

# Weekly Test Lesson 1

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U1L1: Comprehension: Sequence of Events	RL.2.5	2
2	See rubric on p. T35.	U1L1: Comprehension: Sequence of Events	RL.2.5	3
	Sample two-point response: They draw what the tree house should look like. They gather tools. Then they build the tree house. Finally, Kelly adds a pulley system.			
	Sample one-point response: They draw pictures and then build the tree house.			
3	D	U1L1: Comprehension: Author's Word Choice	RL.2.4	3
4	fantastic	U1L1: Vocabulary Strategy: Alphabetical Order	L.2.4a	1
5	A	U1L1: Comprehension: Sequence of Events	RL.2.5	2
6	D	U1L1: Comprehension: Author's Word Choice	RL.2.4	2
<b>WRITING</b>				
7	B	U1L1: Grammar: Subjects and Predicates	L.2.3	2
8	C	U1L1: Grammar: Subjects and Predicates	L.2.3	2
9	wen	U1L1: Spelling: Short Vowels <i>a, i</i>	L.2.2d	1
10	See rubric on p. T35.	U1L1: Writing: Elaboration	W.2.3	3
	Sample two-point response: Hopper is a fast, white bunny. Last week, I took him to John Marshall Community Park with me.			
	Sample one-point response: Hopper is a fast, white bunny.			

# Weekly Test Lesson 2

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U1L2: Comprehension: Compare and Contrast	RI.2.3	3
2	2	U1L2: Vocabulary Strategy: Using a Glossary	L.2.4a	1
3	A	U1L2: Comprehension: Informational Text	RI.2.7	3
4	D	U1L2: Comprehension: Informational Text	RI.2.7	2
5	C	U1L2: Comprehension: Compare and Contrast	RI.2.3	2
6	See rubric on p. T35.	U1L2: Comprehension: Compare and Contrast	RI.2.3	2
	Sample two-point response: Both the caterpillar and pupa are stages in a moth's life cycle. A caterpillar is the second stage. It eats and grows. A pupa is the third stage. The caterpillar changes to a moth inside the pupa.			
	Sample one-point response: Both are stages in a moth life cycle. The caterpillar eats and grows. The pupa is the stage when the caterpillar changes to a moth.			
<b>WRITING</b>				
7	D	U1L2: Grammar: Simple Sentences	L.2.1f	1
8	B	U1L2: Grammar: Simple Sentences	L.2.1f	2
9	C	U1L2: Spelling: Short Vowels <i>o, u, e</i>	L.2.2d	1
10	Baked a cake.	U1L2: Grammar: Simple Sentences	L.2.1f	2

# Weekly Test Lesson 3

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U1L3: Comprehension: Author's Purpose	RI.2.6	3
2	A	U1L3: Vocabulary Strategy: Multiple-Meaning Words	L.2.4a	2
3	D	U1L3: Comprehension: Compare and Contrast	RI.2.1	2
4	See answer below.	U1L3: Comprehension: Compare and Contrast	RI.2.1	1
	Cats: water, exercise, litter box; Dogs: water, exercise			
5	D; B	U1L3: Comprehension: Author's Purpose	RI.2.6	3
6	See rubric on p. T35.	U1L3: Comprehension: Compare and Contrast	RI.2.1	2
	Sample two-point response: Cats go to the bathroom inside and dogs go outside. Dogs need more room than cats.			
	Sample one-point response: Dogs need more room than cats.			
<b>WRITING</b>				
7	C	U1L3: Grammar: Types of Sentences	L.2.1f	1
8	C	U1L3: Grammar: Types of Sentences	L.2.1f	1
9	plaaate	U1L3: Spelling: Long Vowels <i>a, i</i>	L.2.2d	2
10	See rubric on p. T35.	U1L3: Writing: Elaboration	W.2.3	3
	Sample two-point response: First, my dad picks me up at my noisy school. Then, he drives slowly down the snowy street. I look out the window at the quiet, bright white yards. We listen to soft music and talk all the way home. I enjoy riding in his warm, blue car.			
	Sample one-point response: First, my dad picks me up at school. Then, he drives slowly down the sunny street. I look out the window at the green yards. We listen to music and talk all the way home. I enjoy riding in his car.			

# Weekly Test Lesson 4

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	See rubric on p. T35.	U1L4: Comprehension: Figurative Language	RL.2.4	2
	Sample two-point response: The wind and the clouds act like people because they talk to Jimmy and Angela. They say "Faster. Faster." and "Higher. Higher."			
	Sample one-point response: The wind tells Jimmy to go faster. The clouds tell Angela to go higher.			
2	C	U1L4: Comprehension: Cause and Effect	RL.2.7	1
3	told the children sharply	U1L4: Vocabulary Strategy: Context Clues	L.2.4a	2
4	D	U1L4: Comprehension: Cause and Effect	RL.2.7	1
5	D; A	U1L4: Comprehension: Cause and Effect	RL.2.7	3
6	B	U1L4: Comprehension: Cause and Effect	RL.2.7	1
<b>WRITING</b>				
7	B	U1L4: Spelling: Long Vowel <i>o</i> , <i>u</i>	L.2.2d	1
8	D	U1L4: Grammar: What Is a Noun?	L.2.1	2
9	B	U1L4: Grammar: What Is a Noun?	L.2.1	2
10	park, school, home	U1L4: Grammar: What Is a Noun?	L.2.1	1

