Reading at Home for Families



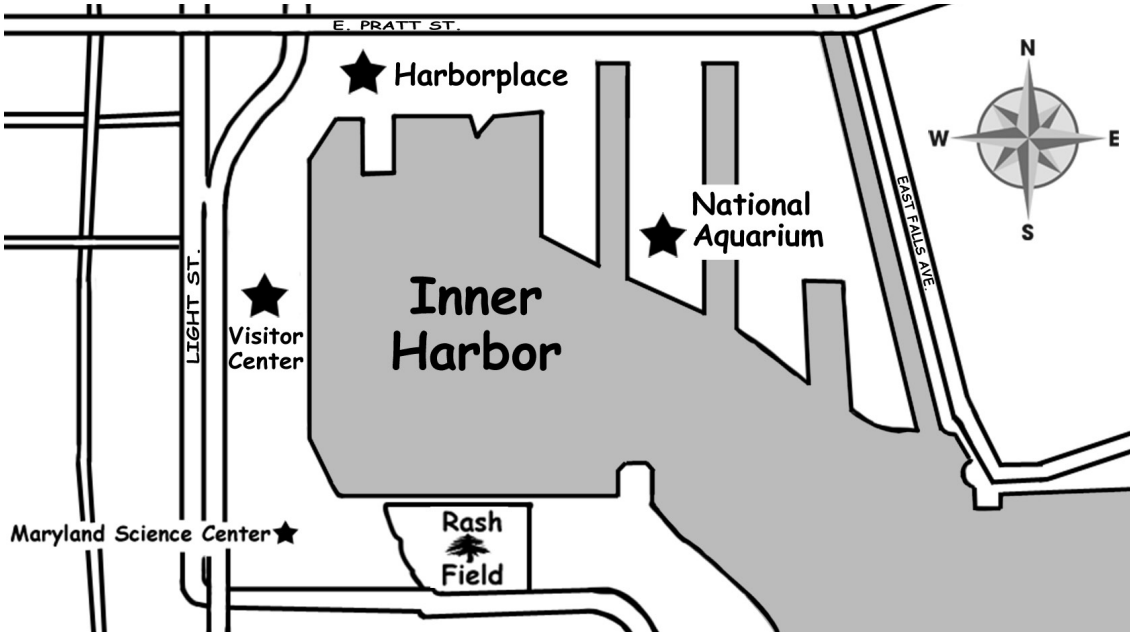
TEST PREP

3rd Grade

Name _____ Date _____

Read the passage and answer the questions that follow.

Cleaning Up the Harbor



Getting Around the Port of Baltimore: Visitors can ride a water taxi to see the harbor sights.

1 The city of Baltimore has a great harbor. But, like many other harbors, it faces some problems. There is trash floating in the water. It is an unsightly mess. The dirty water can also cause health problems. That's why Baltimore started the Healthy Harbor project in 2011.

2 The debris in the harbor comes from the city's streets. The streets have storm drains for rainwater. As water flows down the streets, it picks up trash. The water then pours into the storm drains. Then, it flows into streams and underground pipes. Finally, it all empties into the harbor.

GO ON

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

3 The people of the city decided to do something about the trash. The mayor started the Mayor's Fall and Spring Cleanups to encourage people to clean up their neighborhoods. Schoolchildren painted colorful murals to remind people not to litter. Workers painted the storm drains blue. This reminded people about where the trash on the street goes. Then the city put "trash wheels" in the harbor. These are water wheels that pick up trash and put it into containers.

4 People from all neighborhoods are cleaning up the streets. They collect milk cartons, soda cans, and plastic bags to recycle. People see their neighbors cleaning the streets. It reminds everyone to put trash where it belongs.

5 Today, the Healthy Harbor project is working. Citizens are taking good care of their city. Tons of trash continue to be removed. The harbor is getting cleaner every day.



1. The following item has two parts. Answer Part A and then answer Part B.

Part A

What text structure does the author use to organize the information in paragraph 1?

A. comparison

B. cause and effect

C. definition

D. fact and opinion

Part B

Which sentence from paragraph 1 supports the answer to Part A?

A. "The city of Baltimore has a great harbor."

B. "But, like many other harbors, it faces some problems."

C. "It is an unsightly mess."

D. "That's why Baltimore started the Healthy Harbor project in 2011."

2. What does the word unsightly mean as it is used in paragraph 1?

A. unhealthy

B. smelly

C. difficult

D. ugly



Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

3. The following item has two parts. Answer Part A and then answer Part B.

Part A

What text structure does the author use to organize the information in paragraph 2?

A. definition

B. chronological order

C. comparison

D. fact and opinion

Part B

Which phrase from paragraph 2 supports the answer to Part A?

A. "The debris in the harbor comes from the city's streets."

B. "The streets have storm drains for rainwater."

C. "As water flows down the streets, it picks up trash."

D. "Then, it flows into streams and underground pipes."

4. What does the word debris mean as it is used in paragraph 2?

A. food

B. plastic

C. trash

D. seaweed

5. How does the map add meaning to the passage?

A. It shows where the trash collected from the inner harbor is placed.

B. It shows the location of the "trash wheels" the city put in the harbor.

C. It shows how close the inner harbor is to Baltimore's landmarks.

D. It shows how trash flows from Baltimore's streets to its inner harbor.

GO ON

6. What inference is supported by the map caption?

A. People come to Baltimore to view landmarks around the harbor.

B. Not many people go to the Maryland Science Center.

C. It is difficult for Baltimore citizens to get around the inner harbor.

D. Water taxis have to avoid all of the trash that builds up in the harbor.

7. What **two** sentences can be used to create a summary of this passage?

A. The city of Baltimore has a great harbor.

B. Trash from Baltimore's streets ended up in the city's harbor.

C. "Trash wheels" collect trash from the water and put it in containers.

D. Most cities with harbors face a lot of problems with trash collection.

E. The people of Baltimore worked together to clean the city's harbor.



Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

DO NOT WRITE ON THIS PAGE

Name _____ Date _____

Read the passage and answer the questions that follow.

Not for Sale!

1 The people of Berkeley, California, want to keep their post office. The building is big and takes up half a block. It has been there since 1915. The inside is made of marble and oak. On the wall is a painting that shows the city's early history.

2 This building became a National Historic Place in 1998. That means it is important to U.S. history. It is also special to many people in the city. For some, it is the only post office they have ever used. But the U.S. Postal Service, or USPS, plans to sell it and open a smaller one.

3 The Berkeley post office is one of many post offices that will be sold because the USPS can no longer afford to keep them open. One reason is that many people do not send mail anymore. E-mail is faster and easier. With less mail being sent, the USPS earns less money from people buying postage.

4 For weeks, people in the city held protests. They stood in front of the post office with signs. Some signs said, "Save the People's Post Office." Others said, "Our Post Office Is Not for Sale." Some protesters set up tents on the sidewalk and slept in front of the post office. They wanted to call attention to the problem.

5 The people of Berkeley hope the post office will not be sold. They want to keep it an important place in their city.

GO ON

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

1. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the central idea of this passage?

A. People in Berkeley are trying to save their post office.

B. Most people use e-mail instead of the postal service.

C. Protesters in Berkeley slept on the sidewalk.

D. The USPS plans to build a smaller post office.

Part B

Which relevant detail **best** supports the central idea from Part A?

A. "This building became a National Historic Place in 1998." (paragraph 2)

B. "But the U.S. Postal Service, or USPS, plans to sell it and open a smaller one." (paragraph 2)

C. "One reason is that many people do not send mail anymore." (paragraph 3)

D. "They stood in front of the post office with signs." (paragraph 4)

2. What text structure does the author use in paragraph 3?

A. cause and effect

B. chronology

C. comparison

D. problem and solution

3. Which sentence provides the best summary for this passage?

A. Many post offices are closing because most people use email now.

B. The post office in Berkeley, California is important to U.S. history.

C. Berkeley citizens are protesting the closing of their post office.

D. Post offices are large buildings made out of marble and oak.



4. What does the word protests mean as it is used in paragraph 4?

A. parades in the streets

B. shows of disapproval of something

C. signs with written messages

D. groups of people sleeping in tents

5. The following item has two parts. Answer Part A and then answer Part B.

Part A

What idea can the reader infer from this passage?

A. The people in Berkeley send less mail than most Americans.

B. The post office was a busy place before e-mail was invented.

C. The city government of Berkeley does not support the post office.

D. The post office is the largest building in the city of Berkeley.

Part B

Which relevant detail from the passage **best** supports the inference in Part A?

A. "The building is big and takes up half a block." (paragraph 1)

B. "On the wall is a painting that shows the city's early history." (paragraph 1)

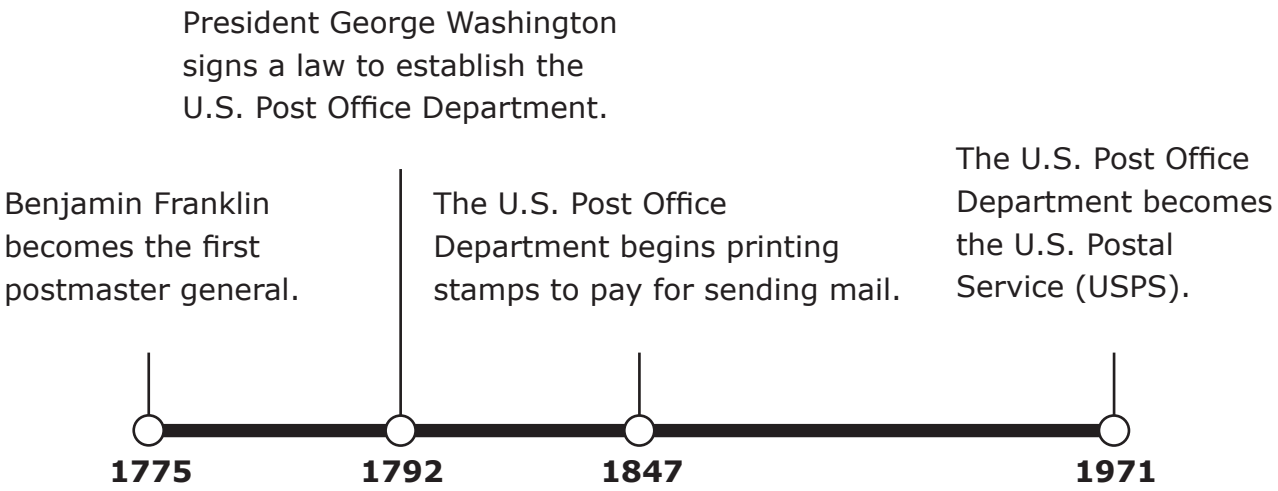
C. "One reason is that many people do not send mail anymore." (paragraph 3)

D. "They wanted to call attention to the problem." (paragraph 4)



Read the passage and answer the questions that follow.

The U.S. Postal Service



1 Today, many towns and cities in the United States have a post office. People depend on the U.S. Postal Service. It is easy to send mail to someone hundreds of miles away. But sending mail was not always so simple.

2 During the 1600s, most messages traveled by word of mouth. Colonists did send and receive mail from Britain. But there were no post offices. Letters took months to arrive. They were left at stores or taverns. Colonists had to pick them up.

3 In 1775, Benjamin Franklin became the first postmaster general. Franklin set up mail routes from Maine to Florida. He established regular service to Britain. Soon, post offices were built around the country.

4 As people began moving west in the 1800s, the postal service had to expand. Mail went by stagecoach. But this could take a month or more.

GO ON

5 In 1860, a group of people tried to fix this problem. They decided to use riders on horseback to deliver the mail. This system was known as the Pony Express. It ran from Missouri to California. The system had planned stops every 10 to 15 miles. The riders carried mail from stop to stop. They also changed to a new horse at each stop. So riders could rest, a new rider took over every 100 miles. The riders traveled through terrible weather and rough land. But the mail was delivered faster than by stagecoach.

6 Once the telegraph* was invented, the Pony Express was no longer needed. But people still sent paper mail. Soon, trains began carrying the mail. By 1930, more than 10,000 trains carried mail around the country. Next, the highway system was built. Trucks began carrying mail during the 1960s.

