

# Weekly Test Lesson 1

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U1L1: Comprehension: Story Structure	RL.3.3	2
2	A	U1L1: Vocabulary Strategy: Context Clues	L.3.4a	2
3	B; D	U1L1: Comprehension: Story Structure	RL.3.3	3
4	B	U1L1: Comprehension: Story Structure	RL.3.3	2
5	See answer below.	U1L1: Comprehension: Story Structure	RL.3.3	3
	Kofi: Wants to make...; Kofi's grandmother: Provides advice...; Kofi's grandfather: Works in the...			
6	See rubric on p. T35.	U1L1: Comprehension: Analyze Illustrations	RL.3.7	3
	Sample two-point response: Kofi looks sad because he is upset that he cannot find the bike he wants. The mood of the story is unhappy.			
	Sample one-point response: Kofi is sad. The mood of the story is sad, too.			
<b>WRITING</b>				
7	B	U1L1: Grammar: Simple Sentences	L.3.1i	1
8	D	U1L1: Grammar: Simple Sentences	L.3.1i	1
9	plont	U1L1: Spelling: Short Vowels	L.3.2f	1
10	See rubric on p. T35.	U1L1: Writing: Elaboration	W.3.3b	3
	Sample two-point response: I would be thrilled to win \$100. I would spend my money on two new video games. I would buy Basketball 365 and Sure Shot. They are the best games.			
	Sample one-point response: I would be very happy to win the money. I would buy fun video games. I would buy two of them.			

# Weekly Test Lesson 2

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	C	U1L2: Vocabulary Strategy: Dictionary/Glossary	L.3.4d	2
2	C	U1L2: Comprehension: Conclusions	RL.3.1	3
3	C	U1L2: Comprehension: Conclusions	RL.3.1	3
4	I stared into...	U1L2: Comprehension: Author's Word Choice	L.3.3a	2
5	C; D	U1L2: Comprehension: Conclusions	RL.3.1	3
6	See rubric on p. T35.	U1L3: Comprehension: Author's Word Choice	L.3.3a	3
	Sample two-point response: Tina is trying to look mad for Jennifer's sake, but deep down she thinks it is funny. Tina wants her pig to know she is in trouble, which is why she calls Sally a "bad girl." But she thinks what the pig has done is funny, which is why it says she ruined "the comment by smiling." Tina's smile shows her true feelings—that she's not mad at all.			
	Sample one-point response: Tina isn't mad at all. She says she is, but she isn't. That is why she is smiling.			
<b>WRITING</b>				
7	D	U1L2: Spelling: VCe Spellings	L.3.2f	1
8	B	U1L2: Grammar: Kinds of Sentences	L.3.1i	1
9	B	U1L2: Grammar: Kinds of Sentences	L.3.1i	1
10	Do you know...; It's a great...	U1L2: Grammar: Kinds of Sentences	L.3.1i	2

# Weekly Test Lesson 3

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U1L3: Vocabulary Strategy: Antonyms	L.3.4a	1
2	C	U1L3: Comprehension: Understanding Characters	RL.3.3	2
3	See answer below.	U1L3: Comprehension: Understanding Characters	RL.3.3	1
	Amy: Complains about...; Mom: Suggests setting...; Both: Works at the...			
4	C	U1L3: Comprehension: Story Message	RL.3.2	2
5	See rubric on p. T35.	U1L3: Comprehension: Understanding Characters	RL.3.3	3
	Sample two-point response: If Amy and Sam were given another job, Amy would be happy to do it. Amy started the story in a bad mood. She didn't want to help. But after planting the seeds with Sam, she learned that working together can be rewarding. This is why she would be happy to help if she were asked again.			
	Sample one-point response: Amy would be happy. She learned this lesson already.			
6	B; D	U1L3: Comprehension: Story Message	RL.3.2	2
<b>WRITING</b>				
7	B	U1L3: Grammar: Compound Sentences	L.3.1i	2
8	B	U1L3: Grammar: Compound Sentences	L.3.1i	2
9	C	U1L3: Grammar: Compound Sentences	L.3.1h	2
10	trale, streem	U1L3: Spelling: Long <i>a</i> and Long <i>e</i> Spellings	L.3.2f	1

# Weekly Test Lesson 4

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	See rubric on p. T35.	U1L4: Comprehension: Story Structure	RL.3.3	3
	Sample two-point response: Melanie's yell attracts Melinda, and Melanie finally meets her mermaid cousin.			
	Sample one-point response: Melanie's yell attracts Melinda.			
2	See answer below.	U1L4: Comprehension: Compare and Contrast	RL.3.3	2
	Melinda: has a shiny tail, related to Grandma Rosalie; Melanie: afraid of the water, related to Grandma Rosalie			
3	B	U1L4: Vocabulary Strategy: Word Families	L.3.4c	1
4	C	U1L4: Comprehension: Compare and Contrast	RL.3.3	2
5	C	U1L4: Comprehension: Story Structure	RL.3.3	2
6	A; B	U1L4: Comprehension: Story Structure	RL.3.3	3
<b>WRITING</b>				
7	A	U1L4: Grammar: Common and Proper Nouns	L.3.1a	1
8	A	U1L4: Grammar: Common and Proper Nouns	L.3.1a	1
9	D	U1L4: Grammar: Common and Proper Nouns	L.3.2a	2
10	lode, hoam	U1L4: Spelling: Long o Spellings	L.3.2f	1

