

Weekly Test Lesson 1

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U1L1: Comprehension: Story Structure	RL.5.5	2
2	to be on time	U1L1: Vocabulary Strategy: Using Context	L.5.4a	1
3	D	U1L1: Comprehension: Story Structure	RL.5.5	2
4	C; Fernando had to acknowledge...	U1L1: Comprehension: Story Structure	RL.5.5	3
5	D	U1L1: Comprehension: Irony	RL.5.4	2
6	See rubric on p. T35.	U1L1: Comprehension: Point of View	RL.5.6	3
	Sample two-point response: The author shows the points of view of both Fernando and Miguel. Using both viewpoints lets the reader see what each boy is doing and thinking. The reader understands the thoughts and feelings of both characters.			
	Sample one-point response: The author uses the points of view of both Fernando and Miguel. They are both main characters.			
WRITING				
7	B	U1L1: Spelling: Short Vowels	L.5.2e	1
8	A	U1L1: Grammar: Complete Sentences	W.5.5	2
9	D	U1L1: Grammar: Complete Sentences	W.5.5	2
10	Lessons learned...; In the future...	U1L1: Grammar: Complete Sentences	W.5.5	2

Weekly Test Lesson 2

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	You boys have been...	U1L2: Comprehension: Elements of Drama	RL.5.5	1
2	C	U1L2: Vocabulary Strategy: Prefixes <i>non-</i> , <i>un-</i> , <i>dis-</i> , <i>mis-</i>	L.5.4b	2
3	B; D	U1L2: Comprehension: Theme	RL.5.2	3
4	B	U1L2: Comprehension: Characterization	RL.5.3	1
5	D	U1L2: Comprehension: Characterization	RL.5.3	2
6	See rubric on p. T35.	U1L2: Comprehension: Elements of Drama	RL.5.5	3
	Sample two-point response: The play is made up of three scenes. These scenes focus on three different events in the story. The events include the introduction of a situation where two brothers have to entertain themselves. The first scene explains the reason they need to do this, and the final two scenes show two different ways that the brothers remain entertained.			
	Sample one-point response: The play is split into three scenes to show three separate events in the play. The scenes are the beginning, middle, and end.			
WRITING				
7	C	U1L2: Spelling: Long <i>a</i> and Long <i>e</i>	L.5.2e	1
8	A	U1L2: Grammar: Kinds of Sentences	W.5.5	1
9	B	U1L2: Grammar: Kinds of Sentences	W.5.5	1
10	He asks his dad...; Are they going...	U1L2: Grammar: Kinds of Sentences	W.5.5	2

Weekly Test Lesson 3

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	See answer below.	U1L3: Comprehension: Formal and Informal Language	L.5.3b	2
	Formal: "Change is a natural..."; Informal: "What's wrong..."; "Hey, what's up..."			
2	B	U1L3: Comprehension: Compare and Contrast	RL.5.3	3
3	A	U1L3: Comprehension: Idioms	L.5.5b	2
4	A	U1L3: Comprehension: Idioms	L.5.5b	2
5	D	U1L3: Comprehension: Compare and Contrast	RL.5.3	2
6	See rubric on p. T35.	U1L3: Vocabulary Strategy: Using Context	L.5.4a	3
	Sample two-point response: There are several phrases in the paragraph that provide context for the definition of <i>debate</i> . The phrases "this type of discussion," "topics," and "for or against each issue" all help to discover the meaning of <i>debate</i> .			
	Sample one-point response: The phrases "this type of discussion" and "topics" both help define <i>debate</i> .			
WRITING				
7	A	U1L3: Spelling: Long <i>i</i> Sound	L.5.2e	1
8	A	U1L3: Grammar: Compound Sentences	W.5.5	1
9	Her teachers want...; She hopes to...	U1L3: Grammar: Compound Sentences	W.5.5	1
10	See rubric on p. T35.	U1L3: Writing: Elaboration	W.5.3b	3
	Sample two-point response: Last week, I got a new puppy for my birthday. Her name is Gracie, and she is so cute. She has white paws and a black body. My dad promised me that I would get to name her. I picked the name "Gracie" because that is my grandmother's name. She is my favorite relative. I love Gracie already.			
	Sample one-point response: Last week, I got a new puppy. Her name is Gracie, and she is so cute. She has white paws and a black body. My dad promised me that I would get to name her. I love Gracie already.			

Weekly Test Lesson 4

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	C	U1L4: Comprehension: Rhythm	RI.5.4	3
2	3, 1, 4, 2	U1L4: Comprehension: Sequence of Events	RI.5.1	2
3	B	U1L4: Comprehension: Rhythm	RI.5.4	2
4	1, 3, 2, 4	U1L4: Comprehension: Sequence of Events	RI.5.1	2
5	C	U1L4: Vocabulary Strategy: Suffixes <i>-ly, -ful</i>	L.5.4a	1
6	See rubric on p. T35.	U1L4: Comprehension: Narrative Pacing	RI.5.1	3
	Sample two-point response: The lyrics slowed down the pacing by breaking up the information about the history of songs and games. The lyrics may have added more detail, but they also added interest. The lyrics tell or remind readers of the words to the rhymes and songs.			
	Sample one-point response: The lyrics slowed down the pacing by adding more words.			
WRITING				
7	D	U1L4: Grammar: Common and Proper Nouns	W.5.5	1
8	D	U1L4: Grammar: Common and Proper Nouns	W.5.5	1
9	B	U1L4: Grammar: Common and Proper Nouns	W.5.5	1
10	routine	U1L4: Spelling: Vowel Sounds: <i>ōō, yōō</i>	L.5.2e	1