# Weekly Test Lesson 5

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
<b>1</b>	See rubric on p. T35.	U1L5: Comprehension: Story Structure	RL.2.5	3
	Sample two-point response: The son wants to go camping now, but his dad wants to go in July.			
	Sample one-point response: He wants to go camping.			
<b>2</b>	B	U1L5: Comprehension: Author's Word Choice	RL.2.4	2
<b>3</b>	When the tent was . . .	U1L5: Comprehension: Story Structure	RL.2.5	2
<b>4</b>	A; It was a good . . .	U1L5: Comprehension: Story Structure	RL.2.5	2
<b>5</b>	B	U1L5: Vocabulary Strategy: Base Words and Endings <i>-ed, -ing</i>	L.2.4a	1
<b>6</b>	C	U1L5: Comprehension: Author's Word Choice	RL.2.4	2
<b>WRITING</b>				
<b>7</b>	B	U1L5: Spelling: Consonant Blends with <i>r, l, s</i>	L.2.2d	1
<b>8</b>	D	U1L5: Grammar: Singular and Plural Nouns	L.2.1	1
<b>9</b>	lakes	U1L5: Grammar: Singular and Plural Nouns	L.2.1	2
<b>10</b>	See rubric on p. T35.	U1L5: Writing: Organization	W.2.3	3
	Sample two-point response: First, he boiled water in a pot. Second, he put the noodles in the water. Then, he drained the noodles. After that, he put the noodles in a bowl. Finally, he ate the noodles.			
	Sample one-point response: First, he boiled water in a pot. Second, he put the noodles in the water. After that, he put the noodles in a bowl. Then, he drained the noodles. Finally, he ate the noodles.			

# Weekly Test Lesson 6

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B; A	U2L6: Comprehension: Text and Graphic Features	RI.2.5	2
2	group	U2L6: Comprehension: Using Context	RI.2.4	2
3	A	U2L6: Comprehension: Using Context	RI.2.4	2
4	B	U2L6: Vocabulary Strategy: Base Words and Prefixes <i>re-</i> , <i>un-</i>	L.2.4b	1
5	See rubric on p. T35.	U2L6: Comprehension: Text and Graphic Features	RI.2.5	3
	Sample two-point response: The author uses the heading "Food Delivery" because the paragraph is all about how ants find food and bring it back to the colony.			
	Sample one-point response: The paragraph is about ant food.			
6	A	U2L6: Comprehension: Text and Graphic Features	RI.2.5	2
<b>WRITING</b>				
7	B	U2L6: Grammar: More Plural Nouns	L.2.1b	1
8	C	U2L6: Grammar: More Plural Nouns	L.2.1b	2
9	C	U2L6: Grammar: More Plural Nouns	L.2.1b	2
10	Neckst	U2L6: Spelling: Common Final Blends <i>nd</i> , <i>ng</i> , <i>nk</i> , <i>nt</i> , <i>ft</i> , <i>xt</i> , <i>mp</i>	L.2.2d	1

# Weekly Test Lesson 7

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U2L7: Comprehension: Story Structure	RL.2.5	2
2	B; B	U2L7: Comprehension: Conclusions	RL.2.7	3
3	empty	U2L7: Vocabulary Strategy: Homophones	L.2.4a	1
4	C	U2L7: Comprehension: Conclusions	RL.2.7	2
5	C	U2L7: Comprehension: Story Structure	RL.2.5	2
6	See rubric on p. T35.	U2L7: Comprehension: Conclusions	RL.2.7	3
	Sample two-point response: Anton does not get what he wants, because wishes are granted to kind fairies only, and Anton is rude. He kicks dirt, tells Nessa to “hurry up,” and cuts her off when she is talking.			
	Sample one-point response: Anton does not get what he wants, because he is rude to Nessa.			
<b>WRITING</b>				
7	D	U2L7: Grammar: Proper Nouns	L.2.2a	1
8	D	U2L7: Grammar: Proper Nouns	L.2.2a	1
9	Trik	U2L7: Spelling: Double Consonants and <i>ck</i>	L.2.2d	1
10	See rubric on p. T35.	U2L7: Writing: Organization	W.2.2	3
	Sample two-point response: The book <i>The Island</i> is full of adventure. At the beginning, the captain of the ship is left behind on an island. First, he tries to find food. Then, he looks for fresh water. By the end of the first chapter, he has made a hut.			
	Sample one-point response: The book <i>The Island</i> is full of adventure. At the beginning, the captain of the ship is left behind on an island. By the end of the first chapter, he has made a hut. First, he tries to find food. Then, he looks for fresh water.			

# Weekly Test Lesson 8

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U2L8: Vocabulary Strategy: Compound Words	RI.2.4d	1
2	B; A	U2L8: Comprehension: Main Idea and Details	RI.2.1	2
3	C	U2L8: Comprehension: Cause and Effect	RI.2.3	2
4	See rubric on p. T35.	U2L8: Comprehension: Cause and Effect	RI.2.3	3
	Sample two-point response: If your clothes catch on fire, you should stop, drop, and roll, and then wrap a wool blanket around yourself. This is what firefighters say.			
	Sample one-point response: Stop, drop, and roll.			
5	See answer below.	U2L8: Comprehension: Cause and Effect	RI.2.3	2
	Cause: Firefighters aim the hose . . . ; Effect: Water from the hose . . .			
6	D	U2L8: Comprehension: Main Idea and Details	RI.2.2	2
<b>WRITING</b>				
7	D	U2L8: Grammar: What Is a Verb?	L.2.1	2
8	B	U2L8: Grammar: What Is a Verb?	L.2.1	1
9	B	U2L8: Grammar: What Is a Verb?	L.2.1	2
10	washed	U2L8: Spelling: Words with <i>th, sh, wh, ch, tch</i>	L.2.2d	1



