A Family Tradition
by Margo Hernandez

“Misty, batter up!” Uncle Mike yelled toward the bench. Misty grabbed her cousin’s bat and walked to home plate. Her entire family was scattered around the field, playing their annual baseball game.

Grandpa threw Misty a curve ball. “Ball,” called her brother. Grandpa pitched again. Smack! went Misty’s bat. The ball went through the sky. Misty’s mom waved her gloved hand high in the air, but the ball sailed past her. Misty ran to first base and then second. She was safe!

When the inning was over, the family decided to end the game with the score tied. They left the field and went to Grandma and Grandpa’s house for a cookout.

The smell of hot dogs and burgers sizzling on the hot grill made Misty hungry. When Grandpa finished cooking, the family heaped their plates with food. As they ate, stories flew through the air like playful hummingbirds. Everyone laughed as Uncle Mike told the story of his first date with Aunt Brenda.

When it was time to leave, Misty hugged Grandpa and thanked him for the fun and food. “Grandpa,” she said, “our family makes a great team!”
1. Read this sentence from the passage.

Her entire family was scattered around the field, playing their annual baseball game.

What is the meaning of the word scattered in this sentence?
A. ready to play
B. thrown everywhere
C. located in different places
D. confused about what to do

2. Read this sentence from the passage.

The ball went through the sky.

Which word could replace went to better explain how the ball moved?
A. got
B. soared
C. traveled
D. tumbled

3. Read this sentence from the passage.

As they ate, stories flew through the air like playful hummingbirds.

What is the meaning of the phrase stories flew through the air like playful hummingbirds?
A. The family told many fun stories.
B. There were many birds at the barbecue.
C. The family laughed at the jokes that were told.
D. There was plenty of food for the family and the animals.
4. Read this sentence from the passage.

She was safe!

What does this sentence mean? What real-world knowledge helps you understand the meaning? Use details from the passage to support your answer.
A Globetrotting Team
by Kenton Jackson

The Harlem Globetrotters are a basketball team that travels around the world. The players on this team delight audiences everywhere they go. They are known for their amazing skills and tricks on the court.

This team of talented players began in the 1920s. The team was named after Harlem, a neighborhood in New York City. They were called “Globe Trotters” because the team planned to travel to many different countries. Only five players were on the first team. They earned just enough money to buy food. Many nights, they slept in their car.

Sometimes, the five players became tired during the fast-paced games. They used funny ball-handling tricks to give the players breaks from the action. When one player was performing a special trick, the others rested. The tricks also excited the crowds.

Since 1952, the team’s theme song has been “Sweet Georgia Brown.” The whistled version is still played before every game. The crowd enjoys the song as the players show off their ball-handling skills in the Magic Circle.

The Harlem Globetrotters use funny tricks and skills to thrill fans around the world. This famous team continues to play basketball today.
1. Read this sentence from the passage.

They were called “Globe Trotters” because the team planned to travel to many different countries.

How are the ideas in this sentence connected?

A. by time
B. by sequence
C. by cause and effect
D. by compare and contrast

2. What happened as a result of the players getting tired during their games?

A. The players whistled their theme song.
B. The players traveled around the country.
C. The players slept many nights in their car.
D. The players performed funny ball-handling tricks.

3. How do fans react to the Globetrotters?

A. They are excited to watch them.
B. They are surprised by their actions.
C. They are hopeful about their futures.
D. They are concerned that some tricks will fail.

4. What is the main organizational pattern in the passage? Use details from the passage to support your answer.
Unit 3 Pre-Assessment

Read the passage. Then answer the questions.

**Pecos Bill**

by Jas Richey

Long ago in the 1830s, a boy named Bill was born. He was a tough little guy who used a knife for a teething ring. When Bill began to crawl, he would slither like a snake right out of the family’s wagon. He liked to fight wild animals in the woods.

A few years later, settlers moved closer to his family’s cabin. Bill’s pa said, “Ma, this area is too crowded. We need to pack our things and move west.” So, Ma and Pa loaded their eighteen children in the family wagon and set off to find a new home.

As the family traveled over the Pecos River, Bill fell out of the wagon. The water carried him downstream until he was rescued by coyotes. The wild animals called the boy Pecos Bill. They raised him as one of their own pups. Pecos Bill learned to howl at the moon and to run with the pack.

Years later, Pecos Bill worked as a cowhand. He sang cowboy songs to soothe the cattle. His voice made the cattle rest through the night. Jobs that made other workers feel discouraged were no trouble for Pecos Bill. Tales are told of him riding cyclones and roping whole herds of cows at once. Today, Pecos Bill is known as an American folk hero of great courage and strength.
When Bill began to crawl, he would slither like a snake right out of the family’s wagon. What does the author mean by the phrase slither like a snake in this sentence?

A. moved sneakily  
B. tried to harm others  
C. wrapped around things  
D. prepared to lash out and strike

In the first paragraph, the author says that Pecos Bill used a knife for a teething ring to mean that

A. nothing could hurt Pecos Bill.  
B. life was always easy for Pecos Bill.  
C. Pecos Bill could do anything he set his mind to.  
D. Pecos Bill looked for creative ways to solve problems.

Pecos Bill learned to howl at the moon and to run with the pack. The phrase run with the pack means that Pecos Bill

A. has a lot of energy.  
B. offers to help others.  
C. travels with the coyotes.  
D. follows rather than leads.

He sang cowboy songs to soothe the cattle. What does the word soothe mean? Use details from the passage to support your answer.
A Symbol of Freedom
by Rick Burdick

One of the most important symbols of our country is the flag. The flag is often displayed in schools, at ballparks, and with national monuments. Some people display the flag in their homes or wave small flags during parades. Many people salute the flag or place their hands over their hearts to honor it during important events. Through the years, the flag has been called *Old Glory*, the *Star Spangled Banner*, and the *Stars and Stripes*.

Each part of the United States flag has a meaning. The flag has 13 stripes that are red or white. The stripes stand for the first 13 colonies. A blue rectangle in the upper left corner contains 50 white stars. The stars represent the 50 states of the United States. The colors in the flag are red, white, and blue. Many say red means courage, white means innocence, and blue means justice.

Americans are proud of their flag. When they see it, they think of freedom.
1. The picture of the flag shows
   A. the design of the flag.
   B. the meaning of the flag.
   C. what people call the flag.
   D. where people display the flag.

2. Which sentence from the passage matches the picture of the children?
   A. “The flag is often displayed in schools, at ballparks, and with national monuments.”
   B. “Many people salute the flag or place their hands over their hearts to honor it during important events.”
   C. “Through the years, the flag has been called Old Glory, the Star Spangled Banner, and the Stars and Stripes.”
   D. “When they see it, they think of freedom.”