# Weekly Test Lesson 5

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U1L5: Comprehension: Cause and Effect	RI.3.8	2
2	B	U1L5: Vocabulary Strategy: Prefix <i>mis-</i>	L.3.4b	1
3	See answer below.	U1L5: Comprehension: Cause and Effect	RI.3.8	2
	Beethoven traveled... to study with Mozart; Beethoven's father woke him... to practice; Beethoven asked to... make money.			
4	See answers below.	U1L5: Comprehension: Cause and Effect	RI.3.8	3
	A; He wrote and played...; People said that...			
5	A	U1L5: Comprehension: Literal and Nonliteral Meanings	RI.3.4	2
6	See rubric on p. T35.	U1L5: Comprehension: Cause and Effect	RI.3.8	3
	Sample two-point response: Beethoven was such a good musician because he practiced so much. He studied under other musicians, such as Neefe and Mozart. His father pushed him to become better. He did not give up even after a hearing loss.			
	Sample one-point response: Beethoven was a good musician because he started playing at age 4.			
<b>WRITING</b>				
7	B	U1L5: Grammar: Plural Nouns with <i>-s</i> and <i>-es</i>	L.3.1b	1
8	A	U1L5: Grammar: Plural Nouns with <i>-s</i> and <i>-es</i>	L.3.1b	1
9	pyes, slic, bight	U1L5: Spelling: Long <i>i</i>	L.3.2f	2
10	See rubric on p. T35.	U1L5: Organization	W.3.4	3
	Sample two-point response: One time I helped my grandmother find her reading glasses. First, I asked her where she had used them last. She said she had them while reading the newspaper. After that, I went to the dinner table, and there they were.			
	Sample one-point response: I found my grandmother's reading glasses. They were lost. Then I found them.			

# Weekly Test Lesson 6

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A; D	U2L6: Comprehension: Domain-Specific Vocabulary	RI.3.4	3
2	A	U2L6: Comprehension: Sequence of Events	RI.3.8	2
3	B	U2L6: Vocabulary Strategy: Suffixes	L.3.4b	1
4	rare	U2L6: Comprehension: Domain-Specific Vocabulary	RI.3.4	2
5	B	U2L6: Comprehension: Sequence of Events	RI.3.8	2
6	See rubric on p. T35.	U1L5: Comprehension: Sequence of Events	RI.3.8	3
	Sample two-point response: These words help the author show the best order in which to begin a coin collection. It is better to look for common coins before looking for coins with errors.			
	Sample one-point response: These words show order.			
<b>WRITING</b>				
7	D	U2L6: Grammar: What Is a Verb?	L.3.1a	2
8	C	U2L6: Grammar: What Is a Verb?	L.3.1a	2
9	B	U2L6: Grammar: What Is a Verb?	L.3.1a	1
10	Fryday, progrem	U2L6: Spelling: More Short and Long Vowels	L.3.2f	2

# Weekly Test Lesson 7

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U2L7: Vocabulary Strategy: Synonyms	L.3.5c	1
2	4, 1, 3, 2	U2L7: Comprehension: Sequence of Events	RI.3.8	2
3	D	U2L7: Comprehension: Text and Graphic Features	RI.3.7	1
4	D	U2L7: Comprehension: Text and Graphic Features	RI.3.7	2
5	D	U2L7: Comprehension: Text and Graphic Features	RI.3.7	2
6	See rubric on p. T35.	U2L7: Comprehension: Sequence of Events	RI.3.8	3
	Sample two-point response: The passage is about the history of the electric guitar. The passage describes the ancient lyre, the first guitar we would recognize, the classical guitar, the acoustic guitar, and, finally, the electric guitar.			
	Sample one-point response: The passage is about the different guitars that came before the electric guitar.			
<b>WRITING</b>				
7	A	U2L7: Spelling: Three-Letter Clusters	L.3.2f	1
8	B	U2L7: Grammar: Verb Tenses	L.3.1e	2
9	C	U2L7: Grammar: Verb Tenses	L.3.1a	2
10	She work on...; Claire had worked...	U2L7: Grammar: Verb Tenses	L.3.1e	2

# Weekly Test Lesson 8

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U2L8: Comprehension: Literal and Nonliteral Meanings	RL.3.4	2
2	A; D	U2L8: Comprehension: Conclusions	RL.3.1	2
3	C	U2L8: Vocabulary Strategy: Context Clues	L.3.4a	2
4	The dogs have...	U2L8: Comprehension: Conclusions	RL.3.1	2
5	B	U2L8: Comprehension: Conclusions	RL.3.1	2
6	See rubric on p. T35.	U2L8: Comprehension: Literal and Nonliteral Meanings	RL.3.4	3
	Sample two-point response: The animals seem like humans because all three animals can talk. The Bear and the Fox make deals with the Man to escape the cellar and then bring gifts to the Man and Woman.			
	Sample one-point response: The Bear brings honey to the Man.			
<b>WRITING</b>				
7	B	U2L8: Grammar: Using Commas	L.3.2b	2
8	D	U2L8: Grammar: Using Commas	L.3.2b	1
9	stretches, pintches	U2L8: Spelling: Unexpected Consonant Spellings	L.3.2f	2
10	See rubric on p. T35.	U2L8: Writing: Elaboration	W.3.1b	3
	Sample two-point response: Our class should get a class pet because it will be good for everyone. First, our teacher, Ms. Simmons, will enjoy using the pet during science lessons. For example, when we study animals, Ms. Simmons can use the pet to show us facts about a real live animal! Another reason a class pet will be good for everyone is that having an animal means the class will have to take care of it. As a result, we will learn how to be responsible and caring.			
	Sample one-point response: Our class should get a class pet because it will be good for everyone. Our teacher, Ms. Simmons, will enjoy using the pet during science lessons. When we study animals, Ms. Simmons can use the pet to show us facts about a real live animal! Also, having an animal means the class will have to take care of it. We will learn how to be responsible and caring.			