# Weekly Test Lesson 9

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	See rubric on p. T35.	U2L9: Comprehension: Author's Word Choice	RL.2.4	3
	Sample two-point response: The author repeats phrases "She would say" and "but the" to show that Echo knew the correct answer, but she tricked people on purpose. The repetition also shows she tricked a lot of people.			
	Sample one-point response: The author uses repetition to show Echo tricks people.			
2	A; But Echo just laughed . . .	U2L9: Comprehension: Understanding Characters	RL.2.3	2
3	pranks	U2L9: Vocabulary Strategy: Synonyms	L.2.4a	1
4	D	U2L9: Comprehension: Understanding Characters	RL.2.3	2
5	D	U2L9: Comprehension: Understanding Characters	RL.2.3	3
6	C	U2L9: Comprehension: Author's Word Choice	RL.2.4	2
<b>WRITING</b>				
7	B	U2L9: Grammar: Verbs in the Present Tense	W.2.5	1
8	A	U2L9: Grammar: Verbs in the Present Tense	W.2.5	2
9	B	U2L9: Grammar: Verbs in the Present Tense	W.2.5	2
10	rideing	U2L9: Spelling: Words with Endings <i>-ed</i> , <i>-ing</i>	L.2.2d	1

# Weekly Test Lesson 10

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	What a great way . . .	U2L10: Comprehension: Fact and Opinion	RI.2.8	2
2	B	U2L10: Vocabulary Strategy: Base Words and Suffixes <i>-er</i> and <i>-est</i>	L.2.4a	2
3	D	U2L10: Comprehension: Fact and Opinion	RI.2.8	3
4	D	U2L10: Comprehension: Fact and Opinion	RI.2.8	1
5	B; B	U2L10: Comprehension: Fact and Opinion	RI.2.8	2
6	See rubric on p. T35.	U2L10: Comprehension: Author's Purpose	RI.2.6	3
	Sample two-point response: The author wants to convince readers that cuttlefish are very unusual and interesting. The passage describes how cuttlefish have special skin that helps them hide from fish. Their special skin also helps them find food.			
	Sample one-point response: The author wants to convince readers that cuttlefish are very unusual and interesting.			
<b>WRITING</b>				
7	A	U2L10: Spelling: Contractions	L.2.2c	1
8	A	U2L10: Grammar: Verbs in the Present, Past and Future	L.2.1d	2
9	Last week, I will . . .	U2L10: Grammar: Verbs in the Present, Past and Future	L.2.1d	2
10	See rubric on p. T35.	U2L10: Writing: Elaboration	W.2.2	3
	Sample two-point response: You can make an easy tin can windsock. First, paint a tin can. Then, let it dry. Use a piece of ribbon as the hanger. Glue the hanger on the top of the tin can. Now, glue more ribbon to the bottom of the tin can. Finally, hang your windsock outside to see how the wind is blowing.			
	Sample one-point response: Student may have one or two steps out of order.			

# Weekly Test Lesson 11

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U3L11: Vocabulary: Prefixes <i>pre-</i> , <i>mis-</i>	L.2.4b	1
2	A	U3L11: Comprehension: Author's Word Choice	RL.2.4	2
3	That made me grin., Carla was lucky.	U3L11: Comprehension: Conclusions	RL.2.7	2
4	D	U3L11: Comprehension: Author's Word Choice	RL.2.4	2
5	See rubric on p. T35.	U3L11: Comprehension: Conclusions	RL.2.7	3
	Sample two-point response: Carlos is not happy about writing the report. He does not like the kind of bird he is given. He says that he is not as lucky as the kids who got popular birds.			
	Sample one-point response: Carlos is mad because he did not get to write about penguins.			
6	C; C	U3L11: Comprehension: Conclusions	RL.2.7	2
<b>WRITING</b>				
7	B	U3L11: Grammar: Compound Sentences	L.2.1f	1
8	B	U3L11: Grammar: Compound Sentences	L.2.1f	1
9	D	U3L11: Grammar: Compound Sentences	L.2.1f	1
10	boxs	U3L11: Spelling: Base Words with Endings <i>-s</i> , <i>-es</i>	L.2.2d	2

# Weekly Test Lesson 12

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U3L12: Vocabulary: Idioms	L.2.4a	2
2	See rubric on p. T35.	U3L12: Comprehension: Fact and Opinion	RI.2.8	3
	Sample two-point response: The true things are that the sitar is from India, it has a long neck, and you play it by plucking the strings and pushing other parts. The author's feelings are that it is a cool instrument.			
	Sample one-point response: The author's opinion is that the sitar is a cool instrument from India.			
3	C	U3L12: Comprehension: Text and Graphic Features	RI.2.5	2
4	See answer below.	U3L12: Comprehension: Fact and Opinion	RI.2.8	2
	Fact: It makes..., You play it..., Native Australians...; Opinion: Listening to...			
5	D	U3L12: Comprehension: Fact and Opinion	RI.2.8	2
6	C	U3L12: Comprehension: Text and Graphic Features	RI.2.5	2
<b>WRITING</b>				
7	D	U3L12: Grammar: Expanding/Rearranging Compound Sentences	L.2.1f	2
8	D	U3L12: Grammar: Expanding/Rearranging Compound Sentences	L.2.1f	2
9	trey	U3L12: Spelling: Words with <i>ai, ay</i>	L.2.2d	2
10	See rubric on p. T35.	U3L12: Writing: Organization	W.2.1	3
	Sample two-point response: I like to swim because swimming is fun. Also, you can get exercise. You can swim outside and inside. Everyone should try swimming.			
	Sample one-point response: I like to swim because swimming is fun. You can get exercise. You can swim outside. You can swim inside. Everyone should try swimming.			