3. The picture of the flag shows
   A. the country’s first colonies.
   B. how to best honor the flag.
   C. when to display the flag.
   D. how the flag looks.

4. How do the pictures help the reader better understand the passage? Use details from the passage to support your answer.

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Unit 5 Pre-Assessment
Read the passage. Then answer the questions.

No More Litterbugs!
by Lilia Farmer

One day, Mrs. King hinted that a surprise would be waiting for her third-grade students when they returned from music class. The students were curious about what it might be. Mrs. King led them down the hallway and into their classroom. They gasped when she opened the door and the classroom was filled with litter. Trash covered the floor. Wads of paper covered the students’ desks and other pieces of furniture.

Mrs. King began to ask questions, “How does our classroom look? Is this a good place for us to learn? How would you feel if the principal visited our classroom?”

Shane told Mrs. King their classroom looked messy. Jessica said this was not a safe place to learn. Veronica said she would be unhappy for the principal to visit their classroom.

Mrs. King said, “I am starting the No More Litterbugs Club.” Who would like to join?”

All the students raised their hands. Mrs. King gave each student a small trash bag. Soon, the room was clean. “Our next project will be to make our playground litter free,” announced Mrs. King.

The students cheered. “When can we start?” asked Veronica.
1. Read this sentence from the passage.

One day, Mrs. King hinted that a surprise would be waiting for her third-grade students when they returned from music class.

How does this sentence affect the story?
A. It shows that Mrs. King is unsure what the class will do next.
B. It creates a sense of mystery as to what will come next.
C. It provides background knowledge about the students.
D. It develops the idea that music class is important.

2. Mrs. King’s main motivation for showing the students the surprise is to
A. help them to work together as a group.
B. help them to want to start a club in their class.
C. help them be kinder to one another as they speak and act.
D. help them to understand why it is better to keep things clean.

3. Read this paragraph from the passage.

Shane told Mrs. King their classroom looked messy. Jessica said this was not a safe place to learn. Veronica said she would be unhappy for the principal to visit their classroom.

The students’ reactions to the surprise help move the story forward by
A. explaining why the room is a mess.
B. hinting that other classrooms look similar.
C. showing why the students dislike what they see.
D. illustrating that they want the principal to be pleased.

4. How do the actions of the students at the end of the story show what will most likely happen next? Use details from the passage to support your answer.

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Unit 6 Pre-Assessment

Read the passage. Then answer the questions.

On the Case

by Jihad Mumit

My little sister Beth wants to be a detective. She loves old movies where detectives in long coats search for clues. The other day she came to my room. She was carrying the magnifying glass she was given on her birthday.

“Derek, I need your help on a case,” she announced.

I didn’t look up from my comic book. “Ask someone else,” I mumbled.

Beth marched into my room and took the comic book. “Come on.”

Sighing loudly, I followed her outside. She walked down the sidewalk and stopped in front of Mr. Hibb’s house.

“Look!” Beth said excitedly. “There are coins in the grass. I bet there’s a chest of money buried here!”

I picked up two dimes and a quarter. “It’s more likely these fell out of someone’s pocket.”

Just then Mr. Hibb came outside. I held out the coins. “We found these on your lawn.”

Mr. Hibb chuckled. “I just took a jar of coins to the bank. I guess I dropped a few.”

As we walked away, I looked at Beth’s frown. “Hey,” I said. “I saw a single shoe in the woods yesterday. Do you want to see if we can find clues about why the shoe is there?”

Beth smiled. “Let’s go!”
1. Read these sentences from the passage.

I didn’t look up from my comic book. “Ask someone else,” I mumbled.

These sentences show that the Derek feels
A. tired.
B. bored.
C. bothered.
D. confused.

2. Read these sentences from the passage.

Beth marched into my room and took the comic book. “Come on.”

These sentences reveal that Beth is
A. unable to complete tasks on her own.
B. determined to get Derek’s attention.
C. concerned that Derek is too lazy.
D. playful and creative.

3. What event causes Derek to change the way he feels about Beth’s interest?
A. He tells Beth to find someone else to help.
B. He follows Beth to see the coins.
C. He solves a mystery for Beth.
D. He sees Beth frown.

4. How does Beth feel at the end of the story? Use details from the passage to support your answer.
Unit 7 Pre-Assessment

Avoid the Burn!
by Raul Espinosa

There are many ways to have fun in the sun. One place to soak up sunshine is at the beach! The hot
sun feels great when you swim in the water or snooze on the sand. However, you must be careful.
Too much sun can damage your skin. It can cause a sunburn which makes your skin turn pink or
red. A sunburn can be very painful. To make matters worse, people often do not notice they are
getting burned until it is too late.

Luckily, there are many things you can do to prevent a sunburn. One of the most important is to
wear sunscreen. Rub a thick coat of sunscreen onto your skin before you go out in the sun. Reapply
it every one to two hours. It is also a good idea to wear a hat. The hat’s brim will shield your face
from the sun’s damaging rays.

Eating certain foods may also help your skin resist the sun’s rays. Tomatoes, broccoli, and salmon
contain natural sunscreens. Researchers tried an experiment. One group of people ate foods that
contain natural sunscreens. A second group ate other foods. Both groups were exposed to the sun.
The people who ate foods with natural sunscreens were less likely to sunburn.

The sun’s rays are very powerful. It is important to protect yourself. By following these simple tips,
you can relax as you play and have fun in the sun!
1. What is the main idea of the passage?
   A. Some foods contain natural sunscreens.
   B. People should protect their skin in the sun.
   C. Scientists conduct experiments on sunlight.
   D. Many people enjoy going to the beach on a hot summer day.

2. Read this sentence from the passage.

   Rub a thick coat of sunscreen onto your skin before you go out in the sun.

   How does this detail support the main idea of paragraph 2?
   A. by telling why people like to use sunscreen
   B. by telling the best way to stay cool on a hot day
   C. by showing one way people can prevent a sunburn
   D. by showing why people should be careful in the sunlight

3. What is the main idea of paragraph 3?
   A. Sunburns can cause lasting damage to the skin.
   B. Certain foods can help skin stay safe in the sun.
   C. There are many ways to keep skin safe in the sun.
   D. It is possible to stay safe in the sun and have fun.

4. What key details are used to support the main idea of paragraph 3? Use details from the passage to support your answer.

