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Teacher Introduction

Unit Assessment

Unit 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 Unit Assessment

Unit Assessment reports on the outcome of student learning. As students complete each unit of the reading program, they will be assessed on their understanding of key instructional content. The results of **Unit Assessment** serve as a summative assessment by providing a status of current achievement in relation to student progress through the CCSS-aligned curriculum. The results of the assessments can be used to inform subsequent instruction, aid in making leveling and grouping decisions, and point toward areas in need of reteaching or remediation.

Focus of Unit Assessment

Unit Assessment focuses on key areas of English Language Arts as identified by the CCSS—comprehension of literature and informational text, vocabulary acquisition and use, phonics and word recognition, command of the conventions of the English language, and writing within the parameters of specific text types.

Administering Unit Assessment

Each unit assessment should be administered once the instruction for the specific unit is completed. Make copies of the unit assessment for the class. You will need one copy of the Answer Key page that features the scoring table for each student taking the assessment. This table provides a place to list student scores. The data from each unit assessment charts student progress and underscores strengths and weaknesses.

NOTE: Due to time constraints, you may wish to administer the unit assessment over multiple days. For example, students can complete Questions 1–40 on the first day and address the writing prompt on another. If you decide to break up administration by assessment sections, please remember to withhold those sections of the test students are not completing to ensure test validity.

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.) In the first part of the test, you will read three selections and answer questions about them. In the next part of the test, you will answer phonics questions and revise and edit texts for clarity and correct grammar, mechanics, and usage. In the final part of the test, you will read a prompt and write a response. Read each part of the test carefully. For multiple-choice items, completely fill in the circle next to the correct answer. For constructed response items, write your response on the lines provided. For the writing prompt, plan your writing on the lines provided and craft your final version on another sheet of paper. 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. Have extra paper on hand for students to use for their responses to the prompt. 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 *Unit Assessment*

- Students will read three selections in each assessment and respond to items focusing on Comprehension Skills, Literary Elements, Text Features, 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.
- Students will then answer phonics questions and edit or complete texts for correct application of the conventions of standard English language.
- Students are then presented with a writing prompt that asks them to craft a response following the expectations of a particular text type.

Reading Selections

Each unit assessment features three “Cold Read” selections on which the comprehension and vocabulary assessment items are based. These selections reflect the unit theme to support the focus of the classroom instruction.

Comprehension—Multiple–Choice Items

Comprehension items in each unit assess understanding of the text by use of the Comprehension Skills, Literary Elements, and Text Features that were the focus of each unit’s instruction.

Comprehension—Constructed Response/Performance Task

A total of six items in each unit assess student understanding of the text by having them craft a written response to a question/prompt. Four of the items are short response items that assess student comprehension of the text using Comprehension Skills, Literary Elements, and Text Features. These items feature six lines on which students can write their responses. Two of the items are extended response, performance task items. One item requires student interaction with multiple texts; the other requires focus on a particular text. These items feature a page of lines on which students can write their responses.

Vocabulary—Multiple–Choice Items

Vocabulary items in each unit ask students to demonstrate the ability to uncover the meanings of unknown and multiple-meaning words and phrases using Vocabulary Strategies.

Phonics—Multiple–Choice Items

Phonics items in each unit assess student knowledge of skills taught in the unit.

English Language Conventions/Grammar, Mechanics, Usage—Multiple–Choice Items

Students demonstrate their command of the conventions of standard English by correcting errors and clarifying writing. Students edit/revise existing drafts or complete cloze passages.

Writing—Writing Prompt

Students craft a written response to a prompt in a previously-taught text type—Narrative, Informational, or Opinion. This activity assesses students’ ability to write on demand in response to a prompt and is consistent with the writing performance students encounter in high-stakes testing. Students use the lines provided to plan their writing and compose their final version on a separate sheet of paper.

Teacher Introduction

Scoring Unit Assessment

Questions 1–45 constitute a fifty-five-point test.

Multiple-choice items are worth one point each; short response items are worth two points; and extended response items are worth four points. For written responses, use the correct response parameters provided in the Answer Key and the scoring rubrics listed below to assign a score. Responses that show a complete lack of understanding or are left blank should be given a 0.

Short Response Score: 2

The response is well-crafted and concise and shows a thorough understanding of the underlying skill. Appropriate text evidence is used to answer the question.

Short Response Score: 1

The response shows partial understanding of the underlying skill. Text evidence is featured, though examples are too general.

Extended Response 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.

Extended Response 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.

Extended Response 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.

Extended Response 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.

Teacher Introduction

Scoring *Unit Assessment*

The Writing Prompt should be scored using the rubric found below.

4-Point Scoring Rubric

	Focus	Organization	Support	Conventions
4	Consistent focus is maintained throughout the writing.	Writing employs an appropriate organizational strategy that is followed throughout.	Writing is clearly supported by specific details. The word choice is precise and engaging.	Writing contains few, if any, errors in the conventions of standard English.
3	Consistent focus is maintained for the most part.	Writing employs an organizational strategy, with occasional digressions.	Writing has supporting details and the word choice serves the purpose of the writing but is not very precise.	Writing contains some errors in the conventions of standard English.
2	Writing loses focus at times.	Writing attempts to use an organizational strategy but it is not clear or consistent.	Writing has few supporting details and the word choice is often simple or unclear.	Writing contains several errors in the conventions of standard English.
1	Writing does not have a consistent focus.	Writing has no organizational strategy.	Writing has a lack of supporting details and the word choice is limited.	Writing contains serious errors in the conventions of standard English.

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Unscorable responses are unrelated to the topic, illegible, or contain little or no writing.

Teacher Introduction

Evaluating *Unit Assessment Scores*

The goal of each unit assessment is to evaluate student mastery of previously-taught material. 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 correctly answer more than 9 of the multiple-choice comprehension items;
- to score “2” on short response items and “3” or higher on extended response items;
- to correctly answer more than 7 of the multiple-choice vocabulary items;
- to correctly answer more than 3 of the multiple-choice items assessing phonics and more than 7 for the items assessing the conventions of standard English; and
- to score “3” or higher on their written response to the prompt using the 4-Point Rubric.

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

The Answer Keys in **Unit 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.

Question	Correct Answer	Content Focus	CCSS	Complexity
		This column lists the instructional content from the unit that is assessed in each item.		
		This column lists the CCSS alignment for each assessment item.		This column lists the Depth of Knowledge associated with each item.
23	B	Main Idea and Key Details	RI.2.2	DOK 2
24	I	Context Clues	L.2.4a	DOK 2
25	A	Prefix <i>re-</i>	L.2.4b	DOK 1
26	see below	Main Idea and Key Details	RI.2.2	DOK 2
	Correct answer parameters for the constructed response items are found after the scoring table.			

Comprehension: Multiple-Choice 1, 6, 8, 12, 14, 16–19, 21, 24–26, 28	/14	%
Comprehension: Constructed Response 9, 10, 20, 23, 29, 30	/16	%
Vocabulary 2–5, 7, 11, 13, 15, 22, 27	/10	%
Grammar, Mechanics, Usage 31–40	/10	%
Phonics 41–45	/5	%
Total Unit Assessment Score	/55	%

Scoring rows identify items by assessment focus and item type and allow for quick record keeping.

Read the next two stories. Then answer the questions that follow.

Do-It-Yourself Dinner

A new family moved in next door. Mom asked them to come to dinner on Friday. Rico was happy because he was eager to meet the new neighbors.

Mom was busy all week. Now it was Friday morning. "I have no idea what to cook," she said.

"We can have a do-it-yourself dinner," Rico said. "We can have tacos. We can make our own."

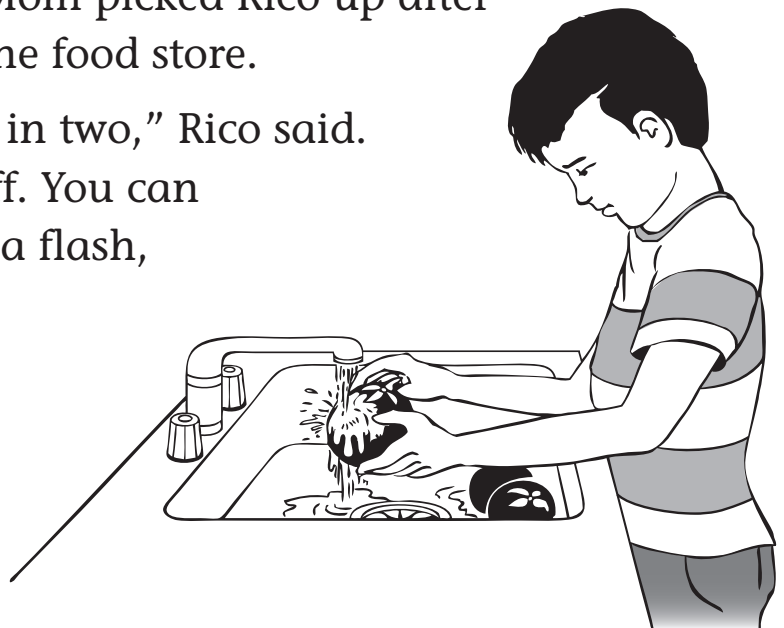
"That is a good idea, but it will still take work. We will have to figure out what to get from the store."

Rico grabbed a pencil and paper. He made a list: taco shells, lettuce, cheese, meat.

Mom added, "Do not forget tomatoes."

That afternoon, Mom picked Rico up after school. They went to the food store.

"Let's tear the list in two," Rico said. "I can get half the stuff. You can get the other half." In a flash, Mom and Rico were driving home. A bag full of groceries sat on the back seat.



At home Rico said, “I can wash tomatoes. I can shred the cheese.”

Rico and Mom worked fast. They helped each other. They were almost done when Mom said, “Oh, no! We still have to set the kitchen table!”

“I can do it,” said Rico. He put out plates and glasses. He put a bright red napkin by every place. Then he heard the doorbell. Rico opened the door. He said, “*Hola!* We’re having a special dinner.”

The new neighbors and their daughter, Ella, came in. Everyone sat at the table. They each took a taco shell. They passed plates of lettuce, onions, and tomatoes. They passed bowls of meat, beans, and cheese. They passed a jar of hot sauce. They all took what they wanted. Each built a perfect taco. Ella did not want meat. She piled extra beans on her taco. Rico loves spicy food. He dribbled lots of hot sauce on his taco.

There was nonstop talking and laughing as Mom and Rico learned about their friendly neighbors. At last, everyone was full.

Ella said, “We all built our own tacos. Now, we can all wash and dry the dishes.” Everyone agreed.

“This has been so much fun,” the neighbors said. “We will have a do-it-yourself dinner next week. Come to our house. We’ll make little pizzas. Everyone can make a perfect pizza.”

Jam Day

It is early in the morning. Tim has been up for a long time. He is very excited. For Tim, this is just about the best day of the year. His family is going to a farm in the country. They are going to pick blackberries. Tim loves to pick berries and make jam. His mother and father call it Jam Day.

Tim's family has Jam Day every year. First, everyone picks blackberries. Then Mother makes enough jam to last all year. Tim helps her make it.

The jam tastes great. Tim and his parents eat it on bread. They eat it on toast. Sometimes Tim dips a spoon into the jam jar. Then he eats the jam by itself.

Tim's friends like to eat the jam, too. They like to come over after school. Tim's mom always has jam. The boys and girls eat bread and jam. The friend who likes the jam best is Ray.



This year Ray is picking blackberries, too. Ray will come with Tim's family. It will be Ray's first Jam Day.

They drive to the farm. Tim's parents bring a lot of pails. They will fill all of them.

The day is sunny and warm. The bushes are full of blackberries. Tim and Ray start picking right away. Each boy has a pail. Tim shows Ray which are the best berries to pick. He shows him how to get berries without getting stuck by thorns. When they fill their pails, they put them by the car. Then they get empty pails. They pick and pick.

Ray picks blackberries very fast. Tim is surprised. He remembers that it took him a long time to learn.

Later, there are many pails of blackberries. All the pails are full. Tim goes over to his father. "Look at all the blackberries Ray picked, Dad. This is his first Jam Day. But he has just as many buckets as you have."

Dad is silent for a minute. "You are right, Tim. Ray has done a great job. How did you learn to pick blackberries so fast, Ray?"

Ray replied, "I worked very hard. I tried to make up for all the jam I have eaten at your house."

Name: _____ Date: _____

Use “Do-It-Yourself Dinner” on pages 1 and 2 to answer Numbers 1 through 10.

- 1 Read this sentence from the story.

Rico was happy because he was eager to meet the new neighbors.

What does *eager* mean in the sentence above?

- Ⓐ wanting to eat
- Ⓑ wanting to help
- Ⓒ wanting to go first
- Ⓓ wanting to do something

- 2 Read this sentence from the story.

She added, “Do not forget tomatoes.”

Which word has an ending that means something happened in the past?

- Ⓕ added
- Ⓖ do
- Ⓗ forget
- Ⓘ tomatoes

- 3 Look at the picture. Where is Rico working?

- Ⓐ at a table
- Ⓑ at the sink
- Ⓒ beside the stove
- Ⓓ on a cutting board

Name: _____ Date: _____

4 Look at the picture. What is Rico doing?

- Ⓕ cooking meat
- Ⓖ peeling onions
- Ⓗ washing a tomato
- Ⓘ putting beans in a bowl

5 Read this sentence from the story.

In a flash, Mom and Rico were driving home.

Which word has the SAME root word as *driving*?

- Ⓐ dings
- Ⓑ diving
- Ⓒ drives
- Ⓓ riding

6 Read this sentence from the story.

There was nonstop talking and laughing as Mom and Rico learned about their friendly neighbors.

Which word has an ending that means “more than one”?

- Ⓕ friendly
- Ⓖ laughing
- Ⓗ learned
- Ⓘ neighbors

Name: _____ Date: _____

7 Where does the story MOSTLY take place?

- Ⓐ the new neighbors' house
- Ⓑ Rico and Mom's house
- Ⓒ Rico's school
- Ⓓ Mom's job

8 How was Rico's dinner a "do-it-yourself" dinner?
Write at least two details from the story.

Name: _____ Date: _____

- 9** What is Rico's good idea?
- Ⓐ to go to the food store
 - Ⓑ to have a do-it-yourself dinner
 - Ⓒ to invite the neighbors for dinner
 - Ⓓ to wash and dry the dishes together

- 10** How is Rico helpful? Write two details from the story to support your answer.

Name: _____ Date: _____

Use “Jam Day” on pages 3 and 4 to answer Numbers 11 through 19.

11 Read this sentence from the story.

Then Mother makes enough jam to last all year.

In the sentence above, the word *last* means

- Ⓐ be enough.
- Ⓑ most unlikely.
- Ⓒ after all others.
- Ⓓ the only one left.

12 What surprises Tim on Jam Day?

- Ⓕ Mother makes jam.
- Ⓖ The jam lasts all year.
- Ⓗ Dad is silent for a minute.
- Ⓘ Ray can pick blackberries fast.

13 Look at the picture. What can you tell about Tim and Ray from the picture?

- Ⓐ They both love jam.
- Ⓑ Ray is much taller than Tim.
- Ⓒ Tim picks more berries than Ray.
- Ⓓ They share things with each other.

- 14** Read this sentence from the story.

This year Ray is picking blackberries, too.

Which word shows more than one thing?

- Ⓕ blackberries
 - Ⓖ is
 - Ⓗ This
 - Ⓘ year
- 15** What sentence from the story BEST shows that Tim is helpful?
- Ⓐ Tim shows Ray which are the best berries to pick.
 - Ⓑ Tim and Ray start picking right away.
 - Ⓒ Ray picks berries very fast.
 - Ⓓ Tim loves to pick berries and make jam.
- 16** Which sentence from the story BEST tells why Tim thinks this is the best day of the year?
- Ⓕ The day is sunny and warm.
 - Ⓖ His mother and father call it Jam Day.
 - Ⓗ The friend who likes the jam best is Ray.
 - Ⓘ Tim loves to pick berries and make jam.

Name: _____ Date: _____

- 17** How can you tell that Ray likes to eat jam? Use two details from the story to support your answer.

- 18** What is the root word for the word *excited*?

☐ Ⓕ cite ☐ Ⓗ exit
☐ Ⓖ excite ☐ Ⓘ it

- 19** Why does Ray work hard to pick blackberries so fast?

☐ Ⓐ It is Ray's first Jam Day.
☐ Ⓑ There are a lot of pails to fill.
☐ Ⓒ He wants to make up for eating so much jam.
☐ Ⓓ Tim shows Ray which are the best berries to pick.

Name: _____ Date: _____

Use “Do-It-Yourself Dinner” and “Jam Day” to answer the question below.

- 20** Tell how both Rico in “Do-It-Yourself Dinner” and Tim in “Jam Day” help their families get food. Use details from the stories to support your answer.

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GO ON →

Read the article “Alice to the Rescue” before answering Numbers 21 through 30.

Alice to the Rescue

Maybe you have a pet. You give it a home. You take good care of it. But some animals are homeless, or do not have a home. They live in city alleys.

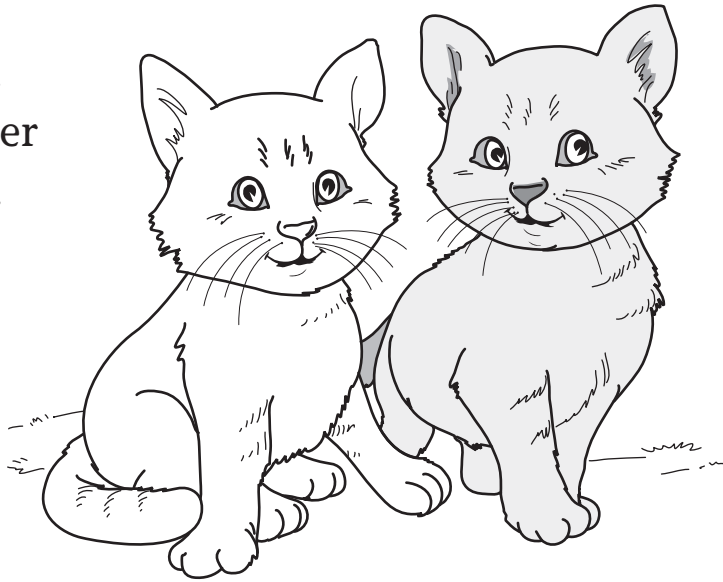
Alice Arnold wanted to help homeless animals. In 1983, she started Alley Animals in Baltimore, Maryland. Alice has many helpers. They feed cats and dogs. They save sick animals.