# Weekly Test Lesson 13

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	C	U3L13: Vocabulary Strategy: Using a Dictionary	L.2.4e	1
2	See answers below.	U3L13: Comprehension: Main Idea and Details	RI.2.2	2
	All schools have classrooms. All schools have teachers and students.			
3	A	U3L13: Comprehension: Text and Graphic Features	RI.2.5	2
4	See rubric on p. T35.	U3L13: Comprehension: Main Idea and Details	RI.2.2	3
	Sample two-point response: It is about how schools in China are different from schools here. The children in China are younger. The classes are bigger. The days are longer.			
	Sample one-point response: It is about schools in China and the United States.			
5	C; B	U3L13: Comprehension: Main Idea and Details	RI.2.2	2
6	A	U3L13: Comprehension: Main Idea and Details	RI.2.2	2
<b>WRITING</b>				
7	A	U3L13: Grammar: Quotation Marks	W.2.5	2
8	B	U3L13: Spelling: Words with <i>ee</i> , <i>ea</i>	L.2.2d	1
9	The reporter said...	U3L13: Grammar: Quotation Marks	W.2.5	2
10	See rubric on p. T35.	U3L13: Writing: Elaboration	W.2.1	3
	Sample two-point response: Our school really needs a brand new playground. There are not enough swings for everyone to enjoy, and the jungle gym is old and rusty. I think our playground needs more space so we can have fun and play ball outside. Even our teachers think we need a new one.			
	Sample one-point response: I think our school needs a new playground. There are not enough swings, and the jungle gym is old and rusty. I think our playground needs more space. We want to play ball outside. I know that even our teachers think we need a new one.			

# Weekly Test Lesson 14

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U3L14: Comprehension: Author's Purpose	RI.2.6	2
2	B	U3L14: Vocabulary Strategy: Suffix <i>-ly</i>	L.2.4a	2
3	C	U3L14: Comprehension: Genre: Biography	RI.2.3	1
4	See rubric on p. T35.	U3L14: Comprehension: Author's Purpose	RI.2.6	3
	Sample two-point response: Barbier came up with the first system using dots to help blind people read. Louis read one of his books, but they were big and hard to read. This gave him the idea to come up with his own system using dots.			
	Sample one-point response: Barbier came up with the first system using dots to help blind people read.			
5	2, 3, 1	U3L14: Comprehension: Genre: Biography	RI.2.3	2
6	C	U3L14: Comprehension: Author's Purpose	RI.2.6	2
<b>WRITING</b>				
7	A	U3L14: Spelling: Long <i>o</i> ( <i>o</i> , <i>oa</i> , <i>ow</i> )	L.2.2d	1
8	B	U3L14: Grammar: Using Proper Nouns	W.2.5	2
9	A	U3L14: Grammar: Using Proper Nouns	W.2.5	1
10	Lee did not want...	U3L14: Grammar: Using Proper Nouns	W.2.5	1

# Weekly Test Lesson 15

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	D	U3L15: Comprehension: Cause and Effect	RL.2.7	2
2	B	U3L15: Vocabulary Strategy: Root Words	L.2.4c	1
3	See rubric on p. T35.	U3L15: Comprehension: Humor	RL.2.1	3
	Sample two-point response: The sentence is funny because the reader understands Mom is wrong. Max and Millie did not sleep all day. They danced to music, watched TV, and ate from the fridge.			
	Sample one-point response: The sentence is funny because Mom is wrong.			
4	B	U3L15: Comprehension: Humor	RL.2.1	2
5	See answer below.	U3L15: Comprehension: Cause and Effect	RL.2.7	2
	Because the Pets Hear..., The pets race...; Because the Pets Lay Down..., The owners think the pets...			
6	D; C	U3L15: Comprehension: Humor	RL.2.1	2
<b>WRITING</b>				
7	B	U3L15: Grammar: Abbreviations	W.2.5	1
8	D	U3L15: Grammar: Abbreviations	W.2.5	2
9	C	U3L15: Spelling: Compound Words	L.2.2d	1
10	Mr. James told me...	U3L15: Grammar: Abbreviations	W.2.5	2

# Weekly Test Lesson 16

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	But there have not...	U4L16: Comprehension: Story Structure	RL.2.5	1
2	B	U4L16: Comprehension: Story Structure	RL.2.5	2
3	A	U4L16: Vocabulary Strategy: Homographs	L.2.4a	2
4	A	U4L16: Comprehension: Understanding Characters	RL.2.3	2
5	See rubric on p. T35.	U4L16: Comprehension: Understanding Characters	RL.2.3	3
	Sample two-point response: Amy is someone who is curious and likes to explore interesting things. She likes working at her grandfather's store. It has many interesting things but does not sell clothing. By looking in some old boxes, she finds silk dresses that the store could sell.			
	Sample one-point response: Amy is curious. She works hard at the store. She finds things that the store can sell.			
6	C; D	U4L16: Comprehension: Understanding Characters	RL.2.3	3
<b>WRITING</b>				
7	C	U4L16: Spelling: Base Words with Endings <i>-ed</i> , <i>-ing</i>	L.2.2d	1
8	D	U4L16: Grammar: Pronouns	L.2.1c	2
9	Finally, her said...	U4L16: Grammar: Pronouns	L.2.1c	2
10	See rubric on p. T35.	U4L16: Writing: Elaboration	W.2.3	3
	Sample two-point response: One day, Sam was in his kitchen. He said to his mom, "Can we bake muffins for my friends?" His mom said, "That is a great idea!" "Can you help me?" Sam asked. "Of course," said Mom. They made the batter. They poured it into the pan. Sam's mom put the pan in the oven and set the timer. They waited. The timer went off. The muffins were not cooked! Sam and his mom did not turn on the oven. They turned on the oven. Soon they would have a tasty treat.			
	Sample one-point response: One day, Sam was in the kitchen. He wanted to bake muffins for people. They made muffins. Sam's mom put the pan in the oven and set the timer. The timer went off. But the muffins were not cooked! Sam and his mom did not turn on the oven. Soon they would have a tasty treat.			