# Weekly Test Lesson 9

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U2L9: Comprehension: Cause and Effect	RL.3.5	2
2	D; Buddy is my cat now.	U2L9: Comprehension: Cause and Effect	RL.3.5	3
3	C	U2L9: Vocabulary Strategy: Dictionary/Glossary	L.3.4d	1
4	C	U2L9: Comprehension: Analyze Illustrations	RL.3.7	1
5	See rubric on p. T35.	U2L9: Comprehension: Cause and Effect	RL.3.5	3
	Sample two-point response: Marissa shows she is responsible. During the story, she takes care of the cat. At the end, she is mature enough to give the cat back to its real owner.			
	Sample one-point response: Marissa takes good care of the cat.			
6	See answer below.	U2L9: Comprehension: Cause and Effect	RL.3.5	1
	Marissa puts up posters: to find the cat's owner; Marissa took pictures of the cat: to use them on a poster; Marissa's parents think she can have a cat: because Marissa proved she is responsible			
<b>WRITING</b>				
7	A	U2L9: Grammar: Abstract Nouns	L.3.1c	1
8	B	U2L9: Grammar: Abstract Nouns	L.3.1c	1
9	fownd, hawse	U2L9: Spelling: Vowel Sound in <i>town</i>	L.3.2f	2
10	See rubric on p. T35.	U2L9: Writing: Organization	W.3.4	3
	Sample two-point response: I think this story was very good because I could not put it down. It was exciting to read because it had a lot of action. My favorite parts were when Raoul jumped onto the roof to save the puppy and when the neighbors came out to help him. I also liked the message of the story, which was that everyone can work together to help others.			
	Sample one-point response: I think this story was very good. It was exciting to read because it had action. I had two favorite parts. One was when Raoul jumped onto the roof to save the puppy. I also liked the message of the story.			

# Weekly Test Lesson 10

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U2L10: Comprehension: Sequence of Events	RI.3.8	2
2	A	U2L10: Comprehension: Main Ideas and Details	RI.3.2	2
3	C	U2L10: Vocabulary Strategy: Shades of Meaning	L.3.5c	2
4	See rubric on p. T35.	U2L10: Comprehension: Main Ideas and Details	RI.3.2	3
	Sample two-point response: The main idea is that Bessie Coleman loved to fly and wanted others to learn, too. The paragraph says that she spoke to people all over the country and encouraged them to learn how to fly.			
	Sample one-point response: The main idea is that Bessie Coleman loved to fly and wanted others to learn, too.			
5	1, 4, 2, 5, 3	U2L10: Comprehension: Sequence of Events	RI.3.8	2
6	D; D	U2L10: Comprehension: Main Ideas and Details	RI.3.2	2
<b>WRITING</b>				
7	C	U2L10: Grammar: Pronouns and Antecedents	L.3.1a	2
8	C	U2L10: Grammar: Pronouns and Antecedents	L.3.1a	1
9	A	U2L10: Grammar: Pronouns and Antecedents	L.3.1a	2
10	gawn, forgawt	U2L10: Spelling: Vowel Sound in <i>talk</i>	L.3.2f	2

# Weekly Test Lesson 11

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U3L11: Vocabulary Strategy: Suffixes <i>-less, -ful, -ous</i>	L.3.4b	1
2	See rubric on p. T35.	U3L11: Comprehension: Sequence of Events	RI.3.8	3
	Sample two-point response: First, draw a picture of your yard. Then, look at which part gets the most sun. Also, find a spot close to a hose. Then, add the spot for the garden to your plan. Last, pick a shape for your garden.			
	Sample one-point response: First, draw a picture of your yard. Then, add the spot for your garden. Last, pick a shape for your garden.			
3	C; D	U3L11: Comprehension: Text and Graphic Features	RI.3.7	2
4	B	U3L11: Comprehension: Text and Graphic Features	RI.3.5	2
5	A	U3L11: Comprehension: Text and Graphic Features	RI.3.5	2
6	2, 1, 4, 3	U3L11: Comprehension: Sequence of Events	RI.3.8	2
<b>WRITING</b>				
7	B	U3L11: Grammar: More Plural Nouns	L.3.1b	1
8	C	U3L11: Grammar: More Plural Nouns	L.3.1b	2
9	joi, joyn	U3L11: Spelling: Vowel Sound in <i>joy</i>	L.3.2f	1
10	See rubric on p. T35.	U3L11: Writing: Elaboration	W.3.2b	3
	Sample two-point response: Bicycle safety is very important, so you must wear the right equipment to stay safe. Wear a helmet because it protects your head. Bike riders should also follow the rules. Always use hand signals so people will know when you are turning. If you don't follow the rules, you could get hurt. Riding a bike is fun, but be sure to stay safe.			
	Sample one-point response: Bicycle safety is very important. Wear the right equipment to stay safe. Wear a helmet because it protects your head. Bike riders should also follow the rules. Always use hand signals, so people will know you are turning. Follow the rules. You do not want to get hurt. Riding a bike is fun, but you need to stay safe.			

# Weekly Test Lesson 12

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D; D	U3L12: Comprehension: Point of View	RL.3.6	2
2	C	U3L12: Vocabulary Strategy: Idioms	L.3.5a	2
3	A	U3L12: Comprehension: Point of View	RL.3.6	1
4	See answer below.	U3L12: Comprehension: Point of View	RL.3.6	1
	Fahim: Wants to include..., Chi: Worries that the..., Carlito: Loves to play...			
5	A	U3L12: Comprehension: Point of View	RL.3.6	2
6	See rubric on p. T35.	U3L12: Comprehension: Theme	RL.3.2	3
	Sample two-point response: The author is trying to teach that it is important to push past your fears of talking to new people in order to make friends. In the story, Chi goes with Fahim to talk to Carlito and he makes a new friend.			
	Sample one-point response: It is important to make new friends.			
<b>WRITING</b>				
7	D	U3L12: Spelling: Homophones	L.3.2f	1
8	D	U3L12: Grammar: Writing Quotations	L.3.2c	2
9	D	U3L12: Grammar: Writing Quotations	L.3.2c	2
10	"I was thinking..."	U3L12: Grammar: Writing Quotations	L.3.2c	2