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It’s Showtime!
by Maggie Berry

Last year, I wanted to show a pig at the Cook County Fair for my 4-H project. One sunny morning, Dad and I went to our neighbor’s farm. Mr. Young said, “I heard you need to buy some pigs. You’ve come to the right place! Follow me to the pen and you can choose the pigs you want for your project.”

I almost squealed when I caught sight of the baby pigs trotting around their pen. I wanted them all. In the end, Dad and I purchased four pigs.

We watched them grow for several months. One day, we stood looking at the pigs in their pen. “Which pig will you choose for the fair, Emily?” Dad asked.

I looked at the pigs, and my eyes locked on one that was resting in the shade. She had a beautiful coat and was gaining weight more quickly than the other pigs. “That one,” I said, pointing to her. “I’ll name her Taffy.”

For the next six months, I cared for Taffy. I kept her pen dry and made certain she had plenty of food and water. I rinsed Taffy daily with water and bathed her with a mild soap three times each week. I practiced walking Taffy in circles around the pen to prepare for the fair. My dad also gave me tips on showmanship. He suggested that I always make eye contact with the judge and that I never get upset with my pig.

When the morning of the show arrived, the sun peeked through the window. I sat up in bed and thought about Dad’s advice. Soon, I heard a soft knock on the door. “It’s showtime!” Dad said with a smile. I knew that Taffy and I were ready.
1. Read these sentences from the passage.

Mr. Young said, “I heard you need to buy some pigs. You’ve come to the right place! Follow me to the pen and you can choose the pigs you want for your project.”

Mr. Young’s point of view is that he thinks
A. it would be fun to enter pigs at a fair.
B. that pigs are the best animals to raise for a project.
C. it would be fun for Emily to visit a farm and observe the pigs.
D. that his farm is the best location for Emily to find what she needs.

2. Read this sentence from the passage.

I almost squealed when I caught sight of the baby pigs trotting around their pen.

What do these words show about Emily’s point of view?
A. She feels excited about seeing the pigs for the first time.
B. She wants her dad to help her choose which pigs to buy.
C. She is worried that she will be unable to care for the pigs.
D. She hopes she will be able to raise the pigs to be winners at the fair.

3. Read this paragraph from the passage.

I looked at the pigs, and my eyes locked on one that was resting in the shade. She had a beautiful coat and was gaining weight more quickly than the other pigs. “That one,” I said, pointing to her. “I’ll name her Taffy.”

Based on this paragraph, what does Emily think will be important when showing a pig?
A. a cute name
B. a calm behavior
C. a healthy coat and weight
D. an ability to get along with other pigs
4. What is your own point of view about Emily's decision to show a pig? Use details from the passage to support your answer.
Basketball Goal!

by Sue Smith

“Go, Paige!” Mom shouted as Paige dribbled the ball toward the goal.

“Another goal for Paige!” cheered Dad. *I might as well be invisible,* Sofia thought.

The referee blew the whistle for halftime. Dad looked over at Sofia.

“What are you upset about?” he asked.

“Everything is always all about Paige!” Sofia exclaimed.

“You can’t expect us not to pay attention to your sister during her games,” Dad replied.

Sofia sighed. Out of the corner of her eye, she noticed a basketball by the fence. She wandered over and picked it up. Sofia began dribbling the ball on the concrete beside the soccer field. Then she tried passing the ball from hand to hand through her legs as she had seen players on television do. *This is fun,* she thought.

The father of one of Paige’s teammates walked over. “You’re great at handling a basketball,” he said.

“Wow, really?” Sofia blushed.

“I coach girls’ basketball at the rec center. You should join our team. We start next Saturday.”

“Thank you. I’ll tell my parents about it,” Sofia replied.

Sofia smiled as she walked back to the sidelines. Now, she could give Mom and Dad something to cheer about too.
1. Sofia agrees to tell her parents that she
   A. has been asked to be on a basketball team.
   B. is great at dribbling a basketball.
   C. should watch basketball on TV.
   D. is jealous of her sister.

2. Which sentence from the passage shows that Sofia's feelings have changed?
   A. “Dad looked over at Sofia.”
   B. “‘What are you upset about?’ he asked.”
   C. “The father of one of Paige's teammates walked over.”
   D. “Sofia smiled as she walked back to the sidelines.”

3. Read this paragraph from the passage.

   Sofia sighed. Out of the corner of her eye, she noticed a basketball by the fence. She wandered over and picked it up. Sofia began dribbling the ball on the concrete beside the soccer field. Then she tried passing the ball from hand to hand through her legs as she had seen players on television do. *This is fun,* she thought.

   Which question can be answered based on this paragraph?
   A. Why does Sofia enjoy new activities?
   B. How long has Sofia played basketball?
   C. What does Sofia do with the basketball?
   D. When did Sofia arrive at the soccer field?

4. What question can be answered using details from the passage? Use details from the passage to support your answer.

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   ________________________________________________________________
Unit 10 Pre-Assessment
Read the passage. Then answer the questions.

Not So Silly After All
by Nolan Brammer

It bounces. It breaks. It stretches, flows, and holds its shape. What is it? It is Silly Putty®.

This popular toy did not begin as a toy at all. Silly Putty was an unplanned invention. Many years ago, a scientist was trying to develop a material like rubber. Instead, he created the putty.

While his creation never replaced rubber, it has been used in other ways. Astronauts use the putty to prevent tools from floating during space travel. Athletes squeeze Silly Putty to make their hands stronger. Doctors use the putty to help patients regain strength in their hands.

This ball of goo can also be used for everyday tasks. The putty can pick up dirt, lint, and pet hair from around the house. It can also be wrapped around a pencil to be used as a pencil grip.

So the next time you need help convincing your parents to buy this entertaining goo, remind them that it is not just a useless toy. Silly Putty is a helpful invention!

Safety Glass
by Esha Gupta

When a person drops a glass, it breaks into tiny pieces. But safety glass is different. It does not break easily when it is hit. Safety glass is a wonderful invention that was discovered by accident!

In 1903, a French scientist accidentally knocked a glass container from a shelf. The bottle hit the floor, but it did not break. The scientist learned from his assistant that the bottle contained liquid plastic. The plastic kept the glass from breaking. The scientist began coating glass with plastic and trying to break it. Soon, he had made a strong, thick glass. It had three layers, and since \textit{tri} means \textit{three}, he called it \textit{Triplex}.

At that time, the automobile was a new invention. The scientist finally convinced automakers to put this glass in cars to keep drivers safe. The scientist’s safety glass has saved lives through the years.

Today, safety glass is used in other things. Many buildings have doors and windows made of safety glass. Workers wear safety-glass goggles to protect their eyes. This discovery has helped many people be safe.
1. One way the two passages are similar is that they are about
   A. accidental inventions.
   B. ways things are used in space.
   C. inventions that keep people safe.
   D. why science should be taught in schools.