7 Today, mail is moved mostly by large trucks and airplanes. They carry mail to post offices around the country. At the post office, the mail is sorted. Then it is given to a mail carrier, who delivers it to your mailbox.

*A telegraph uses electricity to send messages by a wire.



6. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the central idea in the passage?

A. Ben Franklin ran the first post office in this country.

B. Today, trucks carry mail around the United States.

C. The Pony Express was a fast way to move mail.

D. The U.S. Postal Service has a long history.

Part B

Which relevant detail **best** supports the central idea from Part A?

A. "During the 1600s, most messages traveled by word of mouth." (paragraph 2)

B. "He established regular service to Britain." (paragraph 3)

C. "As people began moving west in the 1800s, the postal service had to expand." (paragraph 4)

D. "They carry mail to post offices around the country." (paragraph 7)

7 What new information does the timeline contribute to the passage? Select **two** answers.

A. Benjamin Franklin set up mail routes around the country.

B. The Post Office Department started printing stamps in 1847.

C. The Pony Express used horses and riders to deliver mail.

D. Trucks began carrying mail in the United States during the 1960s.

E. The U.S. Post Office Department became the USPS in 1971.



8. What does the word established mean as it is used in paragraph 3?

A. set up

B. traveled to

C. worked for

D. found out about

9. What text structure does the author use in this passage?

A. descriptive

B. problem and solution

C. cause and effect

D. chronological

GO ON

10. Compare and contrast how the authors of "Not for Sale!" and "The U.S. Postal Service" present information about post offices. Decide whether the idea was presented by the author of "Not for Sale!", the author of "The U.S. Postal Service," or **both** authors. Fill in the bubble in the correct box beside each idea.

Idea Presented by Author	Only Author of "Not for Sale!"	Only Author of "The U.S. Postal Service"	Both Authors
The USPS is an important part of U.S. history.	○	○	○
Benjamin Franklin was the first person to run the U.S. Post Office Department.	○	○	○
People do not send as many letters since e-mail was invented.	○	○	○



Answer Key

Unit 3 Week 1 Assessment

		Skill/Strategy Assessed	DOK	Item Type		B.E.S.T. Standards
1A.	B	Identify Text Structure (Cause/Effect)	2	Evidence-Based Selected Response (EBSR)	1	3.R.2.1
1B.	D	Identify Text Structure (Cause/Effect)	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.1
2.	D	Use Context Clues to Determine Meaning	2	Multiple Choice	1	3.V.1.3
3A.	B	Identify Text Structure (Chronological Order)	2	Evidence-Based Selected Response (EBSR)	1	3.R.2.1
3B.	D	Identify Text Structure (Chronological Order)	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.1
4.	C	Use Context Clues to Determine Meaning	2	Multiple Choice	1	3.V.1.3
5.	C	Explain How Text Features Contribute to Meaning	2	Multiple Choice	1	3.R.2.1
6.	A	Explain How Text Features Contribute to Meaning	2	Multiple Choice	1	3.R.2.1
7.	B, E	Summarize: Use Central Idea and Relevant Details	2	Multiselect	2	3.R.3.2b

Total: 10 Points

Grade 3 Unit 3: Week 1 Assessment

1. **Part A**

A. Incorrect. Although one sentence compares Baltimore to other cities, the paragraph as a whole uses a cause and effect structure to explain why Baltimore started the Healthy Harbor project.

B. Correct. This paragraph follows a cause and effect structure to explain why Baltimore started the Healthy Harbor project.

C. Incorrect. The author does not define any key terms in this paragraph, but instead follows a cause and effect structure to explain why Baltimore started the Healthy Harbor project.

D. Incorrect. Although the author expresses opinions in a few sentences, the paragraph as a whole uses a cause and effect structure to explain why Baltimore started the Healthy Harbor project.

Part B

A. Incorrect. This sentence contains an opinion, but the rest of the paragraph follows a cause and effect text structure.

B. Incorrect. This sentence contains a comparison, but the rest of the paragraph follows a cause and effect text structure.

C. Incorrect. This sentence contains an opinion, but the rest of the paragraph follows a cause and effect text structure.

D. Correct. The signal words "that's why" shows that this sentence introduces the effects of the causes described in the previous sentences.

2. A. Incorrect. Although the passage says the trash is unhealthy, the word unsightly describes how the trash looks in the harbor.

B. Incorrect. Although the trash may be smelly, the word unsightly does not describe how it smells.

C. Incorrect. Although the trash in the harbor may be difficult to clean up, this is not the meaning of unsightly.

D. Correct. The trash in the harbor makes a mess that looks ugly.

3. **Part A**

A. Incorrect. This paragraph presents events in the order in which they happened. It does not define a key term or concept.

B. Correct. Signal words such as "then" and "finally" show that the author uses chronological order to organize the information in this passage.

C. Incorrect. The author does not compare events in this paragraph, but rather arranges them in the order in which they happened.

D. Incorrect. The author presents facts in this paragraph, but does not express an opinion.

Part B

A. Incorrect. This sentence does not contain signal words or phrases that organize events in chronological order.

B. Incorrect. This sentence contains a fact, but the paragraph is organized in chronological order.

C. Incorrect. This sentence does not contain a comparison, nor does it best support chronological text structure.

D. Correct. The signal word "Then" at the beginning of the sentence (and the signal word "Finally" in the sentence that follows) shows that the author is arranging events in chronological order.

4. A. Incorrect. Although remains of food may be among the things washing into the harbor, this is not the meaning of debris.

B. Incorrect. Although some of the debris washing into the harbor may be plastic, this is not the meaning of debris.

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

C. Correct. Debris is described as trash that flows into the harbor.

D. Incorrect. Although seaweed is found in some bodies of water, it does not come from the city streets.

5. A. Incorrect. The passage explains that the trash from the harbor is put "into containers," but the map does not provide any additional information about where this trash goes.

B. Incorrect. The passage describes how the "trash wheels" work, but the map does not provide any information about them.

C. Correct. The map shows that the inner harbor is close to the National Aquarium, Harborplace, and the Visitor Center. The landmarks are not mentioned in the passage.

D. Incorrect. The passage describes how trash flows into Baltimore's harbor, but the map does not provide any more information about this process.

6. A. Correct. The caption indicates that visitors can "ride a water taxi to see the harbor sights."

B. Incorrect. The caption mentions visitors, but does not say how many go to the Maryland Science Center.

C. Incorrect. The caption does not describe how citizens get around the inner harbor.

D. Incorrect. The caption mentions water taxis, but doesn't say anything about avoiding trash in the harbor.

7. A. Incorrect. This sentence shares the author's opinion about Baltimore. It does not identify a central idea or relevant details from the passage.

B. Correct. This sentence identifies the main problem the author describes in the passage.

C. Incorrect. While this detail is taken directly from the passage, it does not help readers understand the central idea and relevant details in the passage.

D. Incorrect. The author briefly mentions other cities with harbors, but the main focus of this passage is the city of Baltimore.

E. Correct. This sentence describes the primary effect of the problem introduced at the beginning of the passage.

Answer Key

Unit 3 Week 2 Assessment

Question	Answer	Skill/StrategyAssessed	DOK	Item Type	Points	B.E.S.T. Standards
1A.	A	Identify the Central Idea and Explain How Relevant Details Support It	2	Evidence-Based Selected Response (EBSR)	1	3.R.2.2
1B.	D	Identify the Central Idea and Explain How Relevant Details Support It	2	Evidence-Based Selected Response (EBSR)	1	3.R.2.2
2.	A	Identify Text Structure (Cause/Effect)	2	Multiple Choice	1	3.R.2.1
3.	C	Summarize: Use Central Idea and Relevant Details	2	Multiple Choice	1	3.R.3.2b
4.	B	Use Context Clues to Determine Meaning	2	Multiple Choice	1	3.V.1.3
5A.	B	Identify the Central Idea and Explain How Relevant Details Support It	2	Evidence-Based Selected Response (EBSR)	1	3.R.2.2
5B.	C	Identify the Central Idea and Explain How Relevant Details Support It	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.2
6A.	D	Identify the Central Idea and Explain How Relevant Details Support It	2	Evidence-Based Selected Response (EBSR)	1	3.R.2.2
6B.	C	Identify the Central Idea and Explain How Relevant Details Support It	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.2
7.	B, E	Explain How Text Features Contribute to Meaning	2	Multiselect	2	3.R.2.1
8.	A	Use Context Clues to Determine Meaning	2	Multiple Choice	1	3.V.1.3

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Question	Answer	Skill/StrategyAssessed	DOK	Item Type	Points	B.E.S.T. Standards
9.	D	Identify Text Structure (Chronological)	2	Multiple Choice	1	3.R.2.1
10.	See Answer Chart and 2-Point Scoring Rubric.	Compare and Contrast How Two Authors Present Information on the Same Topic	3	Table Match	2	3.R.3.3

Total: 15 Points

Answer Chart for Question 10

Idea Presented by Author	Only Author of "Not for Sale!"	Only Author of "The U.S. Postal Service"	Both Authors
The USPS is an important part of U.S. history.			X
Benjamin Franklin was the first person to run the U.S. Post Office Department.		X	
People do not send as many letters since e-mail was invented.	X		

2-Point Scoring Rubric for Question 10

2	2 points for 3 correct answers
1	1 point for 2 correct answers
0	0 points for 1 or 0 correct answers

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Grade 3 Unit 3: Week 2 Assessment

1. **Part A**

   A. Correct. The passage describes people's efforts to save the Berkeley post office.

   B. Incorrect. Although this sentence describes why the USPS can no longer afford the large post office, this detail is not the central idea.

   C. Incorrect. Although this sentence describes what some protesters did in Berkeley, it is not the central idea.

   D. Incorrect. Although this sentence describes the USPS's plans for a future post office, it is not the central idea.

   Part B

   A. Incorrect. Although this sentence tells a fact about Berkeley's post office, it does not support the central idea from Part A.

   B. Incorrect. Although this sentence shows what the USPS wants to do with the post office, it does not support the central idea from Part A.

   C. Incorrect. Although this sentence gives a reason the USPS wants to sell the post office, it does not support the central idea from Part A.

   D. Correct. This detail supports the central idea by describing something people did to try to save the post office.

2. A. Correct. The signal words "one reason" in the second sentence show that the author is identifying the cause of the effect described in the first sentence.

   B. Incorrect. While the first two paragraphs identify some key dates in the history of the Berkeley post office, paragraph 3 does not follow a chronological text structure.

   C. Incorrect. The author does not make any comparisons in this paragraph.

   D. Incorrect. The author identifies a problem in this paragraph, but does not identify a solution.

3. A. Incorrect. This passage focuses on the post office in Berkeley, California, not "many" post offices.

   B. Incorrect. This is a detail the author shares in the passage, but it does not express the passage's central idea.

   C. Correct. The passage tells the history of the Berkeley post office, explains why it is closing, and describes what citizens are doing to stop the closing.

   D. Incorrect. The author's description in the first paragraph applies only to the Berkeley post office, not to all post offices.

4. A. Incorrect. Although some large protests may look like parades in the street, this is not the meaning of the word.

   B. Correct. In the passage, the protests consist of people showing their "disapproval" of selling the Berkeley post office.

   C. Incorrect. Although the protests in Berkeley included "signs with written messages," this is not the meaning of the word.

   D. Incorrect. Although the protests in Berkeley had people "sleeping in tents," this is not the meaning of the word.

5. **Part A**

A. Incorrect. Although people send less mail, the passage does not compare people in Berkeley with other Americans.

B. Correct. Readers can infer that the Berkeley post office was likely a busy place with many people before e-mail was invented.

C. Incorrect. Although the USPS is part of the U.S. government, the passage does not include information about Berkeley's local government.

D. Incorrect. Although the building is big, its size is not compared with that of other buildings in Berkeley.

Part B

A. Incorrect. Although this detail tells about the size of the building, it does not support the inference in Part A.

B. Incorrect. Although this detail provides information about the Berkeley post office, it does not support the inference in Part A.

C. Correct. This detail supports the inference that because people send less mail now, the post office is no longer a busy place.