# Weekly Test Lesson 13

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D; C	U3L13: Comprehension: Compare and Contrast	RL.3.3	2
2	A	U3L13: Vocabulary Strategy: Homophones and Homographs	L.3.4b	1
3	See answer below.	U3L13: Comprehension: Compare and Contrast	RL.3.3	2
	Kayla: tries something new, Uncle Jim: knows a lot..., Both: enjoys making...			
4	B	U3L13: Comprehension: Story Message	RL.3.2	2
5	B	U3L13: Comprehension: Story Message	RL.3.2	2
6	See rubric on p. T35.	U3L13: Comprehension: Compare and Contrast	RL.3.3	3
	Sample two-point response: At the end of the story, Wes is interested in letterboxing like Kayla is interesting in letterboxing. Wes says he wishes he had a stamp, too.			
	Sample one-point response: Wes and Kayla both like letterboxing at the end of the story.			
<b>WRITING</b>				
7	A	U3L13: Grammar: Subject-Verb Agreement	L.3.1f	1
8	C	U3L13: Spelling: Contractions	L.3.2f	1
9	swims, fly	U3L13: Grammar: Subject-Verb Agreement	L.3.1f	2
10	See rubric on p. T35.	U3L13: Writing: Organization	W.3.4	3
	Sample two-point response: Chameleons have certain ways to help them sneak up on their prey. For example, the chameleon can change the color of its skin. This allows the chameleon to blend in with its surroundings so its prey cannot see it. Chameleons can also turn their eyes to look in many directions. This allows them to stay very still while waiting for their prey to come closer. When their prey is close enough, chameleons shoot out a sticky tongue and catch them!			
	Sample one-point response: Chameleons have certain ways to help them sneak up on prey. The chameleon can change the color of its skin. The chameleon can blend in with its surroundings so its prey cannot see it. Chameleons can also turn their eyes to look in many directions. They can stay very still while waiting for their prey to come closer. When its prey is close enough, the chameleon shoots out a sticky tongue and catches it!			

# Weekly Test Lesson 14

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U3L14: Comprehension: Author's Purpose	RI.3.1	2
2	Radar gives..., It is also...	U3L14: Comprehension: Point of View	RI.3.6	2
3	A; A	U3L14: Comprehension: Point of View	RI.3.6	3
4	A	U3L14: Vocabulary Strategy: Prefixes <i>in-</i> , <i>im-</i>	L.3.4b	1
5	A	U3L14: Comprehension: Author's Purpose	RI.3.1	2
6	See rubric on p. T35.	U3L14: Comprehension: Point of View	RI.3.6	3
	Sample two-point response: I agree with the author's point of view that watching the weather is important. It is important because the weather affects our everyday life. Watching the weather lets us know when a storm is coming, which can keep people safe.			
	Sample one-point response: The author says it is important to watch the weather. I think so too. Weather is important.			
<b>WRITING</b>				
7	D	U3L14: Grammar: Pronoun-Verb Agreement	L.3.1f	2
8	C	U3L14: Grammar: Pronoun-Verb Agreement	L.3.1a	2
9	D	U3L14: Grammar: Pronoun-Verb Agreement	L.3.1f	2
10	marrket, farest, acerns	U3L14: Spelling: Vowel + /r/ sounds	L.3.2f	1

# Weekly Test Lesson 15

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U3L15: Comprehension: Understanding Characters	RL.3.3	2
2	D	U3L15: Comprehension: Understanding Characters	RL.3.3	2
3	See answer below.	U3L15: Comprehension: Formal and Informal Language	L.3.3b	2
	Formal: "Welcome to..."; Informal: "Mornin'...", "Hiya..."			
4	C; A	U3L15: Comprehension: Understanding Characters	RL.3.3	3
5	B	U3L15: Vocabulary Strategy: Using a Thesaurus	L.3.4d	2
6	See rubric on p. T35.	U3L15: Comprehension: Understanding Characters	RL.3.3	3
	Sample two-point response: Ling was sad and worried about making new friends at the beginning of the passage. At the end of the passage, he is happy and sure he will make new friends because he met Ana and she invited him to play basketball.			
	Sample one-point response: Ling was sad and worried about making new friends at the beginning of the story. At the end of the passage, he is happy.			
<b>WRITING</b>				
7	D	U3L15: Grammar: Verb Tenses	L.3.1e	2
8	B	U3L15: Grammar: Verb Tenses	L.3.1e	2
9	werks, hert, durt	U3L15: Spelling: Vowel + /r/ sound in <i>nurse</i>	L.3.2f	1
10	See rubric on p. T35.	U3L15: Writing: Elaboration	W.3.2b	3
	Sample two-point response: A teacher is a person who helps people. Teachers have to be smart, because they help students learn how to read and write. Also, they teach us about science and history.			
	Sample one-point response: A teacher helps people. Teachers have to be smart, because they help kids read and write. They teach about science and history.			