2. How are the passages different?
   A. One tells about a product made by a scientist while the other tells about a product made by a doctor.
   B. One tells about something that can be used as a toy while the other tells about something that protects people.
   C. One tells about something that was invented long ago while the other tells about something that was invented recently.
   D. One tells about ways that a product can help keep things clean while the other tells about a product that can make people stronger.

3. What point is made in both passages?
   A. Plastic is stronger than other materials.
   B. Products can be used as toys and tools.
   C. One idea can lead to even better ideas.
   D. Safety is important for any new product.

4. How did the authors describe the inventions of Silly Putty and safety glass differently in the two passages? Use details from the passages to support your answer.

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The Oldest Parade in the USA
by Mithoon Patel

The Fourth of July is an important day in our country’s history. Many towns in America have parades to celebrate this special day. In some towns, these parades have been enjoyed for many years. Bristol, Rhode Island, is the home of the oldest parade in the country. Its parade is more than 230 years old!

Bristol’s first Fourth of July parade was in 1785. This was only a few years after the United States became free from England. The first parade was small, with only 20 people attending. Over the years, the parade has grown. Now, the celebrations begin before the Fourth of July. On Flag Day in mid-June, people gather to recite the Pledge of Allegiance. Then, Miss Fourth of July is introduced. Each year, a different high school student from Bristol is chosen to be Miss Fourth of July.

The weeks between Flag Day and the Fourth of July are full of baseball games and musical shows. On July 3rd the town has a huge fireworks show. Then, on the 4th, the parade marches through town for two and one-half miles. The parade includes floats, flags, and marching bands. Some marchers dress in costumes. Year after year, the Bristol Fourth of July parade honors the USA in grand style.
1. Based on details in the passage, the reader can conclude that the author most likely agrees that
   A. the crowning of Miss Fourth of July is the most important part of the celebration.
   B. the parade in the Fourth of July celebration in Bristol should be longer.
   C. the Fourth of July celebration in Bristol has become a special event.
   D. people should wear costumes during Fourth of July celebrations.

2. Read this sentence from the passage.
   
   The Fourth of July is an important day in our country’s history.

   What is the author’s point of view in this sentence?
   A. The Fourth of July was special long ago.
   B. The Fourth of July is just another day in history.
   C. The Fourth of July means a great deal to America.
   D. The Fourth of July is one of many days that America should celebrate.

3. A reader might think that the Bristol parade should be simpler. Which sentence from the passage shows that the author disagrees with that point of view?
   A. “This was only a few years after the United States became free from England.”
   B. “On Flag Day in mid-June, people gather to recite the Pledge of Allegiance.”
   C. “The weeks between Flag Day and the Fourth of July are full of baseball games and musical shows.”
   D. “Year after year, the Bristol Fourth of July parade honors the USA in grand style.”

4. What is your point of view about the Fourth of July? Use details from the passage to support your answer.
The Legend of the Narcissus Flower
from a Chinese legend

There once was a rich man who had a great deal of land. Half of the land was rich soil, but it lacked water. The other half of the land was rocky but had water.

When the rich man died, he left his land to his two sons. The older son, who was evil, claimed the land with rich soil but no water. The younger son, who was good, was left with the land that had only rocks and water.

The young son sat near the water’s edge and cried. A fairy appeared and smiled at him. She gave the good son three flower bulbs. She told him to plant the bulbs near the water’s edge and to care for them daily. “With hard work comes great reward,” the fairy said. The younger son followed the fairy’s advice.

Soon, the bulbs bloomed into beautiful yellow flowers that appeared as cups of gold. His neighbors saw the flowers and wanted to buy them. The good son planted more bulbs and grew many flowers, which he sold to people in the land. The good son became wealthy.

The evil son was jealous of his younger brother. He spent his money buying bulbs, hoping to become wealthy too. The bulbs he planted died because his land had no water. The evil son was forced to leave his land and was left with nothing. The good son enjoyed a long and successful life.
1. Which is the best way to recount this story?

A. Land can bring success if a person cares for it. When land is rocky but there is plenty of water, certain types of flowers can be planted and grown. Then, money can be earned if the flowers are sold. This is what happens to one of the brothers in the story.

B. When a rich man dies, two brothers must live on his land. The evil brother takes what he thinks is the better piece of land. But he is unable to grow anything on his land. He gets jealous that his brother becomes wealthy and leaves his land so that he can find his fortune in another place.

C. There were once two brothers. They receive land from their father when he dies. One brother takes what he believes is the better piece of land and leaves the other land for his brother. Time goes on and the brothers live far away from each other. One brother is successful and the other brother is not.

D. Two brothers are given their father’s land when he dies. The older brother chooses first and receives the land with good soil but no water. The younger brother receives the rocky land with water. The younger brother is upset but a fairy gives him flower bulbs. He plants them and the flowers grow. He sells the flowers and becomes wealthy. The older brother leaves his land because nothing will grow.

2. Which lesson does the older brother learn?

A. Things may not turn out the way you think they will.

B. Your family is more important than anything else.

C. Caring for something takes time and patience.

D. Giving to others will bring great rewards.

3. How does the story end?

A. The younger brother finds success.

B. The younger brother gets better land.

C. The older brother wishes he was a farmer.

D. The older brother realizes he needs to be kind.

4. What is the main message of the story? Use details from the passage to support your answer.
Unit 13 Pre-Assessment
Read the passage. Then answer the questions.

Jack’s Beanstalk
a dramatic adaptation of the English folktale “Jack and the Beanstalk”

Cast of Characters
NARRATOR
JACK
MOTHER
STRANGER
GIANT

SCENE 1

(The scene opens at Jack’s house.)

NARRATOR: In a small house in the country, there lives a woman and her son, Jack. They are very poor. Their only way of making money is by selling the milk of their cow, Annabelle.

JACK: (Milking the cow.) Mother, I’m afraid Annabelle has grown too old to give us milk.

MOTHER: (Tearfully.) Oh, Jack. How will we live? We have no food or money.

JACK: Don’t worry, Mother. I’ll find work so that I can earn money for us.

MOTHER: No, Jack. You must take Annabelle to the market right away and sell her. We’ll use the money to buy a new calf for milking. Remember, Annabelle is our only possession, so use wisdom when selling her.

JACK: Yes, Mother. I’ll earn a fair price for the cow.

SCENE 2

(Later that day, Jack is traveling to the market.)

JACK: (Speaking to his cow.) Annabelle, I’ll miss you. If I had another way to earn money, I’d keep you forever.