D. Incorrect. Although this detail tells why people protested, it does not give information to support the inference in Part A.

6. **Part A**

A. Incorrect. Although Franklin was the first person to run the postal service as postmaster general, this is not the central idea of the passage.

B. Incorrect. Although trucks carry mail across the country, this is a relevant detail and not the central idea.

C. Incorrect. Although the Pony Express is an relevant detail, it is not a central idea in the passage.

D. Correct. The entire passage is about the historical development of mail delivery in the United States.

Part B

A. Incorrect. Since this detail describes what happened before there was regular mail delivery, it does not support the central idea from Part A.

B. Incorrect. Although this detail tells something that Franklin did, this detail does not directly support the central idea from Part A.

C. Correct. This relevant detail supports the central idea that the USPS has a long history.

D. Incorrect. Although this sentence refers to vehicles that carry mail, this detail does not support the central idea.

7. A. Incorrect. Although Franklin is mentioned in the timeline, it does not mention mail routes.

B. Correct. The information about stamps is found only in the time line.

C. Incorrect. Although the Pony Express appears in the timeline, this information also appears in the passage.

D. Incorrect. Although moving mail by truck is mentioned in the passage, it is not mentioned in the timeline.

E. Correct. The timeline shows that the Post Office Department's name changed in 1971. This information is not included in the passage.

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

8. A. Correct. Franklin established, or "set up," regular mail service to Britain.

B. Incorrect. Although Franklin may have "traveled to" Britain, this is not what happened when he established mail delivery to Britain.

C. Incorrect. Although Franklin "worked for" the early post office, the word established describes something he did as postmaster general.

D. Incorrect. Some people may have "found out about" postal service to Britain, but Franklin was the key person who established it.

9. A. Incorrect. This passage does not just describe an event, individual, or idea; it describes numerous events in the order in which they occurred.

B. Incorrect. Paragraphs 4 and 5 describe a problem and its solution, but this is not the text structure for the entire passage.

C. Incorrect. Some sentences describe causes and effects in this passage, but the paragraphs are organized according to the order in which the events described occurred.

D. Correct. The events described in this passage are organized in the order in which they occurred.

10. A. 1st idea: Both authors. The authors of passages both show that the USPS is important in U.S. history.

B. 2nd idea: Author of "The U.S. Postal Service." Only the author of this passage mentions Benjamin Franklin.

C. 3rd idea: Author of "Not for Sale." E-mail is mentioned only in this passage, as a reason for the decline of the USPS.

Name _____ Date _____

Read the passage and answer the questions that follow.

The King's New Shirt

CAST (in order of appearance)

WEAVER

KING

KING'S MINISTER

SETTING: *A faraway kingdom a long time ago.*

Scene 1: At the edge of the kingdom

1 **WEAVER:** *(to the audience)* Did you hear about the king and his new shirt? No? It started a couple of weeks ago. I heard about a king who spends all his money on clothes. All of it! So I thought, if I play my cards right, I could make some serious money out of this. Then I made my plan.

Scene 2: A few weeks earlier in the KING's castle

2 **KING:** Why is this weaver standing here?

3 **WEAVER:** Mighty king, I am no ordinary weaver. My cloth is amazing and magical. In a shirt made from my cloth, you will outshine the sun. Also, only noble people can see my cloth. Common, low-born people cannot see it.

4 **KING:** *(thinking)* I must have a shirt made of this cloth. Then I will be able to tell who is truly noble. *(to the WEAVER)* Here, Weaver, take this sack of gold and buy what you need to make this cloth. Make me the most beautiful shirt the world has ever seen.

5 **KING'S MINISTER:** *(thinking)* I think I'm in trouble.

GO ON

Scene 3: A week later in the WEAVER's workroom

6 **KING'S MINISTER:** The King has sent me to see if the shirt is finished.

7 **WEAVER:** *(pointing to empty hanger)* As you see, Minister, the shirt is complete. Are not the colors rich and vibrant? Isn't the pattern amazing?

8 **KING'S MINISTER:** *(thinking)* I can't see a thing! But if I admit that, then everyone will know I am not noble. *(to the WEAVER)* This is indeed beautiful! The color is astounding. I will bring the King at once.

9 *(The KING'S MINISTER leaves and then returns with the KING.)*

10 **WEAVER:** Here is your beautiful new shirt, King. Take off your old shirt and try it on. Look, it's so long and flowing. Isn't it as soft as a butterfly's wing? *(The KING takes off his shirt. The WEAVER pretends to put a new shirt on the KING.)*

11 **KING'S MINISTER:** King, that is a very handsome shirt. It, ah, makes your eyes look so blue.

12 **KING:** *(thinking)* I can't see a thing! Am I not the most noble person in the kingdom? But I can't let anyone know that I don't see it. *(to the KING'S MINISTER)* Minister, lift up the hem of my shirt. I will go out and show the people my beautiful new shirt.

13 *(The KING, shirtless, and the KING'S MINISTER, holding up nothing, leave the room.)*

Scene 4: At the edge of the kingdom

14 **Weaver:** *(to the audience)* I didn't wait around to see what happened next. I took the bag of gold the King had given me and left the castle in a hurry, and I never looked back.



1. The following item has two parts. Answer Part A and then answer Part B.

Part A

What sentence **best** states the Weaver's perspective on the King?

A. The King is smart.

B. The King can be tricked.

C. The King is magical.

D. The King can be trusted.

Part B

Which sentence from the play supports the answer to Part A?

A. "Did you hear about the king and his new shirt?" (line 1)

B. "Are not the colors rich and vibrant?" (line 7)

C. "*The WEAVER pretends to put a new shirt on the KING.*" (line 10)

D. "*(to the audience)* I didn't wait around to see what happened next." (line 14)

2. Read this statement from Scene 1.

"So I thought, if I play my cards right, I could make some serious money out of this."

What does play my cards right mean as it is used in the play?

A. to win a card game

B. to make some money

C. to have a good attitude

D. to act in a clever way

3. Which sentence is an example of the Weaver using hyperbole?

A. "Mighty king, I am no ordinary weaver." (line 3)

B. "Common, low-born people cannot see it." (line 3)

C. "In a shirt made from my cloth, you will outshine the sun." (line 3)

D. "As you see, Minister, the shirt is complete." (line 7)



4. What does the word noble mean as it is used in line 3?

A. having a high class

B. acting as a ruler

C. raised in a castle

D. making a lot of money

5. Which detail from the play describes the King's Minister's perspective?

A. "The King has sent me to see if the shirt is finished." (line 6)

B. "*(pointing to empty hanger)* As you see, Minister, the shirt is complete." (line 7)

C. "*(thinking)* I can't see a thing! But if I admit that, then everyone will know I am not noble." (line 8)

D. "King, that is a very handsome shirt. It, ah, makes your eyes look so blue." (line 11)

6. Which line in Scene 2 **best** helps the reader predict what will happen in Scene 3?

A. "Mighty king, I am no ordinary weaver." (line 3)

B. "My cloth is amazing and magical." (line 3)

C. "I must have a shirt made of this cloth." (line 4)

D. "I think I'm in trouble." (line 5)

7. Which sentence **best** summarizes Scene 3?

A. The King changes his mind about the shirt.

B. The Weaver carries out his plan.

C. The King discovers the Weaver's trick.

D. The King's Minister fools the Weaver.



8. What does the word <u>astounding</u> mean as it is used in line 8?

A. dull

B. pretty

C. special

D. amazing

9. Which sentence **best** summarizes Scene 4?

A. The Weaver explains that his plan succeeded.

B. The King's Minister tells the King to get dressed.

C. The Weaver gives back the bag of gold.

D. The King walks outside in his underwear.

STOP

DO NOT WRITE ON THIS PAGE

Name _____ Date _____

Read the passage and answer the questions that follow.

A Beggar's Gold



1 Once there was a queen who was both rich and kind. Although she enjoyed her riches, she wanted to share them with the people she ruled. She wanted only deserving people to have her riches, so she made a decision. "I will share with those who are generous."

2 The queen disguised herself as a beggar and set off down the road. Soon she met a farmer in his field. "Dear woman, you look thirsty," the farmer said. "Come drink water from my well."

3 The queen gladly accepted the water. Then she told the farmer that she was really the queen. She took some gold pieces from her pocket and gave them to him. She declared, "By treating a beggar with such kindness, you earned a share of my riches."

GO ON

4 The queen continued down the road. Before long, a girl came along in a horse-drawn wagon. She stopped her horse and said, "Dear woman, you look tired. Ride with me in my wagon."

5 The queen gladly accepted the ride. After traveling a short distance, she told the girl she was the queen. She got down from the wagon and gave the girl some gold pieces, declaring, "By treating a beggar with such kindness, you earned a share of my riches."

6 Soon the queen reached a house. She rapped on the door, and a woman opened it. The sweet scent of a baking cake drifted outside.

7 "Kind woman," the queen said. "Will you give me a cake?"

8 The woman scowled and said, "Just one small cake for you." But when the woman took the cake from the oven, she decided it was too big for a beggar. "You must wait while I bake a smaller cake," she said.

9 The woman placed another pan of batter in the oven. But when the second cake was done, it was even bigger than the first cake. Once again, the woman said, "You must wait while I bake a smaller cake."

10 At that moment, the queen removed her disguise. Immediately the woman realized the beggar was really the queen and made a long, deep bow. Then she apologized again and again and offered both cakes to the queen.

11 The queen refused and gave the woman a harsh scolding, saying, "The cakes of such a stingy baker would leave a bad taste in my mouth." Then she left, certain that the woman would learn from her neighbors the price she had paid for her unkindness to a beggar.



1. The following item has two parts. Answer Part A and then answer Part B.

Part A

What sentence **best** states the queen's perspective on the farmer?

A. The farmer is cheap.

B. The farmer is lucky.

C. The farmer is generous.

D. The farmer is careful.

Part B

Which detail from the passage **best** supports the answer to Part A?

A. "Although she enjoyed her riches, she wanted to share them with the people she ruled." (paragraph 1)

B. "Soon she met a farmer in his field." (paragraph 2)

C. "Then she told the farmer that she was really the queen." (paragraph 3)

D. "'By treating a beggar with such kindness, you earned a share of my riches.'" (paragraph 3)

2. What is the queen's motivation at the beginning of the story?

A. She rode a short distance in a horse-drawn wagon.

B. She decided to disguise herself as a beggar.

C. She wanted to see who deserved to share her riches.

D. She noticed the sweet scent of a baking cake.

3. What does the word <u>beggar</u> mean as it is used in paragraph 2?

A. a person who is poor

B. a woman who bakes cakes

C. a worker on a farm

D. a person in disguise



4. Read this sentence from paragraph 6.

"She rapped on the door, and a woman opened it."

What does the word rapped mean in the sentence?

A. covered or folded

B. opened or unlocked

C. knocked or tapped

D. talked or chatted

5. What does the illustration help the reader understand about the queen and the woman? Select **two** answers.

A. The queen was truly hungry for some cake.

B. The queen showed that she was not a beggar.

C. The woman was angry that the queen tricked her.

D. The woman tried to make up for her bad behavior.

E. The queen felt a little bit sorry for the woman.

6. How does the girl respond to meeting the queen on the road?

A. The girl gives the queen a scolding.

B. The girl offers the queen a ride in a wagon.

C. The girl makes the queen a small cake.

D. The girl gives the queen a drink of water.

7. Which detail about the characters is shown in the illustration?

A. "'Kind woman,' the queen said. 'Will you give me a cake?'" (paragraph 7)

B. "But when the woman took the cake from the oven, she decided it was too big for a beggar." (paragraph 8)

C. "Once again, the woman said, 'You must wait while I bake a smaller cake.'" (paragraph 9)

D. "Then she apologized again and again and offered both cakes to the queen." (paragraph 10)

GO ON

Read the passage and answer the questions that follow.

The Tale of the Fisherman and the Genie

1 Long ago there lived a poor fisherman who barely made enough money to feed his family. One day when he pulled his net out of the sea, there was nothing in the net but an old bottle.

2 "Maybe I can sell this bottle," the fisherman thought. "There might even be something valuable inside." The fisherman pulled the top off the bottle.