# Weekly Test Lesson 16

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U4L16: Comprehension: Story Structure	RL.3.5	2
2	C	U4L16: Vocabulary Strategy: Context Clues	L.3.4a	2
3	C	U4L16: Comprehension: Story Structure	RL.3.5	2
4	See answer below.	U4L16: Comprehension: Story Structure	RL.3.5	2
	Problem: Lucy watches too...; Important Events: Lucy's parents wake..., Lucy's parents take...; Solution: Lucy gets new...			
5	B; D	U4L16: Comprehension: Theme	RL.3.2	3
6	See rubric on p. T35.	U4L16: Comprehension: Theme	RL.3.2	3
	Sample two-point response: Lucy's parents take her to Skater's World to make Lucy more active. They see that she loves watching skating. She loves it so much that she ignores her friends and does not exercise. By taking Lucy to Skater's World, her parents are encouraging her to participate in her favorite sport rather than just watching it. She gets new skates and signs up for lessons.			
	Sample one-point response: Lucy's parents take her to Skater's World to buy her ice skates.			
<b>WRITING</b>				
7	C	U4L16: Grammar: What Are Adjectives and Articles?	L.3.1a	1
8	A	U4L16: Grammar: What Are Adjectives and Articles?	L.3.1a	1
9	C	U4L16: Grammar: What Are Adjectives and Articles?	L.3.1a	1
10	wair, neer	U4L16: Grammar: Vowel + /r/ sound in <i>air</i> and <i>fear</i>	L.3.2f	1



# Weekly Test Lesson 17

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U4L17: Comprehension: Point of View	RI.3.6	2
2	C	U4L17: Vocabulary Strategy: Suffix <i>-ly</i>	L.3.4b	1
3	See answer below.	U4L17: Comprehension: Conclusions	RI.3.1	2
	Conclusion: It is easy...; Detail: Use reusable water..., Bring reusable..., Buy a large...			
4	B; D	U4L17: Comprehension: Point of View	RI.3.6	2
5	B	U4L17: Comprehension: Point of View	RI.3.6	2
6	See rubric on p. T35.	U4L17: Comprehension: Conclusions	RI.3.1	3
	Sample two-point response: It is very important, because when you reduce, reuse, and recycle, you make less garbage. The three Rs provide people with a better plan for their garbage. The passage notes that garbage harms Earth. It is important to keep Earth clean, so the three Rs are important.			
	Sample one-point response: It is important to keep Earth clean.			
<b>WRITING</b>				
7	B	U4L17: Spelling: Words with <i>/j/</i> and <i>/s/</i>	L.3.2f	1
8	B	U4L17: Grammar: Adjectives That Compare	L.3.1g	1
9	The second painting...	U4L17: Grammar: Adjectives That Compare	L.3.1g	2
10	See rubric on p. T35.	U4L17: Writing: Elaboration	W.3.1b	3
	Sample two-point response: The first reason everyone should have a pet is that they are fun. Pets are fun because people can watch them. Many pets can also play. The second reason people should have a pet is because pets teach responsibility. People need to feed pets and give them water. This is why everyone should own a pet.			
	Sample one-point response: Everyone should have a pet because pets are fun. Pets teach responsibility.			

# Weekly Test Lesson 18

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U4L18: Vocabulary Strategy: Word Roots	L.3.4c	2
2	D	U4L18: Comprehension: Domain-Specific Vocabulary	RI.3.4	2
3	See rubric on p. T35.	U4L18: Comprehension: Text and Graphic Features	RI.3.5	3
	Sample two-point response: The reader learns from the text how stalagmites form and what they look like. Stalagmites are made from the minerals in dripping water. They grow up from the ground. The picture shows what stalagmites look like. They are round on the bottom and have a point at the top.			
	Sample one-point response: The reader learns how stalagmites form and what they look like.			
4	B	U4L18: Comprehension: Domain-Specific Vocabulary	RI.3.4	2
5	See answers below.	U4L18: Vocabulary Strategy: Text and Graphic Features	RI.3.5	2
	A Place to Visit: Visitors can hike..., What's Under The Ground?: The caves have..., History of the Park: Dr. Patterson bought...			
6	B	U4L18: Comprehension: Text and Graphic Features	RI.3.5	2
<b>WRITING</b>				
7	C	U4L18: Grammar: Using the Verb <i>Be</i> and Helping Verbs	L.3.1d	2
8	C	U4L18: Grammar: Using the Verb <i>Be</i> and Helping Verbs	L.3.1d	1
9	B	U4L18: Grammar: Using the Verb <i>Be</i> and Helping Verbs	L.3.1d	1
10	koldest, kwickly	U4L18: Spelling: Spelling the /k/ and /kw/ Sounds	L.3.2f	1

# Weekly Test Lesson 19

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U4L19: Comprehension: Story Structure	RL.3.5	2
2	C	U4L19: Vocabulary Strategy: Prefixes <i>pre-</i> , <i>re-</i> , <i>bi-</i>	L.3.4b	1
3	D; D	U4L19: Comprehension: Story Structure	RL.3.5	3
4	See answer below.	U4L19: Comprehension: Story Structure	RL.3.5	2
	Scene I: Gabe and Eric..., Scene II: Tomas talks to..., Scene III: Tomas goes to...			
5	C	U4L19: Comprehension: Story Message	RL.3.2	2
6	See rubric on p. T35.	U4L19: Comprehension: Story Structure	RL.3.5	3
	Sample two-point response: The main problem is that Tomas is scared to go to the sleepover. Anna tells Tomas that she called home while she was at her first sleepover. After others tell Tomas they were scared about going to sleepovers, too, Tomas decides to go to his first sleepover. He feels better when he sees others boys calling to check in with their parents.			
	Sample one-point response: The main problem is Tomas does not want to go to the sleepover.			
<b>WRITING</b>				
7	B	U4L19: Grammar: More Irregular Verbs	L.3.1d	2
8	A	U4L19: Grammar: More Irregular Verbs	L.3.1d	2
9	D	U4L19: Grammar: More Irregular Verbs	L.3.1d	2
10	moone, cewl	U4L19: Spelling: Vowel Sounds in <i>spoon</i> and <i>wood</i>	L.3.2f	2