STRANGER: (Suddenly approaching Jack.) Good afternoon, Jack. What do you have here?
JACK: (Wondering how the man knows his name.) Sir, this is my cow, Annabelle. I’m taking her to the market to be sold.

STRANGER: (Pulling beans from his pocket.) Why should you travel to the market? I can offer you magic beans for your fine cow here.

JACK: (Looking surprised.) Magic beans? Hmm . . . I don’t know. My mother will not be happy if I sell Annabelle for beans.

STRANGER: These beans are special. If you plant them, they will grow tall in just one day.

NARRATOR: That made Jack wonder. Should he trade the cow for beans? Would his mother be happy with this trade? Excited about the idea of magic beans, Jack takes the man’s offer.

STRANGER: (Giving Jack the beans and taking the cow by her halter.) Good day, Jack. May your magic beans bring you good fortune.

(In Scenes 3, 4, and 5, Jack returns home with the magic beans. Jack’s mother does not believe the beans are magic. She tosses them out the window. The beans grow into a tall beanstalk. Jack climbs the beanstalk. He discovers a castle that is the home of the Giant. Jack hides inside the Giant’s castle. He sees his father’s golden hen that was stolen many years before. While the Giant is sleeping, Jack grabs the hen, slides down the beanstalk, and runs safely home. Jack and his mother live happily ever after with the money from the golden hen.)
1. What do the stage directions at the beginning of Scene 1 tell the reader?
   A. how Jack feels about Annabelle
   B. where the scene takes place
   C. when the events occur
   D. where Jack is going

2. Why is the dialogue in Scene 1 important?
   A. It explains why Jack trusts people.
   B. It includes details about Jack’s home.
   C. It explains why Jack leaves his home.
   D. It gives reasons why Annabelle has grown old.

3. How does the description of events in Scenes 3, 4, and 5 build upon the events in the previous scenes?
   A. They prove that Jack has a wild imagination.
   B. They show what happens before the cow is sold.
   C. They explain why Jack is not wise in his decisions.
   D. They show what happens after Jack trades the cow for the beans.

4. How do the events in Scene 2 build upon the events in Scene 1? Use details from the passage to support your answer.

__________________________________________________________________________
__________________________________________________________________________
Follow these steps to create the appearance of a tornado.

What You Will Need:
- 2 empty, clean 2-liter plastic bottles with labels and caps removed
- 1 one-inch metal or rubber washer
- 1 piece of duct tape or electrical tape

Step 1: Gather all materials.

Step 2: Fill one bottle about $\frac{2}{3}$ full of water. Place the washer on top of the opening of this bottle.

Step 3: Turn the second bottle upside down and place it on top of the washer.

Step 4: Wrap tape tightly around the necks of the two bottles, making sure no water can escape.

Step 5: Turn the bottles so the bottle of water is on top.

Step 6: Swirl the bottles rapidly in a circular motion.

A tornado-like shape will form in the top bottle as water passes through the washer into the bottom bottle.
1. The list of steps helps the reader
   A. find difficult words.
   B. understand the picture.
   C. know the order to complete the actions.
   D. connect the information with online sources.

2. Why does the author place the words “tightly” and “rapidly” in bold print?
   A. to make the words stand out from the others and explain the actions
   B. to provide a link to an online website that will define the words
   C. to show that this is the main topic of the section
   D. to explain what is happening in the picture

3. The bulleted list helps the reader
   A. know the order to follow when making the tornado.
   B. easily find key terms and their definitions.
   C. quickly know what supplies are needed.
   D. locate information about a topic.

4. How do the text features help readers find information quickly in this passage? Use details from the passage to support your answer.

________________________________________________________________________
________________________________________________________________________
Why Giraffes Have Long Necks
from a legend

Many years ago, Giraffe had a short neck. He looked similar to Antelope as he grazed in the open plains. Giraffe lived a happy life until the days with no rain. The riverbeds became hard and cracked. The water holes were as dry as bones. The grass was dried and brown. All the animals in the land were hungry and thirsty.

One day, Giraffe looked toward the hot sun. He noticed the lush, green leaves at the tops of the trees. They looked fresh and delicious. He stretched his neck and reached toward the treetops, but he could not reach the leaves. He stretched his neck even farther and tried again, but he still could not reach the leaves. Licking his lips, Giraffe stood on his back legs and stretched his neck one more time. His friend Rhino saw him and burst into laughter.

“Giraffe, you look silly trying to reach the leaves,” chuckled Rhino. “Why don’t you give up?” Giraffe felt upset, but he wanted to keep trying. As he stomped into the woods, he thought, “I will try again when no one is watching. I know I can do it.”

Just then, he bumped into an old man who gave him special leaves. “Giraffe, you were wise for not giving up when Rhino laughed at you. Take these leaves as your reward. They will help you reach the fresh leaves,” said the old man.

Giraffe closed his eyes and munched on the leaves. He felt a strange tingling. As Giraffe opened his eyes, he noticed his neck had grown! With delight, he munched on the leaves high in the trees. From that day forward, Giraffe was admired by the other animals for his long, graceful neck. Giraffe was never hungry again.
1. The first picture shows the story's
   A. characters.
   B. plot.
   C. problem.
   D. setting.

2. Which sentence from the passage does the first picture help to explain?
   A. “Many years ago, Giraffe had a short neck.”
   B. “Giraffe lived a happy life until the days with no rain.”
   C. “The riverbeds became hard and cracked.”
   D. “All the animals in the land were hungry and thirsty.”

3. The first picture creates a feeling of
   A. happiness and hope.
   B. uncertainty and fear.
   C. surprise and uneasiness.
   D. embarrassment and pain.

4. How does the picture of the giraffe support the meaning of the passage? Use details from the passage to support your answer.

   ______________________________________________________________
   ______________________________________________________________
The President’s House
by Crystal Pippet

A popular place to visit in Washington, DC, is the White House. The White House is large, fancy, and beautiful. It has been the home of each United States president since John Adams, the second president. The White House was built from 1792 to 1800.

In 1814, the British Army set fire to the White House. It was rebuilt. During this time, President James Madison and his family lived in a different house. When the rebuilding was finished, the walls were coated with a type of paint called whitewash. This gave the house its color.

The first names for the White House were the President’s Palace and the President’s House. In 1901, President Theodore Roosevelt officially named the building the White House.

At times over the last 200 years, the White House has needed repairs. It has had extra rooms added. But no matter how it changes, this important house remains a beautiful symbol of the United States.
1. Construction on the White House was finished in
   A. 1792.
   B. 1800.
   C. 1814.
   D. 1901.