# Weekly Test Lesson 17

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	C; C	U4L17: Comprehension: Sequence of Events	RL.2.2	2
2	C	U4L17: Comprehension: Formal and Informal Language	L.2.3a	2
3	A	U4L17: Comprehension: Formal and Informal Language	L.2.4a	1
4	See rubric on p. T35.	U4L17: Comprehension: Sequence of Events	RL.2.2	3
	Sample two-point response: At first, Kim stretched out flat as she hit the water. Later, she tucked her chin so she sliced through the water like a dolphin.			
	Sample one-point response: Kim did not tuck her chin the first time.			
5	B	U4L17: Comprehension: Formal and Informal Language	L.2.3a	2
6	3, 1, 4, 2	U4L17: Comprehension: Sequence of Events	RL.2.2	2
<b>WRITING</b>				
7	C	U4L17: Grammar: Subject-Verb Agreement	W.2.5	1
8	D	U4L17: Grammar: Subject-Verb Agreement	W.2.5	1
9	B	U4L17: Spelling: Long <i>i</i> ( <i>i</i> , <i>igh</i> , <i>y</i> )	L.2.2d	2
10	likes	U4L17: Spelling: Long <i>i</i> ( <i>i</i> , <i>igh</i> , <i>y</i> )	W.2.5	2

# Weekly Test Lesson 18

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	sweet, salty	U4L18: Comprehension: Author's Word Choice	RI.2.6	2
2	B; A	U4L18: Comprehension: Understanding Characters	RI.2.6	3
3	D	U4L18: Comprehension: Author's Word Choice	RI.2.6	2
4	A	U4L18: Vocabulary Strategy: Suffixes <i>-y</i> , <i>-ly</i>	L.2.4a	1
5	D	U4L18: Comprehension: Understanding Characters	RI.2.6	2
6	See rubric on p. T35.	U4L18: Comprehension: Understanding Characters	RI.2.6	3
	Sample two-point response: Rachel is dedicated to helping kids. She is determined and she enjoys it. Rachel puts a lot of time into raising money, buying gifts, and thanking people. She does this all to help other kids.			
	Sample one-point response: Rachel is excited to help other kids. She started Let's Help Kids to meet her goal of helping others.			
<b>WRITING</b>				
7	D	U4L18: Grammar: The Verb <i>be</i>	W.2.5	2
8	C	U4L18: Grammar: The Verb <i>be</i>	W.2.5	1
9	funnie	U4L18: Spelling: Long <i>e</i> Spelled <i>y</i>	L.2.2d	1
10	See rubric on p. T35.	U4L18: Writing: Elaboration	W.2.3	3
	Sample two-point response: My favorite place is the first wooden picnic table in the park. The picnic table sits under a huge oak tree. I often see cute, fuzzy squirrels. Sometimes they have nuts in their cheeks. The wind blows a cool, gentle breeze. It smells fresh. I can watch kids playing and hear their happy shouts. It is relaxing and fun.			
	Sample one-point response: My favorite place is the first wooden picnic table in the green park. The picnic table sits under a big tree. I often see cute squirrels. The cool wind blows. I can watch kids playing. It is relaxing and fun.			

# Weekly Test Lesson 19

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
<b>1</b>	See answer below.	U4L19: Comprehension: Point of View	RL.2.6	2
	Dawson: Is Sorry..., Mr. Jalloh: Is Mad..., Ms. Ray: Thinks It...			
<b>2</b>	A	U4L19: Comprehension: Text and Graphic Features	RL.2.7	1
<b>3</b>	C	U4L19: Vocabulary Strategy: Shades of Meaning	L.2.5b	2
<b>4</b>	C	U4L19: Comprehension: Text and Graphic Features	RL.2.7	1
<b>5</b>	B; C	U4L19: Comprehension: Point of View	RL.2.6	2
<b>6</b>	See rubric on p. T35.	U4L19: Comprehension: Text and Graphic Features	RL.2.7	3
	Sample two-point response: The author uses pictures to show what the signs look like and say. When readers read the signs, they understand why the character did what he or she did. The pictures add humor to the story because readers know Mr. Jalloh's signs will not work.			
	Sample one-point response: The author uses pictures to tell readers what the signs say.			
<b>WRITING</b>				
<b>7</b>	A	U4L19: Grammar: Commas in Dates and Places	W.2.5	1
<b>8</b>	C	U4L19: Grammar: Commas in Dates and Places	W.2.5	2
<b>9</b>	darke	U4L19: Spelling: Words with <i>ar</i>	L.2.2d	1
<b>10</b>	See rubric on p. T35.	U4L19: Writing: Organization	W.2.3	3
	Sample two-point response: Ava had wanted a pet rabbit for a long time. Finally, her parents agreed. She got a rabbit and named her Emma. She set up a cage for Emma in the backyard. Ava made sure Emma had everything she needed and wanted. Ava played with Emma until her parents made her go to bed. The next day, Ava walked outside to the cage. The door was open, and Emma wasn't in there. Ava had waited a long time to get her pet, but now she was gone.			
	Sample one-point response: Ava got a pet rabbit. She put her cage in the backyard. Ava walked outside to the cage. The door was open, and she wasn't in there. Ava had waited a long time to get her pet, but now she was gone.			