Weekly Test Lesson 5

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U1L5: Vocabulary Strategy: Suffixes <i>-ly, -ful</i>	L.5.4a	2
2	C; B	U1L5: Comprehension: Theme	RL.5.2	3
3	A	U1L5: Comprehension: Dialogue	RL.5.3	2
4	B	U1L5: Comprehension: Sequence of Events	RL.5.1	1
5	3, 1, 4, 2	U1L5: Comprehension: Sequence of Events	RL.5.1	2
6	See rubric on p. T35.	U1L5: Comprehension: Theme	RL.5.2	3
	Sample two-point response: In the beginning of the text, the narrator is trying to think of an idea for her essay. When the power goes out, she and her sister search for emergency supplies. Although the power is not out very long, it makes the narrator realize that keeping emergency supplies on hand is a good idea.			
	Sample one-point response: The narrator gets scared when the power goes out. This makes the narrator think of writing about keeping emergency supplies on hand.			
WRITING				
7	B	U1L5: Spelling: Vowel sounds /ou/, /ô/, /oi/	L.5.2e	1
8	C	U1L5: Grammar: Singular and Plural Nouns	W.5.5	1
9	B	U1L5: Grammar: Singular and Plural Nouns	W.5.5	1
10	Fireflies, Childs, skyes	U1L5: Grammar: Singular and Plural Nouns	W.5.5	2

Weekly Test Lesson 6

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	C	U2L6: Comprehension: Cause and Effect	RI.5.3	2
2	D	U2L6: Comprehension: Domain-Specific Vocabulary	RI.5.4	2
3	C; D	U2L6: Comprehension: Cause and Effect	RI.5.3	3
4	C	U2L6: Vocabulary Strategy: Synonyms and Antonyms	L.5.5c	1
5	See rubric on p. T35.	U2L6: Comprehension: Quotes and Description	RI.5.1	3
	Sample two-point response: Tim Binder thinks the aquarium is a good home for the baby sea otter. The author gives Mr. Binder's exact words about how the aquarium was in the perfect position to help Pup 681 and how its animal-care team taught her to be an otter. This helps clearly illustrate how Binder feels.			
	Sample one-point response: He thinks the aquarium is important. The author uses his words.			
6	See answer below.	U2L6: Comprehension: Cause and Effect	RI.5.3	1
	Young otters watch... : To Learn to Swim and Hunt; Mother otters float... : To Carry Their Babies; Otters need a clean... : To Stay Warm			
WRITING				
7	C	U2L6: Spelling: Vowel + /r/ Sounds	L.5.2e	1
8	C	U2L6: Grammar: Verbs	L.5.1c	1
9	The rooms have...	U2L6: Grammar: Verbs	L.5.1c	2
10	See rubric on p. T35.	U2L6: Writing: Organization	W.5.4	3
	Sample two-point response: It is important to have a clean bedroom, but it can be hard to know where to start. First, throw away or recycle any trash that is in your room. Be sure to look at papers before getting rid of them in case they are important. Second, pick up anything that is on the floor. Put your toys away and put your books on the bookshelf. Then, put clean clothes in your dresser and dirty laundry in your hamper. Next, take everything off your dresser and shelves. Now you can dust the tops and put everything back neatly. Finally, make your bed. It is easier to play, do homework, and sleep in a room that is neat.			
	Sample one-point response: Student may include a few transitions.			

Weekly Test Lesson 7

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A; A	U2L7: Comprehension: Author's Word Choice	RL.5.4	3
2	C	U2L7: Comprehension: Author's Word Choice	RL.5.4	2
3	A	U2L7: Comprehension: Understanding Characters	RL.5.3	2
4	See rubric on p. T35.	U2L7: Vocabulary Strategy: Adages and Proverbs	L.5.5b	3
	Sample two-point response: At the end of the text, Pa uses the adage "all's well that ends well" when responding to Benjamin. This adage means that things might not have always gone well, but in the end they worked out. This describes the situation with the sinking ship. The ship was in danger, but the lifesaving crew arrived just in time to save them.			
	Sample one-point response: At the end of the text, Pa tells Benjamin "all's well that ends well." This means things did not always look good, but they turned out well.			
5	D	U2L7: Comprehension: Understanding Characters	RL.5.3	2
6	See answer below.	U2L7: Comprehension: Dialect	L.5.3b	1
	Dialect: "I reckon..."; "Land sakes..." Not Dialect: "I doubt the sailors..."; "What is happening..."			
WRITING				
7	A	U2L7: Spelling: More Vowel + /r/ Sounds	L.5.2e	1
8	B	U2L7: Grammar: Direct and Indirect Objects	L.5.3a	1
9	tuna, salmon	U2L7: Grammar: Direct and Indirect Objects	L.5.3a	2
10	See rubric on p. T35.	U2L7: Writing: Elaboration	W.5.2b	3
	Sample two-point response: My mom, dad, brother, and I took a camping trip in the mountains. We set up our red nylon tent and then decided to go for a walk. We hiked a long, narrow dirt path and stopped to pick up sticks and branches to make a campfire. When we got back, my mom built a fire. The delicious aroma of toasted marshmallows soon filled the air.			
	Sample one-point response: My family took a camping trip one summer. We set up our red tent and then decided to go for a walk. We walked down a dirt path and stopped to pick up sticks to make a fire. When we got back, my mom built a fire. The smell of toasting marshmallows soon filled the air.			

Weekly Test Lesson 8

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U2L8: Vocabulary Strategy: Prefixes <i>en-</i> , <i>re-</i> , <i>pre-</i> , <i>pro-</i>	L.5.4b	1
2	See rubric on p. T35.	U2L8: Comprehension: Explain Scientific Ideas	RI.5.3	3
	Sample two-point response: Aningas stand with their wings open to the sun because their feathers aren't as waterproof as other waterbirds' feathers. They have to stand with their wings open in the sun so they can warm up and dry off.			
	Sample one-point response: Aningas stand with their wings open to the sun to dry off.			
3	C	U2L8: Comprehension: Domain-Specific Vocabulary	RI.5.4	2
4	C	U2L8: Comprehension: Domain-Specific Vocabulary	RI.5.4	1
5	See answer below.	U2L8: Comprehension: Explain Scientific Ideas	RI.5.3	2
	Zebra butterflies eat... They are warning...; Manatees migrate to... They need warm water...; The springs that feed... The water comes...			
6	B; A	U2L8: Comprehension: Author's Purpose	RI.5.8	3
WRITING				
7	A	U2L8: Grammar: Conjunctions	L.5.1a	2
8	A	U2L8: Grammar: Conjunctions	L.5.1a	2
9	B	U2L8: Grammar: Conjunctions	L.5.1a	1
10	brake	U2L8: Spelling: Homophones	L.5.2e	1