Alley Animals workers go out six nights a week. They drive through many alleys. They find hungry dogs or cats and feed them. Sometimes, helpers see sick animals. They gently put them in cages. They take sick animals to vets.

Alice finds a foster home for each sick animal. Foster families keep an animal for a little while. They help the animal get well. Then Alice looks for someone to adopt it. Alice wants the animal to have a good home.

Alley Animals rescued Cloud and Clip. One night, a helper saw two baby animals. They were hungry. They were dirty. The helper fed them. She cleaned the animals. After a few weeks, the babies changed. They changed from skinny to chubby. A loving family adopted them.

People in Baltimore help Alice with her work. Sometimes students gather things for Alley Animals. Sometimes families help with supplies. They buy cat and dog food. People also give Alice paper towels, litter, soap, and plastic bags.



Cloud and Clip were saved by Alley Animals.

Alice wants to save as many street animals as she can. Some Alley Animals' stories start out sad. Alice and her helpers give those stories a happy ending.



Alice sets up a table at a pet supply store. She tells people how Alley Animals helps homeless animals.

Name: _____ Date: _____

Now answer Numbers 21 through 30. Base your answers on “Alice to the Rescue.”

- 21 Read this sentence from the article.

But some animals are homeless, or do not have a home.

What does the word *homeless* mean in this sentence?

- Ⓐ taken good care of
 - Ⓑ without a home
 - Ⓒ hungry
 - Ⓓ pets
- 22 Which word has the SAME root word as *started*?
- Ⓕ art
 - Ⓖ star
 - Ⓗ starts
 - Ⓘ tarred
- 23 Alley Animals’ foster families
- Ⓐ find hungry animals in city alleys.
 - Ⓑ take care of sick animals until they get well.
 - Ⓒ buy food for helpers to give animals in the alleys.
 - Ⓓ give animals new homes for the rest of their lives.

Name: _____ Date: _____

- 24** What happened LAST to Cloud and Clip?
- Ⓕ A loving family adopted them.
 - Ⓖ Alley Animals rescued them.
 - Ⓗ They changed from skinny to chubby.
 - Ⓘ They were dirty and a helper cleaned them.
- 25** What do you learn about Cloud and Clip from the picture at the top of page 14?
- Ⓐ how helpers rescue sick animals
 - Ⓑ what the animals' new home looks like
 - Ⓒ what kind of animals Cloud and Clip are
 - Ⓓ how the animals looked when they were sick
- 26** Describe two things Alley Animals workers do each night. Use details from the article.

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GO ON →

- 27 Read this sentence from the article.

They changed from skinny to chubby.

What does *chubby* mean in the sentence above?

- Ⓐ cute
 - Ⓑ fat
 - Ⓒ happy
 - Ⓓ thin
- 28 The picture at the bottom of page 14 shows
- Ⓕ how helpers find animals in alleys.
 - Ⓖ what other people do to help animals.
 - Ⓗ what Alice does when she finds animals.
 - Ⓘ how Alice tells people about Alley Animals.
- 29 Why did Alice Arnold start Alley Animals?
- Ⓐ to give people pets
 - Ⓑ to help homeless animals
 - Ⓒ to tell people about Alley Animals
 - Ⓓ to have families help with supplies

Name: _____ **Date:** _____

- 30** What are two ways that other people help Alice with her work? Use details from the article.

[illegible]

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The letter below is a first draft that Rob wrote. The letter has some mistakes in it. Read the letter. Then answer questions 31 through 40.

(1) Dear Aunt Ada

(2) Luis is my best friend. (3) we are always together (4) He uses a wheelchair. (5) He drives the wheelchair. (6) He drives it with his hands.

(7) We go to the library. (8) I help Luis reach high books. (9) He helps me reach low books.

(10) We play softball with other kids. (11) Luis is good at batting, but he can't run. (12) I am a runner. (13) I am really fast. (14) I am not good at batting. (15) When Luis is up at bat, I stand beside him. (16) First Luis hits the ball. (17) Then, I run the bases. (18) Mother watches us play. (19) She says, "What great teamwork"

(20) One day I heard about a race for kids in our town. (21) Remember that I like to run. (22) The prize was a baseball signed by my favorite player.

(23) I told Luis about the race. (24) "I want to race, too," he said. (25) What do you think we did (26) We entered the race together!

(27) Love, Rob

Name: _____ Date: _____

31 What is the correct way to write the greeting at 1?

- Ⓐ Dear Aunt Ada!
- Ⓑ Dear Aunt Ada.
- Ⓒ Dear Aunt Ada,

32 What is the correct way to write sentence 3?

- Ⓐ We are always together.
- Ⓑ We are always together
- Ⓒ We are always together?

33 What is the BEST way to combine sentences 5 and 6?

- Ⓐ He drives the wheelchair and his hands.
- Ⓑ He drives the wheelchair with his hands.
- Ⓒ He drives the wheelchair drives it with his hands.

34 What is the subject of sentence 9?

- Ⓐ books
- Ⓑ He
- Ⓒ me

35 What is the predicate in sentence 10?

- Ⓐ kids
- Ⓑ other
- Ⓒ play

- 36** What is the BEST way to combine sentences 12 and 13?
- Ⓕ I am a runner I am really fast.
 - Ⓖ I am a runner, really fast
 - Ⓗ I am a really fast runner.
- 37** What is the BEST way to write sentence 16?
- Ⓐ First, Luis hits the ball.
 - Ⓑ First Luis, hits the ball.
 - Ⓒ First Luis hits, the ball.
- 38** What is the BEST way to write sentence 19?
- Ⓕ She says, "What great teamwork!"
 - Ⓖ She says, "What great teamwork?"
 - Ⓗ She says "What great teamwork."
- 39** What is the best way to write sentence 25?
- Ⓐ What do you think we did.
 - Ⓑ what do you think we did.
 - Ⓒ What do you think we did?
- 40** What is the predicate of sentence 26?
- Ⓕ entered
 - Ⓖ race
 - Ⓗ together

Name: _____ Date: _____

Answer Numbers 41 through 45. Choose the best answer.

- 41** Which word has the short *a* sound?
- Ⓐ tape
 - Ⓑ tap
 - Ⓒ cake
- 42** Which word has the short *e* sound?
- Ⓐ bean
 - Ⓑ bee
 - Ⓒ beg
- 43** Which word has the same two-letter blend as *trip*?
- Ⓐ tree
 - Ⓑ rim
 - Ⓒ tip
- 44** Which word has the same long *a* vowel sound as *made*?
- Ⓐ mad
 - Ⓑ bad
 - Ⓒ name
- 45** Which word has the same long *i* vowel sound as *pine*?
- Ⓐ time
 - Ⓑ pin
 - Ⓒ it



Writing Prompt – Narrative

Think about a time you helped a family member or friend. Think about what you did and how you felt.

Write a narrative telling what happened. Include a beginning, a middle, and an ending.

Use the space below to plan your writing. Write your final copy on a clean sheet of paper.

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Context Clues: Sentence Clues	L.2.4a	DOK 2
2	F	Inflectional Endings: <i>-s, -ed</i>	L.1.4c	DOK 1
3	B	Character, Setting, Events	RL.2.7	DOK 2
4	H	Character, Setting, Events	RL.2.7	DOK 2
5	C	Root words	L.2.4c	DOK 1
6	I	Inflectional Endings: <i>-s, -ed, -es, -ing</i>	L.1.4c	DOK 1
7	B	Key Details	RL.2.1	DOK 1
8	See below	Key Details	RL.2.1	DOK 2
9	B	Character, Setting, Events	RL.2.3	DOK 3
10	See below	Character, Setting, Events	RL.2.3	DOK 3
11	A	Context Clues: Sentence Clues	L.2.4a	DOK 2
12	I	Key Details	RL.2.1	DOK 1
13	D	Character, Setting, Events	RL.2.7	DOK 3
14	F	Inflectional Endings: <i>-s, -ed, -es, -ing</i>	L.1.4c	DOK 1
15	A	Character, Setting, Events	RL.2.3	DOK 3
16	I	Character, Setting, Events	RL.2.3	DOK 3
17	See below	Key Details	RL.2.1	DOK 2
18	G	Root words	L.2.4c	DOK 1
19	C	Character, Setting, Events	RL.2.3	DOK 2
20	See below	Key Details	RL.2.1	DOK 4
21	B	Context Clues: Sentence Clues	L.2.4a	DOK 2
22	H	Root Words	L.2.4c	DOK 1
23	B	Key Details	RI.2.1	DOK 1

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
24	F	Key Details	RI.2.1	DOK 1
25	C	Key Details	RI.2.7	DOK 2
26	See below	Key Details	RI.2.1	DOK 1
27	B	Context Clues: Sentence Clues	L.2.4a	DOK 2
28	I	Key Details	RI.2.7	DOK 1
29	B	Key Details	RI.2.1	DOK 1
30	See below	Key Details	RI.2.1	DOK 1
31	C	Letter Punctuation	L.2.2b	DOK 1
32	F	Statements and Questions	L.2.2	DOK 1
33	B	Expanding and Combining Sentences	L.2.1f	DOK 2
34	G	Subjects	L.2.1	DOK 1
35	C	Predicates	L.2.1	DOK 1
36	H	Expanding and Combining Sentences	L.2.1f	DOK 2
37	A	Comma after a Sequence Word	L.2.2	DOK 1
38	F	Commands and Exclamations; Quotation Marks with Dialogue	L.2.2	DOK 1
39	C	Statements and Questions	L.2.2	DOK 1
40	F	Predicates	L.2.1	DOK 1
41	B	Short <i>a, i</i>	RF.2.3	DOK 1
42	C	Short <i>e, o, u</i>	RF.2.3	DOK 1
43	A	Two-Letter Blends	RF.2.3	DOK 1
44	C	Long <i>a</i>	RF.2.3a	DOK 1
45	A	Short <i>i</i> , Long <i>i</i>	RF.2.3a	DOK 1
Prompt	See below	Writing Prompt: Narrative	W.2.3	DOK 3

Answer Key

Name: _____

Comprehension: Multiple-Choice 3, 4, 7, 9, 12, 13, 15, 16, 19, 23, 24, 25, 28, 29	/14	%
Comprehension: Constructed Response 8, 10, 17, 20, 26, 30	/16	%
Vocabulary 1, 2, 5, 6, 11, 14, 18, 21, 22, 27	/10	%
Grammar, Mechanics, Usage 31–40	/10	%
Phonics 41–45	/5	%
Total Unit Assessment Score	/55	%

- 8** Answer: Students should include that everyone made his or her own taco. Each person used ingredients he or she liked. For example, Ella used extra beans instead of meat. Rico made his taco spicy by putting on extra hot sauce.
- 10** Answer: Students should tell how Rico is helpful, giving two details from the story. For example, Rico thinks of a meal that does not take a lot of work. He makes a list and then tears the list in half so each of them can get some of the items. He helps prepare the food and the table for the guests.
- 17** Answer: Students should explain “the friend who likes the jam best is Ray” and that Ray wants to “make up for all the jam” he has eaten at Tim’s house, so he must like jam.
- 20** Answer: Students choose details from both stories telling how Rico and Tim help their families get food. Rico goes to the grocery store with his mom, and Tim picks blackberries. Both boys help their mothers prepare foods at home. Rico helps make tacos for dinner, and Tim helps make jam.
- 26** Answer: Students should include two details from the article. Examples: The workers drive in alleys at night looking for animals. They feed hungry dogs and cats in the alleys. They put sick animals in cages and take them to a vet.
- 30** Answer: Students should include two details from the article, such as: Students gather things that Alice needs to help animals. Families buy pet food. People give litter, soap, plastic bags, and paper towels. Some people help by being foster families. They take in sick animals until they are well. Other families adopt animals and give them good homes.

Writing Prompt

Refer to the scoring criteria in the Teacher Introduction to assess written responses to the prompt.

Read the article and the story. Then answer the questions.

Jungle Hunter

Have you ever seen a cat hunt for a mouse? Have you watched a pet cat pounce in the grass? Big cats can hunt and pounce, too! A tiger is one of the biggest cats. Tigers hunt for food. They are great hunters.

You will not see this cat in your backyard. Tigers live in a forest or jungle. Tigers are found in India, China, and Russia. But you might see one at the zoo.

Tigers have striped fur. The stripes are yellow, orange, red, and black. The stripes match the long grass in the jungle. This helps the tiger camouflage, or hide by matching what is around it. Camouflage helps the tiger disappear. That helps the tiger hunt other animals. The other animals do not see the tiger. It can get close and catch them.

Tigers hunt from sunset to dawn. They move slowly and quietly to get close to their prey. Then they run fast. They pounce on the animal. They use their large, strong paws to catch it.

Tigers can run very fast. They hide their claws when they run. However, they are unable to run for very long. That is why tigers have to get close to prey. Tigers can only run a short distance.

Animals' Running Speeds

Animal	Speed
Giraffe	32 miles per hour
Rabbit	35 miles per hour
Tiger	37 miles per hour
Zebra	40 miles per hour
Lion	50 miles per hour
Cheetah	70 miles per hour

Tigers sleep for 16 to 20 hours each day. Tigers mostly live by themselves. However, a mother tiger takes care of her babies.

Baby tigers are called cubs. Tiger cubs cannot hunt. Their mothers hunt food for them. Their mothers teach them to hunt. By the time they turn two, cubs can hunt. Now it is their turn to pounce!



A tiger cub weighs only 2 to 3 pounds when it is born. It will grow to weigh 200-400 pounds.

The Tale of Duck and Tiger

One sunny morning, Duck was having a grand time in a jungle pond. She flapped her wings against the water. She giggled as she splashed.

Soon, Duck got hungry. She dove down into the water. She scooped up a tasty little fish with her bill. Duck was so happy that she sang:

Splish, splash, this is fun.
I love to play in the warm sun.
I love to feel happy and free.
Do you want to be like me?

Duck dove down again. “Squawk!” she screeched and came up fast. She was tangled in something. It was a plastic ring from a six-pack of sodas. Part of it was wound around her neck. Part was twisted around her webbed feet.

Duck tried to get free, but she could not. Then she saw something move in the bushes. It was Tiger! Duck could barely see his stripes. They blended in with the grass, but he was there.

Duck could not swim away. She was tangled. She sat very still. Tiger slowly and quietly crept out of the bushes. Then he began running. Duck was amazed at how fast Tiger ran.

Suddenly, Tiger was there beside her. He bared his pointy teeth and growled. Tiger was so close that Duck could hear his stomach rumble.

Then suddenly, Tiger stopped and said,
“Whoa! What is that around your neck?”

Duck explained that she was diving in the pond and got tangled in this plastic stuff. Some careless person must have thrown it in the pond.

“That is terrible,” exclaimed Tiger. “That makes me mad!” Tiger reached out and gently used his claws to cut the plastic and set Duck free.

“Are you going to eat me now?” Duck asked.

“No, I am not,” answered Tiger.

“Why not? Tigers eat ducks, right?” she asked with distrust.

“Well, yes, but I am too upset to eat right now,” said Tiger. “I will let you go this time, but do not tell any of the other animals.”

With that, Tiger turned and melted back into the grass.

The lesson of this story:
Help can come from
surprising places.



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GO ON →

Name: _____ Date: _____

Use “Jungle Hunter” on pages 27–28 to answer Numbers 1 through 10.

- 1** Which detail about tigers is true?
- Ⓐ Tigers hunt during the day.
 - Ⓑ Tigers live in India, China, and Russia.
 - Ⓒ Tigers can run faster than any other animal.
 - Ⓓ Baby tigers can hunt as soon as they are born.

- 2** How do stripes help a tiger? Use text evidence from the article to explain.

- 3** When do tigers sleep?
- Ⓐ all winter
 - Ⓑ during the day
 - Ⓒ during the night
 - Ⓓ when they turn two

Name: _____ Date: _____

- 4 Read this sentence from the article.

Camouflage helps the tiger disappear.

If *appear* means “be seen,” *disappear* means

- Ⓐ not be seen. Ⓗ be seen again.
Ⓒ be seen after. Ⓘ be seen before.

- 5 What is the purpose of the chart in this article?

- Ⓐ to show the different sizes of animals
Ⓑ to explain why tigers are good hunters
Ⓒ to show the speeds of different animals
Ⓓ to show which animal is the best hunter

- 6 Tell how a tiger catches food. Support your answer with text evidence from the article.

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GO ON →

- 7 Read this sentence from the article.

They move slowly and quietly to get close to their prey.

What does *quietly* mean?

- Ⓐ not quiet
- Ⓑ quiet again
- Ⓒ in a quiet way
- Ⓓ one who is quiet

- 8 Read this sentence from the article.

Now it is their turn to pounce!

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

- Ⓕ I saw the car turn right.
- Ⓖ Please turn on the light.
- Ⓗ It is my turn to throw the ball.
- Ⓘ The puppy will turn into a dog.

- 9 What does the picture caption tell the reader about tigers?

- Ⓐ Tigers can run very fast.
- Ⓑ Tigers have orange and black stripes.
- Ⓒ Tigers live mostly in forests and jungles.
- Ⓓ Tigers are very small when they are born.

Name: _____ Date: _____

10 Which detail BEST supports the main idea that tigers are hunters?

- Ⓕ Some tigers live in zoos.
- Ⓖ A baby tiger is called a cub.
- Ⓗ A tiger's strong paws help it catch food.
- Ⓘ A mother tiger takes care of her babies.

Use “The Tale of Duck and Tiger” on pages 29–30 to answer Numbers 11 through 19.

11 What is the setting of this story?

- Ⓐ a zoo
- Ⓑ a park
- Ⓒ a road
- Ⓓ a pond

12 Read this sentence from the story.

She scooped up a tasty little fish with her bill.

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

- Ⓕ a person’s name
- Ⓖ part of a bird’s mouth
- Ⓗ the front part of a baseball cap
- Ⓘ a paper that tells how much money to pay

13 Read this sentence from the story.

Suddenly, Tiger was there beside her.

Sudden means “quick.” What does *suddenly* mean?

