. Each kind of music represents a different part of the state.

Texas is the only state with one star on its flag. The Texas quarter shows a star on the outline of the state's borders. Texas borders are unique. Some are straight, and some are curvy. Some are created by people while some are formed by nature. Cowboy rope runs along the edge of the quarter. The rope recalls the state's cowboy history.

Quarters have always been worth 25 cents. The 50 state quarters have another value. They tell the story of our great United States. What a great way to save money and learn history!



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

Now answer Numbers 11 through 20. Base your answers on “State Quarters.”

- 11 What is the MAIN idea of “State Quarters”?
- Ⓐ how to collect state quarters
  - Ⓑ how special state quarters were created
  - Ⓒ why it is important to save many quarters
  - Ⓓ why Delaware had the first new quarter design

- 12 Read these sentences from the article.

**Flip a few coins over from the front to the reverse side. Look closely at the backs.**

Which word helps the reader understand what *reverse* means?

- Ⓕ backs
  - Ⓖ closely
  - Ⓗ coins
  - Ⓘ few
- 13 What problem did David Ganz help solve?
- Ⓐ which state should have the first quarter
  - Ⓑ how each state would choose a design
  - Ⓒ how new designs would fit on a quarter
  - Ⓓ who would make the final choice

- 14 Read this sentence from the article.

**Moving the inscriptions made room for new designs on the back.**

The Latin root *scrip* means “to write.” What does *inscriptions* mean?

- Ⓕ rooms
  - Ⓖ hidden items
  - Ⓗ coins
  - Ⓘ written words
- 15 Which solution made it easier to fit the new designs?
- Ⓐ The U.S. Mint would make the final choice.
  - Ⓑ Delaware would have the first state quarter.
  - Ⓒ Governors would choose their state designs.
  - Ⓓ The words on the back could move to the front.

- 16 Read these sentences from the article.

**The Texas quarter shows a star on the outline of the state’s borders. Texas borders are unique. Some are straight, and some are curvy.**

What does *unique* mean in the sentence above?

- Ⓕ funny
- Ⓖ old
- Ⓗ special
- Ⓘ wild

**17** How did some governors choose designs?

- Ⓐ They held contests.
- Ⓑ They asked the U.S. Mint for help.
- Ⓒ They copied the designs on their flags.
- Ⓓ They made up stories about their states.

**18** Read these sentences from the article.

**It shows a guitar, a horn, and a fiddle.  
Each instrument represents a kind  
of music.**

What does the word *represents* mean?

- Ⓕ plays
- Ⓖ stands for
- Ⓖ makes up
- Ⓖ strings

**19** Who made the final choice for each design?

- Ⓐ children
- Ⓒ the U.S. Mint
- Ⓑ governors
- Ⓓ artists in the states

**20** Read these sentences from the article.

**Some are straight, and some are  
curvy. Some are created by people  
while some are formed by nature.**

What does the word *formed* mean?

- Ⓕ closed
- Ⓖ hidden
- Ⓖ destroyed
- Ⓖ made



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** Describe the problems in the articles “Is That a Cow in Your Wallet?” and “State Quarters.” Then describe the solutions. Support your answer with text evidence from the articles.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Main Idea and Key Details	RI.2.2	DOK 2
2	G	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
3	B	Context Clues: Paragraph Clues	L.2.4	DOK 2
4	H	Context Clues: Paragraph Clues	L.2.4	DOK 2
5	D	Context Clues: Paragraph Clues	L.2.4	DOK 2
6	F	Context Clues: Paragraph Clues	L.2.4	DOK 2
7	A	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
8	G	Greek and Latin Roots	L.4.4b	DOK 2
9	D	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
10	H	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
11	B	Main Idea and Key Details	RI.2.2	DOK 2
12	F	Context Clues: Paragraph Clues	L.2.4	DOK 2
13	A	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
14	I	Greek and Latin Roots	L.4.4b	DOK 2
15	D	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
16	H	Context Clues: Paragraph Clues	L.2.4	DOK 2
17	A	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
18	H	Context Clues: Paragraph Clues	L.2.4	DOK 2
19	C	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
20	I	Context Clues: Paragraph Clues	L.2.4	DOK 2
21	see below	Connections Within Text: Problem and Solution	RI.2.3	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: The article “Is That a Cow in Your Wallet?” shows the problems people had with trading before money was invented. The problem was solved with the creation of paper bills and coins. The questions in the article “State Quarters” list the problems that had to be solved before the state quarters could be made. These problems had to do with the order each coin would be made and the designs that would be on their backs. Governors and the U.S. Mint helped solve the problems.