# Weekly Test Lesson 20

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	C	U4L20: Vocabulary Strategy: Prefix <i>over-</i>	L.2.4a	2
2	B	U4L20: Comprehension: Figurative Language	RL.2.4	2
3	A	U4L20: Comprehension: Figurative Language	RL.2.4	2
4	C; B	U4L20: Comprehension: Compare and Contrast	RL.2.7	2
5	See answer below.	U4L20: Comprehension: Compare and Contrast	RL.2.7	1
	Big Blue: Has a lost match, Fell behind the dresser, Keeps helping other socks; Sport Star: Has a lost match, Fell behind the dresser, Found its match			
6	See rubric on p. T35.	U4L20: Comprehension: Compare and Contrast	RL.2.7	3
	Sample two-point response: At the beginning of the story, Big Blue feels lonely, sad, and bored. The author writes, "He was way overdue for an adventure." At the end of the story he is happy because he is having an adventure and helping other socks. The author says he has a "fuzzy grin" so the reader knows he is happy.			
	Sample one-point response: In the beginning, Big Blue is sad. At the end, he is happy because he is out of the drawer.			
<b>WRITING</b>				
7	D	U4L20: Grammar: Commas in a Series	W.2.5	1
8	A	U4L20: Grammar: Commas in a Series	W.2.5	1
9	shor	U4L20: Spelling: Words with <i>or, ore</i>	L.2.2d	2
10	See rubric on p. T35.	U4L20: Writing: Organization	W.2.3	3
	Sample two-point response: Tank is a 2075 robot. He is in charge of all computers on the space station.			
	Sample one-point response: Tank is a huge robot that is twenty feet tall.			

# Weekly Test Lesson 21

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U5L21: Vocabulary Strategy: Using a Dictionary	L.2.4e	2
2	C; D	U5L21: Comprehension: Cause and Effect	RI.2.3	2
3	A	U5L21: Comprehension: Cause and Effect	RI.2.3	2
4	See rubric on p. T35.	U5L21: Comprehension: Main Idea and Details	RI.2.2	3
	<p>Sample two-point response: Koko can communicate her feelings. She can sign “I am sad.” Koko can also communicate what she wants. She makes the “eat” sign when she wants to eat.</p> <p>Sample one-point response: Koko can say what she feels and what she needs.</p>			
5	See answer below.	U5L21: Comprehension: Cause and Effect	RI.2.3	2
	<p>When Koko combines signs, she makes complex sentences. When Koko is tired, she signs <i>close the drapes</i>.</p>			
6	D	U5L21: Comprehension: Main Idea and Details	RI.2.2	2
<b>WRITING</b>				
7	B	U5L21: Grammar: What Is an Adjective?	L.2.1e	2
8	B	U5L21: Spelling: Words with <i>er</i>	L.2.2d	1
9	salty	U5L21: Grammar: What Is an Adjective?	L.2.1e	2
10	See rubric on p. T35.	U5L21: Writing: Elaboration	W.2.2	3
	<p>Sample two-point response: Sara tugged on boots because it was a dark and gray rainy day. She stepped outside and smelled the damp air. It was a miserable start to her morning.</p> <p>Sample one-point response: Sara put on boots because it was a cold, windy, rainy day. She walked outside and smelled the rain. It was a bad start to the day.</p>			

# Weekly Test Lesson 22

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U5L22: Vocabulary Strategy: Figurative Language (Idioms)	L.2.4a	2
2	C	U5L22: Comprehension: Understanding Characters	RL.2.3	1
3	B	U5L22: Comprehension: Figurative Language (Similes)	RL.2.4	2
4	as wide as the sky	U5L22: Comprehension: Figurative Language (Similes)	RL.2.4	2
5	D; A	U5L22: Comprehension: Understanding Characters	RL.2.3	2
6	See rubric on p. T35.	U5L22: Comprehension: Understanding Characters	RL.2.3	3
	Sample two-point response: Mrs. Okada says she does not want Mari to be sad. She gives Mari a hug to make her feel better. She also gives her paper and paint. That makes Mari have a fun day.			
	Sample one-point response: Mrs. Okada says she does not want Mari to be sad.			
<b>WRITING</b>				
7	A	U5L22: Grammar: Using Adjectives	L.2.1e	2
8	A	U5L22: Grammar: Using Adjectives	L.2.1e	2
9	C	U5L22: Grammar: Using Adjectives	L.2.1e	2
10	too	U5L22: Spelling: Homophones	L.2.2d	1

# Weekly Test Lesson 23

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U5L23: Comprehension: Conclusions	RI.2.7	1
2	B	U5L23: Vocabulary Strategy: Compound Words	L.2.4d	1
3	C	U5L23: Comprehension: Sequence of Events	RI.2.3	2
4	See rubric on p. T35.	U5L23: Comprehension: Conclusions	RI.2.7	3
	Sample two-point response: Sam feels strange because he woke up with a new body. He now has wings and does not move like he did before.			
	Sample one-point response: Sam feels weird because he is a moth now.			
5	D; C	U5L23: Comprehension: Conclusions	RI.2.7	2
6	3, 2, 4, 1	U5L23: Comprehension: Sequence of Events	RI.2.3	2
<b>WRITING</b>				
7	A	U5L23: Grammar: Irregular Verbs	L.2.1d	2
8	C	U5L23: Grammar: Irregular Verbs	L.2.1d	2
9	painfull	U5L23: Spelling: Suffixes <i>-ly, -ful</i>	L.2.2d	1
10	See rubric on p. T35.	U5L23: Writing: Elaboration	W.2.2	3
	Sample two-point response: I heard a loud roar so I peeked around the corner. It was a massive male lion! I stared at his large head and his sharp teeth. He glared back at me through the glass.			
	Sample one-point response: I heard a loud roar, so I looked around the corner. It was a massive male lion! I watched at his large head and his sharp teeth. He looked back at me through the glass.			

