



MINISTRIES FREE ACADEMY

Grade 3 Reading & Language Arts

Practice Workbook · Reading, Writing & Language

WEEKS 1–3

Free Forever · Print & Practice

A companion paper resource — nothing to log in to.

This workbook is optional and does not sync or count toward any record.

How to Use This Workbook

This is a free, printable companion to the Grade 3 Reading & Language Arts course. Work the pages with a pencil at your own pace. Every answer is in the **Answer Key** at the back — check your work when you finish a page.

There is nothing to sign in to and nothing is tracked. This paper practice is entirely optional and is meant for extra review or screen-free learning. It does not replace or affect the on-screen course in any way.

What's inside — Weeks 1-3:

Name:	Grade /	Date
_____	Class:	started:
	_____	_____

Prefixes - Beginnings That Change Meaning

— Identify common prefixes and use their meanings to understand new words (RF.3.3.a).

LEARN

A PREFIX is a word part added to the BEGINNING of a word. It changes the word's meaning. Take 'happy.' Add the prefix 'un-' and you get 'unhappy' - meaning NOT happy. Learn a few prefixes and you can unlock hundreds of new words.

Here are four of the most common:

- un- = not, or the opposite (unlock, unkind)
- re- = again (redo, replay)
- pre- = before (preview, pregame)
- dis- = not, or the opposite (disagree, dishonest)

The prefix goes first; the base word follows.

'pre-' means BEFORE. A 'preview' is a look BEFORE the show. 'Preheat' means heat BEFORE you cook. 'dis-' means NOT or the opposite. 'Disagree' is to NOT agree. 'Dishonest' means NOT honest.

When you meet a long word, look for a prefix you know. Cover it, read the base word, then add the prefix's meaning back. 'Disappear' → base 'appear,' prefix 'dis-' (not) → 'to not appear,' to vanish. Prefixes make big words readable.

A prefix is a word part at the beginning that changes meaning: un- (not), re- (again), pre- (before), dis- (opposite). Use the prefix plus the base word to figure out long words. Tomorrow: suffixes - the word parts at the end.

1. The prefix 'un-' usually means...

- ☐ (A) not or the opposite
- ☐ (B) very
- ☐ (C) again
- ☐ (D) before

2. If 're-' means 'again,' what does 'rewrite' mean?

- ☐ (A) write very neatly
- ☐ (B) write again
- ☐ (C) write before
- ☐ (D) not write

3. Does a prefix go at the BEGINNING of a word?

Circle one: YES / NO

4. What does 'preheat' mean?

- (A) heat a lot
- (B) heat again
- (C) heat before
- (D) do not heat

5. Build a word meaning 'to play again.' Pick the prefix and the base word.

word bank: re · play · un · pre

6. Match each prefix to its meaning.

Draw a line from each item on the left to its match on the right.

- un- · · again
- re- · · before
- pre- · · not
- dis- · · opposite of

7. Does the prefix 're-' mean 'not'?

Circle one: YES / NO

8. What does 'unkind' mean?

- (A) kind before
- (B) kind again
- (C) not kind
- (D) very kind

9. Sort each word by its prefix: does it use 'un-' or 're-'?

Write each item under the correct heading.

items: unlock · redo · unfair · rebuild

STARTS WITH UN-	STARTS WITH RE-

10. Using 'dis-' (not) plus 'appear,' what does 'disappear' mean?

- (A) appear loudly
- (B) to not appear
- (C) appear before
- (D) appear again

11. Is the part of the word AFTER the prefix called the base word?

Circle one: YES / NO

12. Which word has a prefix?

- ☐ (A) garden
- ☐ (B) rewind
- ☐ (C) table
- ☐ (D) happy

WEEK 1 • DAY 2

RF.3.3.a, RF.3.3.b

Suffixes – Endings That Change Meaning

– Identify common suffixes, including Latin suffixes, and use them to understand words (RF.3.3.a, RF.3.3.b).

LEARN

Yesterday: prefixes go at the front. Today: SUFFIXES go at the END of a word, and they also change its meaning. Take 'care.' Add '-ful' and you get 'careful' - full of care. Add '-less' and you get 'careless' - without care. Same base word, opposite meanings.