2. Which sentence from the passage tells why the White House had to be rebuilt?
   A. “In 1814, the British Army set fire to the White House.”
   B. “When the rebuilding was finished, the walls were coated with a type of paint called whitewash.”
   C. “At times over the last 200 years, the White House has needed repairs.”
   D. “It has had extra rooms added.”

3. Which question can be answered using details in the passage?
   A. Who gave the White House its name?
   B. What materials were used for the White House?
   C. How many people visit the White House each year?
   D. Why do presidents enjoy living in the White House?

4. Why did James Madison and his family have to live in a different house while he was president? Use details from the passage to support your answer.

   __________________________________________________________

   __________________________________________________________
A Sunny Spot at the Zoo
by Josh Cohen

One sunny day, while at the zoo,
I ran into a kangaroo
Who spotted leopards far away,
And said I should go there to play.

Slithering by, a snake tripped me,
And I landed on a chimpanzee,
I quietly, quickly slipped away,
And bumped into the hippo’s hay.

I hurriedly climbed up a vine,
And met brown monkeys in a line.
A zebra with a case of stripes,
Said, “Come on down! What’s all the hype?”

That’s when I heard the lion’s roar,
A giraffe stuck his head through the door,
The spotted cheetah nodded and I knew,
It was time for me to leave the zoo!
1. Which statement tells about the lines in each stanza?
   A. They have the same number of words.
   B. They have the same rhyme pattern.
   C. They tell a problem and a solution.
   D. They use special words.

2. In stanza 3, the speaker
   A. sees a leopard.
   B. climbs up a vine.
   C. hears a lion’s roar.
   D. bumps into a hippo.

3. In stanza 4, the speaker decides to leave after
   A. seeing the giraffe.
   B. seeing the cheetah.
   C. hearing the lion’s roar.
   D. hanging out with the monkeys.

4. How does the poem build from one stanza to the next? Use details from the poem to support your answer.
Unit 18 Pre-Assessment

Read the passage. Then answer the questions.

Mysterious Movile Cave
by Luca Molinari

Over 65 feet under the earth lies a cave that remained untouched for more than 5.5 million years. This remarkable cave shows that there can be life in unwelcoming places.

Discovery
Movile Cave was discovered in 1986. Workers in Romania were testing the ground a few miles off the coast to know if it could be used for a power plant. They accidentally drilled into the cave, showing a mysterious underground world. A Romanian scientist was the first to go into the cave.

Environment
The air within Movile Cave contains only half the amount of oxygen that is found in the air outside of the cave. There are high levels of gases that make the air unsafe to breathe. Scientists wear masks so that they are able to breathe safely. The cave is completely sealed, and it is pitch black.

Animals
Scientists have discovered 48 creatures in the cave. Thirty-three of these animals are found only in Movile Cave. Spiders, scorpions, and centipedes are a few of the creatures that have been found. The animals feed on foam that sits on top of the water in the cave. But scientists have yet to explain how these living things entered the sealed cave.

Fewer than 100 people have explored the mysterious Movile Cave. Certainly, there are many more discoveries to be made within this one-of-a-kind cave.
1. Read this sentence from the passage.

They accidentally drilled into the cave, showing a **mysterious** underground world.

Based on the meaning of the suffix **-ous**, what does the word **mysterious** mean?

A. being a mystery  
B. without mystery  
C. more than one mystery  
D. a person who solves mysteries

2. Read this sentence from the passage.

The cave is completely sealed, and it is **pitch black**.

The way the words **pitch black** are used helps the reader determine that **pitch black** in this sentence means

A. filled with water.  
B. away from the light.  
C. deep inside the earth.  
D. cramped and crowded.

3. Read this dictionary entry.

**discovered** (v) 1. found  2. understood  3. made known  4. caught

Which definition of **discovered** is used in the sentence “Movile cave was **discovered** in 1986”?

A. definition 1  
B. definition 2  
C. definition 3  
D. definition 4
Thirty-three of these animals are found only in Movile Cave. Spiders, scorpions, and centipedes are a few of the creatures that have been found.

The word centipedes contains the roots cent, which means hundred and ped which means foot. Based on this information, what are centipedes? Use details from the passage to support your answer.
"Thank you for coming over again!" Mrs. McGee said as she opened her front door to Gabby, her next-door neighbor. "I need to get this room painted, but the twins keep coming in."

Mrs. McGee’s twins were five years old. Although Gabby was much older, they both adored her. Gabby was happy to keep them busy while Mrs. McGee painted.

Gabby looked around Mrs. McGee’s living room. The sofa and chairs had been pushed to the center of the room. Newspaper covered the floor to protect it from paint spills. Cans of paint and brushes were scattered about. From upstairs, Gabby heard the twins running and yelling. She hurried up the stairs.

Several hours later, the living room was a beautiful sky blue. The twins were tired. To Gabby’s amazement, Mrs. McGee gave her tickets to a baseball game. "I know you and your family love baseball," Mrs. McGee said. "I can’t use these tickets, so I want you to have them as a thank you for your help."

On the day of the baseball game, Gabby and her family went to the stadium. "Wow!" Gabby whispered as her eyes scanned the huge field and the stadium.

Her family climbed many stairs to their seats. They watched the players warming up on the field. Dad went to the concession stand to buy hot dogs for everyone. He came back just in time for the National Anthem. After they sang, he passed out the food.

Gabby heard the umpire shout, “Play ball!” She smiled and knew that this baseball game was going to be amazing!
A Creative Gift
by Sam McDermott

Gabby woke early on a Saturday morning a few weeks after the baseball game.

“It’s garage sale day!” Gabby shouted excitedly. She bounded down the stairs into the kitchen.

Mom and Dad were moving the old sofa out the front door to the lawn. Many of the family’s unneeded items were neatly arranged on folding tables. Mom and Dad had agreed that Gabby could set up a small table to sell some of her drawings. The night before, Gabby had carefully placed her favorite drawings in picture frames. She was eager for her friends and neighbors to see her collection of artwork. Maybe they would buy some.

A short while later, Gabby’s drawings were set up on the small folding table on the lawn. People walked about, looking at the items for sale. Gabby saw Mrs. McGee jog by.

“Hi, Mrs. McGee!” Gabby called cheerfully.

Mrs. McGee waved and walked up to Gabby’s table. “Wow!” Mrs. McGee said as she looked at the artwork. “I didn’t know you were such a talented artist.” She picked up a drawing of a waterfall. “I love this. But I don’t have my wallet with me since I was out for a run.”

Just then another woman appeared beside Mrs. McGee. “That is lovely,” the woman said. “How much do you want for it?”