# Weekly Test Lesson 24

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	C	U5L24: Vocabulary Strategy: Antonyms	L.2.4a	1
2	D	U5L24: Comprehension: Cause and Effect	RL.2.3	2
3	See answer below.	U5L24: Comprehension: Point of View	RL.2.3	2
	The Sun just laughed. The North Wind howled in anger.			
4	C; C	U5L24: Comprehension: Cause and Effect	RL.2.3	2
5	A	U5L24: Comprehension: Point of View	RL.2.3	2
6	See rubric on p. T35.	U5L24: Comprehension: Point of View	RL.2.3	3
	Sample two-point response: The Sun is happy, and the North Wind is not happy. The Sun smiles because he won. The North Wind frowns because he lost.			
	Sample one-point response: The Sun is happy and the North Wind is not happy.			
<b>WRITING</b>				
7	C	U5L24: Grammar: Irregular Action Verbs	L.2.1d	2
8	A	U5L24: Grammar: Irregular Action Verbs	L.2.1d	2
9	B	U5L24: Grammar: Irregular Action Verbs	L.2.1d	2
10	reeread	U5L24: Spelling: Prefixes <i>re-</i> and <i>un-</i>	L.2.2d	1



# Weekly Test Lesson 25

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	B	U5L25: Comprehension: Text and Graphic Features	RI.2.7	2
2	D	U5L25: Vocabulary Strategy: Using Context	L.2.4a	2
3	B	U5L25: Comprehension: Text and Graphic Features	RI.2.7	2
4	See answer below.	U5L25: Comprehension: Cause and Effect	RI.2.3	2
	Because the Mother Frog... A father frog guards...; So That the Tadpoles Have... A mother frog lays...			
5	See rubric on p. T35.	U5L25: Comprehension: Cause and Effect	RI.2.3	3
	Sample two-point response: The article tells how sticky mucus helps the tadpoles stick to their parents' backs. If there was no mucus, the tadpole might fall off. If they fell off, they might not survive because tadpoles need water.			
	Sample one-point response: The tadpoles stick. The tadpoles might not stick.			
6	A	U5L25: Comprehension: Text and Graphic Features	RI.2.7	1
<b>WRITING</b>				
7	A	U5L25: Grammar: More Irregular Action Verbs	L.2.1d	2
8	C	U5L25: Grammar: More Irregular Action Verbs	L.2.1d	2
9	saft	U5L25: Spelling: Words with <i>aw</i> , <i>al</i> , <i>o</i>	L.2.2d	1
10	See rubric on p. T35.	U5L25: Writing: Elaboration	W.2.2	3
	Sample two-point response: Each zebra has a different set of stripes. They move around to find grass and water.			
	Sample one-point response: Each zebra has a different set of stripes.			

# Weekly Test Lesson 26

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	C	U6L26: Comprehension: Conclusions	RL.2.1	2
2	A	U6L26: Vocabulary Strategy: Multiple-Meaning Words	L.2.4a	2
3	D	U6L26: Comprehension: Conclusions	RL.2.1	2
4	a fish pond behind his shop	U6L26: Comprehension: Story Structure	RL.2.5	1
5	A; D	U6L26: Comprehension: Conclusions	RL.2.1	2
6	See rubric on p. T35.	U6L26: Comprehension: Story Structure	RL.2.5	3
	Sample two-point response: Mr. Wu's problem at the beginning of the story is that his store is not making enough money. It is first solved when people come to see the carp, and they buy more things from the store. Then the carp disappear. When they come back, they are not special anymore. Then Mr. Wu decides to have benches by the pond and a cafe. This makes his shop busy.			
	Sample one-point response: Mr. Wu's problem is that his store is not busy. His carp help make the store busy.			
<b>WRITING</b>				
7	D	U6L26: Grammar: Contractions	L.2.2c	1
8	A	U6L26: Grammar: Contractions	L.2.2c	1
9	stoo	U6L26: Spelling: Words with <i>oo</i> ( <i>ew</i> , <i>oo</i> , <i>ou</i> )	L.2.2d	1
10	See rubric on p. T35.	U6L26: Writing: Elaboration	W.2.1	3
	Sample two-point response: The garden is full of bright, pretty flowers./They grow tall and strong with rain showers./ The flowers are red and bright blue./ Bees fly around them and birds do, too./ You can hear the birds chirp and sing./ Their favorite season is the beautiful spring.			
	Sample one-point response: The garden has pretty flowers./ They grow with rain showers./ The flowers are red and bright blue./ Bees fly around and so do birds./ You can hear the birds chirp and sing./ They love when it's spring.			