- Ⓐ quickly
- Ⓑ not quick
- Ⓒ being quick again
- Ⓓ someone who is quick

Name: _____ Date: _____

14 What happens to Duck the SECOND time she dives down?

- Ⓕ She sings a song.
- Ⓖ She sits very still.
- Ⓗ She scoops up a tasty little fish.
- Ⓘ She gets tangled in a plastic ring.

15 Which line would BEST replace the last line of the song that Duck sings?

Splish, splash, this is fun.

I love to play in the warm sun.

I love to feel happy and free.

- Ⓐ It is nice.
- Ⓑ Do you see me?
- Ⓒ Please come and play with me.
- Ⓓ I love to catch fish and splash and giggle all day long.

Name: _____ Date: _____

- 16** Read this sentence from the story.

Tiger slowly and quietly crept out of the bushes.

What does *slowly* mean?

- ☐ Ⓕ without being slow
 - ☐ Ⓖ able to be slow
 - ☐ Ⓗ not being slow
 - ☐ Ⓘ in a slow way
- 17** What is Duck's FIRST problem? How does Tiger help solve this problem? Use text evidence from the story to support your answer.

Name: _____ Date: _____

- 18** Read these sentences from the story.

**“Why not? Tigers eat ducks, right?”
she asked with distrust.**

What does *distrust* mean?

- Ⓕ not trust
 - Ⓖ trust a lot
 - Ⓗ trust again
 - Ⓘ one who trusts
- 19** How does Tiger solve Duck’s SECOND problem?
- Ⓐ Tiger lets Duck go.
 - Ⓑ Tiger scoops up a little fish.
 - Ⓒ Tiger cuts the ring with his claws.
 - Ⓓ Suddenly, Tiger was there beside her.

Name: _____ Date: _____

Use “Jungle Hunter” and “The Tale of Duck and Tiger” to answer the question below.

- 20** How is Tiger in “The Tale of Duck and Tiger” like a real tiger? How is he different from a real tiger? Support your answer with text evidence from “Jungle Hunter” and “The Tale of Duck and Tiger.”

Read the article “Big Baby!” before answering Numbers 21 through 30.

Big Baby!

We use the word *tiny* to tell about human babies. Some babies are not tiny, however. Animals such as elephants and hippos have huge babies.

Elephant Babies

A baby elephant weighs 200 pounds. Elephants are born hairy. They lose their hair as they grow.

Baby elephants live on their mother’s milk. A baby elephant does not drink milk with its trunk. It drinks with its mouth. This is good because babies’ trunks are very short.

Baby elephants first learn to stand up. Other things take longer to learn. They learn to use their trunk. They learn to hold and carry things with it.

Mother and baby elephants stay close together for four years. Mother elephants keep their babies safe. Elephants live in groups called herds. They protect each other. The other elephants help the mother take care of her baby.

Young elephants are playful. They chase each other. They climb on each other. They throw sticks in the air with their trunks. Elephants also use their trunks to be friendly. They use them to touch one another. They wrap their trunks around each other. That is an elephant hug!

Baby Hippos

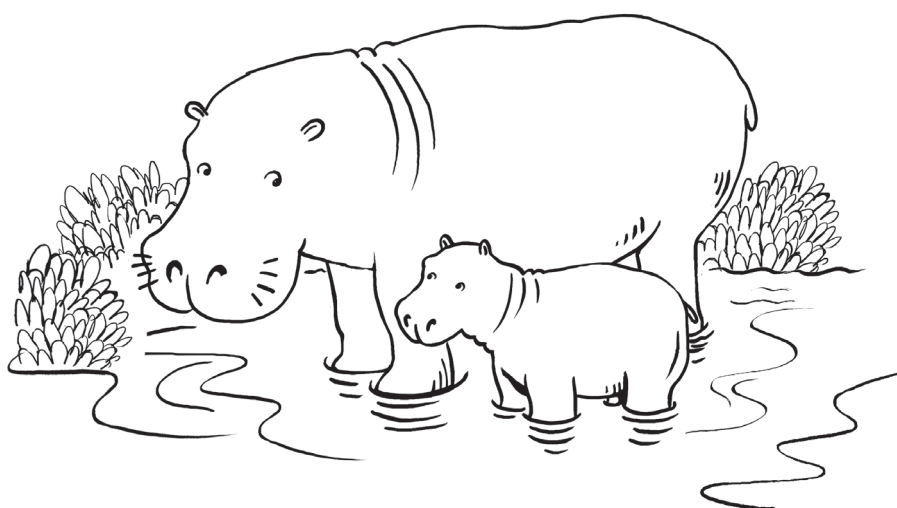
Hippo babies weigh 100 pounds. Some hippos are born on land. Many are born in water. Hippos are born knowing how to swim.

Baby hippos drink their mother's milk. This is their food for eight months. They can drink under the water. The baby closes its ears and nose so that water will not come in while it is drinking milk.

A mother stays in the water with a new baby for a few days. She does not even eat. She waits until the baby is ready. Then she takes it out of the water. She takes it with her while she gets food.

Mother hippos take good care of their families. Baby hippos stay with their mothers for two years.

Hippos live in groups called bloats. They help and protect each other. When a hippo's mom is busy, one of the other moms takes care of it.



Mother and baby hippo

Name: _____ Date: _____

Now answer Numbers 21 through 30. Base your answers on “Big Baby!”

- 21 Read these sentences from the article.

**Young elephants are playful.
They chase each other.**

What does *playful* mean?

- Ⓐ like to play
 - Ⓑ a place for play
 - Ⓒ not able to play
 - Ⓓ someone who can play
- 22 What do baby elephants learn FIRST?
- Ⓕ how to swim
 - Ⓖ how to stand up
 - Ⓖ how to climb
 - Ⓘ how to hold things

- 23 Read this sentence from the article.

**A baby elephant does not drink milk
with its trunk.**

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

- Ⓐ a big suitcase
- Ⓑ part of an elephant
- Ⓒ the back part of a car
- Ⓓ the thick stem of a tree

Name: _____ Date: _____

- 24** Read these sentences from the article.

Elephants also use their trunks to be friendly. They use them to touch one another.

What does *friendly* mean?

- Ⓕ like a friend
- Ⓖ without a friend
- Ⓗ one who is not a friend
- Ⓘ having too many friends

- 25** What does a baby hippo eat? Where does it eat?
Support your answer with text evidence from the article.

Name: _____ Date: _____

- 26** How long do baby elephants stay with their mothers?
- Ⓐ a few days Ⓗ four years
Ⓒ two years Ⓘ six years
- 27** How do young elephants play together?
- Ⓐ They drink under water.
Ⓑ Their trunks are very short.
Ⓒ They are born knowing how to swim.
Ⓓ They chase and climb on each other.
- 28** Which detail describes ONLY hippo babies?
- Ⓐ drink their mother's milk
Ⓒ use their trunks to be friendly
Ⓗ weigh 100 pounds when they are born
Ⓘ weigh 200 pounds when they are born
- 29** What is the MAIN topic of the article?
- Ⓐ Animals have tiny babies.
Ⓑ Elephants and hippos have big babies.
Ⓒ Baby animals are just like human babies.
Ⓓ Some animals are born knowing how to swim.

Name: _____ **Date:** _____

- 30** What help do both elephants and hippos get from living in groups? Support your answer with text evidence from the article.

[illegible]

Read the story below. Choose the word that correctly completes each sentence. Answer questions 31–40.

I told Mom and Dad that I wanted a dog. Dad said, “I have a good idea. We can raise a service puppy. We can take ____ (31) ____ to learn how.”

“What is a service puppy?” I asked.

“Service ____ (32) ____ are dogs who learn to help others. For example, service dogs help ____ (33) ____ who cannot see.”

Our family went to Helping Hounds. A worker, ____ (34) ____, showed us many dogs. She asked us questions. Then we chose a puppy named Duke.

We take Duke to puppy school every week. He learns to obey and help. We meet other ____ (35) ____ who are training dogs.

At home, we practice ____ (36) ____ lessons. We also help Duke get used to different people and places. We take him to our ____ (37) ____ houses. He likes to play with other ____ (38) ____, too.

We must be sure he stays well. We take him to the vet. We must also be sure his ____ (39) ____ stay strong. We give him crunchy snacks. We feed him healthy ____ (40) ____.

Soon, we will give Duke back to Helping Hounds. It will be sad to let him go, but I am happy that he will help someone.

Name: _____ Date: _____

31 Which answer should go in blank (31)?

- Ⓐ walking
- Ⓑ around
- Ⓒ lessons

32 Which answer should go in blank (32)?

- Ⓕ puppies
- Ⓖ puppeys
- Ⓗ puppys

33 Which answer should go in blank (33)?

- Ⓐ people
- Ⓑ peoples
- Ⓒ people's

34 Which answer should go in blank (34)?

- Ⓕ ana diaz
- Ⓖ ana Diaz
- Ⓗ Ana Diaz

35 Which answer should go in blank (35)?

- Ⓐ familys
- Ⓑ families
- Ⓒ familyes

Name: _____ **Date:** _____

36 Which answer should go in blank (36)?

- Ⓕ Duke's
- Ⓖ Dukes
- Ⓗ Dukes'

37 Which answer should go in blank (37)?

- Ⓐ friends
- Ⓑ friend's
- Ⓒ friends'

38 Which answer should go in blank (38)?

- Ⓕ childs
- Ⓖ children
- Ⓗ childrens

39 Which answer should go in blank (39)?

- Ⓐ tooths
- Ⓑ teeth
- Ⓒ teeths

40 Which answer should go in blank (40)?

- Ⓕ running
- Ⓖ strong
- Ⓗ food

Name: _____ Date: _____

Answer Numbers 41 through 45. Choose the best answer.

41 Which word has the same long *o* vowel sound as *rope*?

- Ⓐ rock
- Ⓑ hop
- Ⓒ drove

42 Which word has the same long *u* vowel sound as *cute*?

- Ⓐ tune
- Ⓑ cut
- Ⓒ rut

43 Which word has the same end sound as *ledge*?

- Ⓐ led
- Ⓑ cage
- Ⓒ gem

44 Which word has the same end sound as *witch*?

- Ⓐ wit
- Ⓑ watch
- Ⓒ wash

45 Which word has the same three-letter blend as *strong*?

- Ⓐ spring
- Ⓑ wrong
- Ⓒ strict



Writing Prompt – Informative

Think about an animal you see often. It could be your own pet or a friend’s pet. It could be a bird or squirrel you see near your home.

Write an informative essay. Describe the animal. Tell what it looks like. Tell how it moves and what sound it makes. Tell what it eats.

Use the space below to plan your writing.
Write your final copy on a clean sheet of paper.

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Main Topic and Key Details	RI.2.1	DOK 1
2	See below	Main Topic and Key Details	RI.2.2	DOK 2
3	B	Main Topic and Key Details	RI.2.1	DOK 2
4	F	Prefixes	L.2.4b	DOK 1
5	C	Text Feature	RI.2.7	DOK 2
6	See below	Main Topic and Key Details	RI.2.2	DOK 2
7	C	Suffixes	L.1.4b	DOK 1
8	H	Multiple-Meaning Words	L.2.4a	DOK 2
9	D	Text Feature	RI.2.5	DOK 2
10	H	Main Topic and Key Details	RI.2.1	DOK 2
11	D	Character, Setting, Plot	RL.2.3	DOK 2
12	G	Multiple-Meaning Words	L.2.4a	DOK 2
13	A	Suffixes	L.1.4b	DOK 1
14	I	Character, Setting, Plot	RL.2.5	DOK 2
15	C	Literary Elements	RL.2.4	DOK 2
16	I	Suffixes	L.1.4b	DOK 1
17	See below	Plot: Problem and Solution	RL.2.5	DOK 2
18	F	Prefixes	L.2.4b	DOK 1
19	A	Plot: Problem and Solution	RL.2.5	DOK 2
20	See below	Key Details	W.2.8	DOK 4
21	A	Suffixes	L.1.4b	DOK 1
22	H	Main Topic and Key Details	RI.2.2	DOK 2
23	B	Multiple-Meaning Words	L.2.4a	DOK 2

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
24	F	Suffixes	L.1.4b	DOK 1
25	See below	Main Topic and Key Details	RI.2.2	DOK 2
26	H	Main Topic and Key Details	RI.2.2	DOK 2
27	D	Main Topic and Key Details	RI.2.2	DOK 2
28	H	Main Topic and Key Details	RI.2.1	DOK 1
29	B	Main Topic and Key Details	RI.2.2	DOK 2
30	See below	Main Topic and Key Details	RI.2.2	DOK 2
31	C	Nouns	L.2.1	DOK 1
32	F	Singular and Plural Nouns	L.2.1	DOK 1
33	A	More Plural Nouns	L.2.1b	DOK 1
34	H	Kinds of Nouns	L.2.1	DOK 1
35	B	Singular and Plural Nouns	L.2.1	DOK 1
36	F	Possessive Nouns	L.2.2c	DOK 1
37	C	Possessive Nouns	L.2.2c	DOK 1
38	G	More Plural Nouns	L.2.1b	DOK 1
39	B	More Plural Nouns	L.2.1b	DOK 1
40	H	Nouns	L.2.1	DOK 1
41	C	Short <i>o</i> , Long <i>o</i>	RF.2.3a	DOK 1
42	A	Long <i>u</i>	RF.2.3a	DOK 1
43	B	Soft <i>c</i> and <i>g</i>	RF.2.3	DOK 1
44	B	Consonant Digraphs	RF.2.3	DOK 1
45	C	Three-Letter Blends	RF.2.3	DOK 1
Prompt	See below	Informative Writing	W.2.2	DOK 3

Answer Key

Name: _____

Comprehension: Multiple-Choice 1, 3, 5, 9, 10, 11, 14, 15, 19, 22, 26, 27, 28, 29	/14	%
Comprehension: Constructed Response 2, 6, 17, 20, 25, 30	/16	%
Vocabulary 4, 7, 8, 12, 13, 16, 18, 21, 23, 24	/10	%
Grammar, Mechanics, Usage 31–40	/10	%
Phonics 41–45	/5	%
Total Unit Assessment Score	/55	%

- 2 Answer: Students should explain that the stripes on a tiger match the grass where it lives in the jungle. They help the tiger hide. Other animals do not see the tiger. It can get close and catch them before they have time to run away.
- 6 Answer: Students should include at least three of the following points: Tigers hunt from sunset to dawn. They move slowly and quietly to get close to their prey. Then they run fast and pounce on the prey. They use their large, strong paws to catch the prey.
- 17 Answer: Students should explain that Duck's first problem is being tangled in plastic. Tiger solves this problem by using his claws to cut off the plastic.
- 20 Answer: Students should include several of the following details to explain how Tiger is like a real tiger: He lives in a jungle, catches other animals for food, has stripes that make him hard to see in the grass, and can run fast. Students should indicate a few ways Tiger is different from real tigers: He talks, decides to help Duck, gets mad about plastic, does not eat Duck.
- 25 Answer: Students should describe the feeding of baby hippos. Example: Baby hippos drink milk from their mothers. They can drink the milk while they are in the water.
- 30 Answer: Elephants live in groups and protect each other. Other elephants help the mother take care of her baby. Hippos live in groups and help and protect each other. When a hippo's mom is busy, one of the other moms takes care of it.

Writing Prompt

Refer to the scoring criteria in the Teacher Introduction to assess written responses to the prompt.

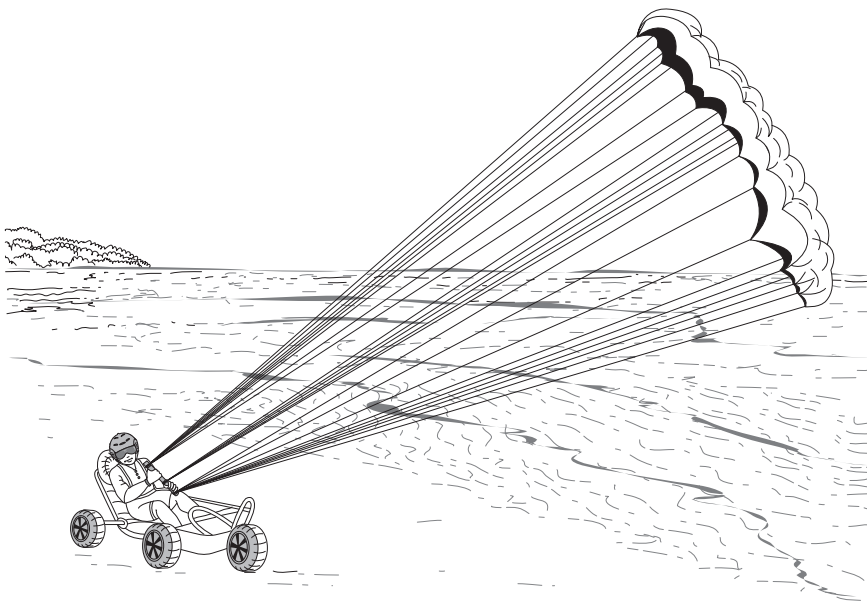
Read the next two articles. Then answer the questions that follow.

Up With Kites!

It is fun to fly a kite. But kites are not just toys. People have used kites in many ways.

Kites began more than 2,000 years ago. The first kites were made in China. They were used to send messages. A kite's color and movements were like words. Soldiers used kites to talk to friends who were far away. Children in China began to fly kites, too. Very old pictures show children flying kites.

From China, kites came to other parts of the world. About 700 years ago, an explorer went to China. His name was Marco Polo. He brought many things back to Europe. He also brought tales of Chinese kites.



The rider uses a kite to pull the beach buggy.

You may be surprised at the ways kites have helped people. You know some people flew kites to talk. Others used kites to catch fish. They attached fishing line to a kite. Then they flew the kite over the water. Sending a kite over water helped people build bridges, too. Building bridges was hard. Getting the first line across was the hardest part. With a kite, the job was much easier. Kite power was used to pull wagons and boats. In 1999, kites even pulled sleds to the North Pole!

Scientists used kites to learn about weather. Do you know about Ben Franklin and his kite? Long ago, Ben Franklin wanted to know if lightning was electricity. Ben learned by flying a kite. He flew his kite in a storm. Flying a kite in a storm is unsafe. But Ben was lucky. He did not get hurt. The U.S. Weather Service also used kites. They sent up weather instruments in kites. They put cameras in kites, too.