# Weekly Test Lesson 20

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U4L20: Comprehension: Literal and Nonliteral Meanings	L.3.5a	2
2	C; D	U4L20: Comprehension: Main Ideas and Details	RI.3.2	3
3	A	U4L20: Comprehension: Main Ideas and Details	RI.3.2	2
4	See answer below.	U4L20: Comprehension: Main Ideas and Details	RI.3.2	2
	Paragraph 1: Katie and Ryan...; Paragraph 2: Ryan's life changed...; Paragraph 5: Katie grew...			
5	A	U4L20: Vocabulary Strategy: Dictionary/Glossary	L.3.4d	1
6	See rubric on p. T35.	U4L20: Comprehension: Main Ideas and Details	RI.3.2	3
	Sample two-point response: The main idea is that Katie wanted to help more people. Details that support this idea are that she tells people about planting gardens and that there are 83 Katie's Krops gardens in the United States.			
	Sample one-point response: The main idea is that Katie wanted to help more people. A detail that supports this idea is that she tells people about planting gardens.			
<b>WRITING</b>				
7	C	U4L20: Grammar: What Is an Adverb?	L.3.1a	1
8	C	U4L20: Grammar: What Is an Adverb?	L.3.1a	2
9	If you are...	U4L20: Spelling: Compound Words	L.3.2f	1
10	See rubric on p. T35.	U4L20: Writing: Organization	W.3.4	3
	Sample two-point response: In my opinion, basketball is fun and good for you. For starters, basketball is good for your brain. You have to remember all of the plays. It also, teaches you how to work with a team. You have to work together to score points. Finally, basketball is good exercise because you are always moving.			
	Sample one-point response: In my opinion, basketball is fun and good for you. For starters, basketball is good for your brain. You have to remember all of the plays. It also teaches you how to work with a team. You have to work together to score points. Basketball is good exercise. You are always moving.			

# Weekly Test Lesson 21

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U5L21: Comprehension: Story Structure	RL.3.3	2
2	He was too... He also knew...	U5L21: Comprehension: Point of View	RL.3.6	2
3	C	U5L21: Comprehension: Story Structure	RL.3.3	1
4	A	U5L21: Vocabulary Strategy: Prefix <i>non-</i>	L.3.4b	1
5	A; C	U5L21: Comprehension: Story Structure	RL.3.3	2
6	See rubric on p. T35.	U5L21: Comprehension: Point of View	RL.3.6	3
	Sample two-point response: The red apples think that good ideas are more important than good looks. They say that even though Able is small, he had a great big idea.			
	Sample one-point response: The red apples think that small apples can have good ideas.			
<b>WRITING</b>				
7	D	U5L21: Grammar: Adverbs That Compare	L.3.1g	2
8	B	U5L21: Grammar: Adverbs That Compare	L.3.1g	2
9	B	U5L21: Grammar: Adverbs That Compare	L.3.1g	2
10	invitted, swimming	U5L21: Spelling: Words with <i>-ed</i> and <i>-ing</i>	L.3.2f	1

# Weekly Test Lesson 22

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	See rubric on p. T35.	U5L22: Comprehension: Author's Word Choice	L.3.3a	3
	Sample two-point response: Using the word <i>tiny</i> to describe black bears gives a better idea of just how big polar bears are when compared with black bears. The word <i>huge</i> adds an even better picture of how big polar bears are.			
	Sample one-point response: The word <i>huge</i> shows polar bears are big.			
2	B	U5L22: Comprehension: Compare and Contrast	RI.3.8	2
3	A	U5L22: Comprehension: Author's Word Choice	L.3.3a	2
4	B	U5L22: Vocabulary Strategy: Word Roots	L.3.4c	1
5	See answers below.	U5L22: Comprehension: Compare and Contrast	RI.3.8	2
	Polar Bears: They can weigh...; Black Bears: They sniff for food...; Both: The males are bigger...			
6	D; D	U5L22: Comprehension: Compare and Contrast	RI.3.8	2
<b>WRITING</b>				
7	C	U5L22: Grammar: Making Comparisons	L.3.1g	2
8	B	U5L22: Grammar: Making Comparisons	L.3.1g	2
9	carrys, crys	U5L22: Spelling: Changing Final <i>y</i> to <i>i</i>	L.3.2f	1
10	See rubric on p. T35.	U5L22: Writing: Elaboration	W.3.3b	3
	Sample two-point response: Cameron and Miguel were hiking through the woods. The sun was out, but there was also a cool breeze. They passed trees that were as tall as giants. They saw little animals scurry across the trail. Then, they saw some rocks that looked like sleeping dinosaurs. The rocks were huge and bumpy. At the bottom of the rocks, they saw a large, dark opening just big enough for a person to go inside.			
	Sample one-point response: Cameron and Miguel were hiking through the woods. The sun was out. They passed tall trees. They saw little animals scurry across the trail. Then, they saw some huge and bumpy rocks. At the bottom of the rocks, they saw a hole big enough for a person to go inside.			

# Weekly Test Lesson 23

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U5L23: Vocabulary Strategy: Suffixes <i>-er, -est</i>	L.3.4b	1
2	D; D	U5L23: Comprehension: Sequence of Events	RL.3.5	2
3	A	U5L23: Comprehension: Formal and Informal Language	L.3.3b	2
4	A	U5L23: Comprehension: Formal and Informal Language	L.3.3b	2
5	3, 2, 4, 1	U5L23: Comprehension: Sequence of Events	RL.3.5	2
6	See rubric on p. T35.	U5L23: Comprehension: Sequence of Events	RL.3.5	3
	Sample two-point response: The dad declares that the family will not use electronics in the car. Instead, the family plays games and enjoys their time together. Not using electronics in the car helps the family to not use electronics at the beach. Instead, they do cartwheels, look for sea creatures, and splash in the water. The beach time is electronics free just like the car ride was.			
	Sample one-point response: The beach time is electronics free just like the car ride was.			
<b>WRITING</b>				
7	B	U5L23: Grammar: Possessive Nouns and Pronouns	L.3.2d	2
8	B	U5L23: Grammar: Possessive Nouns and Pronouns	L.3.2d	2
9	B	U5L23: Grammar: Possessive Nouns and Pronouns	L.3.2d	2
10	farmir, quietlee	U5L23: Spelling: Suffixes <i>-ful, -ly, and -er</i>	L.3.2f	1