# Weekly Test Lesson 27

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	C	U6L27: Vocabulary Strategy: Shades of Meaning	L.2.5b	2
2	See rubric on p. T35.	U6L27: Comprehension: Fact and Opinion	RI.2.8	3
	Sample two-point response: Sue's T. rex fossils were important because together they made the most complete skeleton of a T. rex ever found.			
	Sample one-point response: Sue's T. rex fossils were important because there were a lot of them.			
3	See answer below.	U6L27: Comprehension: Fact and Opinion	RI.2.8	3
	The Field Museum paid...Fact; Sue was named...Fact; Sue is the best...Opinion			
4	D; D	U6L27: Comprehension: Fact and Opinion	RI.2.8	2
5	C	U6L27: Comprehension: Fact and Opinion	RI.2.8	2
6	B	U6L27: Comprehension: Author's Purpose	RI.2.6	2
<b>WRITING</b>				
7	D	U6L27: Grammar: What Is an Adverb?	L.2.2e	2
8	B	U6L27: Grammar: What Is an Adverb?	L.2.2e	2
9	tok	U6L27: Spelling: Words with <i>oo</i> ( <i>book</i> )	L.2.2d	1
10	See rubric on p. T35.	U6L27: Writing: Organization	W.2.1	3
	Sample two-point response: I saw one of the best movies I've ever seen. The movie was about a talking pig. I know I liked it because I laughed a lot. Also, I would watch this movie again. Maybe it will be on TV. I think everyone should see this amazing movie.			
	Sample one-point response: I saw a good movie. The movie was about a talking pig, and I laughed a lot. I would watch this movie again. Maybe it will be on TV. Also, my mom liked it.			

# Weekly Test Lesson 28

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	C	U6L28: Comprehension: Sequence of Events	RL.2.2	2
2	B; A	U6L28: Comprehension: Compare and Contrast	RL.2.1	2
3	summer, winter	U6L28: Vocabulary Strategy: Classify/Categorize	L.2.4a	2
4	C	U6L28: Comprehension: Sequence of Events	RL.2.2	2
5	C	U6L28: Comprehension: Compare and Contrast	RL.2.1	2
6	See rubric on p. T35.	U6L28: Comprehension: Sequence of Events	RL.2.2	3
	Sample two-point response: First, Grasshopper saw Ant working while he played. Next, Ant warned Grasshopper to prepare for winter, but Grasshopper did not want to. Then, winter came and Grasshopper had no food and was hungry. Finally, Grasshopper asked Ant to share. Ant said yes, and Grasshopper learned a lesson.			
	Sample one-point response: First, Grasshopper played during the summer. Next, Ant stored food for winter. Then, Grasshopper didn't have food. Finally, Ant shared with Grasshopper.			
<b>WRITING</b>				
7	C	U6L28: Spelling: Words with <i>ow</i> , <i>ou</i>	L.2.2d	1
8	C	U6L28: Grammar: Possessive Nouns	L.2.2c	2
9	B	U6L28: Grammar: Possessive Nouns	L.2.2c	2
10	cars	U6L28: Grammar: Possessive Nouns	L.2.2c	2

# Weekly Test Lesson 29

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	C	U6L29: Comprehension: Point of View	RL.2.6	2
2	B	U6L29: Vocabulary Strategy: Antonyms	L.2.4a	1
3	B; C	U6L29: Comprehension: Understanding Characters	RL.2.3	2
4	See rubric on p. T35.	U6L29: Comprehension: Understanding Characters	RL.2.3	3
	Sample two-point response: Omar goes to Aziz's house. He says he feels bad about the fight and is sorry. He also says they can watch movies together.			
	Sample one-point response: Omar goes to Aziz's house.			
5	See answer below.	U6L29: Comprehension: Point of View	RL.2.6	2
	Aziz: Thinks the Bulldogs..., Thinks friendship is important Omar: Thinks the Wolves..., Thinks friendship is important			
6	A	U6L29: Comprehension: Understanding Characters	RL.2.3	2
<b>WRITING</b>				
7	A	U6L29: Spelling: Words with <i>ai, ay, igh, y</i>	L.2.2d	1
8	C	U6L29: Grammar: Possessive Pronouns	L.2.2c	2
9	A	U6L29: Grammar: Possessive Pronouns	L.2.2c	2
10	On Saturday...	U6L29: Grammar: Possessive Pronouns	L.2.2c	2

# Weekly Test Lesson 30

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
<b>READING</b>				
1	A	U6L30: Vocabulary Strategy: Root Words	L.2.4c	1
2	See rubric on p. T35.	U6L30: Comprehension: Compare and Contrast	RI.2.3	3
	Sample two-point response: A penguin's feet are different from the feet of other birds. Other birds have long, skinny legs and toes. Penguins have short, wide legs and toes and flat feet.			
	Sample one-point response: A penguin's feet are different from the feet of other birds.			
3	D	U6L30: Comprehension: Using Context	RI.2.4	2
4	Other kinds of penguins...	U6L30: Comprehension: Using Context	RI.2.4	2
5	D; B	U6L30: Comprehension: Compare and Contrast	RI.2.3	2
6	A	U6L30: Comprehension: Compare and Contrast	RI.2.3	2
<b>WRITING</b>				
7	B	U6L30: Grammar: Choose Between Adjectives and Adverbs	L.2.2e	2
8	A	U6L30: Grammar: Choose Between Adjectives and Adverbs	L.2.2e	2
9	sean	U6L30: Spelling: Words with <i>oa</i> , <i>ow</i> , <i>ee</i> , <i>ea</i>	L.2.2d	1
10	See rubric on p. T35.	U6L30: Writing: Elaboration	W.2.1	3
	Sample two-point response: <i>My Snow Day Adventure</i> was a good book because it was very funny. First, there was a huge snowstorm. That was so exciting. Then Jackson's school was closed. He went outside to play and sunk down in the snow. That made me laugh. Jackson built a snow fort. The girls next door tried to take it from him. He had to keep them away. Then he decided they should play together. This was a great ending.			
	Sample one-point response: I read the book <i>My Snow Day Adventure</i> . It was funny. First, there was a huge snowstorm. Then Jackson's school was closed. He went outside to play and sunk down in the snow. That made me laugh. Jackson built a snow fort. The girls next door tried to take it from him. He had to keep them away. Then he decided they should play together.			