Common suffixes:

- ful = full of (joyful, helpful)
- less = without (fearless, hopeless)
- ly = in a way (slowly, quickly)
- er = more, or one who (taller, teacher)

The base word comes first; the suffix follows.

Some suffixes come from Latin and are common in longer words:

- able / -ible = can be done (readable = can be read, breakable = can break)
- tion = the act of (action, education)

When you see '-able,' think 'able to be.' 'Washable' = able to be washed.

For a long word, find the base word, then add the suffix's meaning. 'Comfortable' → base 'comfort,' suffix '-able' (able to be) → 'able to give comfort.' Splitting off the suffix makes a big word readable and meaningful.

A suffix is a word part at the end that changes meaning: -ful (full of), -less (without), -ly (in a way), -er (more / one who), -able (able to be). Find the base word, then add the suffix's meaning. Tomorrow: breaking long words into syllables to read them.

1. The suffix '-ful' means...

- ☐ (A) full of
- ☐ (B) again
- ☐ (C) before
- ☐ (D) without

2. If '-less' means 'without,' what does 'fearless' mean?

- ☐ (A) full of fear
- ☐ (B) before fear
- ☐ (C) more fear
- ☐ (D) without fear

3. Does a suffix go at the END of a word?

Circle one: YES / NO

4. What does 'breakable' mean?

- ☐ (A) broken before
- ☐ (B) able to be broken
- ☐ (C) break again
- ☐ (D) not broken

5. Build a word meaning 'full of hope.' Pick the base word and the suffix.

word bank: hope · ful · less · play

6. Match each suffix to its meaning.

Draw a line from each item on the left to its match on the right.

-ful · · in a way

-less · · able to be

-ly · · full of

-able · · without

7. Do '-ful' and '-less' make nearly opposite meanings (full of vs without)?

Circle one: YES / NO

8. Adding '-ly' to 'slow' makes 'slowly,' which describes...

- ☐ (A) a slow person
- ☐ (B) doing something in a slow way
- ☐ (C) not slow
- ☐ (D) the most slow

9. Sort each word by its suffix: does it use '-ful' or '-less'?

Write each item under the correct heading.

items: helpful · hopeless · joyful · fearless

ENDS WITH -FUL	ENDS WITH -LESS

10. Using '-er' (one who), what is a 'teacher'?

- ☐ (A) one who teaches
- ☐ (B) to teach again
- ☐ (C) the most teaching
- ☐ (D) not a teacher

11. Does the suffix '-less' mean 'full of'?

Circle one: YES / NO

12. Which word has a suffix meaning 'without'?

- ☐ (A) rewrite
- ☐ (B) preview
- ☐ (C) helpful
- ☐ (D) harmless

Reading Long Words by Syllables

— Decode multisyllable words by breaking them into syllables (RF.3.3.c).

LEARN

Long words look scary, but you can read any of them by breaking them into SYLLABLES - small chunks you say in one beat. 'Fantastic' is fan-tas-tic - three chunks. Read each chunk, then push them together. Chunk by chunk, every big word becomes readable.

Every syllable has exactly ONE vowel sound. So you can COUNT syllables by counting vowel sounds. 'rabbit' → rab-bit (2 vowel sounds, 2 syllables). 'butter' → but-ter (2). Count one beat for each vowel sound.

When two consonants sit between vowels, you usually split between them. 'rabbit' → rab-bit (split the b's). 'dinner' → din-ner. 'happen' → hap-pen. Breaking at the consonants gives you two easy chunks to read.

When you hit a long word: find the vowels, break it into syllables, read each chunk, then blend them together and say the whole word. It takes a second at first, but soon you'll chunk long words without even thinking about it.

Every syllable has one vowel sound, so count vowel sounds to count syllables. Break long words at double consonants or between the words of a compound, read each chunk, and blend. Tomorrow: tricky irregular words and reading smoothly.

