

RL.1.3(m) RF.1.2 d(m) L.1.2(m)  
 RL.1.9 (m) RF.1.3 a-c(m) L.1.2 e(m)  
 RI.1.10(m) RF.1.4, a(m)  
 RI.1.9 (m)

**Unit 5, Benchmark Test**

Item Number	Correct Answer	Unit, Lesson, Program Skill	Common Core State Standard	Webb's Depth of Knowledge*
<b>READING AND ANALYZING TEXT</b>				
1	A She wants a kite.	U5L21: Comprehension: Story Structure	RL.1.3	2
2	A have a plan	U3L12: High-Frequency Words	RF.1.3g	2
3	C a ride that has wheels	U4L17: High-Frequency Words	RF.1.3g	1
4	B Carl gets the lunch bag.	U3L12: Comprehension: Sequence of Events	RL.1.3	2
5	A fixed	U1L1: Vocabulary Strategy: Classification/ Categorization of Words	L.1.5a	1
6	B Joy runs with it.	U3L12: Comprehension: Sequence of Events	RL.1.3	2
7	C true	U5L25: Vocabulary Strategy: Synonyms: Introduction to a Thesaurus	L.1.5d	2
8	A glad	U5L25: Comprehension: Understanding Characters	RL.1.3	2
9	A It will tell about ants.	U2L9: Comprehension: Text and Graphic Features	RI.1.6	2
10	C the part that is up	U5L24: Vocabulary Strategy: Multiple-Meaning Words	L.1.4a	2
11	B Ants have jobs that help their family.	U1L1: Comprehension: Main Idea	RI.1.2	2
12	C in a place	U3L11: High-Frequency Words	RF.1.3g	1
13	C a very young animal	U5L22: High-Frequency Words	RF.1.3g	1
14	A animals	U5L24: Comprehension: Compare Texts	RI.1.9	3
15	A Ants live in nests. A red fox lives in a den.	U5L24: Comprehension: Compare Texts	RI.1.9	3
<b>PHONICS</b>				
16	A steps	U1L4: Phonics: Short <i>e</i>	RF.1.3b	1
17	B need	U4L17: Phonics: Vowel Pairs <i>ee, ea</i>	RF.1.3c	1
18	C that	U3L11: Phonics: Digraph <i>th</i>	RF.1.3a	1
19	C smooth	U5L24: Phonics: Vowel Digraphs/Spelling Patterns <i>oo, ou, ew</i>	RF.1.3c	1
20	C soil	U5L25: Phonics: Vowel Combinations <i>oi, oy, au, aw</i>	RF.1.3b	1
21	A farm	U5L21: Phonics: <i>r</i> -Controlled Vowel <i>ar</i>	RF.1.3b	1
22	A paint	U4L18: Phonics: Vowel Pairs <i>ai, ay</i>	RF.1.3c	1
23	A face	U3L14: Phonics: Soft <i>c, g, dge</i>	RF.1.3c	1
24	B isn't	U3L13: Phonics: Contractions with <i>'s, n't</i>	RF.1.3b	1
25	B long	U4L17: Phonics: Final <i>ng, nk</i>	RF.1.3c	1

**Unit 5, Benchmark Test continued**

Item Number	Correct Answer	Unit, Lesson, Program Skill	Common Core State Standard	Webb's Depth of Knowledge*
<b>REVISING AND EDITING</b>				
1	C will	U4L19: Grammar: Future Using <i>will</i>	L.1.1e	1
2	A Mom and I	U5L22: Grammar: The Pronoun <i>I</i>	L.1.1d	1
3	A dod	U1L1: Spelling: Short <i>a</i>	L.1.2d	1
4	A can't	U5L25: Grammar: Contractions	RF.1.3b	1
5	A blue	U1L5: Grammar: Adjectives for Color	L.1.1f	1
6	C were	U3L15: Grammar: The Verb <i>be</i>	L.1.1c	1
7	A her	U5L23: Grammar: Possessive Pronouns	L.1.1d	1
8	C toy	U2L9: Grammar: Singular and Plural Nouns	L.1.1b	1
9	B going	U4L19: Grammar: Future Tense	L.1.1e	1
10	A nat	U2L8: Spelling: Short <i>o</i>	L.1.2d	1
<b>WRITING TO NARRATE</b>				
	See rubric on page 19.	U5L25: Narrative Writing	W.1.3	4