# Weekly Test Lesson 24

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
<b>1</b>	See rubric on p. T35.	U5L24: Comprehension: Author's Purpose	RL.3.1	3
	Sample two-point response: The author's purpose for beginning the story this way is to show Carmelita's frustration with moving to the city. The author lets the reader know that Carmelita is unhappy by saying that she was "wishing she could be somewhere else."			
	Sample one-point response: The author's purpose for beginning the story this way is to describe Carmelita's frustration with moving to the city.			
<b>2</b>	A	U5L24: Comprehension: Analyze Illustrations	RL.3.7	1
<b>3</b>	She sat down...	U5L24: Comprehension: Analyze Illustrations	RL.3.7	2
<b>4</b>	C	U5L24: Vocabulary Strategy: Shades of Meaning	L.3.5c	2
<b>5</b>	A	U5L24: Comprehension: Author's Purpose	RL.3.1	2
<b>6</b>	B; C	U5L24: Comprehension: Author's Purpose	RL.3.1	2
<b>WRITING</b>				
<b>7</b>	B	U5L24: Grammar: Complex Sentences	L.3.1h	2
<b>8</b>	C	U5L24: Grammar: Complex Sentences	L.3.1i	2
<b>9</b>	reemove, intie	U5L24: Spelling: Prefixes <i>re-</i> , <i>un-</i>	L.3.2f	1
<b>10</b>	See rubric on p. T35.	U5L24: Writing: Elaboration	W.3.3b	3
	Sample two-point response: Yesterday, I got to my classroom early. It was cold and quiet in the empty classroom. I wanted to pet our class pet, Harry the Hamster. Harry is fun to pet. His fur is soft like cotton. But when I took him out of his cage, Harry jumped down and ran under a desk. He was as fast as a mouse. I had to lie flat on the dirty and dusty floor to reach him. Luckily, he jumped right back into my hand. Just then my teacher, Mrs. Jordan, came in and asked me what I was doing on the floor. I told her Harry had almost escaped, but I had caught him!			
	Sample one-point response: Yesterday, I got to my classroom early. It was cold and quiet in the empty classroom. I wanted to pet our class pet, Harry the Hamster. Harry is fun to pet. His fur is soft like cotton. But when I took him out of his cage, Harry jumped down and ran under a desk. I had to lie flat on the floor to reach him. Luckily, he jumped right back into my hand. Just then my teacher, Mrs. Jordan, came in and asked me what I was doing on the floor.			



# Weekly Test Lesson 25

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U5L25: Vocabulary Strategy: Analogies	L.3.4a	2
2	See rubric on p. T35.	U5L25: Comprehension: Text and Graphic Features	RI.3.5	3
	Sample two-point response: The image and caption of the Cape buffalo and the oxpecker gives more information about animal teams. It shows how the oxpecker sits on the buffalo. The caption tells that the bird eats insects that are on the buffalo's skin.			
	Sample one-point response: The purpose of the caption and the picture of the Cape buffalo and the oxpecker is to show how the oxpecker helps the buffalo.			
3	If a big..., The fish will...	U5L25: Comprehension: Main Ideas and Details	RI.3.2	2
4	A; D	U5L25: Comprehension: Main Ideas and Details	RI.3.2	2
5	D	U5L25: Comprehension: Main Ideas and Details	RI.3.2	2
6	C	U5L25: Comprehension: Text and Graphic Features	RI.3.5	2
<b>WRITING</b>				
7	C	U5L25: Grammar: Words That Compare	L.3.1g	2
8	D	U5L25: Grammar: Words That Compare	L.3.1g	2
9	C	U5L25: Grammar: Words That Compare	L.3.1g	2
10	fearles, softnes	U5L25: Spelling: Suffixes <i>-less</i> and <i>-ness</i>	L.3.2f	1

# Weekly Test Lesson 26

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U6L26: Comprehension: Main Idea and Details	RI.3.2	2
2	C	U6L26: Comprehension: Main Idea and Details	RI.3.2	2
3	C	U6L26: Vocabulary Strategy: Suffix <i>-ion</i>	L.3.4b	1
4	See rubric on p. T35.	U6L26: Comprehension: Main Idea and Details	RI.3.2	3
	Sample two-point response: The main idea is that the baseball players trusted Eddie to do a good job. One detail is that some of the players only wanted Eddie to carry their bats.			
	Sample one-point response: The main idea is that the baseball players trusted Eddie to do a good job.			
5	A; He kept the...	U6L26: Comprehension: Main Idea and Details	RI.3.2	2
6	C	U6L26: Comprehension: Main Idea and Details	RI.3.2	2
<b>WRITING</b>				
7	D	U6L26: Grammar: Abbreviations	W.3.5	2
8	D	U6L26: Grammar: Abbreviations	W.3.5	2
9	problum, misdake	U6L26: Spelling: Words with VCCV Pattern	L.3.2f	1
10	See rubric on p. T35.	U6L26: Writing: Organization	W.3.4	3
	Sample two-point response: There are two kinds of animals that live in my yard. There are chipmunks and squirrels. They are alike but also different. Both animals are furry and brown. They both eat seeds. The squirrels live in the trees. The chipmunks live under the ground.			
	Sample one-point response: They are alike but also different. The squirrels live in the trees. The chipmunks live under the ground. Both animals are furry and brown. They both eat seeds. There are two kinds of animals that live in my yard. There are chipmunks and squirrels.			