Some kites are big and powerful. During World War I, men were lifted in large box kites. A man high in the sky could see very far. He could see what was happening far away. Kites were used again during World War II. Sometimes men lost at sea sent up kites to call for help.

Around 1900, inventors wanted to build a flying machine. They studied kites. Alexander Graham Bell made huge kites. These kites could carry a person. The Wright brothers built and flew kites, too. They studied the way birds fly. They studied the wind. Over and over they tried to ride on kites. Then in 1903, the brothers flew the first airplane. Kites helped make airplanes possible!

Getting Ready to Fly Your Kite

Ask a friend to help you fly your kite.

Look for a safe place to fly your kite. Parks, beaches, and big fields are good. Stay away from traffic, trees, and power lines!

Wait for the right day. You need a nice wind to fly a kite. When the wind is right, you will feel it on your face, and you will see leaves blow. But if big branches are blowing, the wind is too strong.

Flying Your Kite

Hold the ball of string. Give the kite to your friend.

Have your friend walk in the direction the wind is blowing. Keep holding the string tightly.

When the wind catches the kite, pull on the string. Keep the line tight, and watch your kite rise!

The Story of Popcorn

A handful of popcorn is a good snack. People have eaten popcorn for a long time. Popcorn has even been found in old, old caves.

Native Americans probably had the first popcorn. They made popcorn over 400 years ago. Native Americans invented the first popcorn maker. They heated rocks in a big fire. Then, they put the seeds of corn on the rocks until the corn popped. Sometimes the popped corn would fly off the rocks! They had to try to catch it quickly.

Some people put oil on an ear of corn. They held the corn on a stick over a fire. The corn popped on the ear. Then they chewed the popcorn right off the ear.

When Europeans came to America, they learned about popcorn. They liked to eat it for breakfast. They filled a bowl with popcorn and poured milk on it. It was breakfast cereal.



Today many people eat popcorn as a snack. People eat popcorn at the movies. They eat popcorn when they go to games. Kids may eat popcorn as a fun treat.

Corn will not pop until it is very hot. Popcorn seeds are wet inside. When the seed gets hot, it pops. A piece of popcorn can get up to 40 times bigger when it pops. If a popcorn seed does not have enough water inside, it will not pop. Those are the seeds you see in the bottom of a bag of popcorn.

Name: _____ Date: _____

Use “Up with Kites!” on pages 54–56 to answer Numbers 1 through 10.

- 1 What is the MAIN idea of this article?
- Ⓐ The Chinese were the first people to make kites.
 - Ⓑ People have used kites in many ways.
 - Ⓒ Kites are flown all over the world.
 - Ⓓ Kites are a lot like airplanes.

- 2 Read this sentence from the article.

Flying a kite in a storm is unsafe.

What does *unsafe* mean?

- Ⓕ something that is safe
- Ⓖ one who is safe
- Ⓗ safe again
- Ⓘ not safe

- 3 Read these sentences from the article.

Building bridges was hard. Getting the first line across was the hardest part.

The author tells you what is hard about building bridges to

- Ⓐ explain how kites were helpful in bridge building.
- Ⓑ tell you that it is not hard to build bridges.
- Ⓒ describe a new way to build a bridge.
- Ⓓ explain how to build bridges.

- 4 Read this sentence from the article.

They attached fishing line to a kite.

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

- Ⓕ tied
- Ⓖ tossed
- Ⓗ pulled
- Ⓘ dropped

- 5 Read this sentence from the article.

During World War I, men were lifted in large box kites.

Which word has the OPPOSITE meaning of *lifted*?

- Ⓐ saved
- Ⓑ raised
- Ⓒ hidden
- Ⓓ lowered

- 6 How were kites used to send messages?

- Ⓕ Kite power was used to pull boats.
- Ⓖ People attached fishing line to a kite.
- Ⓗ Very old pictures show children flying kites.
- Ⓘ A kite's color and movements were like words.

- 7 Which paragraph does the following key detail BEST support?

In 1847, a young boy won ten dollars for successfully flying a kite across Niagara Falls. The boy's kite string was the first step in building a bridge from Canada to the United States.

- Ⓐ paragraph 2, page 54
 - Ⓑ paragraph 3, page 54
 - Ⓒ paragraph 1, page 55
 - Ⓓ paragraph 2, page 55
- 8 Why did the author MOST LIKELY tell about Marco Polo in the last paragraph on page 54?
- Ⓕ to explain how Europeans learned about kites
 - Ⓖ to answer questions about explorers in China
 - Ⓗ to list the reasons for Marco Polo's trip
 - Ⓘ to describe China 700 years ago
- 9 Why did the author MOST LIKELY write "Up with Kites"?
- Ⓐ to explain how bridges are built
 - Ⓑ to describe how airplanes were built
 - Ⓒ to describe how Marco Polo went to China
 - Ⓓ to explain how kites have been used in the past

Name: _____ Date: _____

- 10** What do you learn about kites from the picture and caption on page 54? Support your answer with text evidence from the article.

Name: _____ Date: _____

Use “The Story of Popcorn” on pages 57–58 to answer Numbers 11 through 19.

- 11 Why did the author MOST LIKELY write “The Story of Popcorn”?
- Ⓐ to describe a science lesson
 - Ⓑ to explain how to make popcorn
 - Ⓒ to explain that popcorn is healthy
 - Ⓓ to describe the history of popcorn

- 12 Read these sentences from the article.

The corn popped on the ear. Then they chewed the popcorn right off the ear.

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

- Ⓕ bit
- Ⓖ cooked
- Ⓗ popped
- Ⓘ pulled

Name: _____ Date: _____

- 13** Write three ways that people have cooked and eaten popcorn. Support your answer with text evidence from the article.

- 14** Read this sentence from the article.

If a popcorn seed does not have enough water inside, it will not pop.

The author talks about water in popcorn seeds to

- Ⓕ describe a funny event.
- Ⓖ explain how to make popcorn.
- Ⓗ explain why seeds sometimes do not pop.
- Ⓘ explain why people should drink water with snacks.

- 15** Read this sentence from the article.

Native Americans probably had the first popcorn.

Which word has the SAME meaning as *probably*?

- Ⓐ likely
- Ⓑ often
- Ⓒ problem
- Ⓓ usually

- 16** Read this sentence from the article.

They had to try to catch it quickly.

Which word has the OPPOSITE meaning of the word *quickly*?

- Ⓕ fast
- Ⓖ later
- Ⓗ lively
- Ⓘ slowly

- 17** What is the MOST important thing you need to make popcorn pop?

- Ⓐ bowls
- Ⓑ ears
- Ⓒ heat
- Ⓓ rocks

Name: _____ Date: _____

- 18** Why did the author MOST LIKELY include the last paragraph on page 57? Support your answer with text evidence from the article.

- 19** Which sentence BEST explains what the article is about?

- Ⓐ Popcorn comes from old caves.
- Ⓑ You need heat to make popcorn pop.
- Ⓒ Some people like popcorn for breakfast.
- Ⓓ People have eaten popcorn for a long time.

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GO ON →

Name: _____ Date: _____

Use “Up with Kites!” and “The Story of Popcorn”
to answer the question below.

- 20** You learned about history in “Up with Kites!” and “The Story of Popcorn.” Tell how popcorn and kites are fun things. Tell how they were important in the past. Support your answer with text evidence from the articles.

Read the story “A New Friend” before answering Numbers 21 through 30.

A New Friend



I watched the moving men unload the truck. Mom and Dad were busy inside the new house. So was my sister. She was excited about fixing up her new bedroom. For me, the yard and the neighborhood were more interesting. I like to run, jump, and play ball. Most of all, I like to ride Harriet, my trusty blue bike. Coasting along on Harriet, I feel as free as the wind—and as strong!

But right then I was not feeling strong. I missed my old neighborhood. Our new town felt strange, and I barely knew my way around the block. All morning there was a lump in my throat. A few times I had to blink back tears. But I had not cried since I was four, and I was not going to start.

Everything would be fine as soon as I could ride Harriet. But Harriet, along with everything else we owned, had disappeared into the big truck early this morning. So I did cartwheels and high jumps and waited to reclaim her. At last one of the men poked his head out of the back of the truck. “Anybody out here need a bike?” he teased. “I have a pretty blue bike for sale. It comes with a nice big basket, too.”

He handed Harriet down, and in two seconds we were off. I pumped the pedals to get some speed. We circled the block, and then I slowed down and looked around. I wanted to learn about my new neighborhood.

On my second time around the block, I saw an amazing garden. Then I saw a man, a very old man. He was on his knees doing something with a plant. It looked like he was digging it up. The plant was covered with red flowers. Why would anyone dig up such a beautiful plant? I squeezed the brakes and stopped to find out.

“Hello, I am Noor. I am new here,” I said. “I love your garden!”

“Hello, Noor. I am Mr. Paz. I am happy to see a new family move in. This plant is for your yard. I have dug it up, but I do not know how I will be able to carry it.” He pointed to another plant. That one was dug up, too. You could see the roots. “That is for Mrs. Alba in the house next to yours. It is a surprise for her birthday.” He looked a little sad. “I do not know how I will be able to move that one, either.”

“Harriet can do it! The plants will fit right here,” I said, pointing to Harriet’s basket.

“Who is this Harriet that rides your beautiful bike?” asked Mr. Paz.

I laughed and rubbed the handlebars. “This is Harriet. I will ride her, and she will carry the plants. If you need something at the store, we can carry that, too.”

So that is how I made a new friend. And that is how I got started doing errands for Mr. Paz.

Name: _____ Date: _____

Now answer Numbers 21 through 30. Base your answers on “A New Friend.”

- 21 Read this sentence from the story.

**So I did cartwheels and high jumps
and waited to reclaim her.**

If *claim* means “take,” what does *reclaim* mean?

- Ⓐ not take
 - Ⓑ take again
 - Ⓒ take before
 - Ⓓ one who takes
- 22 What does the reader learn FIRST about Noor?
- Ⓕ Noor is busy inside the house.
 - Ⓖ Noor likes to run, jump, and play ball.
 - Ⓗ Noor wants to fix up her new bedroom.
 - Ⓘ Noor does not like to help other people.
- 23 What happens AFTER Noor does cartwheels but BEFORE she rides around the block?
- Ⓐ Mr. Paz gives Noor a plant.
 - Ⓑ Noor sees an amazing garden.
 - Ⓒ A man brings Harriet out of the truck.
 - Ⓓ Noor was excited about fixing up her room.

Name: _____ Date: _____

- 24 What is Noor’s problem at the BEGINNING of “A New Friend”? Use two details from the story. Support your answer with text evidence.

- 25 Read these sentences from the story.

That is for Mrs. Alba in the house next to yours. It is a surprise for her birthday. I do not know how I will be able to move that one, either.

Which word is a compound word?

- Ⓐ Alba
- Ⓑ birthday
- Ⓒ either
- Ⓓ surprise

- 26 Read this sentence from the story.

Coasting along on Harriet, I feel as free as the wind—and as strong!

What does Noor compare herself to?

- Ⓕ feeling free
 - Ⓖ the wind
 - Ⓗ the coast
 - Ⓘ Harriet
- 27 Read these sentences from the story.

“Who is this Harriet that rides your beautiful bike?” asked Mr. Paz. I laughed and rubbed the handlebars.

Which word is a compound word?

- Ⓐ beautiful
 - Ⓑ handlebars
 - Ⓒ laughed
 - Ⓓ rubbed
- 28 What is the FIRST thing Noor does AFTER she gets Harriet from the truck?
- Ⓕ Noor meets Mr. Paz.
 - Ⓖ Noor takes a plant to Mrs. Alba.
 - Ⓗ Noor does cartwheels and high jumps.
 - Ⓘ Noor rides her bike and circles the block.

Name: _____ Date: _____

- 29** How does getting Harriet help Noor feel better about her new neighborhood? Use at least three details from the story. Support your answer with text evidence.

Name: _____ Date: _____

- 30** What does Noor do on her SECOND time around the block?
- Ⓕ Noor stops and meets Mr. Paz.
 - Ⓖ Noor helps Mr. Paz dig up a plant.
 - Ⓗ Noor does cartwheels and high jumps.
 - Ⓘ Noor runs errands for Mom and Dad on Harriet.

Read the first part of a passage below. Choose the word that correctly completes questions 31–35.

Today is Friday. It is the best day of the week!
On Friday afternoons we (31) lacrosse.

I used to play soccer, but not anymore. Now it is lacrosse all the way for me. I really (32) to play. It's such a great game!

Long ago, Native Americans played lacrosse. They prepared for each game carefully. They got ready for a game like they got ready for war! Their games (33) for many hours. Sometimes they went on for several days.

I (34) we could play lacrosse every day. Most days, I (35) with my stick and ball. I have fun, but it is not a real game.

Name: _____ Date: _____

31 Which answer should go in blank (31)?

- Ⓐ play
- Ⓑ plays
- Ⓒ playing

32 Which answer should go in blank (32)?

- Ⓕ am
- Ⓖ listen
- Ⓗ love

33 Which answer should go in blank (33)?

- Ⓐ last
- Ⓑ lasted
- Ⓒ lasting

34 Which answer should go in blank (34)?

- Ⓕ see
- Ⓖ wish
- Ⓗ am

35 Which answer should go in blank (35)?

- Ⓐ practice
- Ⓑ practicing
- Ⓒ practiced

Now read the second part of the passage. It contains some mistakes. Read this part of the passage to answer questions 36 through 40.

(1) When the bell rings at 3:00 o'clock on Friday, I run home from school to change my clothes. (2) I grab my lacrosse stick. (3) I run to the field. (4) It is near the school. (5) My teammates are there. (6) Our coach gives us drills to warm up. (7) Then it is time to start the game. (8) We has to work as a team.

(9) This week our team lost. (10) I got my first goal! (11) Everyone on the team having fun. (12) Next week I play even better. (13) Lacrosse is great!

- 36** How can sentences 3 and 4 BEST be combined?
- Ⓕ I run to the field, or it is near the school.
 - Ⓖ I run to the field, it is near the school.
 - Ⓗ I run to the field near the school.
- 37** How can sentence 8 BEST be written?
- Ⓐ We having to work as a team.
 - Ⓑ We haves to work as a team.
 - Ⓒ We have to work as a team.
- 38** How can sentences 9 and 10 BEST be combined?
- Ⓕ This week our team lost, I got my first goal!
 - Ⓖ This week our team lost or I got my first goal!
 - Ⓗ This week our team lost, but I got my first goal!
- 39** How can sentence 11 BEST be written?
- Ⓐ Everyone on the team haved fun.
 - Ⓑ Everyone on the team have fun.
 - Ⓒ Everyone on the team had fun.
- 40** How can sentence 12 BEST be written?
- Ⓕ Next week I plays even better.
 - Ⓖ Next week I played even better.
 - Ⓗ Next week I will play even better.

Name: _____ Date: _____

Answer Numbers 41 through 45. Choose the best answer.

41 Which word has the same vowel sound as *rain*?

- Ⓐ ran
- Ⓑ weigh
- Ⓒ graph

42 Which word has the same vowel sound as *my*?

- Ⓐ me
- Ⓑ may
- Ⓒ might

43 Which word has the same vowel sound as *so*?

- Ⓐ slow
- Ⓑ stop
- Ⓒ son

44 Which word has the same vowel sound as *key*?

- Ⓐ ten
- Ⓑ tree
- Ⓒ tie

45 Which word has the same vowel sound as *few*?

- Ⓐ she
- Ⓑ fun
- Ⓒ mule



Writing Prompt – Opinion

In the story “A New Friend,” Noor helps Mr. Paz. By helping, she makes a friend in her new neighborhood.

Tell why you think it can be good to help people in your community. Give reasons to support your opinion.

Use the space below to plan your writing. Then write your opinion on a separate piece of paper.

[illegible]

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	B	Main Idea and Key Details	R.I.2.2	DOK 2
2	I	Prefixes	L.2.4b	DOK 1
3	A	Author's Purpose	RI.2.8	DOK 3
4	F	Synonyms	L.4.5c	DOK 2
5	D	Antonyms	L.4.5c	DOK 2
6	I	Main Idea and Key Details	RI.2.1	DOK 2
7	C	Main Idea and Key Details	RI.2.2	DOK 2
8	F	Author's Purpose	RI.2.8	DOK 3
9	D	Author's Purpose	RI.2.6	DOK 3
10	See below	Text Features	RI.2.5	DOK 2
11	D	Author's Purpose	RI.2.6	DOK 3
12	F	Synonyms	L.4.5c	DOK 2
13	See below	Main Idea and Key Details	RI.2.1	DOK 2
14	H	Author's Purpose	RI.2.8	DOK 3
15	A	Synonyms	L.4.5c	DOK 2
16	I	Antonyms	L.4.5c	DOK 2
17	C	Main Idea and Key Details	RI.2.1	DOK 2
18	See below	Author's Purpose	RI.2.8	DOK 3
19	D	Main Idea and Key Details	RI.2.2	DOK 2
20	See below	Main Idea and Key Details	RI.2.9	DOK 4

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
21	B	Prefixes	L.2.4b	DOK 1
22	G	Plot: Sequence	RL.2.5	DOK 2
23	C	Plot: Sequence	RL.2.5	DOK 1
24	See below	Plot: Problem and Solution	RL.2.5	DOK 2
25	B	Compound Words	L.2.4d	DOK 1
26	G	Similes	L.2.6	DOK 2
27	B	Compound Words	L.2.4d	DOK 1
28	I	Plot: Sequence	RL.2.5	DOK 1
29	See below	Plot: Problem and Solution	RL.2.3	DOK 2
30	F	Plot: Sequence	RL.2.5	DOK 2
31	A	Present-Tense Verbs	L.2.1	DOK 1
32	H	Action Verbs	L.2.1	DOK 1
33	B	Past and Future-Tense Verbs	L.2.1	DOK 1
34	G	Action Verbs	L.2.1	DOK 1
35	A	Present-Tense Verbs	L.2.1	DOK 1
36	H	Combining and Rearranging Sentences	L.2.1f	DOK 2
37	C	The Verb <i>have</i>	L.2.2d	DOK 1
38	H	Combining and Rearranging Sentences	L.2.1f	DOK 2
39	C	The Verb <i>have</i>	L.2.2d	DOK 1
40	H	Past and Future-Tense Verbs	L.2.1	DOK 1

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
41	B	Long <i>a</i>	RF.2.3b	DOK 1
42	C	Long <i>i</i>	RF.2.3b	DOK 1
43	A	Long <i>o</i>	RF.2.3b	DOK 1
44	B	Long <i>e</i>	RF.2.3b	DOK 1
45	C	Long <i>u</i>	RF.2.3b	DOK 1
Prompt	See below	Persuasive Writing: Opinion	W.2.1	DOK 3

Comprehension 1, 3, 6, 7, 8, 9, 11, 14, 17, 19, 22, 23, 28, 30	/14	%
Comprehension: Constructed Response 10, 13, 18, 20, 24, 29	/16	%
Vocabulary 2, 4, 5, 12, 15, 16, 21, 25, 26, 27	/10	%
Grammar, Mechanics, Usage 31–40	/10	%
Phonics 41–45	/5	%
Total Unit Assessment Score	/55	%

- 10 Answer: A kite can pull a beach buggy. The picture shows how wind pushes the kite, which pulls the buggy.
- 13 Answer: Native Americans heated corn on rocks and caught it when it popped. Some people put ears of corn on a stick, held it over a fire, and ate it right off the ear. Europeans in America ate popcorn in a bowl with milk.
- 18 Answer: Students should explain the author's purpose. The author most likely wrote the paragraph to tell how Europeans who came to America made up a new way of eating popcorn.
- 20 Answer: Kites and popcorn are both fun. Kites are toys that children like to fly. People like to eat popcorn as a snack. Kites and popcorn were important. Kites were used 2,000 years ago. They were used to send messages. They were used to catch fish and help build bridges. Popcorn was used 400 years ago. People made it to eat as food. Some people ate the popcorn right off the ear. Others ate it as breakfast cereal.
- 24 Answer: Noor's family has just moved to a new town. Noor misses her old neighborhood and wants to ride Harriet to learn about her new neighborhood. She is waiting for the movers to unload her bike.
- 29 Answer: Students should explain that Harriet (the bike) cheers Noor up, makes her feel strong, helps her explore the new neighborhood, helps her meet and help a new friend.