3 As soon as the top was off, a cloud of gray smoke flowed out and grew into the shape of a giant man. This was no ordinary man, however. This was a genie—a magic spirit that can make wishes come true. Some genies are good, but others are terrible.

4 "You're going to regret opening my bottle!" the genie roared at the shocked fisherman.

5 "But I set you free!" the fisherman gasped. "You should be grateful and grant me my wishes."

6 "Wishes?" barked the genie. "For the first 100 years I was in that bottle, I did plan to grant three wishes to the person who set me free. But then another 100 years went by, and I was still in the bottle. I came up with a new plan. The person who set me free would get two wishes. After 300 years, it went down to one wish. After 400 years, I decided to take my revenge on the person who opened the bottle. And that person is you!"

7 The fisherman was no fool. He had an idea of his own.

8 "Nonsense!" said the fisherman. "I don't think you are even a real genie. Look at how big you are. You could never fit in that tiny bottle."



9 "You dare to doubt me?" growled the genie.

10 "That's right," answered the fisherman. "I'm pretty sure you're a liar."

11 "Then watch this!" shouted the angry genie, who changed himself into a puff of smoke and returned to the bottle. The fisherman quickly put the top back on and sealed the bottle tight. Then he threw the bottle back into the sea.



8. Why does the genie want revenge in the passage?

A. The genie believes that the fisherman asked for too many wishes.

B. The genie is upset that he was released from the bottle.

C. The genie blames the fisherman for putting him inside the bottle.

D. The genie is angry that he was trapped in the bottle for so long.

9. What does the word grateful mean as it is used in paragraph 5?

A. fearful

B. thankful

C. careful

D. helpful

10. Which detail from the passage reveals the narrator's perspective on the fisherman?

A. "One day when he pulled his net out of the sea, there was nothing in the net but an old bottle." (paragraph 1)

B. "'Maybe I can sell this bottle,' the fisherman thought." (paragraph 2)

C. "'But I set you free!' the fisherman gasped." (paragraph 5)

D. "The fisherman was no fool. He had an idea of his own." (paragraph 7)



11. How does the fisherman respond to the genie's actions?

A. He accuses the genie of being a fake.

B. He offers to pay the genie in gold.

C. He tells the genie how handsome he is.

D. He promises to ask for only two wishes.

12. How is the setting of "The Tale of the Fisherman and the Genie" similar to the setting of "A Beggar's Gold"? Choose **two** answers.

A. It takes place long ago.

B. It includes a poor farmer.

C. It takes place in a cottage.

D. It includes a magic bottle.

E. It begins outdoors.



Answer Key

Unit 4 Week 1 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1A.	B	Explain Characters' Perspectives	2	Evidence-Based Selected Response (EBSR)	1	3.R.1.3
1B.	C	Explain Characters' Perspectives	3	Evidence-Based Selected Response (EBSR)	1	3.R.1.3
2.	D	Identify and Explain Figurative Language (Hyperbole/Idiom)	2	Multiple Choice	1	3.R.3.1
3.	C	Identify and Explain Figurative Language (Hyperbole/Idiom)	1	Multiple Choice	1	3.R.3.1
4.	A	Use Context Clues to Determine the Meaning of Words and Phrases	2	Multiple Choice	1	3.V.1.3
5.	C	Explain Characters' Perspectives	2	Multiple Choice	1	3.R.1.3
6.	C	Summarize: Include Plot and Theme	2	Multiple Choice	1	3.R.3.2a
7.	B	Summarize: Include Plot and Theme	2	Multiple Choice	1	3.R.3.2a
8.	D	Use Context Clues to Determine the Meaning of Words and Phrases	2	Multiple Choice	1	3.V.1.3
9.	A	Summarize: Include Plot and Theme	2	Multiple Choice	1	3.R.3.2a

Total: 10 Points

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Grade 3 Unit 4: Week 1 Assessment

1. Part A

A. Incorrect. Because the Weaver tricks the King into buying an "invisble shirt," we can conclude that the Weaver does not think the King is smart.

B. Correct. Because the Weaver knows the King wants to spend his money on clothing, the Weaver knows the King can be tricked into buying an "invisible shirt."

C. Incorrect. Although the Weaver sells the Kig a "magical" shirt, there is no evidence in the text that shows that the Weaver thinks the King is magical.

D. Incorrect. The King trusts the Weaver to make him a nice shirt, but the Weaver does not have to trust the King with anything.

Part B

A. Incorrect. This statement sets up how the Weaver plans to trick the King but does not reveal that the Weaver thinks the King can be tricked.

B. Incorrect. This statement shows how the Weaver tries to trick the Minister, but not how he is tricking the King.

C. Correct. This stage direction shows the Weaver actively tricking the King by putting an "invisible shirt" on him.

D. Incorrect. This statement does not provide details about the Weaver's perspective of the King.

2. A. Incorrect. The characters in the play do not play cards, but the Weaver does figure out how to trick the King.

B. Incorrect. The Weaver makes money, but he does so by figuring out how to trick the King.

C. Incorrect. Although the Weaver acts pleasantly toward the King, he mostly wants to trick the King.

D. Correct. The phrase play my cards right is an idiom (figurative language) showing that the Weaver wants to "act in a clever way" to trick the King.

3. A. Incorrect. The Weaver praises the King and himself in this sentence, but he does not use hyperbole.

B. Incorrect. The Weaver refers to "common" people in this sentence, but he does not use hyperbole.

C. Correct. The Weaver's claim that the King will "outshine the sun" is an example of hyperbole, or exaggeration (figurative language).

D. Incorrect. The Weaver is pretending that he has finished the shirt, but this is not an example of hyperbole.

4. A. Correct. A noble person is someone who has "a high class," rank, or title, such as a king or duke.

B. Incorrect. Although a noble person may act "as a ruler," this is not the meaning.

C. Incorrect. Although a noble person may be "raised in a castle," this is not the meaning of the word.

D. Incorrect. Although a noble person may make "a lot of money," this is not the meaning of the word.

5. A. Incorrect. Although the King's Minister says this to the Weaver, it does not reveal the Minister's perspective.

B. Incorrect. Although the Weaver says this to the King's Minister, it does not reveal the Minister's perspective.

C. Correct. This private thought by the King's Minister reveals that he will not admit that he cannot see the King's shirt.

D. Incorrect. Although the King's Minister makes this statement to the King, it does not reveal his true perspective.

6. A. Incorrect. Although the Weaver is describing himself, this line does not help the reader predict what will happen next.

B. Incorrect. Although the Weaver is praising his magical cloth, this line does not help the reader predict what will happen next.

C. Correct. When the King says he "must have" the shirt, the reader can predict that the King will likely be tricked.

D. Incorrect. Although the King's Minister reveals his worry, this does not help the reader predict what will happen next.

7. A. Incorrect. Although the King cannot see the shirt, he does not change his mind about it.

B. Correct. The Weaver figures out a plan to make money by fooling the King.

C. Incorrect. Although the Weaver tricks the King, the King does not discover it.

D. Incorrect. Although the Weaver fools the King, the King's Minister does not fool the Weaver.

8. A. Incorrect. The King's Minister praises the colors in the shirt, so the word astounding does not mean "dull."

B. Incorrect. Although the King's Minister describes the shirt as "beautiful," astounding does not mean "pretty."

C. Incorrect. Although the King's Minister may think the shirt is "special," he calls it astounding because he is pretending to be highly impressed.

D. Correct. The word astounding means "amazing."

9. A. Correct. Scene 4 concludes the play with the Weaver's statement that he gets the gold and leaves.

B. Incorrect. Although the King decides in Scene 3 to show off his new shirt, the King's Minister does not tell him to get dressed in Scene 4.

C. Incorrect. The Weaver tells how he took the bag of gold, but he does not give it back.

D. Incorrect. The King leaves the room in Scene 3, but does not appear in Scene 4. The reader is to presume that the King walks outside with no shirt on.

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Answer Key

Unit 4 Week 2 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1A.	C	Explain Characters' Perspectives	2	Evidence-Based Selected Response (EBSR)	1	3.R.1.3
1B.	D	Explain Characters' Perspectives	3	Evidence-Based Selected Response (EBSR)	1	3.R.1.3
2.	C	Explain How Characters Develop Throughout the Plot	2	Multiple Choice	1	3.R.1.1
3.	A	Use Context Clues to Determine the Meaning of Words and Phrases	2	Multiple Choice	1	3.V.1.3
4.	C	Use Context Clues to Determine the Meaning of Words and Phrases	2	Multiple Choice	1	3.V.1.3
5.	B, D	Explain How Characters Develop Throughout the Plot	2	Multiselect	2	3.R.1.1
6.	B	Explain How Characters Develop Throughout the Plot	1	Multiple Choice	1	3.R.1.1
7.	D	Explain How Characters Develop Throughout the Plot	2	Multiple Choice	1	3.R.1.1
8.	D	Explain How Characters Develop Throughout the Plot	2	Multiple Choice	1	3.R.1.1
9.	B	Use Context Clues to Determine the Meaning of Words and Phrases	2	Multiple Choice	1	3.V.1.3
10.	D	Explain Characters' Perspectives	2	Multiple Choice	1	3.R.1.3
11.	A	Explain How Characters Develop Throughout the Plot	2	Multiple Choice	1	3.R.1.1
12.	A, E	Compare and Contrast How Two Authors Present Information on the Same Theme	3	Multiselect	2	3.R.3.3

Total: 15 Points

Grade 3 Unit 4: Week 2 Assessment

1. Part A

A. Incorrect. The queen does not have this perspective about this farmer. Rather, she thinks the farmer is generous because he provides her with water.

B. Incorrect. While the farmer is lucky because the queen gives him gold pieces, this is not a perspective the queen has about the farmer.

C. Correct. The queen thinks the farmer is generous because he offers her water from his well.

D. Incorrect. While the farmer may be careful as he is offering water to the queen, this is not a perspective the queen has about the farmer.

Part B

A. Incorrect. This sentence shows the queen's intent, but not her perspective that the farmer is kind.

B. Incorrect. This sentence shows that the queen meets a farmer but not what she thinks of him.

C. Incorrect. This sentence shows that the queen disguises herself from the farmer but not what she thinks of him.

D. Correct. This sentence shows that the queen thinks the farmer is nice because he was willing to give water to a beggar.

2. A. Incorrect. Although this sentence tells something the queen did, it does not describe the queen's motivation.

B. Incorrect. Although this sentence tells that the queen "disguised herself," another detail reveals something more relevant about the queen's motivations.

C. Correct. This sentence explains the motivations behind the queen's actions in the passage, and shows the reader that she values generosity.

D. Incorrect. Although this sentence shows a detail from the story, it does not describe the queen's motivations.

3. A. Correct. When the queen disguises herself as a beggar, she dresses as a person who has no money and must beg for food.

B. Incorrect. Although one woman in the story bakes cakes, the word beggar describes the queen's disguise.

C. Incorrect. Although one person in the story works on a farm, the word beggar describes how the queen looks when she is disguised.

D. Incorrect. Although the queen puts on a disguise, the word beggar describes how the queen looks when she is disguised.

4. A. Incorrect. You may have confused rapped with the word "wrapped," which has a different meaning.

B. Incorrect. Although a woman "opened" the door for the queen, this does not describe what happened when the queen "rapped on the door."

C. Correct. In this context, the word rapped means that the queen "knocked or tapped" on the door.

D. Incorrect. Although the queen "talked" with the woman who opened the door, this does not describe what happened when the queen "rapped on the door."

5. A. Incorrect. Although the queen asked for a cake, the illustration does not suggest that she was truly hungry for cake.

B. Correct. The illustration shows that the queen has revealed her royal clothing.

C. Incorrect. Although the woman acted rudely at first, the illustration suggests that she is apologetic, not angry.

D. Correct. The illustration shows the woman offering the two cakes, which she hopes the queen will accept.

E. Incorrect. Although the woman tried to apologize, the illustration shows that the queen does not feel sorry for her.

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

6. A. Incorrect. The queen gives the baker "a scolding," but the girl does not scold the queen.

B. Correct. The girl offers the queen a ride in her wagon.

C. Incorrect. The baker offers the queen "a small cake," but the girl does not.

D. Incorrect. The farmer offers the queen "a drink of water," but the girl does not offer one.

7. A. Incorrect. The queen was in disguise when she asked for a cake, but the illustration shows her in royal dress.

B. Incorrect. Although the woman thought the first cake was too big, the illustration shows a later event, after she baked a second cake.