Gabby paused. “Sorry, that one is not for sale,” she said.

Gabby picked up the drawing and handed it to Mrs. McGee. “This is my gift to you, even though it doesn’t come close to matching the baseball tickets you gave me.”

“Gabby, you are so sweet,” Mrs. McGee replied with a smile. “This drawing is worth far more to me than baseball tickets because you created it!”
1. The settings of the stories are similar because they
   A. take place in the late evening.
   B. include a visit to a sports event.
   C. occur over a long period of time.
   D. have events that take place in or near a house

2. Which event happens in both stories?
   A. Gabby does something nice for Mrs. McGee.
   B. Gabby visits a fun location with Mrs. McGee.
   C. Gabby sells something that she created.
   D. Gabby earns money.

3. The stories are different because in the first story
   A. Gabby shows her talents.
   B. Gabby makes money for her family.
   C. Mrs. McGee feels happy about an event.
   D. Mrs. McGee does something nice for Gabby.

4. What is a theme found in both stories? Use details from the passages to support your answer.

   __________________________________________________________
   __________________________________________________________
Unit 20 Pre-Assessment

Read the passage. Then answer the questions.

**Kids in the Kitchen**

by Adam Romero

We all want to be healthy. What we eat is an important part of our health. And food cooked at home is often healthier than food cooked at restaurants. Experts say restaurant food often has too much fat and salt. For this reason, kids should learn how to cook. Cooking gives kids important skills while they have fun with their families.

Some items in a kitchen, like sharp knives or a hot oven, are dangerous. So kids who are 12 years of age and under should always cook with an adult. However, young kids can be helpful in the kitchen. They can mix, pour, and mash. Older kids can also measure, peel, and chop. Using a variety of foods shows kids that they can make delicious, healthy meals. Research shows that kids who cook are less picky about what they eat. They are more likely to choose healthy foods, such as fruits and vegetables.

Kids and parents enjoy spending time together when they prepare meals. Learning to cook allows kids to be responsible and helpful. With practice, kids can whip up and enjoy healthy meals.
1. Read these sentences from the passage.

We all want to be healthy. What we eat is an important part of our health. And food cooked at home is often healthier than food cooked at restaurants. Experts say restaurant food often has too much fat and salt.

In these sentences, the author shows a comparison between
A. healthy people and unhealthy people.
B. home-cooked food and restaurant food.
C. food with fat and salt and food without fat and salt.
D. people who want things and people who don’t want things.

2. Read these sentences from the passage.

Some items in a kitchen, like sharp knives or a hot oven, are dangerous. So kids who are 12 years of age and under should always cook with an adult.

What is the organizational structure of these sentences?
A. time order
B. cause and effect
C. sequence of events
D. compare and contrast

3. Which sentence from the passage shows a positive effect of cooking?
A. “For this reason, kids should learn how to cook.”
B. “They can mix, pour, and mash.”
C. “Older kids can also measure, peel, and chop.”
D. “Research shows that kids who cook are less picky about what they eat.”

4. Explain how paragraph 3 is connected to paragraphs 1 and 2. Use details from the passage to support your answer.
Unit 1 Answer Key  A Family Tradition

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
<th>CCSS</th>
<th>DOK</th>
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<td>Apply</td>
</tr>
<tr>
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<td>A</td>
<td>L.3.5.A</td>
<td>2</td>
<td>Analyze</td>
</tr>
</tbody>
</table>

4. Student responses might include: The sentence means that the runner had made it to the base without being tagged out. Real-world knowledge of playing or watching baseball would help a reader understand this sentence.
(CCSS: RL.2.2, DOK: 2, RBT: Analyze)

Unit 2 Answer Key  A Globetrotting Team

<table>
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</tr>
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<td>3</td>
<td>A</td>
<td>RI.3.3</td>
<td>2</td>
<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: The main organizational pattern in the passage is time order. The passage is written to tell the history of the Harlem Globetrotters and starts at the formation of the group in the 1920s and ends with today.
(CCSS: RI.3.3, DOK: 2, RBT: Analyze)

Unit 3 Answer Key  Pecos Bill

<table>
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</tr>
<tr>
<td>3</td>
<td>C</td>
<td>RL.3.4</td>
<td>2</td>
<td>Analyze</td>
</tr>
</tbody>
</table>

4. Student responses might include: The word soothe means calm and comforted, which is revealed in the next sentence in the passage which states, “His voice made the cattle rest through the night.”
(CCSS: RL.3.4, DOK: 2, RBT: Apply)

Unit 4 Answer Key  A Symbol of Freedom

<table>
<thead>
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<td>D</td>
<td>RI.3.7</td>
<td>2</td>
<td>Apply</td>
</tr>
</tbody>
</table>

4. Student responses might include: The picture of the flag helps the reader visualize how the stars and stripes are organized on the flag. The picture of the children helps the reader better understand how to honor the flag.
(CCSS: RI.3.7, DOK: 2, RBT: Apply)
### Unit 5 Answer Key  No More Litterbugs!

<table>
<thead>
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<td>3</td>
<td>C</td>
<td>RL.3.3</td>
<td>2</td>
<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: The students raise their hands and cheer at the end of the story. This shows that the students are willing to volunteer and are excited about joining the club and keeping their classroom and playground clean.

(CCSS: RL.3.3, DOK: 2, RBT: Understand)

### Unit 6 Answer Key  On the Case

<table>
<thead>
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<th>Answer</th>
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<td>D</td>
<td>RL.3.3</td>
<td>2</td>
<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: Beth is happy because Derek suggests that they go look at the shoe in the woods and see what they can find.

(CCSS: RL.3.3, DOK: 3, RBT: Understand)

### Unit 7 Answer Key  Avoid the Burn!

<table>
<thead>
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<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: The author uses the key details that “Tomatoes, broccoli, and salmon contain natural sunscreens” and “people who ate foods with natural sunscreens were less likely to sunburn” to support the main idea of the paragraph.

(CCSS: RI.3.2, DOK: 2, RBT: Understand)

### Unit 8 Answer Key  It’s Showtime!

<table>
<thead>
<tr>
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</table>

4. Student responses should include a point of view about Emily’s decision to show a pig, supported with details from the passage.

(CCSS: RL.3.6, DOK: 2, RBT: Analyze)
### Unit 9 Answer Key Basketball Goal!