1. How many syllables are in 'pencil' (pen-cil)?

- ☐ A 1
- ☐ B 4
- ☐ C 2
- ☐ D 3

2. Which word has THREE syllables?

- ☐ A happy
- ☐ B computer
- ☐ C dog
- ☐ D table

3. Does each syllable have exactly one vowel sound?

Circle one: YES / NO

4. How should you split 'muffin' into syllables?

- ☐ A muff-in
- ☐ B muf-fin
- ☐ C mu-ffin
- ☐ D m-uffin

5. Put the two syllables of 'napkin' in order.

_____ . _____

word bank: nap · kin · kit · nan

6. Match each word to its number of syllables.

Draw a line from each item on the left to its match on the right.

cat · · 1

rabbit · · 4

banana · · 3

alligator · · 2

7. Does breaking a long word into syllables make it easier to read?

Circle one: YES / NO

8. A compound word like 'sunset' is easiest to split...

- ☐ (A) between the two small words: sun·set
- ☐ (B) in the middle of 'sun'
- ☐ (C) you can't split it
- ☐ (D) after the t

9. Sort each word: 2 syllables or 3 syllables?

Write each item under the correct heading.

items: basket · elephant · garden · dinosaur

2 SYLLABLES	3 SYLLABLES

10. You read the chunks 'sub-ma-rine.' What is the whole word?

- ☐ (A) subtract
- ☐ (B) sandwich
- ☐ (C) submerge
- ☐ (D) submarine

11. Is it impossible to read a word that has four syllables?

Circle one: YES / NO

12. Which word has only ONE syllable?

- ☐ (A) table
- ☐ (B) happy
- ☐ (C) strong
- ☐ (D) pencil

Tricky Words and Reading Smoothly

— Read irregularly spelled words and use context to read accurately and smoothly (RF.3.3.d, RF.3.4.a, RF.3.4.c).

LEARN

Most words follow phonics rules. But some TRICKY words don't - you can't fully sound them out. Words like 'said,' 'could,' and 'because' just have to be learned by sight. The good news: there aren't many, and you see them so often that they stick fast.

Here are some that don't play by the rules:

- said (looks like 'sayd' but sounds like 'sed')
- could, would, should (silent l)
- through, though (lots of silent letters)
- because, friend, people

Read them as whole words instead of sounding out every letter.

Reading FLUENTLY means reading smoothly, at a steady pace, with expression - not word-by-word like a robot. Good readers group words together, pause at periods, and let their voice rise and fall. Reading smoothly helps you understand what you read.

Good readers use CONTEXT - the meaning of the sentence - to check their reading. If you read 'The dog began to bark' but say 'The dog began to bake,' it doesn't make sense. That mismatch is your clue to go back and fix the word. Meaning is your safety net.

Nobody reads smoothly the first time through a new text. Re-reading the same passage two or three times makes it smoother each time - the tricky words get faster and your expression gets better. Re-reading it a few times is the best practice of all.

Some words must be learned by sight because they break the rules. Fluent reading is smooth, paced, and expressive, and you use the meaning of the sentence to catch and fix mistakes. Re-reading builds smoothness. Tomorrow: the Week 1 check on phonics and fluency.

1. Why is 'said' a tricky word?

- ☐ (A) it is a made-up word
- ☐ (B) it is very long
- ☐ (C) it doesn't sound the way it's spelled
- ☐ (D) it has no vowels

2. Which letter is silent in 'could'?

- ☐ (A) d
- ☐ (B) l
- ☐ (C) o
- ☐ (D) c

3. Are tricky words best learned by recognizing them as whole words?

Circle one: YES / NO

4. Which describes FLUENT reading?

- ☐ (A) smooth, with expression and good pace
- ☐ (B) one word at a time, very slowly
- ☐ (C) skipping every hard word
- ☐ (D) reading as fast as possible with no pauses

5. You read: 'She poured milk into her glass.' But you said 'grass.' What should you do?

- ☐ (A) stop reading
- ☐ (B) reread and fix it - 'grass' doesn't make sense
- ☐ (C) keep going
- ☐ (D) skip the sentence

6. Choose the tricky word that completes the sentence.

We stayed inside _____ it was raining.

word bank: because · could · friend · people

7. Match each tricky word to the way it sounds.

Draw a line from each item on the left to its match on the right.

said · · sed

could · · cood

friend · · frend

been · · bin

8. If a word you read doesn't make sense, should you go back and check it?

Circle one: YES / NO

9. Sort each word: a Tricky word (breaks rules) or a Regular word (sounds out)?

Write each item under the correct heading.