Weekly Test Lesson 9

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	disrupt	U2L9: Vocabulary Strategy: Greek and Latin Roots	L.5.4b	1
2	See rubric on p. T35.	U2L9: Comprehension: Conclusions and Generalizations	RL.5.1	3
	Sample two-point response: Jorge's mom put a leash on Charlie because he is a puppy and still learning how to behave around new people. She probably also sensed that Sofia is nervous around dogs and knew that the leash would make Sofia more comfortable.			
	Sample one-point response: Charlie needs to learn how to walk on a leash.			
3	B	U2L9: Comprehension: Characterization	RL.5.1	2
4	A	U2L9: Comprehension: Conclusions and Generalizations	RL.5.1	2
5	D	U2L9: Comprehension: Point of View	RL.5.6	3
6	A; A	U2L9: Comprehension: Characterization	RL.5.1	3
WRITING				
7	D	U2L9: Grammar: Complex Sentences	L.5.1a	2
8	D	U2L9: Grammar: Complex Sentences	L.5.1a	1
9	B	U2L9: Grammar: Complex Sentences	L.5.1a	2
10	wellknown	U2L9: Spelling: Compound Words	L.5.2e	1

Weekly Test Lesson 10

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U2L10: Comprehension: Domain-Specific Vocabulary	L.5.4a	2
2	Great Danes did not fit...; Great Danes are taller...	U2L10: Comprehension: Main Idea and Details	RI.5.2	3
3	D	U2L10: Comprehension: Explain Scientific Ideas	RI.5.3	2
4	B	U2L10: Comprehension: Main Idea and Details	RI.5.2	2
5	D	U2L10: Vocabulary Strategy: Shades of Meaning	L.5.4a	1
6	See rubric on p. T35.	U2L10: Comprehension: Main Ideas and Details	RI.5.2	3
	Sample two-point response: Great Danes are good service dogs for many reasons. Their size and temperament enable them to help people who have limited mobility. They provide physical and emotional support for their human partners. They are calm, affectionate dogs that can help people go to different places. Great Danes will then wait patiently until it's time to go somewhere else.			
	Sample one-point response: Great Danes are good service dogs for many reasons. They are big, affectionate, and smart. Danes can help people go to different places by supporting them when they walk.			
WRITING				
7	A	U2L10: Spelling: Final Schwa + /r/ Sounds	L.5.2e	1
8	D	U2L10: Grammar: Direct Quotations and Interjections	L.5.1a	1
9	D	U2L10: Grammar: Direct Quotations and Interjections	L.5.1a	1
10	He replied...	U2L10: Grammar: Direct Quotations and Interjections	L.5.1.a	2

Weekly Test Lesson 11

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U3L11: Comprehension: Cause and Effect	RL.5.5	2
2	B	U3L11: Vocabulary Strategy: Reference Materials	L.5.4c	1
3	See answer below.	U3L11: Comprehension: Cause and Effect	RL.5.5	2
	To Remind Her...Earhart kept...; To Celebrate...President...; Earhart Decided...After riding...			
4	C; B	U3L11: Comprehension: Visual Elements	RL.5.7	2
5	See rubric on p. T35.	U3L11: Comprehension: Primary Sources	RL.5.6	3
	Sample two-point response: Using the words of a real person helps the story feel more historically accurate. It shows how famous and respected Amelia Earhart was. Including the letter also helps teach the reader more about history. It shows who was president then.			
	Sample one-point response: Using the words of a real person helps the story feel more true to history.			
6	D	U3L11: Comprehension: Cause and Effect	RL.5.5	2
WRITING				
7	B	U3L11: Spelling: VCCV Pattern	L.5.2e	1
8	C	U3L11: Grammar: Subject and Object Pronouns	L.5.3a	2
9	They	U3L11: Grammar: Subject and Object Pronouns	L.5.3a	2
10	See rubric on p. T35.	U3L11: Writing: Elaboration	W.5.1b	3
	Sample two-point response: Using less water helps preserve the water supply. It also helps prevent water pollution in nearby lakes and rivers. Reducing water usage is easy! Many simple tricks help reduce wasted water, such as checking for and stopping leaks in sinks and toilets. Taking shorter showers and using low-flow shower heads save water versus longer showers or baths. Other places to reduce water use include the kitchen, the laundry room, and the yard. If everyone works together, we can reduce water use and help the environment.			
	Sample one-point response: Using less water helps preserve the water supply. It also helps prevent water pollution in nearby lakes and rivers. Reducing water usage is easy! Many simple tricks help reduce wasted water, such as checking for and stopping leaks in sinks and toilets. Taking shorter showers and using low-flow shower heads save water versus longer showers or baths.			