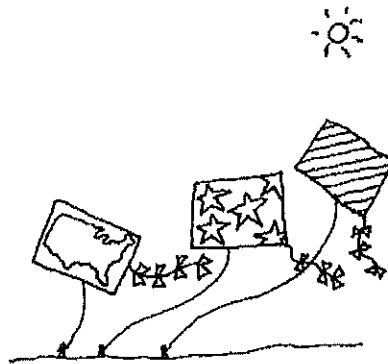
Name \_\_\_\_\_ Date \_\_\_\_\_

# Reading and Analyzing Text

**Read the story "What a Kite!" before answering  
Numbers 1 through 8.**

## What a Kite!

The Young family went to the park. They took a lunch. While eating, Carl and Joy watched some girls and boys fly kites.



"I wish we had a kite," said Joy. "It would be fun to fly it."

"We'll come to the park again," said Joy's mother. "Then we will bring a kite."

"Wait!" said Carl. "I know what we can do."

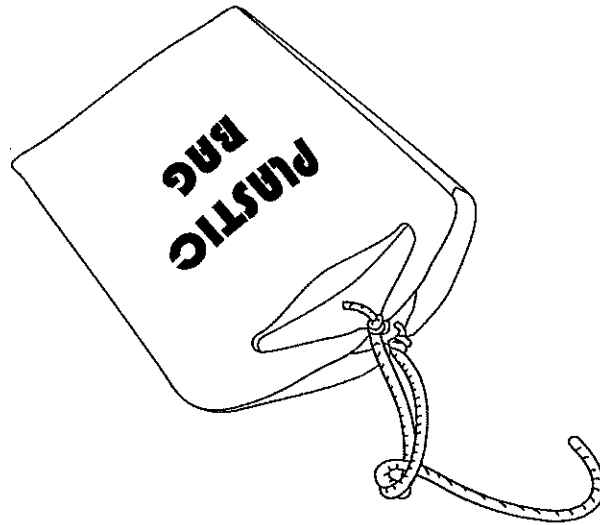


To the teacher: Read the directions and questions with children. Selection and answer choices should be read independently.

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**Reading and  
Analyzing Text**

Carl ran to the car. He got some yarn that was in his mother's bag. Then he got their lunch bag. Carl fixed the yarn to the open end of the bag.



"Here, Joy," Carl said. "Run with the yarn to make the bag fly." In no time, Joy had the kite flying.

Joy said, "It may not be a real kite, but it is still fun."  
And it was.

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**Now answer Numbers 1 through 8. Base your answers on the story "What a Kite!"**

**1** What is Joy's MAIN problem in this story?

- ☐ She wants a kite.
- ☐ She wants to eat lunch.
- ☐ She wants to run with Jake.

**2** Read this sentence from the story.

**"I know what we can do."**

What does the word *know* mean in the sentence above?

- ☐ have a plan
- ☐ see a friend
- ☐ like to make

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**Reading and  
Analyzing Text**

- 3 Read this sentence from the story.

**Carl ran to the car.**

What does the word *car* mean in the sentence above?

- ☐ a playground
- ☐ a tray that holds food
- ☐ a ride that has wheels

- 4 What happens AFTER Carl gets some yarn?

- ☐ The family eats lunch.
- ☐ Carl gets the lunch bag.
- ☐ Joy watches boys and girls fly kites.

- 5 Read this sentence from the story.

**Carl fixed the yarn to the open end of the bag.**

Which word is an action word in the sentence above?