C. Incorrect. Although the woman decided to bake a second cake, the illustration shows a later event.

D. Correct. The illustration shows the woman apologizing and offering the queen the two cakes she made.

8. A. Incorrect. Although the genie refuses to grant any wishes, he never suggests that the fisherman asked for too many wishes.

B. Incorrect. The genie is upset that he was trapped inside the bottle, but he is not upset that he was released from the bottle.

C. Incorrect. Although the genie wants to punish the fisherman, he knows that the fisherman did not put him in the bottle.

D. Correct. The genie decides to take revenge on the first person who opens the bottle because he is angry that he has been trapped for so long.

9. A. Incorrect. Although the genie makes the fisherman feel "fearful," this is not how the fisherman uses the word grateful when talking to the genie.

B. Correct. The fisherman thinks the genie should be grateful, or "thankful," for being released from the bottle.

C. Incorrect. When dealing with the genie, the fisherman must be "careful," but this is not the meaning of grateful.

D. Incorrect. Although the fisherman thinks he has been "helpful" by releasing the genie, this is not the meaning of grateful.

10. A. Incorrect. Although this detail describes what the fisherman catches in his net, it does not reveal the narrator's perspective of him.

B. Incorrect. Although this detail tells what the fisherman thinks about the bottle, it does not reveal the narrator's perspective of him.

C. Incorrect. Although this detail shows how the fisherman feels when the genie threatens him, it does not reveal the narrator's perspective of him.

D. Correct. This detail describes the fisherman as "no fool," which reveals the narrator's perspective of him.

11. A. Correct. The fisherman tricks the genie by accusing him of "being a fake," and the genie tries to prove him wrong by returning to the bottle.

B. Incorrect. Although the fisherman hoped to sell the bottle, he does not trick the genie by offering to pay him gold.

C. Incorrect. Although the fisherman says the genie is not a real genie, he does not trick the genie by telling him he is handsome.

D. Incorrect. Although the fisherman thinks he is entitled to some wishes, he does not trick the genie by asking for only two.

12. A. Correct. Both stories take place "long ago" in the past.

B. Incorrect. Only "A Beggar's Gold" has a poor farmer, but characters are not part of a story's setting.

C. Incorrect. Only "A Beggar's Gold" includes a cottage, which is the setting for the story's ending.

D. Incorrect. Only the "The Tale of the Fisherman and the Genie" has a magic bottle, but that is not part of the setting.

E. Correct. Both stories begin outdoors—on the road and at sea.

Name _____ Date _____

Read the passage and answer the questions that follow.

From Teacher to Scientist



1 Many young people think about what they will be when they grow up. Some make a choice and stick with it. Others begin one career but switch to a different one. That is what Barbara Askins did. In her second career, Askins achieved great success.

2 Barbara Askins was born in Belfast, Tennessee, in 1939. As a young woman, she married and had two children. While her children were young, Askins worked as a teacher. That was her first career. But she wanted to be a scientist. When her children got older, Askins went back to college. She studied to become a chemist. It was an unusual choice because at that time, most chemists—and other scientists—were men.

GO ON

3 Askins went to work for NASA's Space Flight Center in Alabama in 1975. NASA is in charge of space travel and research. NASA gave Askins a big problem to solve. Astronauts had taken many photographs in space. But it was hard to see what the photos showed. They were too dark and blurry to be useful. NASA wanted Askins to find a way to enhance the photos.

4 Askins started to experiment. After much hard work, she made a solution of chemicals. Then she put this solution on the dark photos. Once Askins did this, she could make brighter, sharper photos. They showed details that were not visible before. At last, NASA scientists could study and learn from the photos.

5 Askins's success with photos came in 1978. She then applied the same idea to medical x-rays, with great success. Although scientists often work in teams, Askins had worked alone. This made her discovery even more special. The next year, Askins was named National Inventor of the Year. Askins was the first woman ever to receive this honor.

1. Which sentence from the passage supports the author's claim that Barbara Askins achieved great success in her second career?

A. "She studied to become a chemist." (paragraph 2)

B. "NASA gave Askins a big problem to solve." (paragraph 3)

C. "Once Askins did this, she could make brighter, sharper photos." (paragraph 4)

D. "The next year, Askins was named National Inventor of the Year." (paragraph 5)

2. Select **two** ways the photograph adds meaning to the passage.

A. It shows that Askins was a mother.

B. It shows that Askins worked as a chemist.

C. It shows that Askins worked for NASA.

D. It shows that Askins did experiments.

E. It shows that Askins received an award.



3. The following item has two parts. Answer Part A and then answer Part B.

Part A
What does the word enhance mean as it is used in paragraph 3?

A. return
B. improve
C. study
D. enlarge

Part B
Which phrase from paragraph 3 **best** helps the reader understand the meaning of enhance?

A. "space travel and research"
B. "a big problem to solve"
C. "photographs in space"
D. "too dark and blurry to be useful"

4. The following item has two parts. Answer Part A and then answer Part B.

Part A
What text structure does the author use in paragraph 4?

A. comparison
B. order of importance
C. cause and effect
D. first and last

Part B
Which sentence from paragraph 4 supports the answer in Part A?

A. "Askins started to experiment."
B. "Then she put this solution on the dark photos."
C. "Once Askins did this, she could make brighter, sharper photos."
D. "They showed details that were not visible before."



Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

5. What reason does the author provide to support the claim that Askins' discovery was special?

A. She was a woman who worked alone.

B. She studied science in college.

C. She worked hard at her job.

D. She always worked with a team.

6. The following item has two parts. Answer Part A and then answer Part B.

Part A

Which sentence **best** expresses the author's purpose in this passage?

A. Askins took too long to find the right career.

B. Askins was good at everything she tried to do.

C. Askins succeeded with talent and hard work.

D. Askins wanted to become famous and did.

Part B

Which detail from the passage **best** supports the answer to Part A?

A. "Many young people think about what they will be when they grow up." (paragraph 1)

B. "Others begin one career but switch to a different one. That is what Barbara Askins did." (paragraph 1)

C. "It was an unusual choice because at that time, most chemists—and other scientists—were men." (paragraph 2)

D. "Although scientists often work in teams, Askins had worked alone. This made her discovery even more special." (paragraph 5)



Name _____ Date _____

Read the passage and answer the questions that follow.

San Francisco's Cable Cars



Cable cars travel up and down San Francisco's steep hills.

Early 1800s: Getting Around

1 San Francisco is a city in California. It has many steep hills. In the early 1800s, people moved around the city by streetcar. The first streetcars were long vehicles that transported many passengers. Horses pulled the streetcars up and down the hills. The streetcars were very heavy, so the horses had to work hard.

GO ON

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

A Better Way

2 Andrew Smith Hallidie was the owner of a "wire rope" factory. The factory made strong metal ropes called cables. The cables were used in mines. They pulled carts filled with rocks up from deep inside the ground.

3 One day, Hallidie saw horses pulling a streetcar in San Francisco. The street was wet and slippery. He watched the horses struggle to get up a hill. They slipped, and the streetcar started to go backward.

4 Hallidie said he wanted to save the horses from "difficulty and pain." As a result, he decided to invent a better way to carry people up and down the hills of the city.

The Cable Car Is Born

5 Hallidie began working on his new idea. He described it as a "rope railway to carry passengers."

6 Soon the cable car was born. Like the streetcars, the cable car had no motor. Instead, the car had long cables connected to a steam engine in a special building. On August 2, 1873, the first passengers got on board.

7 People loved the cable cars! They had a new, safe way to get up the steep hills of their city, and the horses were saved from pain and danger.

Riding a Cable Car: A Taste of History

8 Today, there are many ways to get around San Francisco, including by cable car. Visitors line up to enjoy a ride up and down the hilly streets. Along the way, they get a taste of San Francisco's history.



1. What does the word transported mean as it is used in paragraph 1?

A. held

B. drew

C. carried

D. handled

2. The following item has two parts. Answer Part A and then answer Part B.

Part A

What text structure does the author use in paragraphs 3 and 4?

A. cause and effect

B. chronology

C. fact and opinion

D. order of importance

Part B

Which sentence supports the answer in Part A?

A. "One day, Hallidie saw horses pulling a streetcar in San Francisco." (paragraph 3)

B. "The street was wet and slippery." (paragraph 3)

C. "Hallidie said he wanted to save the horses from 'difficulty and pain.'" (paragraph 4)

D. "As a result, he decided to invent a better way to carry people up and down the hills of the city." (paragraph 4)

3. In paragraph 4, the author explains that Hallidie wanted to save the horses from "difficulty and pain." Choose **two** sentences from paragraph 1 that **best** support the author's claim.

A. "San Francisco is a city in California."

B. "It has many steep hills."

C. "In the early 1800s, people moved around the city by streetcar."

D. "The streetcars were very heavy, so the horses had to work hard."

E. "Horses pulled the streetcars up and down the hills."



4. How does the photograph add meaning to the text?

A. It helps the reader understand how cable cars differ from streetcars.

B. It helps the reader understand what San Francisco was like in the 1800s.

C. It helps the reader understand how steam engines make cable cars move.

D. It helps the reader understand how steep the hills of San Francisco are.

5. The author's purpose in this passage is to tell readers about the clever and caring man who invented the cable car. Which **two** sentences from the passage **best** support this?

A. "As a result, he decided to invent a better way to carry people up and down the hills of the city." (paragraph 4)

B. "Hallidie began working on his new idea." (paragraph 5)

C. "He described it as a 'rope railway to carry passengers.'" (paragraph 5)

D. "They had a new, safe way to get up the steep hills of their city, and the horses were saved from pain and danger." (paragraph 7)

E. "Today, there are many ways to get around San Francisco, including by cable car." (paragraph 8)



Read the passage and answer the questions that follow.

How BART Came to the Bay

Two Cities and a Bay

1 San Francisco Bay lies between the cities of San Francisco and Oakland. A hundred years ago, both cities were growing fast. But the only way to travel between them was by ferry. In the 1930s, bridges were built to connect the two cities. The bridges let people drive between them. But soon, there was heavy car traffic on the bridges.

A Train System for the Bay Area

2 Leaders on both sides of the bay wanted to fix the traffic problem. They came up with an idea. They would build an underwater tube between the cities. High-speed trains would travel through it.

3 This idea grew as the leaders discussed it. They decided to expand the project with trains that ran above the ground. Both aboveground and underground trains would connect to other nearby cities. This huge train system was called Bay Area Rapid Transit—or BART, for short. In 1957, the BART project was approved.

The Transbay Tube

4 Everyone knew that the project would be challenging and would take years to complete. By far, the hardest part was building the 3.6-mile tube. Construction began in 1964. First, machines dug an underwater trench. Next, the trench was lined with gravel.



5 Meanwhile, factory workers in Pennsylvania built the steel tube. It was built in 57 sections. The sections were shipped to the bay. There they were lowered, one at a time, onto the gravel. Divers connected the sections together. Finally, the tube was covered with gravel, sand, and concrete.

Up and Running

6 In 1972, BART started carrying passengers. They traveled on trains above and under the ground. Two years later, the Transbay Tube opened for trains crossing the bay.



6. What text structure does the author use to organize this text?

A. description

B. chronology

C. order of importance

D. comparison

7. What does the word expand mean as it is used in paragraph 3?

A. make larger

B. talk about

C. pay money for

D. start right away

8. What does the word challenging mean as it is used in paragraph 4?

A. fun to do

B. very useful

C. hard to do

D. very costly

9. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the author's purpose in this text?

A. to list the problems that led to the creation of BART

B. to explain the difficult process of constructing BART

C. to argue for improvements to BART

D. to praise the leaders who created BART



Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Part B

Which sentence supports the answer in Part A?