Weekly Test Lesson 12

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U3L12: Vocabulary Strategy: Figurative Language	L.5.5a	2
2	However, enacting...	U3L12: Comprehension: Fact and Opinion	RI.5.1	2
3	C	U3L12: Comprehension: Tone	RI.5.4	2
4	C; D	U3L12: Comprehension: Tone	RI.5.4	3
5	C	U3L12: Comprehension: Fact and Opinion	RI.5.1	1
6	See rubric on p. T35.	U3L12: Comprehension: Similes	RI.5.4	3
	Sample two-point response: The simile “moved west like ants on a march” means that a lot of settlers moved west quickly and in large groups. According to the text, the Louisiana Purchase and the California Gold Rush caused a lot of people to move west. The movement of settlers in large groups in a single direction would look like a bunch of ants quickly marching along a trail.			
	Sample one-point response: The author states that settlers “moved like ants on a march.” This means that the settlers moved fast. They were similar to speedy ants.			
WRITING				
7	C	U3L12: Grammar: Verb Tenses	L.5.1d	2
8	B	U3L12: Grammar: Verb Tenses	L.5.1d	2
9	meanu, panick, preffer	U3L12: Spelling: VCV Pattern	L.5.2e	2
10	See rubric on p. T35.	U3L12: Writing: Organization	W.5.4	3
	Sample two-point response: My family loves going to the beach in the summer. We used to go to Harborview, but lately we haven't gone. There is a lot of trash on the beach. Seaweed collects and no one cleans it up. People should clean it up. We can organize a system of people who take turns cleaning the beaches in the morning. They can pick up and throw away the trash. Then they can rake the seaweed into a pile to be taken away by the city. Then it will be a nice place to go to again.			
	Sample one-point response: My family loves going to the beach in the summer. We used to go to Harborview, but lately we haven't gone. There is a lot of trash on the beach. Seaweed collects and no one cleans it up. People should clean it up. People can take turns cleaning the beaches. Then it will be a nice place to go to again.			

Weekly Test Lesson 13

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U3L13: Comprehension: Domain-Specific Vocabulary	RI.5.4	2
2	A	U3L13: Comprehension: Domain-Specific Vocabulary	RI.5.4	2
3	C; The case was...	U3L13: Comprehension: Conclusions and Generalizations	RI.5.1	3
4	See answer below.	U3L13: Comprehension: Text Structure	RI.5.3	2
	1951: NAACP agrees to help the Brown family fight for integrated schools; 1954: Supreme Court decides schools should be integrated; 1957: African American students try to enter Central High School.			
5	B	U3L13: Vocabulary Strategy: Reference Materials	L.5.4c	1
6	See rubric on p. T35.	U3L13: Comprehension: Text Structure	RI.5.3	3
	Sample two-point response: The author uses time order to give the information because the passage is historical. By presenting the information in the order it happened, the author shows how each event led to another. For example, Brown v. Board of Education led to schools being integrated in Little Rock.			
	Sample one-point response: The author uses time order to give the information because the passage is historical. Presenting the information in this shows how events led to each other.			
WRITING				
7	D	U3L13: Spelling: VCCCV Pattern	L.5.2.e	2
8	A	U3L13: Grammar: Regular and Irregular Verbs	L.5.1c	2
9	B	U3L13: Grammar: Regular and Irregular Verbs	L.5.1c	2
10	tached, caught, threw	U3L13: Grammar: Regular and Irregular Verbs	L.5.1c	2

Weekly Test Lesson 14

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	See rubric on p. T35.	U3L14: Comprehension: Explain Historical Events	RI.5.3	3
	Sample two-point response: The Great Depression caused many businesses to fail. No one could afford to hire McBride as a writer, but she needed to support herself. When a radio host job came up, she auditioned and became a star.			
	Sample one-point response: The Great Depression forced McBride to become a radio host.			
2	A	U3L14: Vocabulary Strategy: Greek and Latin Roots (Greek = <i>graph, meter</i> ; Latin = <i>port, ject</i>)	L.5.4b	1
3	D	U3L14: Comprehension: Sequence of Events	RI.5.1	2
4	D	U3L14: Comprehension: Main Ideas and Details	RI.5.2	2
5	2, 4, 3, 1	U3L14: Comprehension: Sequence of Events	RI.5.1	2
6	B	U3L14: Comprehension: Main Ideas and Details	RI.5.2	3
WRITING				
7	C	U3L14: Spelling: VV Pattern	L.5.2e	1
8	A	U3L14: Grammar: Commas and Semicolons	L.5.2a	2
9	As a result some...	U3L14: Grammar: Commas and Semicolons	L.5.2a	2
10	See rubric on p. T35.	U3L14: Writing: Organization	W.5.4	3
	Sample two-point response: Opinion: I think there is a very good reason why students should be allowed to have cell phones in class. Reason: Students might need to contact their families during the school day. Detail 1: A student might need to tell her family she is staying after school for track practice, for example. Detail 2: A student might not feel well and request a ride home.			
	Sample one-point response: Opinion: I think there is a very good reason why students should be allowed to have cell phones in class. Reason: Students might need to contact their families during the school day.			

Weekly Test Lesson 15

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	See rubric on p. T35.	U3L15: Comprehension: Compare and Contrast	RI.5.3	3
	Sample two-point response: Jacob Parrott and Mary Edwards Walker received Medals of Honor for demonstrating great valor during the Civil War. Both volunteered for duties above and beyond their responsibilities. Parrot volunteered to go on the raid, and Walker volunteered to be a nurse. Both were also captured and held as prisoners. Although they both earned the award, their experiences were different. Walker was a well-educated doctor who was not a combat soldier. Parrot was a warrior fighting for his country.			
	Sample one-point response: Both Jacob Parrott and Mary Edwards Walker did brave things in the Civil War. One went on a raid. The other was a nurse.			
2	A	U3L15: Vocabulary Strategy: Prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , <i>ir-</i>	L.5.4a	1
3	B; A	U3L15: Comprehension: Compare and Contrast	RI.5.3	3
4	See answer below.	U3L15: Comprehension: Compare and Contrast	RI.5.3	3
	Recent: Groberg, First Hispanic: DeCastro, First: Parrott, First Female: Walker, First African American: Blake			
5	C	U3L15: Comprehension: Text Structure	RI.5.3	2
6	A	U3L15: Comprehension: Text and Graphic Features	RI.5.7	3
WRITING				
7	B	U3L15: Spelling: Final Schwa + // Sounds	L.5.2e	1
8	A	U3L15: Grammar: Transitions	L.5.6	2
9	C	U3L15: Grammar: Transitions	L.5.6	2
10	As a result,...	U3L15: Grammar: Transitions	L.5.6	2