Writing Prompt

Refer to the scoring criteria in the Teacher Introduction to assess written responses to the prompt.

Read the article and the story. Then answer the questions.

A Special Place

You may think a desert is hot, dry, and empty. But a desert can be cold at night. Some rain falls each year. And certain plants and animals can live in a desert.

The Mojave (mo-HA-vee) Desert is one of four deserts in the United States. It covers parts of four states. The states are California, Nevada, Arizona, and Utah.

In the Mojave Desert, it gets very hot during the day. But it can be very cold at night. The Mojave is dry. It gets about five inches of rain a year. Most of the rain falls during the winter.

Plants in the Mojave

Most plants cannot live in the hot, dry weather of the desert. The soil, or dirt, is rocky and sandy. But some low bushes, grasses, and other plants grow there. One plant is the prickly pear cactus. Its leaves look like needles. The leaves are called spines.



Ouch! Don't touch a cactus!

Some plants grow only during the wet season. They live just a few weeks. Then they die. Other desert plants are dormant, or resting, for most of the year. They only grow when it rains. Some desert plants have colorful flowers. They make the desert look lovely.

Desert plants have different ways to stay alive. They send their roots out to seek water. Some plants send roots out in all directions. Others send roots deep into the ground. Desert plants store water in their leaves, roots, and stems. Many plants open their leaves only at night. This keeps them from losing water during the day.

Animals in the Mojave

The Mojave Desert is also hard for animals. Some reptiles live there. They include rattlesnakes, lizards, and the desert tortoise. They can stand the heat. Large mammals cannot. They cannot store enough water in their bodies to stay alive. They cannot find places to hide from the sun. But some small mammals live in the desert.

You can see coyotes in the Mojave. You might see foxes. The smallest desert mammal is the kangaroo rat. Kangaroo rats look like mice. But they have strong back legs. They can jump high and far. They can live in the desert because they do not need to drink water. They get all the water they need from the seeds they eat.

The hot sand can cause problems. You would burn your feet if you walked barefoot on the sand. Some desert animals keep their feet safe by moving fast. Some have hairy pads that protect their feet.

Some animals adapt to the desert in another way. They carry their fat in just one part of their body. Fat makes animals hotter. It is better to have the fat in one place. Desert animals may store fat in their tails, for example. Since they do not have fat all over, they stay cooler.

The Mojave Desert is hot and dry. But it is not empty. Animals and plants have special ways to live there.

To the Tundra!

Brett's father had to go far away for his job. He writes to Brett about where he is.

Dear Brett,

I took a plane to Alaska. Then I took a helicopter to our camp near the North Pole. The place where we landed is called the tundra. I will do some science projects and study the streams here.

This is a good job, but it gets lonely here. I miss you and Mom. I decided to write to tell you about the tundra. Then I will feel like we are together.

The tundra is very different from our home in Florida. Even though it is the start of summer, it feels like winter at home. I am glad it is not winter here. Then I would be as cold as a dog's nose!

The tundra looks very different from home, too. There is snow on the ground most of the year. We almost never have snow in Florida. Under the snow is permafrost, which is frozen soil. The soil has gravel and dead plants in it.

Most plants cannot grow here because it is so cold. Also, there is little rain. We get 50 inches of rain a year in Florida. But the tundra gets less than 10 inches.

There are no big trees like at home. There are only low bushes and grasses. The plants cannot spread their roots deep into the ground because of the permafrost. In summer, some of the permafrost melts. This helps plants grow for a while. But they cannot grow for long. The summer is very short here.

Some of the animals are different, too. There are no sea cows or pelicans in the tundra. But I see wolves, foxes, and fish. Yesterday, I saw some lemmings. Lemmings look like large mice.

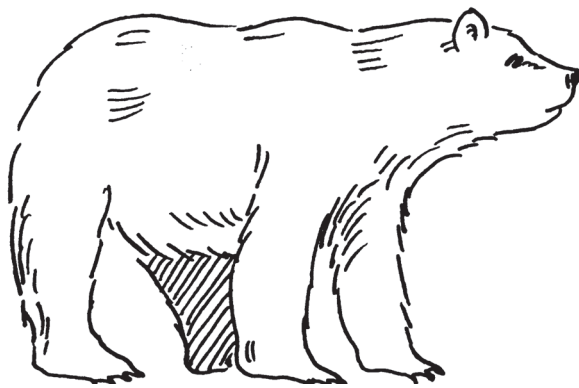
The most exciting animals are the polar bears. They have a layer of fat all over their bodies that keeps them warm. Their fur keeps them warm, too. The fur on their feet keeps them from slipping on the ice.

Some tundra animals go south where it is warmer in the winter. They come back in the summer. They must be clever to know when to go and come back. Some animals cannot live on the tundra. For example, it is too cold for reptiles.

Soon, I will go down to a stream. There are not many roads, so I will have to hike. I have to wear a heavy coat and boots. I will carry all the things I need in a backpack. I will take samples of the water. That will help me learn more about the tundra.

It is time to work now, but I will write more later. It is fun telling you about the tundra.

Love,
Dad



I saw this bear near our camp.

Name: _____ Date: _____

Use “A Special Place” on pages 85–87 to answer
Numbers 1 through 10.

1 How much rain falls each year in the Mojave Desert?

Ⓐ three inches

Ⓑ four inches

Ⓒ five inches

Ⓓ ten inches

2 What is the difference between night and day in
the Mojave Desert? Support your answer with text
evidence from the article.

Name: _____ Date: _____

- 3 Which caption would BEST describe a map of the Mojave Desert?

The Mojave covers parts of

- Ⓐ California, Utah, New Mexico, Arizona.
- Ⓑ California, Utah, Nevada, Arizona.
- Ⓒ California, Nevada, New Mexico.
- Ⓓ California, Utah, Texas, Nevada.

- 4 Why did the author include the picture of a cactus?

- Ⓕ to show how big a cactus plant can be
- Ⓖ to make readers want to go to the desert
- Ⓗ to explain how a cactus lives in the desert
- Ⓘ to show readers how spines on a cactus look

- 5 Read this sentence from the article.

Other desert plants are dormant, or resting, for most of the year.

Which word helps you understand what *dormant* means?

- Ⓐ desert
- Ⓑ plants
- Ⓒ resting
- Ⓓ year

- 6 Which word from the article is a compound word?

- Ⓕ animal
- Ⓖ barefoot
- Ⓗ desert
- Ⓘ reptile

- 7 Read this sentence from the article.

Some desert plants have colorful flowers.

The root word of *colorful* is

- Ⓐ cool.
 - Ⓑ color.
 - Ⓒ coloring.
 - Ⓓ collar.
- 8 In this article, the author compares kangaroo rats to
- Ⓕ coyotes.
 - Ⓖ foxes.
 - Ⓗ kangaroos.
 - Ⓘ mice.
- 9 Why do desert animals store fat in their tails?
- Ⓐ to stay cooler
 - Ⓑ to protect their feet
 - Ⓒ to jump high and far
 - Ⓓ to hide from the sun
- 10 Why is it hard for plants and animals to live in the Mojave Desert?
- Ⓕ The desert is empty.
 - Ⓖ The desert is cold at night.
 - Ⓗ The desert is very hot and dry.
 - Ⓘ The desert covers parts of four states.

Name: _____ Date: _____

Use “To the Tundra!” on pages 88–90 to answer Numbers 11 through 19.

- 11** How does Dad change from BEFORE he wrote the letter to AFTER he wrote the letter?
- Ⓐ First he feels upset; then he feels tired.
 - Ⓑ First he feels scared; then he feels brave.
 - Ⓒ First he feels lonely; then he feels happy.
 - Ⓓ First he feels excited; then he feels lonely.
- 12** How is the setting important to the story?
- Ⓕ It has the same animals as in Florida.
 - Ⓖ It takes a long time to get there.
 - Ⓗ It is far away from Brett.
 - Ⓘ It is called the tundra.
- 13** What is the lesson of the story?
- Ⓐ Do not take trips to faraway places.
 - Ⓑ It is sad to have a job in a cold place.
 - Ⓒ Sharing with others can make you feel good.
 - Ⓓ The tundra is the best place to live and work.

- 14 Read this sentence from the story.

Under the snow is permafrost, which is frozen soil.

Which words help you understand what the word *permafrost* means?

- Ⓕ snow is
- Ⓖ frozen soil
- Ⓗ is permafrost
- Ⓘ which is frozen

- 15 Read this sentence from the story.

Then I would be as cold as a dog's nose!

What does this simile mean?

- Ⓐ I would not be cold.
- Ⓑ I would be very cold.
- Ⓒ I would turn into a dog.
- Ⓓ I would turn into a nose.

- 16 How are the tundra and Florida DIFFERENT?

- Ⓕ The tundra has rain. Florida has snow.
- Ⓖ The tundra has no plants. Florida has big trees.
- Ⓗ The tundra has sea cows. Florida has pelicans.
- Ⓘ The tundra is cold and has snow. Florida is warm and has rain.

Name: _____ Date: _____

- 17 Read this sentence from the story.

The most exciting animals are the polar bears.

What word has the SAME root word as *exciting*?

- Ⓐ excited
 - Ⓑ exit
 - Ⓒ sight
 - Ⓓ sting
- 18 Which sentence BEST supports the lesson of the story?
- Ⓕ I took a plane to Alaska.
 - Ⓖ Soon, I will go down to a stream.
 - Ⓗ It is fun telling you about the tundra.
 - Ⓘ I have to wear a heavy coat and boots.

Name: _____ Date: _____

- 19** Which animal does Dad think is the most exciting?
What does he tell Brett about this animal? Use text
evidence from the story to support your answer.

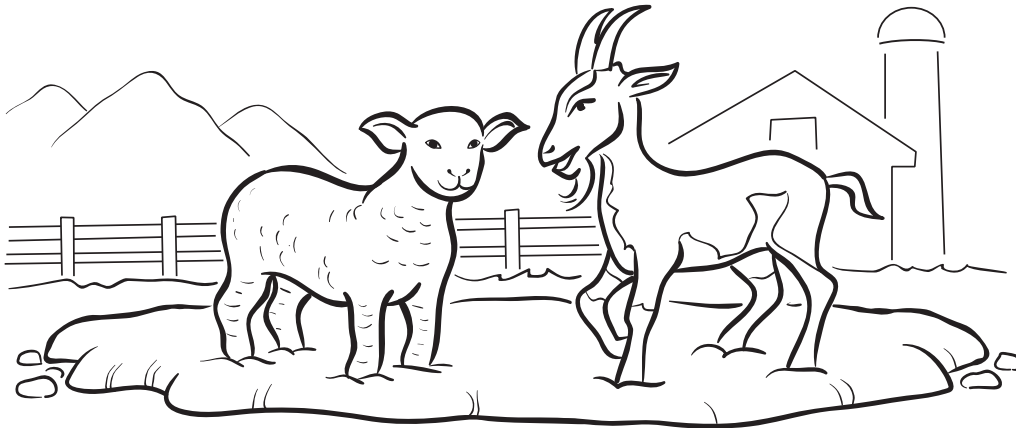
Name: _____ Date: _____

Use “A Special Place” and “To the Tundra!” to answer the question below.

- 20** How are a desert and a tundra alike and different?
Use text evidence from “A Special Place” and “To the Tundra!” to support your answer.

Read the story “Waiting for Springtime” before answering Numbers 21 through 30.

Waiting for Springtime



Lamb was unhappy. He was tired of the cold weather. “The snow makes my feet cold,” Lamb said to Goat. “My feet feel like blocks of ice.”

“I like winter,” said Goat. “There are lots of fun things to do, and it is beautiful. But do not worry. Winter is almost finished, and springtime will be here soon.”

“I do not want to wait for springtime,” Lamb said. “I want to solve my problem now.” Lamb looked for something to keep his feet warm. He found some rocks.

“Can the rocks keep my feet warm?” he asked Goat.

“No,” said Goat.

Lamb looked for something else to keep his feet warm. He moved his eyes up and down and noticed some pine cones on the ground.

“Can the pine cones keep my feet warm?” he asked Goat.

“No,” said Goat.

Lamb looked for something else to keep his feet warm. He found some branches of pine needles.

“Can the pine needles keep my feet warm?” he asked Goat.

“Yes,” said Goat.

“Make me some socks from the pine needles, then,” the lazy Lamb demanded. Goat helpfully tied the pine needles together to make a pair of socks. Lamb put the socks on his feet. Lamb walked into the snow. His feet were as warm as toast. “Now my feet are not cold!” said Lamb.

The next day Lamb put the pine-needle socks around his feet and went out to the field. The snow that had covered the ground was gone. Lamb heard a baby bird singing in its nest. He saw a bee flying around some bright flowers.

“This is springtime!” said Goat happily.
“Spring is beautiful, too.”

Lamb was not happy. “My feet are too warm,” he told Goat. “When will it be winter?”

Name: _____ Date: _____

Now answer Numbers 21 through 30. Base your answers on “Waiting for Springtime.”

21 Which word is a compound word?

- Ⓐ branches
- Ⓑ pine cones
- Ⓒ springtime
- Ⓓ winter

22 Read this sentence from the story.

He moved his eyes up and down and noticed some pine cones on the ground.

What does *noticed* mean?

- Ⓕ kicked
- Ⓖ moved
- Ⓗ saw
- Ⓘ threw

23 Read this sentence from the story.

My feet feel like blocks of ice.

What does this sentence mean?

- Ⓐ Lamb’s feet are cold.
- Ⓑ Lamb’s feet are heavy.
- Ⓒ Lamb’s feet have turned into ice.
- Ⓓ Lamb’s feet have turned into wood.

Name: _____ Date: _____

- 24** How are Lamb and Goat ALIKE?
- Ⓕ They are both happy.
 - Ⓖ They are both unhappy.
 - Ⓗ They both like springtime.
 - Ⓘ They are both animals that talk.
- 25** Why does the author have Lamb keep asking how to keep his feet warm?
- Ⓐ to make readers think Lamb is smart
 - Ⓑ to explain why it is hard to live in a cold place
 - Ⓒ to show that Lamb thinks Goat does not hear him
 - Ⓓ to show that having cold feet is Lamb's main problem

Name: _____ Date: _____

- 26** What three things does Lamb try to use to keep his feet warm? Tell what works best and tell why. Support your answer with text evidence from the story.

- 27** Read this sentence from the story.

Lamb was unhappy.

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

- Ⓐ uncle
- Ⓑ under
- Ⓒ unite
- Ⓓ unkind

Name: _____ Date: _____

- 28** How can the reader tell that Goat is happy? Give two details. Support your answer with text evidence from the story.

- 29** What lesson do you learn from Goat in the story?
- Ⓐ Some people are never happy.
 - Ⓑ Be lazy and people will help you.
 - Ⓒ Help others and they will help you.
 - Ⓓ There are things to enjoy about each season.

Name: _____ Date: _____

- 30** How are Goat and Lamb DIFFERENT? Use text evidence from the story to support your answer.

Read the story below. Choose the word or words that correctly complete questions 31–40.

Uncle Bill loves to take nature walks. I do, too.
We (31) on a hike last week.

“I (32) sure we will see a deer,”
Uncle Bill said.

“I (33) wait!” I yelled.

“They won’t come near if you are loud,”
Uncle Bill told me.

We (34) walking along a path when I
heard a sound. “ (35) a deer!” I whispered.

Uncle Bill pointed to a log on the ground.
“She (36) not spotted us yet. Let’s sit here and
watch her.”

So I (37) down beside my uncle.

“How do you know it is a ‘her’?” I asked.

“Females (38) have antlers,” Uncle Bill
explained. Antlers (39) horns on top of a male
deer’s head.

We watched the deer for a long time. Then she
 (40) away.

“We need to go home, too,” Uncle Bill said.