<table>
<thead>
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</table>

4. Student responses should include a question that can be answered using details from the passage.
   
   (CCSS: RL.3.1, DOK: 2, RBT: Understand)

### Unit 10 Answer Key Not So Silly After All and Safety Glass

<table>
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<tr>
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<td>C</td>
<td>RI.3.9</td>
<td>3</td>
<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: The author of “Not So Silly After All” describes the invention of Silly Putty very briefly with just one or two sentences, while the author of “Safety Glass” provides more details in an entire paragraph about how the product was invented.
   
   (CCSS: RI.3.9, DOK: 3, RBT: Understand)

### Unit 11 Answer Key The Oldest Parade in the USA

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
<th>CCSS</th>
<th>DOK</th>
<th>RBT</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<td>RI.3.6</td>
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<td>RI.3.6</td>
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<td>Analyze</td>
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<td>3</td>
<td>D</td>
<td>RI.3.6</td>
<td>2</td>
<td>Analyze</td>
</tr>
</tbody>
</table>

4. Student responses should include a personal point of view about the Fourth of July, using details from the passage to support or to contrast the idea in the response.
   
   (CCSS: RI.3.6, DOK: 2, RBT: Analyze)

### Unit 12 Answer Key The Legend of the Narcissus Flower

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
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<td>RL.3.2</td>
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<td>Understand</td>
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<td>A</td>
<td>RL.3.2</td>
<td>2</td>
<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: The main lesson is that it is better not to be greedy because in the end, your greed might lead to negative consequences. The older brother thinks he is getting the better land because it has rich soil, but in the end, the younger brother has the better land because it has water.
   
   (CCSS: RL.3.2, DOK: 3, RBT: Understand)
Level 3 CCSS Pre-Assessments

Unit 13 Answer Key  
Jack’s Beanstalk

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
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<th>RBT</th>
</tr>
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<tr>
<td>2</td>
<td>C</td>
<td>RL.3.5</td>
<td>2</td>
<td>Analyze</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>RL.3.5</td>
<td>2</td>
<td>Analyze</td>
</tr>
</tbody>
</table>

4. Student responses might include: The events build on those from Scene 1 because they describe what happens when Jack is taking Annabelle to the market to sell her as a result of his mother asking him to do that in Scene 1.  
   (CCSS: RL.3.5, DOK: 2, RBT: Analyze)

Unit 14 Answer Key  
A Tornado in a Bottle

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
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<th>DOK</th>
<th>RBT</th>
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<td>C</td>
<td>RI.3.5</td>
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<td>Apply</td>
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<tr>
<td>2</td>
<td>A</td>
<td>RI.3.5</td>
<td>2</td>
<td>Apply</td>
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<tr>
<td>3</td>
<td>C</td>
<td>RI.3.5</td>
<td>2</td>
<td>Apply</td>
</tr>
</tbody>
</table>

4. Student responses might include: The text features help the reader find information quickly because the bold print words allow the reader to identify materials and steps. For example, the reader can look under the heading What You Will Need to find out what supplies he or she will need to complete the project. The listed steps help the reader complete the steps in order.  
   (CCSS: RI.3.5, DOK: 2, RBT: Apply)

Unit 15 Answer Key  
Why Giraffes Have Long Necks

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
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<th>DOK</th>
<th>RBT</th>
</tr>
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<tr>
<td>2</td>
<td>C</td>
<td>RL.3.7</td>
<td>2</td>
<td>Apply</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>RL.3.7</td>
<td>2</td>
<td>Analyze</td>
</tr>
</tbody>
</table>

4. Student responses might include: The picture of the giraffe shows the giraffe as he “munched on the leaves high in the trees” after his neck had grown.  
   (CCSS: RL.3.7, DOK: 2, RBT: Apply)

Unit 16 Answer Key  
The President’s House

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
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<th>DOK</th>
<th>RBT</th>
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<td>A</td>
<td>RI.3.1</td>
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<td>Understand</td>
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<td>3</td>
<td>A</td>
<td>RI.3.1</td>
<td>2</td>
<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: James Madison and his family had to live in a different house while he was president because the White House was being rebuilt.  
   (CCSS: RI.3.1, DOK: 2, RBT: Understand)
### Unit 17 Answer Key  A Sunny Spot at the Zoo

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
<th>CCSS</th>
<th>DOK</th>
<th>RBT</th>
</tr>
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<tbody>
<tr>
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<td>B</td>
<td>RL.3.5</td>
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<td>Analyze</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>RL.3.5</td>
<td>2</td>
<td>Understand</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>RL.3.5</td>
<td>2</td>
<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: In each stanza, the speaker has a bad experience at the zoo, until the last stanza when the speaker decides it is time to leave after the experience of seeing the cheetah.

   *(CCSS: RL.3.5, DOK: 2, RBT: Analyze)*

### Unit 18 Answer Key  Mysterious Movile Cave

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
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<th>DOK</th>
<th>RBT</th>
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<td>L.3.4.B</td>
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<td>B</td>
<td>L.3.4.A</td>
<td>2</td>
<td>Apply</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>L.3.4.D</td>
<td>1</td>
<td>Apply</td>
</tr>
</tbody>
</table>

4. Student responses might include: A centipede is an insect with 100 feet. I can use knowledge of the root words to determine this meaning.

   *(CCSS: L.3.4.C, DOK: 1, RBT: Apply)*

### Unit 19 Answer Key  An Unexpected Gift and A Creative Gift

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
<th>CCSS</th>
<th>DOK</th>
<th>RBT</th>
</tr>
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<tbody>
<tr>
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<td>Analyze</td>
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<tr>
<td>2</td>
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<td>RL.3.9</td>
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<td>Understand</td>
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<tr>
<td>3</td>
<td>D</td>
<td>RL.3.9</td>
<td>3</td>
<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: Both stories develop the theme that doing nice things for people can have unexpected rewards. In the first story, Gabby receives baseball tickets after babysitting Mrs. McGee’s twins. In the second story, Mrs. McGee receives a picture that Gabby created in return for the gift of the baseball tickets.

   *(CCSS: RL.3.9, DOK: 3, RBT: Understand)*

### Unit 20 Answer Key  Kids in the Kitchen

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
<th>CCSS</th>
<th>DOK</th>
<th>RBT</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>Understand</td>
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<tr>
<td>2</td>
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<td>RI.3.8</td>
<td>2</td>
<td>Analyze</td>
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<tr>
<td>3</td>
<td>D</td>
<td>RI.3.8</td>
<td>3</td>
<td>Understand</td>
</tr>
</tbody>
</table>

4. Student responses might include: Paragraph 3 is connected to paragraphs 1 and 2 because it restates the ideas that cooking is a good way for kids to “have fun with their families” and “even young kids can be helpful in the kitchen.”

   *(CCSS: RI.3.8, DOK: 3, RBT: Understand)*