Weekly Test Lesson 16

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	C	U4L16: Vocabulary Strategy: Word Origins	L.5.4a	2
2	B; A	U4L16: Comprehension: Author's Purpose	RL.5.1	3
3	See answer below.	U4L16: Comprehension: Voice	RL.5.6	3
	<p>"Sorry, little buddy...": shows Sebastian is fond of his brother <i>It doesn't hurt...</i>: shows Sebastian's inner thoughts "What could possibly...": shows Sebastian is upset</p>			
4	D	U4L16: Comprehension: Author's Purpose	RL.5.1	2
5	B	U4L16: Comprehension: Voice	RL.5.6	2
6	See rubric on p. T35.	U4L16: Comprehension: Visual Elements	RL.5.7	3
	<p>Sample two-point response: The text includes both photos and drawings to make the story more dramatic. The photographs show what Sebastian sees. The drawings show what Carlos sees and sketches. This helps readers see what happens in the text. I can see the photo of the lion and then Carlos's drawing of it. This helps show how the boys see things differently.</p>			
	<p>Sample one-point response: The text includes both photos and drawings because it shows what the boys see and how Carlos draws the animals. This helps readers see what happens in the text.</p>			
WRITING				
7	B	U4L16: Grammar: Adjectives	W.5.5	2
8	D	U4L16: Grammar: Adjectives	W.5.5	2
9	D	U4L16: Grammar: Adjectives	W.5.5	2
10	chating, stuned	U4L16: Spelling: Words with <i>-ed</i> or <i>-ing</i>	L.5.2e	1

Weekly Test Lesson 17

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U4L17: Vocabulary Strategy: Reference Materials	L.5.4c	2
2	D	U4L17: Comprehension: Literary Devices	RL.5.4	2
3	D; C	U4L17: Comprehension: Point of View	RL.5.6	2
4	See answer below.	U4L17: Comprehension: Story Structure	RL.5.5	2
	The Soccer Field: Lim is able to see...; Darius's Garage: Lim sees where Darius...; Darius's Backyard: Lim becomes excited...			
5	C	U4L17: Comprehension: Story Structure	RL.5.5	2
6	See rubric on p. T35.	U4L17: Comprehension: Story Structure	RL.5.5	3
	Sample two-point response: Lim must realize that there is more to life than soccer because school is important too. In the story, Lim's parents want him to focus on school. Lim tells Darius, "my parents told me I can only play soccer if I join a school club too." Lim discovers he enjoys science and that there is more to life than sports.			
	Sample one-point response: Lim must realize that there is more to life than soccer because his parents say school is important.			
WRITING				
7	D	U4L17: Grammar: Adverbs	W.5.5	2
8	C	U4L17: Spelling: More Words with <i>-ed</i> or <i>-ing</i>	L.5.2e	1
9	We played surprising...; I ran quick...	U4L17: Grammar: Adverbs	W.5.5	2
10	See rubric on p. T35.	U4L17: Writing: Elaboration	W.5.3b	3
	Sample two-point response: "Hut, hut, hike!" Jian shouts from the football field. He is my best friend, and I go to all of his games. Jian loves sports, but football is his favorite. "There's nothing better than the smell and feel of the crisp fall air at a Friday night football game," he explains. As the quarterback, his most important jobs are getting the ball to one of his teammates and keeping it from the other team. His team is the Wildcats, and they are undefeated!			
	Sample one-point response: My best friend Jian loves football. He likes the smell and feel of the fall air at Friday night games. He is the quarterback. He throws passes to his teammates. His team is the Wildcats, and they won all their games.			

Weekly Test Lesson 18

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U4L18: Comprehension: Narrative Pacing	RI.5.1	2
2	D	U4L18: Vocabulary Strategy: Homophones and Homographs	L.5.5c	1
3	See rubric on p. T35.	U4L18: Comprehension: Fact and Opinion	RI.5.8	3
	Sample two-point response: The author claims that all of the Navajo code talkers were essential to the war effort, and that the U. S. owes gratitude to the Navajo code talkers. These are both opinions of the author based on the facts presented in the article. The author showed how important they were to the war effort, but there is no way of knowing if all 421 trained code talkers were essential. Owing gratitude for their work is also something the author feels, but cannot be considered a fact.			
	Sample one-point response: The code talkers being essential to the war effort is the author's opinion. It's how the author feels about it.			
4	B	U4L18: Comprehension: Main Ideas and Details	RI.5.2	2
5	See answer below.	U4L18: Comprehension: Fact and Opinion	RI.5.8	2
	Fact: Johnston had learned..., Johnston wondered...; Opinion: The marines...			
6	D; D	U4L18: Comprehension: Main Ideas and Details	RI.5.2	2
WRITING				
7	B	U4L18: Grammar: Prepositions and Prepositional Phrases	L.5.1a	1
8	A	U4L18: Grammar: Prepositions and Prepositional Phrases	L.5.1a	2
9	C	U4L18: Grammar: Prepositions and Prepositional Phrases	L.5.1a	1
10	ferrys	U4L18: Spelling: Changing final <i>y</i> to <i>i</i>	L.5.2e	1

Weekly Test Lesson 19

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U4L19: Vocabulary: Greek and Latin Suffixes <i>-ism, -ist, -able, -ible</i>	L.5.4b	1
2	A	U4L19: Comprehension: Dialogue	L.5.3b	2
3	"What's up, Tater..."	U4L19: Comprehension: Characterization	RL.5.1	2
4	See rubric on p. T35.	U4L19: Comprehension: Characterization	RL.5.1	3
	Sample two-point response: Jozef's story shows how much he cares about animals. Even though he wasn't allowed to have any pets, he found a way to be around animals. He says it felt good to know he was helping them.			
	Sample one-point response: Jozef likes animals. He found someone's house to go to where he could be around them.			
5	A; C	U4L19: Comprehension: Characterization	RL.5.1	3
6	D	U4L19: Comprehension: Author's Purpose	RL.5.1	2
WRITING				
7	C	U4L19: Spelling: Suffixes <i>-ful, -ly, -ness, -less, -ment</i>	L.5.2e	1
8	D	U4L19: Grammar: More Kinds of Pronouns	L.5.1	2
9	A	U4L19: Grammar: More Kinds of Pronouns	L.5.1	2
10	Then I reminded...	U4L19: Grammar: More Kinds of Pronouns	L.5.1	2