# Weekly Test Lesson 27

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U6L27: Vocabulary Strategy: Homographs and Homophones	L.3.4a	1
2	A	U6L27: Comprehension: Cause and Effect	RI.3.3	2
3	D; C	U6L27: Comprehension: Cause and Effect	RI.3.3	2
4	See rubric on p. T35.	U6L27: Comprehension: Cause and Effect	RI.3.3	3
	Sample two-point response: It is important to test different sizes of rockets to see which size goes the farthest. This variable will let us know whether size affects the distance a rocket can fly and whether smaller rockets or larger rockets fly the farthest. The passage says that a rocket should not be too big because it will not go as far.			
	Sample one-point response: It is important to test the size of the rockets to see which size goes the farthest.			
5	A	U6L27: Comprehension: Cause and Effect	RI.3.3	1
6	3, 1, 4, 2	U6L27: Comprehension: Cause and Effect	RI.3.3	2
<b>WRITING</b>				
7	C	U6L27: Grammar: Contractions	L.3.2f	2
8	A	U6L27: Spelling: Words with Double Consonants	L.3.2f	1
9	Theyre, was'nt	U6L27: Grammar: Contractions	L.3.2f	2
10	See rubric on p. T35.	U6L27: Writing: Elaboration	W.3.2b	3
	Sample two-point response: Librarians can help people find books that are interesting to them. At the library, people can read. People can also use the computer. The library is a great place to be.			
	Sample one-point response: Librarians can help people find books that are interesting to them. At the library, people can read.			

# Weekly Test Lesson 28

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	exciting	U6L28: Comprehension: Fact and Opinion	RI.3.1	2
2	B	U6L28: Vocabulary Strategy: Word Roots	L.3.4c	1
3	A	U6L28: Comprehension: Fact and Opinion	RI.3.1	2
4	C; B	U6L28: Comprehension: Fact and Opinion	RI.3.1	2
5	A	U6L28: Comprehension: Fact and Opinion	RI.3.1	2
6	See rubric on p. T35.	U6L28: Comprehension: Fact and Opinion	RI.3.1	3
	Sample two-point response: The author's opinion is that the talent show is a fun event to take part in. The author uses words such as "funniest," "amazing," "perfect," "terrific," and "thrilling" to reveal this opinion about the show. I think the author supports this opinion well with facts because many facts are given about last year's show and this year's prizes that help me know the show is a fun event.			
	Sample one-point response: The author's opinion is that the talent show is a fun event to take part in. The author uses words that show an opinion, such as "amazing" and "thrilling." I think the author supports this opinion well with facts about the show.			
<b>WRITING</b>				
7	A	U6L28: Grammar: Commas in Sentences	W.3.5	2
8	B	U6L28: Grammar: Commas in Sentences	W.3.5	2
9	C	U6L28: Grammar: Commas in Sentences	W.3.5	2
10	baught, doughter	U6L28: Spelling: Words with <i>ough</i> and <i>ough</i>	L.3.2f	1

# Weekly Test Lesson 29

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U6L29: Comprehension: Understanding Characters	RL.3.3	2
2	A	U6L29: Vocabulary Strategy: Prefixes <i>un-</i> , <i>dis-</i>	L.3.4b	1
3	D	U6L29: Comprehension: Understanding Characters	RL.3.3	2
4	C; But Mom, I wasn't...	U6L29: Comprehension: Understanding Characters	RL.3.3	2
5	You caused a lot...	U6L29: Comprehension: Understanding Characters	RL.3.3	2
6	See rubric on p. T35.	U6L29: Comprehension: Understanding Characters	RL.3.3	3
	Sample two-point response: Mom and Dad have different attitudes toward Nassim once they see that he was not responsible for the messes. They see the kitten and think it is cute, and they even let Nassim keep it since Nassim agrees to clean up its messes.			
	Sample one-point response: Mom and Dad are nicer to Nassim once they see the kitten.			
<b>WRITING</b>				
7	A	U6L29: Grammar: What Is a Preposition?	W.3.5	2
8	D	U6L29: Grammar: What Is a Preposition?	W.3.5	2
9	D	U6L29: Grammar: What Is a Preposition?	W.3.5	2
10	paddel, flowerer	U6L29: Spelling: Words Ending in <i>-er</i> or <i>-le</i>	L.3.2f	1

# Weekly Test Lesson 30

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	Mandeep knew what...	U6L30: Comprehension: Conclusions	RL.3.1	2
2	A	U6L30: Comprehension: Conclusions	RL.3.1	2
3	D	U6L30: Vocabulary Strategy: Compound Words	L.3.4a	1
4	A; Sanvi set the...	U6L30: Comprehension: Conclusions	RL.3.1	2
5	A	U6L30: Comprehension: Conclusions	RL.3.1	2
6	See rubric on p. T35.	U6L30: Comprehension: Conclusions	RL.3.1	3
	Sample two-point response: The reader can draw the conclusion that the pets are cleaning the house. Mandeep remembers the pets were dusty, had a cleaning rag, and smelled like cleaner. Mom says that she has "furry helpers."			
	Sample one-point response: The reader can draw the conclusion that the pets are cleaning the house.			
<b>WRITING</b>				
7	A	U6L30: Grammar: Correct Pronouns	L.3.1a	2
8	A	U6L30: Grammar: Correct Pronouns	L.3.1a	2
9	because, ulive	U6L30: Spelling: Words Beginning with <i>a-</i> or <i>be-</i>	L.3.2f	1
10	See rubric on p. T35.	U6L30: Writing: Organization	W.3.4	3
	Sample two-point response: Basketball was invented by Dr. James Naismith in 1891. He wanted to have a fun game to play inside during the cold winter in Massachusetts. The first game of basketball was played with a soccer ball and peach baskets. The sport of basketball has changed a lot since then. Today, there are college and professional teams for both men and women. Basketball is also played in the Olympics.			
	Sample one-point response: Basketball was invented by Dr. James Naismith. The first game of basketball was played with a soccer ball and peach baskets. He first made up thirteen rules. The sport of basketball has changed a lot since then.			