A. "But soon, there was heavy car traffic on the bridges." (paragraph 1)

B. "Leaders on both sides of the bay wanted to fix the traffic problem." (paragraph 2)

C. "This idea grew as the leaders discussed it." (paragraph 3)

D. "Everyone knew that the project would be challenging and would take years to complete." (paragraph 4)

10. Compare and contrast how the authors of "San Francisco's Cable Cars" and "How BART Came to the Bay" present information about modes of transportation. Decide whether the idea was presented by the author of "San Francisco's Cable Cars," the author of "How BART Came to the Bay," or **both** authors. Fill in the bubble in the correct box beside each idea.

Idea Presented by Author	Only Author of "San Francisco's Cable Cars"	Only Author of "How BART Came to the Bay"	Both Authors
Some of them go under the ground.	○	○	○
Many passengers can ride in them.	○	○	○
They travel between several cities.	○	○	○



Answer Key

Unit 5 Week 1 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1.	D	Explain Author's Purpose, Claims, and Evidence	3	Multiple Choice	1	3.R.2.4
2.	B, D	Explain How Text Features Contribute to Meaning	2	Multiselect	2	3.R.2.1
3A.	B	Use Context Clues to Determine Meaning	2	Evidence-Based Selected Response (EBSR)	1	3.V.1.3
3B.	D	Use Context Clues to Determine Meaning	3	Evidence-Based Selected Response (EBSR)	1	3.V.1.3
4A.	C	Identify Text Structure (Cause/Effect)	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.1
4B.	C	Identify Text Structure (Cause/Effect)	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.1
5.	A	Explain Author's Purpose, Claims, and Evidence	3	Multiple Choice	1	3.R.2.4
6A.	C	Explain Author's Purpose, Claims, and Evidence	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.3
6B.	D	Explain Author's Purpose, Claims, and Evidence	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.3

Total: 10 Points

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Grade 3 Unit 5: Week 1 Assessment

1. A. Incorrect. This sentence describes how Askins prepared for her second career. It does not support the author's claim that Askins achieved great success in her second career.

   B. Incorrect. This sentence explains a challenge Askins faced in her second career. It does not support the author's claim that Askins achieved great success in her second career.

   C. Incorrect. This sentence explains how Askins solved a problem, but it does not support the author's claim that Askins achieved great success in her second career.

   D. Correct. The fact that Askins was recognized as National Inventor of the Year supports the author's claim that she achieved great success in her second career.

2. A. Incorrect. The photograph shows Askins working as a scientist.

   B. Correct. The photograph shows Askins using the equipment and materials that chemists use.

   C. Incorrect. Although the passage states that Askins worked for NASA, the details of the photograph do not give clues about where she is working.

   D. Correct. The photograph suggests that Askins is conducting a chemical experiment.

   E. Incorrect. Although the passage states that Askins received an award for her work as a chemist, the details of the photograph do not show this event.

3. **Part A**

   A. Incorrect. The context of the paragraph relates to improving the quality of the photographs; the word "return" does not work in this context.

   B. Correct. The context of the paragraph relates to improving the quality of the photos because they were not usable in their original condition.

   C. Incorrect. Although NASA wanted to "study" the photographs, the photos' poor quality prevented them from doing so.

   D. Incorrect. Although photos are often "enlarged," Askins was asked to improve the poor quality of the photos rather than make them larger.

   Part B

   A. Incorrect. Although this phrase relates to NASA's mission, it does not relate to enhancing or improving the quality of the photos.

   B. Incorrect. Although this phrase refers to Askins's task, it does not explain what problem she was asked to solve.

   C. Incorrect. Although this phrase refers to the materials Askins worked with, it does not relate to what she did to the photos.

   D. Correct. The phrase "too dark and blurry to be useful" describes the problem NASA wanted Askins to solve by enhancing, or improving, the photos.

4. Part A

A. Incorrect. The author does not compare people, events, or ideas in this paragraph.

B. Incorrect. The author does not list events or ideas in order of importance in this paragraph.

C. Correct. The author structures this paragraph to describe the effects of the solution that Askins invented.

D. Incorrect. The author does not list events in order of first and last in this paragraph.

Part B

A. Incorrect. Although this sentence shows that Askins started an experiment, it does not explain her actions, nor does it explain their effects.

B. Incorrect. This sentence describes what Askins did, but it does not reveal the effect of her actions.

C. Correct. The signal words "once she did this" connect Askin's invention (the cause) to its effects.

D. Incorrect. This sentence explains what happened after Askin's invention, but it does not clearly link a cause and an effect.

5. A. Correct. The passage states that most scientists at the time were men and that they often worked in teams.

B. Incorrect. Although the passage states that Askins returned to college to study science, most other scientists also studied science in college. So, this reason does not support the claim that Askin's discovery was special.

C. Incorrect. Although the passage states that Askins worked hard, it does not suggest that working hard set her apart from other scientists. So, this reason does not support the claim that Askin's discovery was special.

D. Incorrect. The passage states that Askins worked alone.

6. Part A

A. Incorrect. Although the author explains how Askins became a scientist as a second career, these details do not imply that she took too long.

B. Incorrect. The author presents Askins's career as a scientist in a positive way but does not imply that she was good at everything she tried.

C. Correct. The author states that Askins worked hard, and the details of her discovery and how it was recognized illustrate her talent. This is the author's purpose.

D. Incorrect. Although the author describes the recognition Askins achieved, there is no suggestion that her goal was to become famous.

Part B

A. Incorrect. Although this detail introduces the idea of choosing a career, it does not relate to the view that Askins was talented and hardworking.

B. Incorrect. Although this detail introduces Askins as someone who changed careers, it does not relate to her talent and hard work.

C. Incorrect. Although this detail emphasizes that Askins's choice was unusual, it does not show why the author views Askins as talented and hardworking.

D. Correct. This detail reflects the importance of Askins's discovery and the independent work it involved. This sentence best supports the author's purpose.

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Answer Key

Unit 5 Week 2 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1.	C	Use Context Clues to Determine Meaning	2	Multiple Choice	1	3.V.1.3
2A.	A	Identify Text Structures (Cause/Effect)	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.1
2B.	D	Identify Text Structures (Cause/Effect)	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.1
3.	B, D	Explain Author's Purpose, Claims, and Evidence	3	Multiselect	2	3.R.2.4
4.	D	Explain How Text Features Contribute to Meaning	2	Multiple Choice	1	3.R.2.1
5.	A, D	Explain Author's Purpose, Claims, and Evidence	3	Multiselect	2	3.R.2.3
6.	B	Identify Text Structures (Chronology)	2	Multiple Choice	1	3.R.2.1
7.	A	Use Context Clues to Determine Meaning	2	Multiple Choice	1	3.V.1.3
8.	C	Use Context Clues to Determine Meaning	2	Multiple Choice	1	3.V.1.3
9A.	B	Explain Author's Purpose, Claims, and Evidence	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.3
9B.	D	Explain Author's Purpose, Claims, and Evidence	3	Evidence-Based Selected Response (EBSR)	1	3.R.2.3

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
10.	See answer chart and 2-Point Scoring Rubric.	Compare and Contrast How Two Authors Present Information on the Same Topic or Theme	3	Table Match	2	3.R.3.3

Total: 15 Points

Answer Chart for Question 10

Idea Presented by Author	Only Author of "San Francisco's Cable Cars"	Only Author of "How BART Came to the Bay"	Both Authors
Some of them go under the ground.		X	
Many passengers can ride in them.			X
They travel between several cities.		X	

2-Point Scoring Rubric for Question 10

2	2 points for 3 correct answers
1	1 point for 2 correct answers
0	0 points for 1 or 0 correct answers

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Grade 3 Unit 5: Week 2 Assessment

1. A. Incorrect. Although streetcars could hold many passengers, this is not what transported means in the paragraph.

B. Incorrect. Although streetcars probably "drew" lots of passengers to take a ride, this is not what transported means.

C. Correct. The streetcars "carried" people from place to place.

D. Incorrect. Although the streetcars "handled" lots of people, this is not what transported means.

2. **Part A**

A. Correct. The author structures these paragraphs to show how the sight of the horses struggling uphill caused Hallidie to invent the cable car.

B. Incorrect. The author describes only one event in these paragraphs, so the author is not arranging events in chronological order.

C. Incorrect. The author is not distinguishing fact and opinion in these paragraphs.

D. Incorrect. The author describes only one event in these paragraphs, so the author is not arranging events in order of importance.

Part B

A. Incorrect. This sentence does not support the cause and effect text structure of paragraphs 3 and 4.

B. Incorrect. This sentence does not support the cause and effect text structure of paragraphs 3 and 4.

C. Incorrect. This sentence does not support the cause and effect text structure of paragraphs 3 and 4.

D. Correct. The signal phrase "as a result" shows that the author is making a cause and effect connection in these paragraphs.

3. A. Incorrect. Although Hallidie developed his invention for use in San Francisco, this detail does not refer to his concern for the horses.

B. Correct. The steepness of the hills contributed to the horses' difficulty and provides evidence of the author's claim

C. Incorrect. Although this detail tells how people traveled, it does not mention horses or explain their pain and difficulty.

D. Correct. The heaviness of the streetcars contributed to the horses' pain and supports the author's claim.

E. Incorrect. Although this detail refers to the horses, it does not explain why pulling the streetcars was painful and difficult.

4. A. Incorrect. According to the caption, this photo shows only cable cars.

B. Incorrect. Since this is a color photograph that shows cars, this cannot be an image of San Francisco from the 1800s.

C. Incorrect. This photograph shows cable cars, but does not provide any information about how they move.

D. Correct. The photograph and caption show how steep San Francisco's hills can be.

5. A. Correct. This sentence emphasizes the cleverness of Hallidie's cable car and supports the author's purpose.

B. Incorrect. Although this sentence describes the first cable car, it does not show that Hallidie was clever or caring.

C. Incorrect. Although this sentence explains that Hallidie started work, it does not show that he was clever or caring.

D. Correct. This sentence shows that Hallidie cared enough about the streetcars' horses to invent better transportation. This supports the author's purpose.

E. Incorrect. Although this detail shows that cable cars are still used today, it does not show that Hallidie was clever and caring.

6. A. Incorrect. The author doesn't just describe events in this passage. The author also arranges them in the order in which they happened.

B. Correct. The author structures events in this passage in the order in which they happened.

C. Incorrect. The author arranges events in the order in which they happened, not in order of importance.

D. Incorrect. The author mentions two cities in this passage, but does not compare them.

7. A. Correct. The word expand means "make larger."

B. Incorrect. Although this phrase could fit in the sentence, it is not the meaning of expand.

C. Incorrect. Although this phrase tells how BART was funded, it is not the meaning of expand.

D. Incorrect. Although this phrase refers to beginning work on the BART project, it is not the meaning of expand.

8. A. Incorrect. Although some people might have thought the project was "fun to do," this is not the meaning of challenging.

B. Incorrect. Although the train system was certainly "very useful," this is not the meaning of challenging.

C. Correct. The word challenging means "hard to do."

D. Incorrect. Although the project was probably "very costly," this is not the meaning of challenging.

9. **Part A**

A. Incorrect. The author describes the problems that led to the creation of BART at the beginning of the passage, but focuses on the construction of BART in the rest of the passage.

B. Correct. In this passage, the author describes the problems that led to the creation of BART, and the challenges involved in its construction.

C. Incorrect. The author does not develop an argument in this passage.

D. Incorrect. The author has a positive perspective on the BART, but does not specifically praise the leaders who worked on its construction.

Part B

A. Incorrect. This sentence explains the problems that led to BART, but does not say anything about its construction.

B. Incorrect. This sentence describes how leaders were committed to fixing the Bay Area's traffic problems, but does not say anything about the construction of BART.

C. Incorrect. This sentence describes the planning of BART, but not its construction.

D. Correct. This sentence reveals the author's purpose: to describe the long and difficult process of constructing BART.

10. 1st sentence: Correct for the author of "How BART Came to the Bay," BART has some underground trains. Cable cars ride only above the ground, on the street.

2nd sentence: Correct for both authors. Both systems carry many passengers.

3rd sentence: Correct for the author of "How BART Came to the Bay." BART connects several cities. The cable cars are only in San Francisco.