Weekly Test Lesson 20

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U4L20: Comprehension: Story Structure	RL.5.5	2
2	A	U4L20: Vocabulary: Figurative Language	L.5.5a	2
3	D	U4L20: Comprehension: Characterization	RL.5.1	2
4	See answer below.	U4L20: Comprehension: Story Structure	RL.5.5	2
	Problem: There has not been enough...; Detail: Aunt Ramonita decides to take..., People at the market think...; Solution: Paco decides to market the...			
5	A; C	U4L20: Comprehension: Theme	RL.5.2	2
6	See rubric on p. T35.	U4L20: Comprehension: Characterization	RL.5.1	3
	Sample two-point response: Aunt Ramonita is discouraged by the drought and the condition of her crops. She sighs and looks up at the sky throughout the story. Her words are not hopeful. At the end she is happier and more optimistic. She tells Paco they were lucky.			
	Sample one-point response: Aunt Ramonita is upset about the drought. She doesn't like the potatoes at first, but is happy at the end.			
WRITING				
7	D	U4L20: Spelling: Words from Other Languages	L.5.2e	1
8	C	U4L20: Grammar: Proper Mechanics and Writing Titles	L.5.2.d	2
9	A	U4L20: Grammar: Proper Mechanics and Writing Titles	L.5.2.d	2
10	Harry Potter and the . . . , Tarzan of the Apes	U4L20: Grammar: Proper Mechanics and Writing Titles	L.5.2.d	2

Weekly Test Lesson 21

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U4L21: Vocabulary Strategy: Shades of Meaning	L.5.4a	2
2	A	U4L21: Comprehension: Sequence of Events	RL.5.5	1
3	B	U4L21: Comprehension: Author's Word Choice	RL.5.4	2
4	See rubric on p. T35.	U4L21: Comprehension: Author's Word Choice	RL.5.4	3
	Sample two-point response: The mood in this paragraph has a tired but hopeful and happy feel. Johnny is described as "older and wearier," which shows how long and hard the war was. But Johnny smiles when he sees his house and plays a "jaunty tune," which shows that he is happy.			
	Sample one-point response: The mood is hopeful. Johnny is happy to be going home. He smiles and plays music.			
5	C	U4L21: Comprehension: Figurative Language	RL.5.4	2
6	3, 4, 2, 1	U4L21: Comprehension: Sequence of Events	RL.5.5	2
WRITING				
7	A	U4L21: Spelling: Final /n/ or /ən/, /chər/, /zher/	L.5.2e	1
8	A	U4L21: Grammar: The Verbs <i>be</i> and <i>have</i>	L.5.1d	1
9	D	U4L21: Grammar: The Verbs <i>be</i> and <i>have</i>	L.5.1d	2
10	I was nervous...., I has been...	U4L21: Grammar: The Verbs <i>be</i> and <i>have</i>	L.5.1d	2

Weekly Test Lesson 22

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	See rubric on p. T35.	U5L22: Comprehension: Author's Word Choice	RL.5.4	3
	Sample two-point response: Misaki does not like winter. The author uses words that help the reader understand how Misaki feels. The shower is described as "nice, warm" and then the car is called "freezing cold" to show how different the two are. The author says that Misaki hates having to wear a hat to keep warm and that Misaki doesn't like to see the pretty snow get dirty.			
	Sample one-point response: Misaki does not like winter. The author shows how Misaki thinks winter is bad by calling it freezing and dirty.			
2	2, 5	U5L22: Vocabulary Strategy: Reference Materials	L.5.4c	2
3	B	U5L22: Comprehension: Author's Word Choice	RL.5.4	2
4	D; D	U5L22: Comprehension: Theme	RL.5.2	2
5	A	U5L22: Comprehension: Visual Elements	RL.5.7	2
6	D	U5L22: Comprehension: Theme	RL.5.2	2
WRITING				
7	A	U5L22: Spelling: Final /ĭj/, /ĭv/, /ĭs/	L.5.2e	1
8	A	U5L22: Grammar: Perfect Tenses	L.5.1b	2
9	The coaster have..., We enjoyed...	U5L22: Grammar: Perfect Tenses	L.5.1b	2
10	See rubric on p. T35.	U5L22: Writing: Organization	W.5.4	3
	Sample two-point response: There are three pigs building houses to protect themselves from a wolf. The first pig builds his house out of straw, the second builds his house out of sticks, and the third pig builds his house out of bricks. First, the wolf knocks down the straw house, so the pig runs next door to the house of sticks. Then the wolf knocks down the house of sticks too, so the two pigs run next door to the brick house. Finally, the wolf tries to knock down the brick house, but can't. The pigs are safe!			
	Sample one-point response: Three pigs build straw, sticks, and brick houses to protect themselves from a wolf. The wolf knocks down the straw house, so the pig runs to the next house. The wolf knocks down the house of sticks too, so the two pigs run to the brick house. The wolf tries to knock down the brick house, but can't.			