- ☐ fixed
- ☐ the
- ☐ yarn

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- 6 What happens AFTER Carl gives Joy the bag fixed with yarn?
- ☐ Joy blows on it.
  - ☐ Joy runs with it.
  - ☐ Joy puts it in the car.

- 7 Read this sentence from the story.

**It may not be a real kite, but it is still fun.**

Which word means almost the SAME as the word *real* in the sentence above?

- ☐ fake
  - ☐ new
  - ☐ true
- 8 How does Joy feel at the END of the story?
- ☐ glad
  - ☐ mad
  - ☐ sad

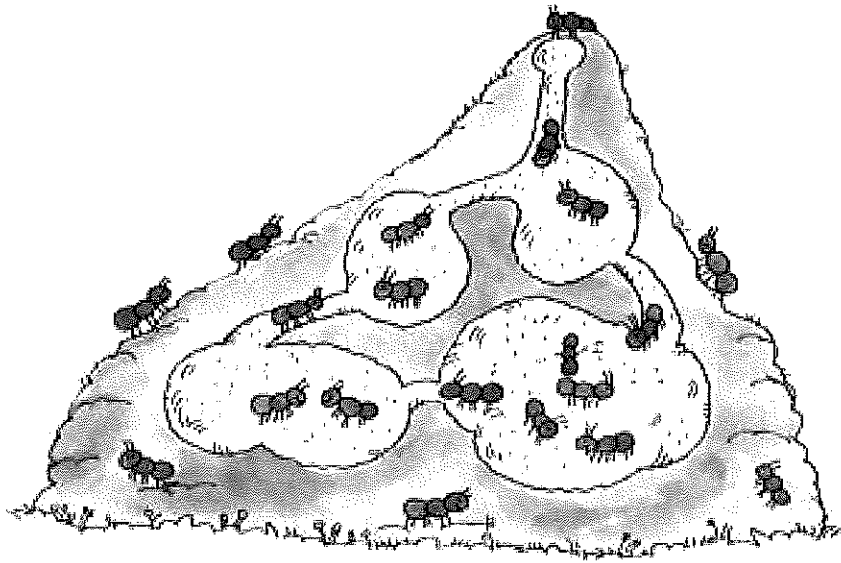
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**Reading and  
Analyzing Text**

**Read the articles “Ants” and “The Red Fox” before  
answering Numbers 9 through 15.**

## Ants

Ants live in many places. They are very small. Ants live in a big family. An ant family lives in a nest. Ant nests can be in the ground or on top of the ground. Some ants make nests in trees.



To the teacher: Read the directions and questions with children. Selections and answer choices should be read independently.



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Ants have jobs to do. Each ant does one job, but the ants work together like a team. One ant is the queen. Just one queen lives in a nest. The queen lays eggs. That is her main job.

Some ants clean the nest. Some ants look for food, like seeds. They bring the food back to the nest. One group of ants feeds baby ants. All the ants work hard. It helps the family grow.



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## **The Red Fox**

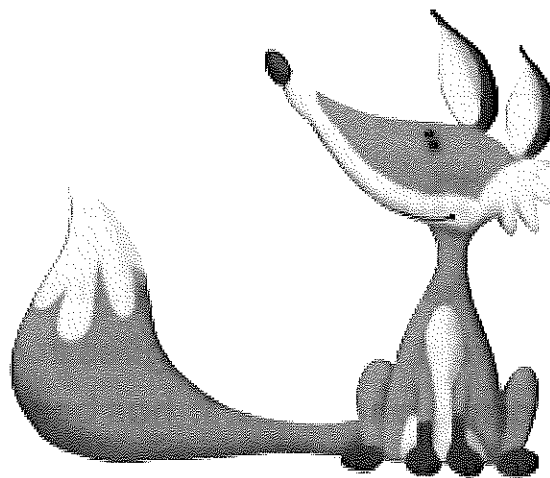
The red fox looks like a small dog. It has long legs which help it run fast. The red fox goes in many places. It likes grass, farms, and trees. It has been seen where people live, too. The red fox lives in a place called a den.