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

## The Race

The animals gathered in the village for the Fourth of July picnic and race. This year Turtle was challenging Rabbit.

“You cannot mean it!” Rabbit said to Turtle. “You do not really think you can beat me! You are such a slowpoke. You are molasses!”

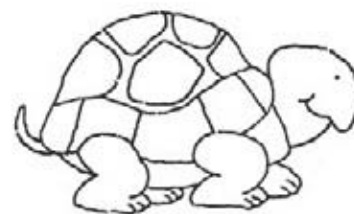
“What is molasses?” Frog asked Lizard.

“It is a thick syrup,” Lizard said. “It pours out very slowly.”

“Are you sure you want to do this?” Turtle’s pal Snail asked. “Rabbit is lightning in a race.”

“Rabbit’s a bragger,” Turtle said. “I am tired of his saying how fast he is and how slow I am. I do not know how, but I will prove I can beat him.”

After lunch, Duck called Turtle and Rabbit to the starting line. “Good luck to you both,” Duck said. Then he waved a flag. The crowd cheered, and the race began. As usual, Rabbit bolted to a huge lead. Meanwhile, Turtle moved down the road, taking one slow, steady step at a time.





Halfway through the race, and far out of sight of Turtle, Rabbit yawned. He was feeling tired. “I will rest for a few minutes. Then I will get up and easily win the race,” he thought. So he climbed into a soft pile of hay and fell asleep.

A long while later, Turtle passed the spot where Rabbit slept. Turtle glanced at Rabbit and kept going. He kept going until the sun was a giant red ball low in the sky. He kept going until he crossed the finish line. There, the crowd exploded into cheers of thunder.

It was that sound of thunder that woke Rabbit. He stretched his arms and legs. Then he sprinted down the road. He was sure he would win.

Later that evening, a reporter for a local TV station provided details of the race.

“There has been an upset in this year’s Fourth of July race,” the reporter said with a smile. “Foolish Rabbit was so sure he would beat Turtle that he took a nap during the race. He slept for hours while Turtle kept going.”

“As a result, Turtle won,” the reporter said. “Rabbit could not believe his eyes when he reached the finish line and realized that Turtle had won. I believe that Turtle deserved to win. Let us hope that this finally puts a stop to Rabbit’s bragging.”

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

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

- 1 What does Rabbit think of racing Turtle?
- Ⓐ He is afraid because Turtle is tricky.
  - Ⓑ He thinks it will be a good, fair race.
  - Ⓒ He thinks it is silly because Turtle cannot win.
  - Ⓓ He wants to beat Turtle because Turtle is a bragger.

- 2 Read this sentence from the story.

**“You are molasses!”**

What does Rabbit mean when he says this to Turtle?

- Ⓕ He means Turtle is sticky.
- Ⓖ He means Turtle is very slow.
- Ⓗ He means Turtle is very sweet.
- Ⓘ He means Turtle is a good racer.

- 3 Read this sentence from story.

**“Rabbit is lightning in a race.”**

Snail compares Rabbit to lightning to show that Rabbit is

- Ⓐ angry.
- Ⓑ fast.
- Ⓒ smart.
- Ⓓ strong.

- 4 Read this sentence from the story.

**“I do not know how, but I will prove I can beat him.”**

What does Turtle mean when he says this?

- Ⓕ He is sure he can find a way to win.
- Ⓖ He has a good plan for beating Rabbit.
- Ⓗ He knows that he is faster than Rabbit.
- Ⓘ He knows that Rabbit will stop for a nap.

- 5 Read these sentences from the story.

**As usual, Rabbit bolted to a huge lead. Meanwhile, Turtle moved down the road, taking one slow, steady step at a time.**

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

- Ⓐ ran slowly
- Ⓑ ran quickly
- Ⓒ walked slowly
- Ⓓ walked quickly

- 6 Read this sentence from the story.