Weekly Test Lesson 23

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U5L23: Comprehension: Text and Graphic Features	RI.5.5	2
2	A	U5L23: Vocabulary Strategy: Adages and Proverbs	L.5.5b	2
3	To keep a...	U5L23: Comprehension: Main Ideas and Details	RI.5.2	2
4	See rubric on p. T35.	U5L23: Comprehension: Text and Graphic Features	RI.5.5	3
	Sample two-point response: The drawing of the felt hat helped me to understand what a brim looked like. The text gives a lot of detail on how to care for the brim, and so the drawing helped me to understand that part more.			
	Sample one-point response: The drawing showed me the parts of the hat. This helped me understand the text more.			
5	A	U5L23: Comprehension: Adages	RI.5.4	2
6	C; D	U5L23: Comprehension: Main Ideas and Details	RI.5.2	2
WRITING				
7	D	U5L23: Grammar: Easily Confused Verbs	W.5.5	2
8	A	U5L23: Spelling: Stressed/Unstressed Syllables	L.5.2e	1
9	learning, Can	U5L23: Grammar: Easily Confused Verbs	W.5.5	2
10	See rubric on p. T35.	U5L23: Writing: Opinion	W.5.4	3
	Sample two-point response: For students, having a cell phone in class is just like having another tool that they can use to look up anything. Taking away cell phones will only take away another way for students to learn. Teachers should find new ways to teach that use the technology they have. Cell phones are just another kind of helpful technology.			
	Sample one-point response: For students, having a cell phone in class is just like having another tool that they can use to look up anything.			

Weekly Test Lesson 24

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U5L24: Vocabulary Strategy: Using Context	L.5.4a	2
2	See rubric on p. T35.	U5L24: Comprehension: Figurative Language	RL.5.4	3
	Sample two-point response: The phrases help to show how excited and happy the Hakim kids are. Having a smile a mile wide and giving a bear hug are exaggerations that show Nadia and Rabbie are very excited to see Ahmed.			
	Sample one-point response: The phrases show that the kids are excited.			
3	D	U5L24: Comprehension: Figurative Language	RL.5.4	2
4	B	U5L24: Comprehension: Cause and Effect	RL.5.5	1
5	See answers below.	U5L24: Comprehension: Cause and Effect	RL.5.5	2
	Mom said she needs Ahmed's help because they are expecting overnight visitors. Mom planned activities because she wanted to keep the Hakim kids busy. Mom said she is proud because Ahmed did a good job with the Hakim kids.			
6	B; B	U5L24: Comprehension: Point of View	RL.5.6	2
WRITING				
7	B	U5L24: Spelling: Prefixes <i>in-</i> , <i>un-</i> , <i>dis-</i> , <i>mis-</i>	L.5.2e	1
8	C	U5L24: Grammar: Making Comparisons	W.5.5	1
9	B	U5L24: Grammar: Making Comparisons	W.5.5	2
10	better, thinnest	U5L24: Grammar: Making Comparisons	W.5.5	2

Weekly Test Lesson 25

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	See rubric on p. T35.	U5L25: Comprehension: Main Ideas and Details	RI.5.2	3
	Sample two-point response: This section talks about the opportunities there were for people who went west. The Homestead Act gave people land for free or a small price. New towns also needed stores and doctors. Gold in California was another reason to go west.			
	Sample one-point response: This section is about why people moved west. They had opportunities.			
2	B	U5L25: Comprehension: Explain Historical Events	RI.5.3	2
3	C; A	U5L25: Comprehension: Primary Sources	RI.5.8	3
4	C	U5L25: Comprehension: Analogies	L.5.5c	2
5	See answers below.	U5L25: Comprehension: Explain Historical Events	RI.5.3	2
	Unexplored Land: Settlers looking for adventure Homestead Act: Settlers looking for homes California Gold Rush: Settlers looking for riches			
6	A	U5L25: Comprehension: Main Ideas and Details	RI.5.2	2
WRITING				
7	C	U5L25: Spelling: Suffix <i>-ion</i>	L.5.2e	1
8	B	U5L25: Grammar: Contractions	W.5.5	1
9	To prepare for...	U5L25: Grammar: Contractions	W.5.5	1
10	See rubric on p. T35.	U5L25: Writing: Elaboration	W.5.1b	3
	Sample two-point response: The story of Sarah Anderson's first trip on the transcontinental railroad was very absorbing. Her story of leaving home and taking in the sights as she crossed the country was very real. Her descriptions of the scenery made me feel like I was on the train with her. I suggest everyone read this book.			
	Sample one-point response: Sarah Anderson's first trip on the transcontinental railroad was interesting. I liked the scenes of her traveling across the country.			

Weekly Test Lesson 26

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D; A	U6L26: Comprehension: Text and Graphic Features	RI.5.3	2
2	A	U6L26: Vocabulary Strategy: Multiple-Meaning Words	L.5.4a	1
3	See rubric on p. T35.	U6L26: Comprehension: Text and Graphic Features	RI.5.3	3
	Sample two-point response: The third image shows some of the heavy equipment mentioned in the text. The reader can see that loggers no longer have to move all of the logs by hand and can see what one of the machines used today looks like.			
	Sample one-point response: The image shows equipment used in logging.			
4	C	U6L26: Comprehension: Text and Graphic Features	RI.5.3	2
5	See answer below.	U6L26: Comprehension: Text and Graphic Features	RI.5.3	1
	Business of Logging: The lumber industry...; Avoiding Danger: The logger uses other...; Logging Now: Today's loggers use...			
6	B	U6L26: Comprehension: Text and Graphic Features	RI.5.3	2
WRITING				
7	D	U6L26: Spelling: Word Parts: <i>com-</i> , <i>con-</i> , <i>pre-</i> , <i>pro-</i>	L.5.2e	1
8	C	U6L26: Grammar: Possessive Nouns	W.5.5	2
9	Krysta put...	U6L26: Grammar: Possessive Nouns	W.5.5	2
10	See rubric on p. T35.	U6L26: Writing: Elaboration	W.5.2b	3
	Sample two-point response: Rubber is a strong, stretchy substance that comes from a white sap produced by rubber trees. Rubber trees contain this sap; however the sap by itself becomes brittle when dried. The Mayans discovered that if they mixed the rubber sap with juice from a vine that grows up the rubber trees, the mixture formed a mass of rubber that could be shaped. They used the rubber substance to make many things. They made balls and rubber sandals, and they used rubber for glue, paint, and even lip balm. Rubber is still used today for these same things, and a lot more.			
	Sample one-point response: Rubber comes from a white sap produced by rubber trees and the juice from a vine that grows up the rubber trees. The Mayans discovered this mixture. They used it to make balls and sandals. Rubber is still used today.			