If the red fox is a girl, called a female, she might have a baby fox. A fox baby is a pup. But she wouldn't have just one pup in her den. The female red fox can have 3 to 12 pups a year!

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**Reading and  
Analyzing Text**

The red fox eats a lot. It eats many foods. It eats bugs and berries. It eats scraps left over by people. The red fox hunts, too. It hunts in the day. It hunts when it is dark out. It has good eyes and ears to hunt when it is dark. It can see and hear a small animal, like a mouse.



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**Now answer Numbers 9 through 15. Base your answers on the articles "Ants" and "The Red Fox."**

- 9** What does the title tell you the article "Ants" will be about?
- ☐ It will tell about ants.
  - ☐ It will tell about queens.
  - ☐ It will tell about a family.
- 10** Read this sentence from the article "Ants."

**Ant nests can be in the ground  
or on top of the ground.**

What does the word *top* mean in the sentence above?

- ☐ a shirt
- ☐ a toy that spins
- ☐ the part that is up

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**Reading and  
Analyzing Text**

- 11** What is the MAIN idea of the article "Ants"?
- ☐ An ant family lives in a nest.
  - ☐ Ants have jobs that help their family.
  - ☐ Some ants look for food to bring to the nest.

- 12** Read this sentence from the article  
"The Red Fox."

**It has been seen where people live, too.**

What does the word *where* mean in the sentence above?

- ☐ at a time
- ☐ on top of
- ☐ in a place

Name \_\_\_\_\_ Date \_\_\_\_\_

- 13 Read this sentence from the article  
"The Red Fox."

**A fox baby is a pup.**

What does the word *baby* mean in the sentence above?

- ☐ an old animal
  - ☐ a place to sleep
  - ☐ a very young animal
- 14 What are BOTH articles MOSTLY about?
- ☐ animals
  - ☐ jobs
  - ☐ seasons
- 15 How is the home of ants DIFFERENT from the home of a red fox?
- ☐ Ants live in nests. A red fox lives in a den.
  - ☐ Ants live with people. A red fox lives in a nest.
  - ☐ Ants live in dens. A red fox lives in the ground.



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Phonics

# Phonics

**Answer Numbers 16 through 25. Choose the best answer for each question.**

- 16** Which word BEST completes the sentence below?

**Can a rock be a funny pet? Follow these \_\_\_\_\_ to make a pet rock.**

- ☐ steps
- ☐ steep
- ☐ stops

- 17** Which word BEST completes the sentence below?

**First, you will \_\_\_\_\_ to find a rock.**

- ☐ nail
- ☐ need
- ☐ nod



To the teacher: Read the directions and questions with children. Target sentences and answer choices should be read independently.

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**Phonics**

- 18** Which word BEST completes the sentence below?

**Look for one \_\_\_\_\_ is small and round.**

- ☐ chat
- ☐ hat
- ☐ that

- 19** Which word BEST completes the sentence below?

**The rock should be \_\_\_\_\_, too.**

- ☐ smell
- ☐ smith
- ☐ smooth

- 20** Which word BEST completes the sentence below?

**Next, wash the \_\_\_\_\_ off.**

- ☐ sail
- ☐ seal
- ☐ soil

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Phonics

- 21 Which word BEST completes the sentence below?

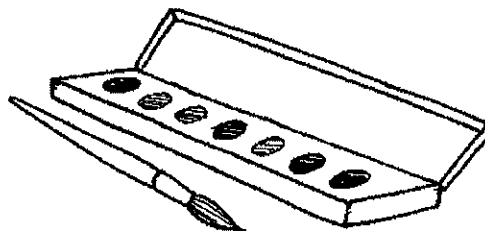
**Then, pick a \_\_\_\_\_ or zoo animal to make.**

- ☐ farm
- ☐ firm
- ☐ foam

- 22 Which word BEST completes the sentence below?