**He kept going until the sun was a giant red ball low in the sky.**

The author is comparing the sun and a ball so that the reader can picture

- Ⓕ Turtle.
- Ⓖ a red ball.
- Ⓗ the sunset.
- Ⓘ a giant ball.

- 7 Read this sentence from the story.

**There, the crowd exploded into cheers of thunder.**

What does the author mean?

- Ⓐ Suddenly, the crowd cheered loudly.
  - Ⓑ The crowd was frightened by loud thunder.
  - Ⓒ The crowd became angry and started yelling.
  - Ⓓ There was a loud thunder and lightning storm.
- 8 Which word from the story shows what the reporter thinks about Rabbit?
- Ⓕ cheers
  - Ⓖ slowpoke
  - Ⓖ foolish
  - Ⓖ steady
- 9 If the story were written from Turtle's point of view, the reader would know what
- Ⓐ the reporter thinks when Turtle wins.
  - Ⓑ Turtle thinks when he crosses the finish line.
  - Ⓒ Snail thinks when Turtle crosses the finish line.
  - Ⓓ Rabbit thinks when he realizes Turtle has won.
- 10 What is the lesson of this story?
- Ⓕ Not everyone can win a race.
  - Ⓖ Slow and steady wins the race.
  - Ⓖ If you're the best, you should brag.
  - Ⓖ It is better to be a good sport than to win.

**Read the story “A Skunk’s Tale” before answering Numbers 11 through 20.**

## **A Skunk’s Tale**

Lily Skunk sat on the porch with her brother Puff. A colorful shower of red, yellow, and orange leaves rained down onto the lawn.

Just then, Ring Raccoon rode up on his bike. “Hi, Lily. Hi, Puff,” he said. “Charlie Fox and I are going to welcome the Rabbit family to the neighborhood. Want to come along?”

“I do not think so,” said Lily. “Remember when we welcomed Charlie’s family? His mom screamed and slammed the door when she saw us.”

“Charlie was not too friendly, either,” Puff said. “For weeks, if I lifted my tail, he ran home.”

Lily frowned. “We have never sprayed anyone in our lives. Yet everyone except you and Charlie calls us Stinky and Phew! It is not fair.”

Ring sighed. “Well, maybe the Rabbits are different,” he said.

Charlie Fox came up. “Hi, folks,” he said in between bites of green grapes. Charlie always had food in his mouth. He was an eating machine.



**GO ON →**

After Charlie and Ring left, Lily said, “Puff, we have to prove that skunks are good neighbors.”

“How?” Puff asked.

“I do not know yet,” Lily replied. “My thoughts are a pile of puzzle pieces. I have to figure out how they fit together.”

Now it so happened that some mean, hungry coyotes had gathered near the town. No one was brave enough to challenge the coyotes.

As Lily and Puff talked, a coyote appeared on a distant hill. Suddenly, Lily stood up. Her eyes were sparkling diamonds. “I have it!” she shouted.

At dawn the next morning, Lily and Puff followed their parents and grandparents to the edge of town. Quietly, they surrounded the sleeping coyotes. When Lily’s dad gave the signal, the skunks lifted their tails. Then Lily’s dad called out, “Coyotes, wake up! Leave now, or we will spray.”

One of the younger coyotes sprang up. “Go ahead and spray,” he said boldly. “A little skunk perfume does not scare us!”

An older and wiser coyote interrupted the young coyote’s speech. “Wait a second,” he said. “No need to spray. We will leave.” And they did.

The news spread quickly. The Skunks were heroes. No one ever called Lily or Puff a smelly name again!

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

Now answer Numbers 11 through 20. Base your answers on “A Skunk’s Tale.”

- 11** Read this sentence from the story.

**A colorful shower of red, yellow, and orange leaves rained down onto the lawn.**

What does the author mean?

- Ⓐ It is raining.
  - Ⓑ Leaves are falling from the trees.
  - Ⓒ The wind is blowing leaves around.
  - Ⓓ Rain is making the leaves fall onto the grass.
- 12** Why does Lily not want to go with Ring to welcome the Rabbit family?
- Ⓐ The Rabbits are not very friendly.
  - Ⓑ She does not like the Rabbit family.
  - Ⓒ She would rather stay home and play with Puff.
  - Ⓓ She probably thinks the Rabbits will be afraid of her.
- 13** Why does Lily frown?
- Ⓐ Ring rides up on his bike.
  - Ⓑ Charlie’s mom screams and slams the door.
  - Ⓒ Ring thinks that the Rabbits may be different.
  - Ⓓ She thinks it is unfair that neighbors call her and Puff names.