Name: _____ Date: _____

31 Which answer should go in blank (31)?

- Ⓐ go
- Ⓑ goes
- Ⓒ went

32 Which answer should go in blank (32)?

- Ⓕ is
- Ⓖ are
- Ⓗ am

33 Which answer should go in blank (33)?

- Ⓐ can't
- Ⓑ ca'nt
- Ⓒ cant

34 Which answer should go in blank (34)?

- Ⓕ was
- Ⓖ were
- Ⓗ is

35 Which answer should go in blank (35)?

- Ⓐ They're
- Ⓑ There's
- Ⓒ Theirs

Name: _____ Date: _____

36 Which answer should go in blank (36)?

- Ⓕ has
- Ⓖ does
- Ⓗ have

37 Which answer should go in blank (37)?

- Ⓐ sat
- Ⓑ sitted
- Ⓒ sits

38 Which answer should go in blank (38)?

- Ⓕ dont
- Ⓖ don't
- Ⓗ do'nt

39 Which answer should go in blank (39)?

- Ⓐ is
- Ⓑ was
- Ⓒ are

40 Which answer should go in blank (40)?

- Ⓕ running
- Ⓖ runned
- Ⓗ ran

Name: _____ Date: _____

Answer Numbers 41 through 45. Choose the best answer.

41 Which word begins with the same sound as in *now*?

- Ⓐ scent
- Ⓑ crumb
- Ⓒ knock

42 Which word has the same vowel sound as *dirt*?

- Ⓕ worm
- Ⓖ right
- Ⓗ dart

43 Which word has the same vowel sound as *for*?

- Ⓐ far
- Ⓑ oar
- Ⓒ hurt

44 Which word has the same vowel sound as *cheer*?

- Ⓕ dear
- Ⓖ chirp
- Ⓗ her

45 Which word has the same vowel sound as *wear*?

- Ⓐ fear
- Ⓑ wore
- Ⓒ chair



Writing Prompt – Narrative

Think about a time when you were in nature. Maybe you were in the woods or a park. Maybe you were at the beach.

Write a narrative telling about what you did and what you saw.

Use the space below to plan your writing. Write your final copy on a clean sheet of paper.

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Main Idea and Key Details	RI.2.1	DOK 2
2	See below	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
3	B	Text Features	RI.2.5	DOK 2
4	I	Text Features	RI.2.5	DOK 3
5	C	Context Clues: Sentence Clues	L.2.4a	DOK 2
6	G	Compound words	L.2.4d	DOK 1
7	B	Root words	L.2.4c	DOK 1
8	I	Connections Within Text: Compare and Contrast	RI.2.3	DOK 2
9	A	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
10	H	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
11	C	Plot: Compare and Contrast	RL.2.5	DOK 3
12	H	Character, Setting, Plot	RL.2.5	DOK 3
13	C	Theme	RL.2.2	DOK 3
14	G	Context Clues: Sentence Clues	L.2.4a	DOK 2
15	B	Similes	L.2.6	DOK 2
16	I	Plot: Compare and Contrast	RL.2.5	DOK 3
17	A	Root Words	L.2.4c	DOK 1
18	H	Theme	RL.2.2	DOK 3
19	See below	Plot: Compare and Contrast	RL.2.3	DOK 2
20	See below	Key Details	W.2.8	DOK 4

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
21	C	Compound Words	L.2.4d	DOK 1
22	H	Context Clues: Sentence Clues	L.2.4a	DOK 2
23	A	Similes	L.2.6	DOK 2
24	I	Plot: Compare and Contrast	RL.2.3	DOK 2
25	D	Literary Elements: Repetition	RL.2.4	DOK 2
26	See below	Plot: Problem and Solution	RL.2.3	DOK 2
27	D	Prefixes	L.2.4b	DOK 1
28	See below	Character, Setting, Plot	RL.2.3	DOK 3
29	D	Theme	RL.2.2	DOK 3
30	See below	Plot: Compare and Contrast	RL.2.3	DOK 4
31	C	Irregular Verbs	L.2.1d	DOK 1
32	H	Linking Verbs	L.2.1	DOK 1
33	A	Contractions	L.2.2c	DOK 1
34	G	Helping Verbs	L.2.1d	DOK 1
35	B	Contractions	L.2.2c	DOK 1
36	F	Helping Verbs	L.2.1	DOK 1
37	A	Irregular Verbs	L.2.1d	DOK 1
38	G	Contractions	L.2.2c	DOK 1
39	C	Linking Verbs	L.2.1	DOK 1
40	H	Irregular Verbs	L.2.1d	DOK 1

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
41	C	Silent Letters	RF.2.3	DOK 1
42	F	<i>r</i> -Controlled Vowels /ûr/	RF.2.3	DOK 2
43	B	<i>r</i> -Controlled Vowels /ôr/ and /är/	RF.2.3	DOK 2
44	F	<i>r</i> -Controlled Vowels /îr/	RF.2.3	DOK 2
45	C	<i>r</i> -Controlled Vowels /âr/	RF.2.3	DOK 2
Prompt	See below	Narrative Writing	W.2.3	DOK 3

Comprehension: Multiple Choice 1, 3, 4, 8, 9, 10, 11, 12, 13, 16, 18, 24, 25, 29	/14	%
Comprehension: Constructed Response 2, 19, 20, 26, 28, 30	/16	%
Vocabulary 5, 6, 7, 14, 15, 17, 21, 22, 23, 27	/10	%
Grammar, Mechanics, Usage 31–40	/10	%
Phonics 41–45	/5	%
Total Unit Assessment Score	/55	%

- 2 Answer: Students should note that it gets very hot during the day and can be very cold at night.
- 19 Answer: Dad thinks the polar bear is the most exciting. He tells Brett how the bears' layer of fat and their fur keep them warm. The fur on their feet keeps them from slipping on the ice.
- 20 Answer: Students should include some of the following similarities in their responses: dryness/lack of rain; both can get very cold; poor soil; only small bushes and grasses growing there; animals and plants have to adapt.
Students should include some of the following differences: Deserts are hot most of the time; the tundra is cold. Desert soil is rocky and sandy; the tundra is covered with permafrost. Some desert plant roots go down deep in the soil; tundra plant roots cannot grow down far into the permafrost. Reptiles can live in the desert; they cannot live in the tundra. Large mammals cannot live in the desert; they can live in the tundra.
- 26 Answer: Students should explain that Lamb tries to use rocks, pine cones, and pine needles. The pine needles work best because Goat makes them into socks.
- 28 Answer: Students should note the reader can tell that Goat is happy when he says he likes winter, that there are fun things to do, and it is beautiful. The reader can also tell that Goat is happy when it becomes spring and he says it is also beautiful.
- 30 Answer: Students should note that Goat is helpful and patient. He is a good friend. Supporting details include that he tries to assure Lamb that winter is almost over. He patiently answers Lamb's questions. He makes socks for him from pine needles. He doesn't get upset with Lamb's complaints. Lamb is different from Goat in that he complains about the weather. He does not know much about how to stay warm. He tells Goat to make socks for him but does not even try to help. He seems lazy and expects others to do things for him.

Writing Prompt

Refer to the scoring criteria in the Teacher Introduction to assess written responses to the prompt.

Read the next two articles. Then answer the questions that follow.

Saving Shipwrecked Sailors

A warm summer day at the beach is fun. But when a storm hits, the coast can be a dangerous place. The coast of Cape Cod, Massachusetts, is one such place. For years, there were many shipwrecks. Then lifesaving stations were built.

In 1872, nine lifesaving stations were built on Cape Cod. The stations were wooden buildings that were painted red. The bright color helped sailors on ships see them. Stations were right on the beach, close to the sea. A lookout tower was part of each station.

A crew of six men worked at each station. The men's job was to rescue the sailors on ships that were sinking.

All the crew members were good with boats. The men got special training, too. They learned lifesaving skills. They learned how to use new equipment. The crews practiced what to do in an emergency. They timed their practices and always tried to work faster.

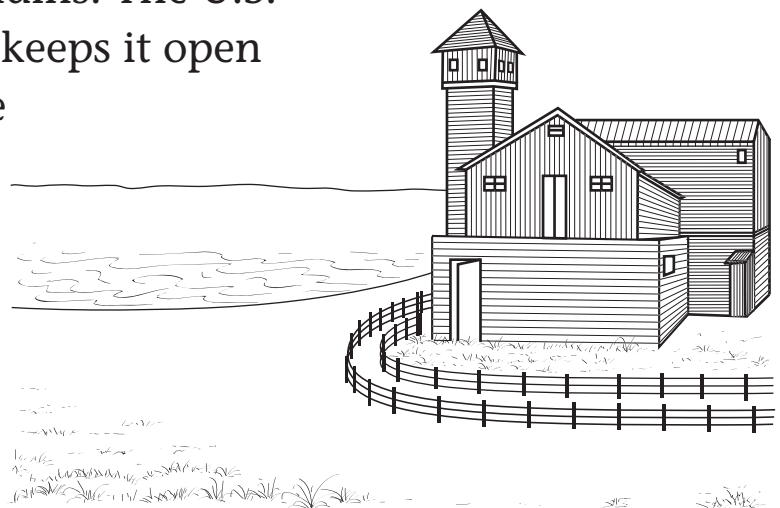
The crews looked for ships in trouble. They looked for ships in two ways. One way was by watching from the beach. Every night, two men walked on the beach. They looked out to sea. The

other way was by watching from the lookout tower at the station. Crew members took turns as lookouts in the tower. From up high, the men could see far out to sea.

Sometimes the men on the beach saw a ship. Sometimes the men in the tower saw one. When a ship needed help, the crew was ready to act at the drop of a hat. Quickly, they headed out to the ship. They went in small boats, called surfboats. Then they would bring the sailors safely to shore. The crew members had to work fast. All of their training and practice helped.

Then things changed. In the 1900s, stronger ships were built. These ships did not sink. Also, people could predict the weather better. So ships were not caught in storms.

The lifesaving stations are no longer needed. Most of them are gone. But the Old Harbor Lifesaving Station remains. The U.S. National Park Service keeps it open for visitors. During the summer, park rangers act out a rescue once a week.



Crew members watched for ships in trouble from the lookout tower.

Help from the Paramedics

Paramedics are people who help others. They take care of people who have accidents, such as falling down. They help people who suddenly get sick. Paramedics quickly treat the sick or hurt person. Then they take the person to a hospital. At the hospital, doctors work to cure the person.

How do paramedics find the sick or hurt person? When someone suddenly gets hurt or sick, a family member or friend calls 911. The 911 worker calls the paramedics. The paramedics drive an ambulance to get to the hurt or sick person.

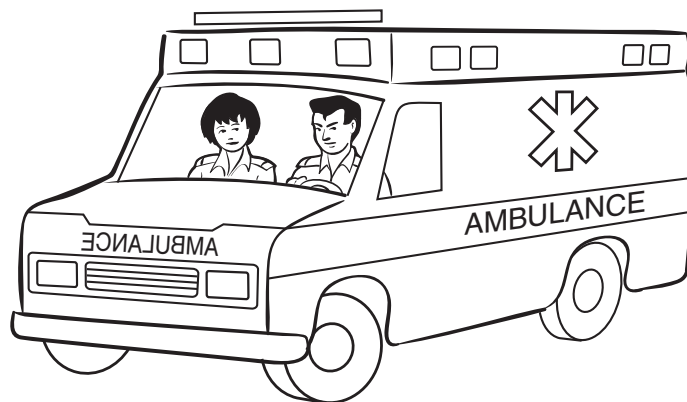
The paramedics must get to the person quickly. They must get the person to the hospital quickly, too. That is why an ambulance has a siren. A siren makes a loud sound to warn other cars. Cars pull over to let the ambulance go by.

Paramedics work in teams of two. The two paramedics work together. One paramedic drives the ambulance. The other paramedic rides in the back, helping the sick person. Together they bring the person to the hospital. At the hospital, a doctor takes over. The team tells the doctor what happened.

When paramedics are helping someone, they can get help, too. A paramedic can call a doctor. The doctor can tell the paramedic what to do.

To become paramedics, people must train. They work long and hard. They spend months in classes taught by doctors. They must learn how to tell what is wrong with a sick person. They must learn how to use equipment. Paramedics practice their skills. This helps them learn how to do their job. The training and practice make them ready to help people.

Paramedics must make sure that the ambulance is always clean. They must put supplies in the ambulance. They check the ambulance after they take care of each sick person. Then they get another call from 911. They head off to help the next person.



Paramedics drive the ambulance to get to a sick person.

Name: _____ Date: _____

Use “Saving Shipwrecked Sailors” on pages 114–115 to answer Numbers 1 through 10.

- 1 Read this sentence from the article.

The men’s job was to rescue the sailors on ships that were sinking.

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

- Ⓐ call
 - Ⓑ refuse
 - Ⓒ save
 - Ⓓ watch
- 2 What is the purpose of the picture?
- Ⓕ to entertain readers
 - Ⓖ to show a Cape Cod beach
 - Ⓗ to point out that sailing is dangerous
 - Ⓘ to show the station and lookout tower
- 3 What happened BEFORE a lifesaving crew headed out to a ship in surfboats?
- Ⓐ They joined the U. S. National Park Service.
 - Ⓑ A crew member spotted a ship in trouble.
 - Ⓒ They saved sailors from a shipwreck.
 - Ⓓ Sailors saw the bright red station.

- 4 What happened AFTER stronger ships were built?
- Ⓕ The lifesaving stations were built.
 - Ⓖ The U.S. Park Service acted out a rescue.
 - Ⓗ The lifesaving stations were no longer needed.
 - Ⓘ The lifesaving crews looked for ships in trouble.

- 5 Read this sentence from the article.

From up high, the men could see far out to sea.

Which of the following is the CAUSE of the effect in the sentence above?

- Ⓐ Crew members took turns as lookouts in the tower.
- Ⓑ Every night, two men walked on the beach.
- Ⓒ A crew of six men worked at each station.
- Ⓓ They learned how to use new equipment.

- 6 Read this sentence from the article.

Then they would bring the sailors safely to shore.

What does *safely* mean?

- Ⓕ not safe
- Ⓖ safe again
- Ⓗ in a safe way
- Ⓘ state of being safe

Name: _____ Date: _____

- 7 Read this sentence from the article.

When a ship needed help, the crew was ready to act at the drop of a hat.

What does *at the drop of a hat* mean?

- Ⓐ while wearing a hat
 - Ⓑ with great care
 - Ⓒ in a secret way
 - Ⓓ right away
- 8 What happened just AFTER the crew spotted a ship in trouble?
- Ⓕ Crew members practiced their skills.
 - Ⓖ Two men went out to patrol the beach.
 - Ⓗ Park rangers acted out a rescue at sea.
 - Ⓘ The crew headed out to the ship in small boats.

Name: _____ Date: _____

- 9 Where did crew members go to look for ships in trouble? Support your answer with text evidence from the article.

Name: _____ Date: _____

- 10** The lifesaving stations were well planned. Write three things about the buildings that helped the crew save sailors. Support your answer with text evidence from the article.

Name: _____ Date: _____

Use “Help from the Paramedics” on pages 116–117 to answer Numbers 11 through 19.

- 11** What do people do BEFORE they become paramedics?
- Ⓐ They practice riding in an ambulance.
 - Ⓑ They go to classes taught by doctors.
 - Ⓒ They get sick or have an accident.
 - Ⓓ They call 911 to help sick people.
- 12** Why do people train to become paramedics?
- Ⓕ They want to help people who are hurt.
 - Ⓖ They can become doctors.
 - Ⓗ They will not become ill.
 - Ⓘ They can fight fires.
- 13** Which words from the article are homophones?
- Ⓐ two/too
 - Ⓑ care/cure
 - Ⓒ who/how
 - Ⓓ they/their

Name: _____ Date: _____

- 14** Read this sentence from the article.

A siren makes a loud sound to warn other cars.

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

- ☐ Ⓕ measure how deep water is
- ☐ Ⓖ strong and healthy
- ☐ Ⓗ a body of water
- ☐ Ⓘ noise

- 15** Why do paramedics work in teams of two?
Use text evidence from the article to support your answer.

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GO ON →

Name: _____ Date: _____

- 16** What happens just AFTER paramedics bring a person to the hospital?
- Ⓕ They call 911.
 - Ⓖ A doctor takes over.
 - Ⓗ They practice their skills.
 - Ⓘ They take the sick person home.
- 17** What is the purpose of the picture?
- Ⓐ to define the word *ambulance*
 - Ⓑ to compare what paramedics and doctors do
 - Ⓒ to explain how people can become paramedics
 - Ⓓ to show paramedics on their way to help a sick person
- 18** What do paramedics do AFTER a 911 worker calls them?
- Ⓕ They drive to where the sick person is.
 - Ⓖ They put supplies in the ambulance.
 - Ⓗ They spend months in classes.
 - Ⓘ They call the hospital.
- 19** Why do paramedics practice their skills?
- Ⓐ They work long and hard.
 - Ⓑ Practicing helps them call 911.
 - Ⓒ Paramedics work in teams of two.
 - Ⓓ Practicing makes them ready to help people.

Name: _____ Date: _____

Use “Saving Shipwrecked Sailors” and “Help from the Paramedics” to answer the question below.

- 20** Compare the jobs of the lifesaving crews and the paramedics. Tell how they are alike and how they are different. Support your answer with text evidence from the articles.

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GO ON →

Read the story “A Sweet Day” before answering Numbers 21 through 30.

A Sweet Day



Mrs. Morris lives on the top floor of our building. Every afternoon, she takes the elevator down to the lobby. She sits in a chair near the big front door. I like seeing her there every day after school.

On Monday, I was the first student off the school bus. I hurried up the steps and opened the glass door of our apartment building. “Hi, Mrs. Morris,” I called.

“Good afternoon, Lily,” Mrs. Morris said. She gave me a great big, cheerful smile.

Mrs. Morris listened while I told her about my day at school. She told me about her morning in the kitchen and held out a box of cookies. “Oh, a fruit bar, my favorite kind!” I said happily. Mrs. Morris nodded in agreement.

Mrs. Morris smiled and said, “Sweets for the sweet! Go ahead and have another one, Lily.”

Then the twins from Apartment 3G came in, and Mrs. Morris held out her box. My friends Tammy and Lin got home next. Every child who came in the building stopped to greet Mrs. Morris and have a snack. Their faces lit up when they saw her. Mrs. Morris was happy to see them all. “Sweets for the sweet!” she smiled.

On Tuesday, we had a super hard test. I forgot my lunch. My teacher moved my seat away from Tammy’s. It was a bad day! After school, I was eager to see Mrs. Morris’s smile and hungry enough to eat ten cookies. I skipped up the steps and into the building, but the big stuffed chair was empty. This had never happened before. But I put two and two together.

I looked for Mr. Low, the elevator man, and asked him if Mrs. Morris was sick. “Mrs. Morris is not feeling well. She is staying in bed today. I miss her, too,” Mr. Low said. I wondered what I could do to make Mrs. Morris feel better.