**Now \_\_\_\_\_ the parts on the animal.**

- ☐ paint
- ☐ pant
- ☐ point



- 23 Which word BEST completes the sentence below?

**You can add things like the \_\_\_\_\_, paws, and tail.**

- ☐ face
- ☐ fast
- ☐ fuss



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- 24 Which word BEST completes the sentence below?

**Set the rock on paper until  
the paint \_\_\_\_\_ wet.**

- ☐ I'm  
☐ isn't  
☐ it's



- 25 Which word BEST completes the sentence below?

**It will not be \_\_\_\_\_ before  
you have a pet rock!**

- ☐ lone  
☐ long  
☐ lost



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Revising and Editing

# Revising and Editing

**Answer Numbers 1 through 10. Choose the best answer for each question.**

- 1** Which word BEST completes the sentence below?

**Next week, my family \_\_\_\_\_ sell some things.**

☐ had

☐ was

☐ will

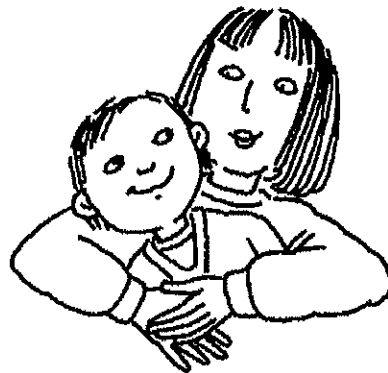
- 2** Which word BEST completes the sentence below?

\_\_\_\_\_ **looked for things to sell.**

☐ Mom and I

☐ I and Mom

☐ Mom and me



To the teacher: Read the directions and questions with children. Target sentences and answer choices should be read independently.

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**Revising and Editing**

- 3** Which word is spelled **WRONG** in the sentence below?

**My dod helped, too.**

- ☐ dod
- ☐ helped
- ☐ too

- 4** Which word **BEST** completes the sentence below?

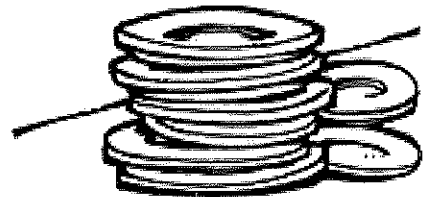
**I \_\_\_\_\_ find many things to sell.**

- ☐ can't
- ☐ isn't
- ☐ weren't

- 5** Which word describes the dishes in the sentence below?

**Mom pulled out some blue dishes.**

- ☐ blue
- ☐ out
- ☐ pulled



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**Revising and Editing**

- 6** Which word BEST completes the sentence below?

**The dishes \_\_\_\_\_ a gift.**

- ☐ is
- ☐ was
- ☐ were

- 7** Which word BEST completes the sentence below?

**One of \_\_\_\_\_ friends gave the dishes to us.**

- ☐ her
- ☐ hers
- ☐ she

- 8** Which word is WRONG in the sentence below?

**Then we looked at all of my toy.**

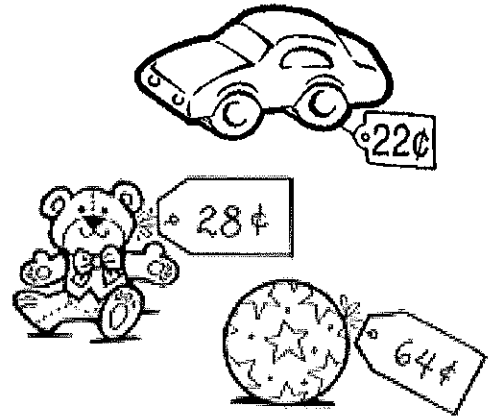
- ☐ looked
- ☐ my
- ☐ toy

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- 9 Which word BEST completes the sentence below?

**I am \_\_\_\_\_ to sell the ones I don't like.**

- ☐ go  
☐ going  
☐ will



- 10 Which word is spelled WRONG in the sentence below?

**Now my toy box will nat be so full.**

- ☐ nat  
☐ so  
☐ will