- 14** Read these sentences from the story.

**Charlie always had food in his mouth.  
He was an eating machine.**

What does “he was an eating machine” mean?

- ☐ Ⓕ Charlie eats a lot.
  - ☐ Ⓖ Charlie uses a machine to eat.
  - ☐ Ⓗ Charlie makes noise when he eats.
  - ☐ Ⓘ Charlie looks like a machine when he eats.
- 15** The young coyote probably says, “Go ahead and spray” because he
- ☐ Ⓐ is very brave.
  - ☐ Ⓑ is trying to be funny.
  - ☐ Ⓒ has never been sprayed by a skunk.
  - ☐ Ⓓ thinks skunk spray has a nice smell.

- 16** Read these sentences from the story.

**Suddenly, Lily stood up. Her eyes were  
sparkling diamonds.**

The author compares Lily’s eyes and diamonds to let the reader know that

- ☐ Ⓕ Lily cannot see.
- ☐ Ⓖ Lily has a clear voice.
- ☐ Ⓗ Lily is wearing diamonds.
- ☐ Ⓘ Lily is excited about her idea.



- 17 At the END of the story, the neighbors think the Skunks
- Ⓐ are heroes. Ⓒ should leave town.  
Ⓑ are mean bullies. Ⓓ are scary and smelly.

- 18 Read these sentences from the story.

**An older and wiser coyote interrupted the young coyote's speech. "Wait a second," he said.**

Which word in the sentences above helps you understand what *interrupted* means?

- Ⓕ second Ⓖ wiser  
Ⓖ wait Ⓖ young
- 19 Read this sentence from the story.

**"My thoughts are a pile of puzzle pieces."**

The author compares Lily's thoughts to a pile of puzzle pieces to show that her thoughts are

- Ⓐ angry. Ⓒ mixed up.  
Ⓑ cleared up. Ⓓ sad.
- 20 What lesson do you learn from the story?
- Ⓕ Think before you act.  
Ⓖ If you believe in yourself, others will, too.  
Ⓖ It is good to chase away hungry coyotes.  
Ⓖ Be afraid of what you do not understand.



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 21** How are Turtle and Lily **ALIKE**? What feelings do they share? Support your answer with text evidence from the stories.

[illegible]

# Answer Key

Name: \_\_\_\_\_

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Point of View	RL.2.6	DOK 3
2	G	Metaphors	L.2.6	DOK 2
3	B	Metaphors	L.2.6	DOK 2
4	F	Point of View	RL.2.6	DOK 3
5	B	Context Clues: Paragraph Clues	L.4.4a	DOK 2
6	H	Metaphors	L.2.6	DOK 2
7	A	Metaphors	L.2.6	DOK 2
8	G	Point of View	RL.2.6	DOK 3
9	B	Point of View	RL.2.6	DOK 3
10	G	Theme	RL.2.2	DOK 3
11	B	Metaphors	L.2.6	DOK 2
12	I	Point of View	RL.2.6	DOK 3
13	D	Point of View	RL.2.6	DOK 3
14	F	Metaphors	L.2.6	DOK 2
15	C	Point of View	RL.2.6	DOK 3
16	I	Metaphors	L.2.6	DOK 2
17	A	Point of View	RL.2.6	DOK 3
18	G	Context Clues: Paragraph Clues	L.4.4a	DOK 2
19	C	Metaphors	L.2.6	DOK 2
20	G	Theme	RL.2.2	DOK 3
21	see below	Point of View	RL.2.6	DOK 4

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

- 21 To receive full credit for the response, the following information should be included: Both Turtle and Lily feel bad that others make fun of them. Both have confidence in themselves. Turtle is tired of being called slow by Rabbit. He is also tired of Rabbit's bragging. Turtle wants to prove that even though he is slow, he can beat Rabbit. Lily is tired of having neighbors scream, slam doors, and call her and Puff mean names. She wants to prove that she and her family are good neighbors, who do not spray unless they are threatened.