When Mom heard the news, she suggested that we bake cookies for our neighbor. It was a terrific idea. We got out flour, sugar, butter, and oatmeal. Oatmeal cookies are healthy. We put dates in the cookies, too. Maybe they could really make Mrs. Morris better. Mom and I talked while we measured and stirred. I told her about my bad day. While the cookies baked, we cleaned up.

It was close to suppertime when the cookies were done. “Let’s heat up some chicken soup,” Mom said. “Then we can bring the soup and cookies up to Mrs. Morris.”

I rang the doorbell, and in a minute the door opened. “Mrs. Morris, we brought you some healthy cookies and soup,” I said. “We hope you feel better soon.”

Mrs. Morris smiled and thanked us. “I feel better already,” she said.

On the way back to our apartment, I said, “I feel better, too! It isn’t a bad day anymore.”

Name: _____ Date: _____

Now answer Numbers 21 through 30. Base your answers on “A Sweet Day.”

21 Who is telling this story?

- Ⓐ Lily
- Ⓑ Mr. Low
- Ⓒ Lily’s mom
- Ⓓ Mrs. Morris

22 Read this sentence from the story.

I hurried up the steps and opened the glass door of our apartment building.

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

- Ⓕ closed
- Ⓖ happened
- Ⓗ fell
- Ⓘ rushed

23 Read this sentence from the story.

She gave me a great big, cheerful smile.

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

- Ⓐ full of happiness
- Ⓑ able to be happy
- Ⓒ happy again
- Ⓓ not happy

GO ON →

Name: _____ Date: _____

- 24** Why does Lily like to see Mrs. Morris every day after school? Support your answer with text evidence from the story.

- 25** Read this sentence from the story.

**“Oh, a fruit bar, my favorite kind!”
I said happily.**

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

- Ⓐ a bank of sand in a river
- Ⓑ a piece of metal or wood
- Ⓒ a baked food that is cut into pieces
- Ⓓ a place where salad is made or served

Name: _____ Date: _____

- 26** What does Mom suggest to make Mrs. Morris feel better?
- Ⓕ to bring Mrs. Morris to her chair in the lobby
 - Ⓖ to find Mr. Low and ask him where she is
 - Ⓗ to bake oatmeal cookies for Mrs. Morris
 - Ⓘ to listen to Lily's story of her bad day
- 27** Lily thought her bad day would get better when she
- Ⓐ got off the school bus.
 - Ⓑ baked some cookies.
 - Ⓒ saw Mrs. Morris.
 - Ⓓ talked to Mom.

Name: _____ Date: _____

28 Which words from the article are homophones?

- Ⓕ on/one
- Ⓖ next/near
- Ⓗ there/their
- Ⓘ done/down

29 Read this sentence from the story.

But I put two and two together.

What does *put two and two together* mean?

- Ⓐ a group of animals
- Ⓑ added two numbers
- Ⓒ figured out the answer
- Ⓓ looked at something two times

Name: _____ Date: _____

- 30** In the story, what problems did Lily have at school and at home? What was the solution to her problems that made her feel better? Support your answer with text evidence from the story.

Read the article below. Then choose the word or words that correctly complete questions 31–40.

Every year (31) have a fair at our school. All of my friends go, and (32) has a great time. Kids play games and win prizes. Last year, I ran in a race and won a blue ribbon.

You can buy food at the fair, too. My mom cooks hot dogs. She (33) a hat that says “Pine Hill School.” Dad sells fruit juice and snacks. (34) popcorn is the best!

The fair is fun, but (35) also a way to raise money for the school. The teachers decide how to use the money. This year (36) going to buy new books. I (37) that’s a good plan.

This year our teacher asked (38) to help at the fair. (39) decided to sell lemonade. (40) lemonade was voted best drink at the fair!

Name: _____ Date: _____

31 Which answer should go in blank (31)?

Ⓐ we

Ⓑ us

Ⓒ me

32 Which answer should go in blank (32)?

Ⓕ anyone

Ⓖ everything

Ⓗ everybody

33 Which answer should go in blank (33)?

Ⓐ wear

Ⓑ wears

Ⓒ wearing

34 Which answer should go in blank (34)?

Ⓕ He

Ⓖ Him

Ⓗ His

35 Which answer should go in blank (35)?

Ⓐ it's

Ⓑ its

Ⓒ it

Name: _____ Date: _____

36 Which answer should go in blank (36)?

Ⓕ they're

Ⓖ their

Ⓗ there

37 Which answer should go in blank (37)?

Ⓐ thinks

Ⓑ think

Ⓒ thinking

38 Which answer should go in blank (38)?

Ⓕ we

Ⓖ us

Ⓗ I

39 Which answer should go in blank (39)?

Ⓐ I and my friends

Ⓑ My friends and me

Ⓒ My friends and I

40 Which answer should go in blank (40)?

Ⓕ Our's

Ⓖ Our

Ⓗ We's

Name: _____ Date: _____

Answer Numbers 41 through 45. Choose the best answer.

- 41** Which word has the same vowel sound as in *owl*?
- Ⓐ poor
 - Ⓑ cow
 - Ⓒ oil
- 42** Which word has the same vowel sound as in *joy*?
- Ⓕ choice
 - Ⓖ judge
 - Ⓗ jaw
- 43** Which word has the same variant vowel sound as in *fruit*?
- Ⓐ ought
 - Ⓑ boil
 - Ⓒ spoon
- 44** Which word has the same variant vowel sound as in *caught*?
- Ⓕ could
 - Ⓖ catch
 - Ⓗ thought
- 45** Which word has the same vowel sound as in *egg*?
- Ⓐ weather
 - Ⓑ myth
 - Ⓒ touch



Writing Prompt – Informative

Think of an invention that has helped to make your family’s life better. For example, it could be a bicycle, a cell phone, or a washing machine.

Tell about the invention and how it helps your family.

Use the space below to plan your writing. Then write your final copy on a separate piece of paper.

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	C	Synonyms	L.4.5c	DOK 2
2	I	Text Features	RI.2.7	DOK 2
3	B	Connections Within Text: Sequence	RI.2.3	DOK 2
4	H	Connections Within Text: Sequence	RI.2.3	DOK 2
5	A	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
6	H	Suffixes	L.1.4b	DOK 1
7	D	Idioms	L.4.5b	DOK 2
8	I	Connections Within Text: Sequence	RI.2.3	DOK 2
9	See below	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
10	See below	Connections Within Text: Cause and Effect	RI.2.3	DOK 3
11	B	Connections Within Text: Sequence	RI.2.3	DOK 2
12	F	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
13	A	Homophones	N/A	DOK 1
14	I	Multiple-Meaning Words	L.2.4a	DOK 2
15	See below	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
16	G	Connections Within Text: Sequence	RI.2.3	DOK 2
17	D	Text Features	RI.2.7	DOK 2
18	F	Connections Within Text: Sequence	RI.2.3	DOK 2
19	D	Connections Within Text: Cause and Effect	RI.2.3	DOK 2
20	See below	Compare across Texts	RI.2.9	DOK 4

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
21	A	Point of View	RL.2.6	DOK 2
22	I	Synonyms	L.4.5c	DOK 2
23	A	Suffixes	L.1.4b	DOK 1
24	See below	Point of View	RL.2.6	DOK 3
25	C	Multiple-Meaning Words	L.2.4a	DOK 2
26	H	Plot: Problem and Solution	RL.2.3	DOK 2
27	C	Plot: Problem and Solution	RL.2.3	DOK 2
28	H	Homophones	N/A	DOK 1
29	C	Idioms	L.4.5b	DOK 2
30	See below	Plot: Problem and Solution	RL.2.3	DOK 2
31	A	Pronouns	L.2.1	DOK 1
32	H	Pronouns	L.2.1	DOK 1
33	B	Pronoun-Verb Agreement	L.2.1	DOK 1
34	H	Possessive Pronouns	L.2.1	DOK 1
35	A	Contractions	L.2.2c	DOK 1
36	F	Contractions	L.2.2c	DOK 1
37	B	Pronoun-Verb Agreement	L.2.1	DOK 1
38	G	Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i>	L.2.1	DOK 1
39	C	Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i>	L.2.1	DOK 1
40	G	Possessive Pronouns	L.2.1	DOK 1

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
41	B	Diphthongs <i>ou, ow</i>	RF.2.3b	DOK 1
42	F	Diphthongs <i>oy, oi</i>	RF.2.3b	DOK 1
43	C	Variant Vowels /ü/ and /û/	RF.2.3b	DOK 2
44	H	Variant Vowels /ô/	RF.2.3b	DOK 2
45	A	Short Vowel Digraphs /e/; /u/; /i/	RF.2.3e	DOK 2
Prompt	See below	Informative Writing	W.2.2	DOK 3

Comprehension: Multiple Choice 2, 3, 4, 5, 8, 11, 12, 16, 17, 18, 19, 21, 26, 27	/14	%
Comprehension: Constructed Response 9, 10, 15, 20, 24, 30	/16	%
Vocabulary 1, 6, 7, 13, 14, 22, 23, 25, 28, 29	/10	%
Grammar, Mechanics, Usage 31–40	/10	%
Phonics 41–45	/5	%
Total Unit Assessment Score	/55	%

- 9 Answer: Crew members looked for ships from the beach and from the tower.
- 10 Answer: Students should explain that the stations were built on the beach, close to the sea; they were painted red to help sailors find them; and they had towers for the lookouts to see long distances.
- 15 Answer: Students should explain that one paramedic drives the ambulance while the other rides in the back to help the sick person.
- 20 Answer: Students should note that both the lifesaving crews and paramedics work to save lives and help others. Both get training and practice. Both work in pairs. Both respond to people in trouble, and they have to work fast. The lifesaving crews looked for ships in trouble. Then they rescued people from shipwrecks and brought them to safety. Paramedics are called to help people in trouble. They usually work with a doctor and take the people to a hospital.
- 24 Answer: Students should note that Lily likes to see Mrs. Morris because she gives her cookies and a big, cheerful smile. Mrs. Morris also listens to Lily tell about her day.
- 30 Answer: Lily's problems at school are having a hard test, forgetting her lunch, and having her seat moved. At home, her problem is missing Mrs. Morris's company and cookies. She feels better when she spends time with Mom and makes cookies and soup for Mrs. Morris.

Writing Prompt

Refer to the scoring criteria in the Teacher Introduction to assess written responses to the prompt.

Read the next two articles. Then answer the questions that follow.

The Saguaro Cactus

The saguaro cactus is an amazing plant. It lives in a difficult climate, but it has ways to survive. It is known for its beautiful flowers and great height. The saguaro is the largest cactus in the United States!

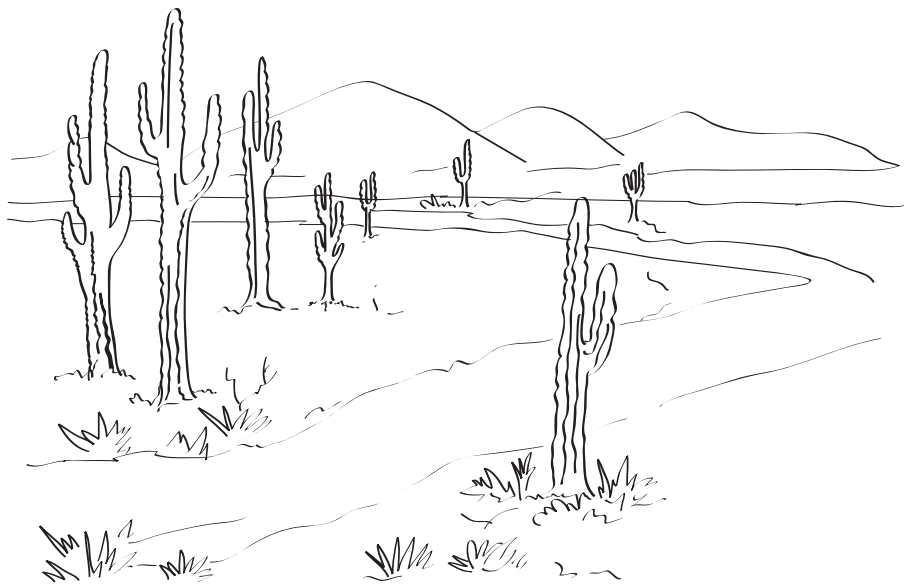
The saguaro is found in the desert. A desert is a hot, arid place. There is little water in the desert. Plants and animals need water to live. Not many plants live in the desert. A cactus is one plant that can live there. Cactus plants store water inside their stems. This helps them live through long periods with no rain.

There are many kinds of cactus. Some people keep petite cactus plants at home in small pots. They like looking at these pretty plants. Some cactus plants are giants. The saguaro is one of these big cactus plants.

It takes a long time for the saguaro cactus to grow. Another plant, such as a bush or a shrub, will act as a “nurse plant” for a young saguaro. The nurse plant protects the saguaro until it is about one foot tall. Then the saguaro can grow on its own.

Sometimes, humans disturb the nurse plants. Tiny saguaros cannot survive without the nurse plants. The saguaros that do survive can be hurt by humans, too. Sometimes, people dig up saguaros. They plant them in their yards or sell them. This hurts the desert.

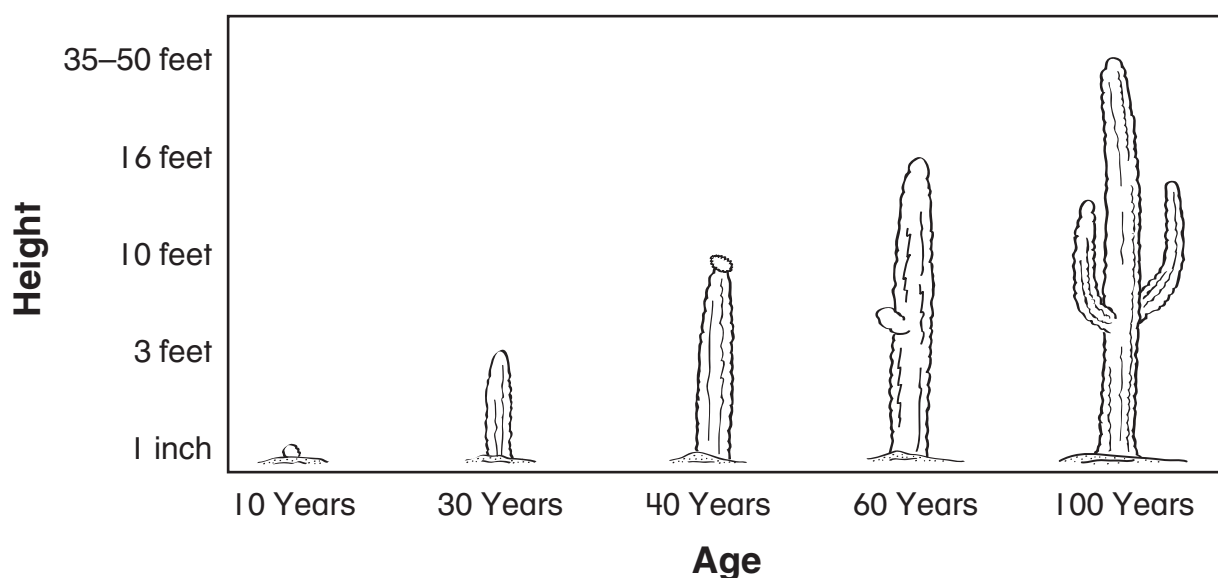
Healthy saguaros can live for more than 100 years. They can grow as tall as 50 feet high. Sometimes very strong winds blow through the desert. Saguaros stay standing because they have strong roots. Their roots keep them firmly in the ground. The roots are important. The roots can get cut when people dig into the ground to make roads. This can kill the saguaro.



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The saguaro blooms in spring. Its flowers are beautiful. But the saguaro is more than just a pretty plant. Animals use the saguaro for shade from the hot desert sun. Many animals eat the fruit of the saguaro. They drink the juice and eat the seeds. This helps the animals stay alive. It also helps the saguaro. Animals spread the seeds to other parts of the desert. Then, new plants can grow.

The Growth of the Saguaro



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Protecting the Saguaros

In 1933, President Herbert Hoover set aside land in Arizona for the saguaro cactus. That land became Saguaro National Park. The park is in the Sonoran Desert. It is a place to keep saguaros safe. The saguaros in the park are numerous. There are more than a million of them. Park workers study the plants to learn more about how they grow.

Taking care of the plants in the park is a very big job. Volunteers help the park workers take care of saguaros. Volunteers are helpers who do not get paid. They help because they care about saguaros.

One special event is called BioBlitz. During this event, volunteers take a census. They count the saguaros in the park. They measure the plants. Adults and children work together. They count for 24 hours. Hundreds of people help.

If the number of plants is smaller than the year before, park workers need to know. Fewer saguaros could mean there is a problem. Park workers try to figure out what the problem is.

During the census, there is a fair. People learn about saguaros and other plants in the desert. They enjoy art that shows desert plants and animals. They listen to poems about the desert. Thousands of adults and children come to the event.

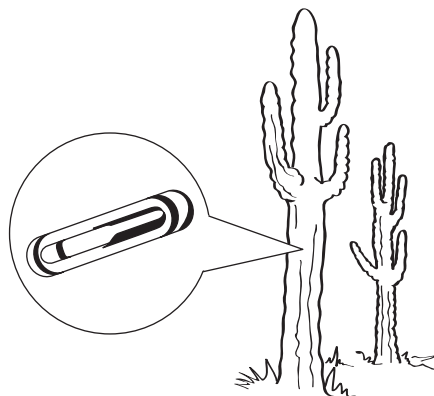
Other volunteers help in other ways. Some pull up weeds that harm the desert. Park workers and young people work together to make maps of where these weeds are. Then they use the maps to work on getting rid of the weeds.

Volunteers also collect money to protect saguaros. The Adopt-a-Saguaro program raises money to save these plants. People give money to adopt a saguaro. The park workers use the money to take care of the saguaro. People who adopt them get pictures of their saguaros. A second-grade class was one of the first groups to adopt a saguaro. They raised money by selling things at a yard sale. More than 100 schools have adopted saguaros.