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Name _____ Date _____

Read the passage and answer the questions that follow.

Moving to Arizona

by Janet Callahan

1 As the airplane took off, Kendra and Jesse talked about the things in Vermont they would miss most. Their mom was starting a new job in Arizona, so the family was moving west to live in Tucson.

2 "I'll miss the green forests," said Kendra. "But I'll really miss the fall, when the leaves change color and cover the ground like a carpet."

3 Both Kendra and Jesse would miss winter, too. In Vermont, snow covered the ground. The family would walk through the woods and cut a fir tree to decorate for the holidays. They would miss the wildlife in Vermont, too, like the wild turkeys and deer they saw so often.

4 Hours later, the plane landed in Tucson. Kendra and Jesse stared out the windows searching for anything green, but everything appeared dry and brown.

5 "Can we cut down a saguaro cactus for the holiday?" Jesse joked.

6 "Will we need a special saw to do that?" Kendra laughed.

7 Their father smiled and shook his head. "That would be different. Tucson only gets about eleven inches of rain a year, since this area is a desert."

8 Kendra certainly wouldn't need her favorite yellow rain boots anymore.

9 "We won't see any snow here either," Dad continued. "But the mountains farther north will have some."

GO ON

10 "No blizzards!" Kendra said happily.

11 "But no snow days!" Jesse countered.

12 "As you're figuring out," Dad said, "life will be different. Tucson will have its pluses and minuses, like anywhere else."

13 The next day, when Kendra and Jesse visited the school they would attend, most things seemed familiar, except the sports. There was no skiing or ice hockey or sledding, but to Jesse's relief, he learned that he could play soccer outside all year long.

14 "Maybe this place won't be so bad after all," he said.



1. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the theme of this passage?

A. Good things come to those who wait.

B. Tucson has no snow and no winter sports.

C. Every place has good sides and bad sides.

D. Deserts are too hot and dry to live in.

Part B

Which sentence from the passage **best** supports the theme in Part A?

A. "Their mom was starting a new job in Arizona, so the family was moving west to live in Tucson."

B. "They would miss the wildlife in Vermont, too, like the wild turkeys and deer they saw so often."

C. "'But the mountains farther north will have some.'"

D. "'Tucson will have its pluses and minuses, like anywhere else.'"

2. While on the plane, how do Kendra and Jesse make themselves feel better about missing Vermont? Select **two** answers.

A. They make jokes about what they might do in Tucson.

B. They ask their mom about Tucson.

C. They talk about the changes they may see.

D. They read a book about Arizona.

E. They try to learn more about their new school.



Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

3. Read this sentence from paragraph 11.

"'But no snow days!' Jesse countered."

Which meaning of counter is used in the sentence?

A. a flat table or shelf

B. a disk or other object used for counting

C. to act against

D. to argue from a different point of view

GO ON

Read the passage and answer the questions that follow.

Giving It a Try

by Janet Callahan

1 Laura sighed as Dad helped her get settled on the sofa in the family room. That morning she had twisted her ankle. Now she could not walk on it. Her father gently lifted her sprained ankle and placed two pillows under it.

2 "I can't believe I have to miss soccer for two weeks!" she complained. "I'm already bored!"

3 Just then Laura's cat, Kimba, appeared. He sprang onto the sofa, and curled up near Laura's feet. In a moment, Kimba was purring and fast asleep.

4 "I have an idea," said Dad. He hurried into his office and returned with a pad of paper and some colored pencils, saying, "Why don't you draw a picture of Kimba? Since he's napping, he'll be perfectly still."

5 Laura waved away the paper and pencils. "I don't want to draw pictures," she replied. "I'm no good at it."

6 "That's exactly what you said about soccer less than a year ago," Dad noted. "But you agreed to try it, and you really liked it. You became good because you stuck with it."

7 Laura grinned. Dad was giving her a challenge. She decided to accept it. She took the pad and pencils from his hands. For a moment, she looked at her sleeping cat. She studied the way Kimba's body seemed rolled into a tight ball of fur.

8 An hour later, Dad appeared with a dinner tray for Laura. On the floor by the sofa he saw several crumpled pieces of paper. On the small table next to the sofa, he saw two drawings of Kimba.



9 "Nice work, Laura," Dad said.

10 Laura was concentrating and did not look up. She admitted, "They're okay, but this one I'm about to finish is even better." Then she added, "After we eat, would you pull up a chair and pose for a portrait?"



4. What is the theme of the passage?

A. Trying to do something for the first time is never easy.

B. You can get better at new things by working hard.

C. Being busy will keep you from being bored.

D. Listening to a parent is always wise.

5. Read this sentence from paragraph 1.

"Laura sighed as Dad helped her get settled on the sofa in the family room."

What is the meaning of settle as it is used in this sentence?

A. to decide or agree on something

B. to start a colony in a new land

C. to place in a comfortable position

D. to pay for or satisfy something



6. How does Dad help Laura overcome her boredom? Select **two** answers.

A. He brings her a pad of paper and colored pencils.

B. He brings the cat in to sleep by her feet.

C. He puts her injured leg on two pillows.

D. He tells her that practicing will help her draw better.

E. He offers to sit and pose for a portrait.

7. Which theme is developed in **both** "Moving to Arizona" and "Giving It a Try"?

A. There is no place better than home.

B. Trying something new can make your life better.

C. Talking about your feelings can be helpful.

D. A change in your life can be both good and bad.



Name _____ Date _____

Read the passage and answer the questions that follow.

Friends, Old and New

by Claire Daniel

1 Mia put her lunch tray down on the table. She didn't feel like talking to anyone. Mia still missed her friend Kara, who had moved away to the Northwood School in a different part of the city. Now they couldn't see each other every day.

2 Mia munched on carrots, but they were dry and tasteless. She finished her milk and then scanned the lunchroom. She spotted an unfamiliar girl who was sitting in the middle of the other third graders. The girl didn't look happy. She looked lonely, even though she was surrounded by other children. *She feels just like me*, Mia thought.

3 As she watched the girl get up from the table with her tray, Mia made a decision. She picked up her tray, too, and approached the girl at the tray-return window.

4 "I haven't seen you before," Mia said. "Are you new?"

5 The girl nodded but didn't speak, so Mia continued, "My name is Mia. What school did you come from?"

6 "Northwood," she said quietly. "I'm Sasha."

7 Mia perked up at the mention of Northwood and asked, "Do you by any chance know Kara?"

8 Sasha's face brightened, and she smiled. "Of course. She became one of my friends, and I miss her."

9 "She's my friend, too! We used to sing together in the children's chorus."

GO ON

10 "You have a chorus at this school?" Sasha asked.

11 "Yes, and we have a great director, so it's a lot of fun," said Mia. "We also have a soccer team. I play on that, too."

12 Sasha nodded and said, "Kara said I had to be patient, and it would take a while to feel at home in my new school."

13 Mia laughed and said, "That certainly sounds like Kara."

14 "It would be great if we could get together with Kara this weekend!"

15 Mia smiled and agreed, realizing that she didn't feel so alone anymore.

GO ON

1. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the theme of the passage?

A. It's okay to feel sad when you have lost a friend.

B. Losing a friend can make you want to change.

C. Being kind to someone new can help you find a friend.

D. The best way to make friends is to do things together.

Part B

Which sentence from the passage **best** supports the theme in Part A?

A. "Mia still missed her friend Kara, who had moved away to the Northwood School in a different part of the city."

B. "Mia perked up at the mention of Northwood and asked, 'Do you by any chance know Kara?'"

C. "Sasha nodded and said, 'Kara said I had to be patient, and it would take a while to feel at home in my new school.'"

D. "Mia smiled and agreed, realizing that she didn't feel so alone anymore."

2. Read this sentence from paragraph 7.

"Mia perked up at the mention of Northwood and asked, 'Do you by any chance know Kara?'"

Which meaning of perk **best** fits the way it is used in the sentence?

A. to become lively or cheerful again

B. to raise quickly

C. to improve the appearance of

D. to percolate or pass through a filter



3. What does Mia do to make herself feel better? Select **two** answers.

A. She sits by herself at the lunch table.

B. She sees a girl she does not recognize.

C. She walks over and meets the new girl.

D. She talks to Sasha about her friend Kara.

E. She invites Sasha to play on the soccer team.

4. Read this sentence from paragraph 2.

"She finished her milk and then scanned the lunchroom."

Which meaning of scan **best** fits the way it is used in the sentence?

A. to read or skim quickly

B. to search or look over a wide area

C. to make an image (of something) with a machine

D. to mark the pattern of syllables in a poem



Read the passage and answer the questions that follow.

The Camping Trip

by Claire Daniel

1 On Monday, Mr. Dean announced, "I've got great news. Next week, we are going camping for three days!"

2 Jeremy glanced at his fellow Explorers. They were all cheering, but Jeremy did not want to celebrate. He knew that the woods had wolves, snakes, bears, and all sorts of creatures.

3 All week, Jeremy tried to tell his friends and family that he did not want to go, but his courage failed him. The next week, he found himself in the mountains on a warm afternoon.

4 After a long hike to the campsite, Jeremy's friend Sam said, "Help us gather some firewood in the forest." The woods echoed with strange sounds. Jeremy checked behind every tree for a bear or a snake. He followed his friends as they laughed and collected sticks and fallen branches for firewood.

5 For dinner, they cooked hot dogs over the fire and ate macaroni and cheese. Jeremy thought it was possibly the best dinner he had ever had. Soon, Sam started telling jokes. Jeremy and everyone else began to laugh.

6 Later that night, they crawled into a tent. Jeremy snuggled into his sleeping bag next to his two friends. They whispered and giggled for a long time until they all fell asleep.



7 The next morning, Jeremy was the first to hop out of the tent. He looked at the sunrise and thought he had never seen anything so beautiful before. When he headed toward the campfire, Jeremy saw a small snake that seemed frozen. He stopped and looked at it. Then he realized that the snake must be afraid of him!

8 "You're not so scary," Jeremy said. Then he returned to the tent to wake up his pals.



5. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the theme of the passage?

A. Doing something scary helps you overcome your fear.

B. Listening to others is a good way to learn new things.

C. Talking with friends can make your problems less scary.

D. Stick to your beliefs even when others do not agree.

Part B

Which sentence from the passage **best** supports the theme in Part A?

A. "He followed his friends as they laughed and collected sticks and fallen branches for firewood."

B. "Later that night, they crawled into a tent. Jeremy snuggled into his sleeping bag next to his two friends."

C. "He looked at the sunrise and thought he had never seen anything so beautiful before."

D. "Then he returned to the tent to wake up his pals."

6. Read this sentence from paragraph 4.

"Jeremy checked behind every tree for a bear or a snake."

Which meaning of check **best** fits the way it is used in the sentence?

A. a written mark used to mean something is approved or present

B. a piece of paper used to pay for something

C. to hold back or stop

D. to inspect or look closely to make sure something is okay



Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

7. Read the themes in the chart. Decide whether each theme is developed in "Friends, Old and New," "The Camping Trip," or **both** passages. Fill in the correct bubble beside each theme.

Theme	"Friends, Old and New"	"The Camping Trip"	Both
One good way to make a new friend is to speak to a stranger.	○	○	○
A good decision can make your life better.	○	○	○
Facing your fears can be a good way to experience new things.	○	○	○
You don't know if you'll like something until you try it.	○	○	○

8. Read this sentence from paragraph 7.

"When he headed toward the campfire, Jeremy saw a small snake that seemed frozen."

What is the meaning of <u>headed</u> as it is used in this sentence?