Weekly Test Lesson 27

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	A	U6L27: Comprehension: Theme	RL.5.2	2
2	D; The actual spot..., It just looks...	U6L27: Comprehension: Theme	RL.5.2	3
3	A	U6L27: Comprehension: Theme	RL.5.2	2
4	D	U6L27: Vocabulary Strategy: Suffixes <i>-ness, -less, -ment</i>	L.5.4a	1
5	B	U6L27: Comprehension: Theme	RL.5.2	2
6	See rubric on p. T35.	U6L27: Comprehension: Theme	RL.5.2	3
	Sample two-point response: The theme of the entire play is that history can be mysterious and interesting. Diego is bored until he learns about the mystery of the Roanoke colony. He shows excitement and interest when he learns about the mystery of Roanoke.			
	Sample one-point response: The theme of the entire play is that history is not boring. Diego becomes interested in history when they learn about Roanoke.			
WRITING				
7	C	U6L27: Spelling: Suffixes <i>-ant, -ent, -able, -ible, -ism, -ist,</i>	L.5.2e	1
8	B	U6L27: Grammar: Titles and Abbreviations	L.5.2	2
9	B	U6L27: Grammar: Titles and Abbreviations	L.5.2	2
10	Today, Dtr. Elena..., Singing Beach on...	U6L27: Grammar: Titles and Abbreviations	L.5.2	2

Weekly Test Lesson 28

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	B	U6L28: Comprehension: Fact and Opinion	RI.5.8	2
2	Kids will..., It will be...	U6L28: Comprehension: Fact and Opinion	RI.5.8	2
3	See rubric on p. T35.	U6L28: Comprehension: Fact and Opinion	RI.5.8	3
	Sample two-point response: Both people are excited about the find. Sarah Wiggins calls it a "tremendous find," which shows she thinks it's important. Rick Fowler thinks kids will love the fossils they find and that it will be "fun and educational" for everybody.			
	Sample one-point response: Both people think the dig is good. They think people in town will be excited too.			
4	A	U6L28: Vocabulary Strategy: Idioms	L.5.4b	2
5	A	U6L28: Comprehension: Fact and Opinion	RI.5.8	2
6	B; A	U6L28: Comprehension: Fact and Opinion	RI.5.8	2
WRITING				
7	A	U6L28: Spelling: Greek Word Parts	L.5.2e	1
8	C	U6L28: Grammar: Commas in Sentences	L.5.2b	2
9	A	U6L28: Grammar: Commas in Sentences	L.5.2b	2
10	Although she..., My brother is...	U6L28: Grammar: Commas in Sentences	L.5.2b	2

Weekly Test Lesson 29

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U6L29: Comprehension: Conclusions and Generalizations	RL.5.1	2
2	A	U6L29: Vocabulary Strategy: Greek and Latin Roots	L.5.4b	1
3	See answers below.	U6L29: Comprehension: Conclusions and Generalizations	RL.5.1	2
	Andrew: Bonds with Lucy..., Thinks Lucy is...; Mom: Thinks Lucy is...; Mr. Dylan: Works with service dogs, Thinks Lucy is...			
4	D; A	U6L29: Comprehension: Conclusions and Generalizations	RL.5.1	2
5	See rubric on p. T35.	U6L29: Comprehension: Conclusions and Generalizations	RL.5.1	3
	Sample two-point response: Lucy is trained to stay right by a person's side and wait for commands before acting. She doesn't leave Andrew's side and waits for Andrew before crossing the street.			
	Sample one-point response: Lucy stays right by Andrew's side when they go for a walk.			
6	C	U6L29: Comprehension: Conclusions and Generalizations	RL.5.1	2
WRITING				
7	B	U6L29: Grammar: More Commas	L.5.2a	2
8	C	U6L29: Grammar: More Commas	L.5.2a	2
9	interrupt, disrrupted	U6L29: Spelling: Latin Word Parts	L.5.2e	1
10	See rubric on p. T35.	U6L29: Writing: Organization	W.5.4	3
	Sample two-point response: Our town's new community center will be opening its doors next Friday. It will offer a variety of activities and the space needed to entertain a lot of people.			
	Sample one-point response: There is a new town community center.			

Weekly Test Lesson 30

Item Number	Correct Answer	Unit, Lesson, Program Skill	CCSS	Depth of Knowledge
READING				
1	D	U6L30: Comprehension: Main Ideas and Details	RI.5.2	2
2	B; C	U6L30: Vocabulary Strategy: Word Origins	L.5.4a	2
3	B	U6L30: Comprehension: Main Ideas and Details	RI.5.2	2
4	A	U6L30: Comprehension: Main Ideas and Details	RI.5.2	2
5	See rubric on p. T35.	U6L30: Comprehension: Main Ideas and Details	RI.5.2	3
	Sample two-point response: The author uses the example of the problem of the short ropes to show how successful problem solvers work through a problem. This detail is used to show options of how that particular problem can be solved throughout the article.			
	Sample one-point response: The example with the ropes shows how to solve problems.			
6	B	U6L30: Comprehension: Main Ideas and Details	RI.5.2	2
WRITING				
7	D	U6L30: Spelling: Words from Other Languages	L.5.2e	1
8	C	U6L30: Grammar: Other Punctuation	W.5.5	2
9	The man at...	U6L30: Grammar: Other Punctuation	W.5.5	2
10	See rubric on p. T35.	U6L30: Writing: Elaboration	W.5.2b	3
	Sample two-point response: Our city zoo is taking part in conservation programs for several animal species. Several elementary schools have participated in the zoo's efforts. Students at an elementary school in Brooklyn wrote a book about a rhinoceros. The profits from selling the books are contributed to the International Rhino Foundation.			
	Sample one-point response: Our city zoo is taking part in conservation programs for several animal species. Several elementary schools have participated in the zoo's efforts. Our school could participate in the program too.			