Some money from Adopt-a-Saguaro helps to stop thieves who steal saguaros. The park workers use the money to buy microchips. They put the microchips into saguaros. Microchips are tiny computer parts that store information. The chip is about the size of a grain of rice. It stores facts about a cactus. It tells where the cactus is in the park. If someone finds a saguaro with a microchip that is not in the park, they know it is stolen. The chip also stores information about the size and health of the saguaro.

Workers and volunteers in the park are not the only ones who keep saguaros safe. People who live near the park help, too. They pull up weeds in their yards so they do not spread to the park. They are very careful about fires. A fire could destroy the park.

Groups work hard to protect the saguaro. They also teach others about this special plant. If everyone works together, saguaros can stay healthy and grow tall and strong.



Park workers place microchips like this one into saguaros.

Name: _____ Date: _____

Use “The Saguaro Cactus” on pages 143–145 to answer Numbers 1 through 10.

- 1 The MAIN idea of this article is that the saguaro
- Ⓐ is known for its beautiful flowers.
 - Ⓑ lives in a difficult climate.
 - Ⓒ is found in the desert.
 - Ⓓ is an amazing plant.

- 2 Read this paragraph from the article.

The saguaro is found in the desert. A desert is a hot, arid place. There is little water in the desert. Plants and animals need water to live. Not many plants live in the desert.

Which detail in the paragraph helps the reader understand what *arid* means?

- Ⓕ little water
- Ⓖ found in the desert
- Ⓖ not many plants
- Ⓖ plants and animals

- 3 The saguaro cactus
- Ⓐ is the largest plant in the world.
 - Ⓑ is the only cactus that grows in deserts.
 - Ⓒ is the largest cactus in the United States.
 - Ⓓ is the only plant that helps desert animals.

Name: _____ Date: _____

- 4 What problem does a young saguaro have, and how does nature solve the problem? Support your answer with text evidence from the article.

- 5 Read this sentence from the article.

Some people keep petite cactus plants at home in small pots.

Which word in the sentence helps the reader understand what *petite* means?

- Ⓐ cactus
- Ⓑ home
- Ⓒ people
- Ⓓ small

Name: _____ Date: _____

- 6 Read this sentence from the article.

Some cactus plants are giants.

What does this sentence mean?

- Ⓕ Some cactus plants can hurt people.
- Ⓖ Some cactus plants are ugly and scary.
- Ⓗ Some cactus plants look like tall people.
- Ⓘ Some cactus plants grow to be very large.

- 7 How do people cause problems for saguaro cactus? Give two details. Support your answer with text evidence from the article.

Name: _____ Date: _____

- 8** Why did the author MOST LIKELY write “The Saguaro Cactus”?
- Ⓕ to describe all kinds of desert plants
 - Ⓖ to describe how saguaro grow and live
 - Ⓗ to answer questions about desert animals
 - Ⓘ to explain to readers how to dig up a saguaro
- 9** How do animals help the saguaro?
- Ⓐ Animals eat saguaro flowers.
 - Ⓑ Animals spread saguaro seeds.
 - Ⓒ Saguaros make shade for animals.
 - Ⓓ Animals drink juice from the saguaro fruit.
- 10** The graph at the end of the article is important because it
- Ⓕ shows how slowly the saguaro grows.
 - Ⓖ compares the size of saguaros to other plants.
 - Ⓗ explains why we should take care of saguaros.
 - Ⓘ describes how a nurse plant protects a saguaro.

Use “Protecting the Saguaros” on pages 146–148 to answer Numbers 11 through 19.

- 11 What is the MOST important idea in the article?
- Ⓐ Protecting the saguaros costs a lot of money.
 - Ⓑ People who live near the park help keep saguaros safe.
 - Ⓒ Many people work together to take care of the saguaros.
 - Ⓓ There are millions of saguaros in Saguaro National Park.
- 12 What did President Hoover do to help the saguaros?
- Ⓕ He started up the Adopt-a-Saguaro program.
 - Ⓖ He set aside land for Saguaro National Park.
 - Ⓗ He made laws about fires in the desert.
 - Ⓘ He counted the saguaros.

- 13 Read this sentence from the article.

The saguaros in the park are numerous.

You know what a *number* is. That knowledge makes it MOST likely that *numerous* means

- Ⓐ blooming.
- Ⓑ dry.
- Ⓒ many.
- Ⓓ tall.

- 14 Read this sentence from the article.

Taking care of the plants in the park is a very big job.

The author tells you this to

- Ⓕ explain how to visit the park.
- Ⓖ describe what happens in the park.
- Ⓗ describe how to care for a saguaro cactus.
- Ⓘ explain why park workers need volunteers to help.

- 15 Read this paragraph from the article.

One special event is called BioBlitz. During this event, volunteers take a census. They count the saguaros in the park. They measure the plants. Adults and children work together. They count for 24 hours. Hundreds of people help.

Which detail from the paragraph helps the reader understand what *census* means?

- Ⓐ one special event
- Ⓑ adults and children
- Ⓒ hundreds of people
- Ⓓ count the saguaros

Name: _____ Date: _____

- 16** What do people do at the fair during BioBlitz?
Give two details. Support your answer with text evidence from the article.

- 17** The Adopt-a-Saguaro program raises money
- Ⓐ to protect the saguaros.
 - Ⓑ to set aside land for saguaros.
 - Ⓒ by selling things in a yard sale.
 - Ⓓ to give people pictures of their saguaro.

- 18** Read this sentence from the article.

Volunteers help the park workers take care of saguaros.

The word *volunteer* comes from a root that means “want.” This tells you that *volunteers* are people who

- Ⓕ get paid.
 - Ⓖ work hard.
 - Ⓗ want to help.
 - Ⓘ do not want to help.
- 19** What does the picture in the article tell the reader about microchips?
- Ⓐ how the microchip helps save the saguaro
 - Ⓑ what a microchip for a saguaro looks like
 - Ⓒ how to put a microchip in a saguaro
 - Ⓓ where the microchips come from

Name: _____ Date: _____

Use “The Saguaro Cactus” and “Protecting the Saguaros” to answer the question below.

- 20** Name two problems that affect saguaros. Tell how people are trying to solve these problems. Support your answer with text evidence from both articles.

Read the story “How the Sun Got in the Sky” before answering Numbers 21 through 30.

How the Sun Got in the Sky

Ages ago, Earth was much darker than it is now. Earth was so gloomy that most animals were unhappy because it was dark all the time. I am a bear who lived during that time. I used to walk along a path each gray day on my way to catch fish in the stream. I always stopped to say hello to my friend, the yellow flower. I was always careful when I got to that part of the path. I did not want to step on my friend. She was as tiny as an elf.

The flower felt bad about being so small. She said:

*You are as big as a mountain,
I am so weak and small.
You are as strong as a rock,
Why do you like me at all?*

I told the flower how much she cheered me up. “Your joyful color brightens my day,” I explained. “Your petals are bright stars in our dark world. The other animals feel the same way. They come to see you because you have a special gift.”

But the flower was not convinced and still felt small and worthless. She did not understand how important she was, so the other animals and I made a plan.

Every day, we brought the flower things to help her thrive. I brought fresh water to help her grow. I used my huge paws to scoop it up from the stream and pour it on the soil. The opossum brought things to sprinkle on the soil to make it healthy. She carried them in her special pouch. Even the worm helped by digging holes in the ground. This made it easy for the flower's roots to spread.

In time, the flower grew taller and stronger. "You are making Earth a little brighter," I told her.

But the flower still felt useless. She said:

*You come with a gift for me each day,
You are a friend in every way.
I wish I could get a gift for you,
But that is something I cannot do.
I'm not free to move around,
Because I'm stuck here in the ground.*

We did not give up. We kept bringing treats to help the flower grow. As spring turned to summer, the flower got taller and taller. In time, she was taller than I am! She lit up Earth more than ever.

One day, I walked down the path and noticed that the day was very, very bright. I rushed down the path to tell the flower how beautiful her light was that day, but she was not there!

I sat down on a rock to think where she might be. Soon, the other animals gathered, and we all worried about the flower. Just then I gazed up. “Look!” I cried. “Our friend is up in the sky. She is a sunflower making Earth warm and bright.”

The Sun smiled down on her friends. She could finally see that she did have a special gift to share.



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Name: _____ Date: _____

Now answer Numbers 21 through 30. Base your answers on “How the Sun Got in the Sky.”

- 21 Read this sentence from the story.

Earth was so gloomy that most animals were unhappy because it was dark all the time.

What does *gloomy* mean?

- (A) cool (C) friendly
(B) dark (D) special

- 22 Who is the narrator of this story?

- (F) an elf
(G) a bear
(H) the sun
(I) a flower

- 23 Read this sentence about the flower in the story.

Your petals are bright stars in our dark world.

What does the bear mean when he says this to the flower?

- (A) He means her petals are dark.
(B) He means her petals are in the sky.
(C) He means her petals are shaped like stars.
(D) He means her petals make the world brighter.

- 24 Read this poem from the story.

**You are as big as a mountain,
I am so weak and small.
You are as strong as a rock,
Why do you like me at all?**

Which of these words rhyme?

- Ⓕ you and why
 - Ⓖ small and all
 - Ⓗ weak and strong
 - Ⓘ mountain and rock
- 25 Read this paragraph from the story.

Every day, we brought the flower things to help her thrive. I brought fresh water to help her grow. I used my huge paws to scoop it up from the stream and pour it on the soil. The opossum brought things to sprinkle on the soil to make it healthy. She carried them in her special pouch.

Which detail from the paragraph helps the reader know what *thrive* means?

- Ⓐ fresh water
- Ⓑ my huge paws
- Ⓒ to help her grow
- Ⓓ sprinkle on the soil

Name: _____ Date: _____

- 26 Read this sentence from the story.

She could finally see that she did have a special gift to share.

You know what *finish* means. That knowledge makes it MOST LIKELY that *finally* means

- Ⓕ never.
Ⓖ at last.
Ⓗ quickly.
Ⓘ of course.
- 27 Why does the bear like the flower? Support your answer with text evidence from the story.

Name: _____ Date: _____

- 28** Read this poem from the story.

You come with a gift for me each day,	1
You are a friend in every way.	2
I wish I could get a gift for you,	3
But that is something I cannot do.	4
I'm not free to move around,	5
Because I'm stuck here in the ground.	6

Which lines rhyme at the end?

- Ⓕ Lines 1 and 3
 - Ⓖ Lines 2 and 5
 - Ⓗ Lines 3 and 4
 - Ⓘ Lines 4 and 6
- 29** What lesson did the flower learn at the end of the story?
- Ⓐ Flowers are weak and small.
 - Ⓑ Flowers cannot move around.
 - Ⓒ Fresh water helps her to thrive.
 - Ⓓ Everyone has a special gift to share.

Name: _____ **Date:** _____

- 30** How did the flower view herself at the beginning of the story? How did she view herself at the end? Tell how and why her point of view changed. Support your answer with text evidence from the story.

[illegible]

Read the story below. Choose the word or words that correctly complete questions 31–40.

Nate wanted to plant a _____ (31) garden.
Mom said, “You can plant it _____ (32) the yard.”

Mom and Nate went _____ (33) the store for seeds. Nate picked up a package of bean seeds. He said, “Let’s get _____ (34) package.”

“Good idea,” said Mom. “Beans grow _____ (35). They will be the _____ (36) plants in the garden. Some plants will be _____ (37) than you!”

They took the bean seeds home. Nate planted them _____ (38) the fence. He grew lots of beans. “I love _____ (39) beans. They are the _____ (40) beans ever!”

Name: _____ Date: _____

- 31** Which answer should go in blank (31)?
- Ⓐ greatly
 - Ⓑ little
 - Ⓒ slowly
- 32** Which answer should go in blank (32)?
- Ⓕ at
 - Ⓖ in
 - Ⓗ under
- 33** Which answer should go in blank (33)?
- Ⓐ over
 - Ⓑ to
 - Ⓒ toward
- 34** Which answer should go in blank (34)?
- Ⓕ this
 - Ⓖ these
 - Ⓗ those
- 35** Which answer should go in blank (35)?
- Ⓐ free
 - Ⓑ most
 - Ⓒ quickly

Name: _____ Date: _____

36 Which answer should go in blank (36)?

- Ⓕ big
- Ⓖ bigger
- Ⓗ biggest

37 Which answer should go in blank (37)?

- Ⓐ tall
- Ⓑ taller
- Ⓒ tallest

38 Which answer should go in blank (38)?

- Ⓕ carefully
- Ⓖ near
- Ⓗ soon

39 Which answer should go in blank (39)?

- Ⓐ that
- Ⓑ these
- Ⓒ this

40 Which answer should go in blank (40)?

- Ⓕ best
- Ⓖ most
- Ⓗ sweet

Name: _____ Date: _____

Answer Numbers 41 through 45. Choose the best answer.

- 41** Which word has two closed syllables?
- Ⓐ kitten
 - Ⓑ human
 - Ⓒ lady
- 42** Which word has a CVCe syllable?
- Ⓕ music
 - Ⓖ napkin
 - Ⓗ describe
- 43** Which word ends with the same syllable sound as in *shuttle*?
- Ⓐ grateful
 - Ⓑ mental
 - Ⓒ lately
- 44** Which vowel teams help you read the word *moonbeam*?
- Ⓕ *on, am*
 - Ⓖ *oo, ea*
 - Ⓗ *mo, nb*
- 45** Which word has the same vowel sound as *circus* in the FIRST syllable?
- Ⓐ counter
 - Ⓑ silver
 - Ⓒ turtle



Writing Prompt – Informative

Think about a special plant or tree you have seen or learned about. Think about how it looked and where it grew.

Tell about the plant or tree and what was special about it.

Use the space below to plan your writing.
Write your final copy on a clean sheet of paper.

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
1	D	Main Idea and Key Details	RI.2.2	DOK 2
2	F	Context Clues: Paragraph Clues	L.4.4a	DOK 2
3	C	Main Idea and Key Details	RI.2.1	DOK 2
4	See below	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
5	D	Context Clues: Sentence Clues	L.2.4a	DOK 2
6	I	Metaphors	L.2.6	DOK 2
7	See below	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
8	G	Author's Purpose	RI.2.6	DOK 3
9	B	Main Idea and Key Details	RI.2.1	DOK 2
10	F	Text Features	RI.2.7	DOK 2
11	C	Main Idea and Key Details	RI.2.2	DOK 2
12	G	Connections Within Text: Problem and Solution	RI.2.3	DOK 2
13	C	Greek and Latin Roots	L.4.4b	DOK 2
14	I	Author's Purpose	RI.2.6	DOK 3
15	D	Context Clues: Paragraph Clues	L.4.4a	DOK 2
16	See below	Main Idea and Key Details	RI.2.1	DOK 2
17	A	Main Idea and Key Details	RI.2.2	DOK 2
18	H	Greek and Latin Roots	L.4.4b	DOK 2
19	B	Text Feature	RI.2.7	DOK 2
20	See below	Compare across Texts	RI.2.9	DOK 4

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
21	B	Context Clues: Sentence Clues	L.2.4a	DOK 2
22	G	Point of View	RL.2.6	DOK 2
23	D	Metaphors	L.2.6	DOK 2
24	G	Literary Element: Rhyme	RL.2.4	DOK 1
25	C	Context Clues: Paragraph Clues	L.4.4a	DOK 2
26	G	Greek and Latin Roots	L.4.4b	DOK 2
27	See below	Point of View	RL.2.6	DOK 3
28	H	Literary Element: Rhyme	RL.2.4	DOK 1
29	D	Theme	RL.2.2	DOK 3
30	See below	Point of View	RL.2.6	DOK 3
31	B	Adjectives	L.2.1e	DOK 1
32	G	Adverbs and Prepositional Phrases	L.2.1	DOK 1
33	B	Adverbs and Prepositional Phrases	L.2.1	DOK 1
34	F	Articles and <i>This, That, These, and Those</i>	L.2.1	DOK 1
35	C	Adjectives and Adverbs	L.2.1e	DOK 1
36	H	Adjectives That Compare	L.2.1e	DOK 1
37	B	Adjectives That Compare	L.2.1e	DOK 1
38	G	Adverbs and Prepositional Phrases	L.2.1	DOK 1
39	B	Articles and <i>This, That, These, and Those</i>	L.2.1	DOK 1
40	F	Adjectives	L.2.1e	DOK 1

Answer Key

Name: _____

Question	Correct Answer	Content Focus	CCSS	Complexity
41	A	Open and Closed Syllables	RF.2.3	DOK 2
42	H	CVCe Syllables	RF.2.3c	DOK 2
43	B	Consonant + /e Syllables	RF.2.3e	DOK 2
44	G	Vowel Team Syllables	RF.2.3b	DOK 2
45	C	r-Controlled Vowel Syllables	RF.2.3e	DOK 2
Prompt	See below	Informative Writing	W.2.2	DOK 3

Comprehension: Multiple-Choice 1, 3, 8, 9, 10, 11, 12, 14, 17, 19, 22, 24, 28, 29	/14	%
Comprehension: Constructed Response 4, 7, 16, 20, 27, 30	/16	%
Vocabulary 2, 5, 6, 13, 15, 18, 21, 23, 25, 26	/10	%
Grammar, Mechanics, Usage 31–40	/10	%
Phonics 41–45	/5	%
Total Unit Assessment Score	/55	%

- 4 Answer: Students should note that a young saguaro is too small to live on its own. A nurse plant protects it until it is one foot tall.
- 7 Answer: Students should note that people disturb nurse plants so young saguaros cannot survive, they dig up saguaros to plant elsewhere or sell, and they damage saguaro roots when roads are built.
- 16 Answer: Student responses should include at least two of the following ideas: People learn about saguaros and other plants in the desert; they look at art of desert plants and animals; they listen to poetry about the desert.
- 20 Answer: Student responses should mention problems caused by weeds, fires, and people. Solutions may include: Volunteers and workers map the weeds and pull them up to get rid of them in the park. The park's neighbors help keep weeds and fires under control. Park workers use microchips to keep track of saguaros and prevent stealing.
- 27 Answer: The bear likes the flower because her bright color cheers him up.
- 30 Answer: Student responses should reflect that in the beginning, the flower thinks she is useless because she is small and cannot move around. The bear and the other animals try to help her see that she has a special gift to share. She becomes the Sun and gives warmth and light to Earth. In the end, she realizes that she does have something to share.

Writing Prompt

Refer to the scoring criteria in the Teacher Introduction to assess written responses to the prompt.