A. to be at the top or in front of

B. to be the chief of

C. to move in a certain direction

D. to strike something with the head



9. What helps Jeremy feel happier?

A. Mr. Dean announces the camping trip.

B. The group hikes up to the campsite.

C. A snake appears outside his tent.

D. The woods has strange sounds.

10. How do Jeremy's friends help him enjoy the camping trip? Select **two** answers.

A. They get excited when Mr. Dean tells them about the trip.

B. They gather firewood together in the woods.

C. They go on a long hike to reach their camp site.

D. They tell jokes around the campfire.

E. They whisper and laugh inside the tent.



DO NOT WRITE ON THIS PAGE

Answer Key

Unit 6 Week 1 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1A.	C	Explain a Theme and How It Develops	3	Evidence-Based Selected Response (EBSR)	1	3.R.1.2
1B.	D	Explain a Theme and How It Develops	3	Evidence-Based Selected Response (EBSR)	1	3.R.1.2
2.	A, C	Explain How a Character Develops Throughout a Plot	2	Multiselect	2	3.R.1.1
3.	D	Use Context Clues to Determine Meaning	2	Multiple Choice	1	3.V.1.3
4.	B	Explain a Theme and How It Develops	3	Multiple Choice	1	3.R.1.2
5.	C	Use Context Clues and Reference Materials to Determine Meaning	2	Multiple Choice	1	3.V.1.3
6.	A, D	Explain How a Character Develops Throughout a Plot	2	Multiselect	2	3.R.1.1
7.	D	Compare and Contrast How Two Authors Present Information on the Same Theme	3	Multiple Choice	1	3.R.3.3

Total: 10 Points

Grade 3 Unit 6: Week 1 Assessment

1. **Part A**

   A. Incorrect. Although Kendra and Jesse seem to have patience, the passage does not suggest they receive good things because they have waited.

   B. Incorrect. This sentence is a factual statement about Tucson's weather and is not a theme.

   C. Correct. This theme is developed as Kendra and Jesse move from Vermont to Arizona.

   D. Incorrect. This sentence is an opinion about deserts and not a theme.

   Part B

   A. Incorrect. Although this sentence explains why Kendra and Jesse are moving, it does not support the theme in Part A.

   B. Incorrect. Although this sentence tells what the children will miss, it does not support the theme in Part A.

   C. Incorrect. Although this sentence describes a difference between Vermont and Arizona, it does not support the theme in Part A.

   D. Correct. This sentence supports the theme that every place has both good and bad aspects.

2. A. Correct. Jesse and Kendra make a joke about cutting down a cactus instead of a holiday tree.

   B. Incorrect. Although Kendra and Jesse talk on the plane, they do not ask their mom questions.

   C. Correct. Both children talk about the changes they may see in Tucson to better understand what they might experience.

   D. Incorrect. Although reading a book about Arizona might help them feel better about the move, this is not what they do on the flight.

   E. Incorrect. Although Kendra and Jesse visit their new school, they do not try to learn more about it on the plane.

3. A. Incorrect. Although a counter can be "a flat table or shelf," this does not describe what Jesse is doing when he talks in this sentence.

   B. Incorrect. This meaning of counter as an "object used for counting" does not describe what Jesse is doing in this sentence.

   C. Incorrect. This meaning of counter describes acting against someone or something, but it does not describe what Jesse is doing in this sentence.

   D. Correct. If you counter someone's statement, you give a different opinion or perspective.

4. A. Incorrect. Although Dad reminds Laura that new activities may seem difficult at first, this is only part of the lesson that Laura learns.

   B. Correct. This is the theme of the passage. When Dad encourages Laura to try drawing, she learns that she can work hard to get better at drawing.

   C. Incorrect. Although Laura stops being bored, this is not the lesson that Laura learns when she starts drawing.

   D. Incorrect. Although Laura listens to her father's advice, this is not a lesson she learns in the passage.

5. A. Incorrect. Although settle can have a similar meaning to "decide," nothing is being decided when Dad helps Laura onto the sofa.

   B. Incorrect. Although settle can describe people inhabiting new land, this definition does not describe what Dad is helping Laura do in this sentence.

   C. Correct. This meaning of settle shows that Dad helps Laura become comfortable on the sofa.

   D. Incorrect. Although settle can have a similar meaning to "pay," nothing is being purchased when Dad helps Laura onto the sofa.

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

6. A. Correct. Dad brings Laura some paper and pencils and encourages her to try drawing.

B. Incorrect. Although the cat curls up at Laura's feet, Dad does not bring the cat into the room.

C. Incorrect. Although Dad makes Laura more comfortable, he does not do this to help her overcome her boredom.

D. Correct. Dad reminds Laura that she resisted playing soccer but then liked it when she practiced, and he says she could do the same with drawing.

E. Incorrect. Laura asks her father to pose for a portrait, but he does not make an offer to pose.

7. A. Incorrect. Although Jesse and Kendra may feel that Vermont is a better home, Laura does not comment on her home.

B. Incorrect. Although Jesse and Kendra visit their new school, they do not try something new yet; Laura tries something new and feels better.

C. Incorrect. Although Jesse and Kendra talk about their feelings and seem to feel better, when Laura expresses her feelings she does not seem to feel better.

D. Correct. In both stories, the children learn that changes can be both good and bad.

Answer Key

Unit 6 Week 2 Assessment

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
1A.	C	Explain a Theme and How It Develops	3	Evidence-Based Selected Response (EBSR)	1	3.R.1.2
1B.	D	Explain a Theme and How It Develops	3	Evidence-Based Selected Response (EBSR)	1	3.R.1.2
2.	A	Use Context Clues and Reference Materials to Determine Meaning	2	Multiple Choice	1	3.V.1.3
3.	C, D	Explain How a Character Develops Throughout a Plot	2	Multiselect	2	3.R.1.1
4.	B	Use Context Clues and Reference Materials to Determine Meaning	2	Multiple Choice	1	3.V.1.3
5A.	A	Explain a Theme and How It Develops	3	Evidence-Based Selected Response (EBSR)	1	3.R.1.2
5B.	C	Explain a Theme and How It Develops	3	Evidence-Based Selected Response (EBSR)	1	3.R.1.2
6.	D	Use Context Clues and Reference Materials to Determine Meaning	2	Multiple Choice	1	3.V.1.3
7.	See answer chart and 2-Point Scoring Rubric.	Compare and Contrast How Two Authors Present Information on the Same Theme	3	Table Match	2	3.R.3.3

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Question	Answer	Skill/Strategy Assessed	DOK	Item Type	Points	B.E.S.T. Standards
8.	C	Use Context Clues and Reference Materials to Determine Meaning	2	Multiple Choice	1	3.V.1.3
9.	C	Explain Different Characters' Perspectives	2	Multiple Choice	1	3.R.1.3
10.	D, E	Explain How a Character Develops Throughout a Plot	2	Multiselect	2	3.R.1.1

Total: 15 points

Answer Chart for Question 7

Theme	"Friends, Old and New"	"The Camping Trip"	Both
One good way to make a new friend is to speak to a stranger.	X		
A good decision can make your life better.			X
Facing your fears can be a good way to experience new things.		X	
You don't know if you'll like something until you try it.		X	

2-Point Scoring Rubric for Question 7

2	2 points for 4 correct answers
1	1 point for 2 to 3 correct answers
0	0 points for 1 or no correct answers

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

Grade 3 Unit 6: Week 2 Assessment

1. Part A

A. Incorrect. Although Mia is sad at the beginning of the passage, she is not sad at the end, because of the events that happen.

B. Incorrect. Although Mia misses her friend, the passage does not suggest that she wants to change.

C. Correct. This is the theme of the passage. Mia learns that Sasha can be a good friend after talking with her.

D. Incorrect. Although Mia might think this way, the passage does not show her learning this lesson.

Part B

A. Incorrect. Although this sentence describes Mia's problem, it does not show how she solves this problem.

B. Incorrect. Although Mia meets someone who knows her friend Kara, this sentence does not show the lesson that Mia learns or the theme of the passage.

C. Incorrect. Although this sentence reveals a lesson that Sasha has learned from Kara, it does not show the lesson that Mia has learned or the theme of the passage.

D. Correct. Mia learns that she can be happy and feel less alone when she makes a new friend.

2. A. Correct. Mia perked up, or became cheerful again, when she heard the name of Kara's school.

B. Incorrect. Although this is one definition for perk, as in "she perked up her head," it does not describe what Mia does in the sentence.

C. Incorrect. Although perk can refer to appearance, as in "she perked up her dress with a ribbon," it does not describe what Mia does in the sentence.

D. Incorrect. Although perk is used as an abbreviation of *percolate* and this describes how people make coffee, this meaning does not fit the context of this sentence.

3. A. Incorrect. Although Mia does sit by herself, this makes her feel lonely and not better.

B. Incorrect. Although Mia sees a girl she does not recognize, she does not feel better until she meets the girl.

C. Correct. Speaking to the new girl helps Mia feel better.

D. Correct. Mia feels better when she talks to Sasha about Kara.

E. Incorrect. Although Mia tells Sasha about the soccer team, she does not specifically invite her to join the team.

4. A. Incorrect. Although scan can mean "to read quickly," this meaning does not show what Mia is doing in the sentence.

B. Correct. Mia is looking over the entire lunchroom.

C. Incorrect. Although scan can describe making an image on paper using a machine, this meaning does not show what Mia is doing in the sentence.

D. Incorrect. Although scan can refer to marking lines in a poem, this meaning does not show what Mia is doing in the sentence.

5. **Part A**

A. Correct. This is the theme of the passage. Although Jeremy is initially afraid of camping, he faces his fears and ends up enjoying camping with his friends.

B. Incorrect. Although Jeremy goes on the camping trip, he does not listen to others to learn new things.

C. Incorrect. Jeremy does not share or reveal his problems with others, so he does not learn this lesson.

D. Incorrect. At first, Jeremy fears that the camping trip will be frightening, but he does not believe this at the end of the passage.

Part B

A. Incorrect. Although this sentence describes what Jeremy and his friends do in the woods, this sentence does not show the lesson that he learns.

B. Incorrect. Although Jeremy sleeps in a tent with his friends, this sentence does not support the theme in Part A.

C. Correct. This sentence shows that Jeremy has learned to enjoy camping rather than fear it.

D. Incorrect. Although this sentence describes what Jeremy does at the end of the passage, it does not show that he has learned a lesson.

6. A. Incorrect. Although a check can be a type of written mark, Jeremy is walking through the woods and not writing.

B. Incorrect. Although a check can be used to pay for something, Jeremy is walking through the woods and not buying anything.

C. Incorrect. Jeremy is not trying "to hold back," but is making sure there are no bears or snakes behind trees.

D. Correct. Jeremy checked behind every tree, meaning he looked carefully to make sure there were no bears or snakes.

7. First theme: Correct for "Friends, Old and New." Making new friends does not happen in "The Camping Trip."

Second theme: Correct for both. "Friends, Old and New" and "The Camping Trip" tell about making decisions that improve the lives of the main characters.

Third theme: Correct for "The Camping Trip." The main character does not face her fears in "Friends, Old and New."

Fourth theme: Correct for "The Camping Trip." The main character in "Friends, Old and New" meets someone new, but she does not try something new like the main character in "The Camping Trip."

8. A. Incorrect. Although headed can refer to someone who is "in front of" a group, this meaning does not fit the context of the sentence.

B. Incorrect. Although headed can mean "to be the chief of" an organization or group, this meaning does not show what Jeremy is doing in the sentence.

C. Correct. Jeremy moved, or headed, in the direction of the campfire.

D. Incorrect. Although headed can mean "to strike something with the head," such as a ball, Jeremy is not striking or hitting anything in this sentence.

9. A. Incorrect. Although Mr. Dean announces the camping trip, this makes Jeremy nervous and not happy.

B. Incorrect. Although Jeremy and his friends hike to the camping site, hiking does not make him happier.

C. Correct. Jeremy realizes that the snake is scared of him, which makes him happy and gives him confidence.

D. Incorrect. The strange sounds probably make Jeremy more nervous, so this event does not make him happier.

Grade 3 Weekly & Unit Assessments • © Benchmark Education Company, LLC

10. A. Incorrect. Although the other boys are excited, Jeremy does not share their enthusiasm.

B. Incorrect. Although Jeremy's friends laugh while collecting firewood, the passage does not suggest that this helps Jeremy feel better.

C. Incorrect. Although the group takes a long hike to reach their camp site, this is not something Jeremy's friends do that makes him feel better.

D. Correct. Jeremy laughs at his friend Bo's jokes, which shows that Jeremy is enjoying himself.

E. Correct. Whispering and giggling with his friends in the tent shows that Jeremy is enjoying himself.