items: because · cat · through · stop

TRICKY WORD	REGULAR WORD

10. How can you make your reading of a passage smoother?

- ☐ (A) read only the easy words
- ☐ (B) read it silently only once
- ☐ (C) read it once and stop
- ☐ (D) read it again a few times to practice

11. Is reading one word at a time, like a robot, the same as reading fluently?

Circle one: YES / NO

12. Which of these is a tricky (irregular) word?

- ☐ (A) cat
- ☐ (B) jump
- ☐ (C) run
- ☐ (D) people

WEEK 1 • DAY 5

RF.3.3.a, RF.3.3.c, RF.3.3.d, RF.3.4.a

Week 1 Check – Phonics and Fluency

– Demonstrate using prefixes, suffixes, syllables, and tricky-word reading (RF.3.3, RF.3.4).

LEARN

This week you learned prefixes, suffixes, how to break long words into syllables, and how to handle tricky words and read smoothly. A few warm-ups, then the Week 1 check. Use the word parts and chunking you practiced.

You can use prefixes and suffixes to unlock word meanings, break long words into syllables, read tricky words by sight, and read more smoothly. These are the tools that let you read almost anything. Next week: reading literature – stories, fables, and the lessons they teach.

1. Warm-up: the prefix 'un-' means...

- ☐ (A) again
- ☐ (B) not
- ☐ (C) full of
- ☐ (D) before

2. Warm-up: the suffix '-ful' means...

- ☐ (A) full of
- ☐ (B) before
- ☐ (C) again
- ☐ (D) without

3. Warm-up: how many syllables are in 'pencil'?

- ☐ (A) 1
- ☐ (B) 4
- ☐ (C) 3
- ☐ (D) 2

4. Warm-up: is 'because' a tricky word that breaks the spelling rules?

Circle one: YES / NO

5. Warm-up: match each prefix to its meaning.

Draw a line from each item on the left to its match on the right.

un- · · again

re- · · not

pre- · · before

WEEK 1 CHECK: PHONICS & FLUENCY

6. The prefix 'un-' means...

- ☐ (A) before
- ☐ (B) not or the opposite
- ☐ (C) very
- ☐ (D) to do something one more time, again

7. The suffix '-ful' means...

- ☐ (A) again
- ☐ (B) one who
- ☐ (C) without
- ☐ (D) full of

8. Does a prefix go at the beginning of a word?

Circle one: YES / NO

9. What does 'rewrite' mean?

- ☐ (A) write again
- ☐ (B) write
- ☐ (C) do not write
- ☐ (D) write it before it even happens

10. How many syllables are in 'rabbit'?

- ☐ (A) 3
- ☐ (B) 4
- ☐ (C) 1
- ☐ (D) 2

11. Does each syllable have one vowel sound?

Circle one: YES / NO

12. Why is 'said' a tricky word?

- ☐ (A) it is a very, very long and complicated word
- ☐ (B) it is made up
- ☐ (C) it doesn't sound the way it's spelled
- ☐ (D) it has no vowels

13. The suffix '-less' means...

- ☐ (A) full of
- ☐ (B) again
- ☐ (C) more
- ☐ (D) without

14. Does the prefix 're-' mean 'not'?

Circle one: YES / NO

15. Which word has THREE syllables?

- ☐ (A) dog
- ☐ (B) rabbit
- ☐ (C) table
- ☐ (D) banana

Asking and Answering Questions

– Ask and answer questions about a story, referring explicitly to the text for the answers (RL.3.1).

LEARN

Good readers ask questions as they read – who, what, where, when, why – and then find the answers RIGHT IN THE TEXT. The rule this week: don't just guess. Point to the exact words in the story that prove your answer. That's reading like a detective.

Mara wanted a garden. The yard behind her house was full of weeds and hard, dry dirt. Every morning before school, she pulled weeds and carried water from the kitchen in an old blue bucket. Her little brother Theo laughed. "Nothing will grow there," he said. But Mara kept working. After three weeks, tiny green shoots pushed up through the soil. By summer, the yard was full of tomatoes and sunflowers. Theo stopped laughing and started helping.

Questions aren't only about WHO and WHAT. Ask WHEN something happened and WHERE. In the story: WHEN did Mara work? 'Every morning before school.' WHERE was the garden? 'The yard behind her house.' The text answers both.

Sometimes a question can't be answered from the story because the author never told us. We don't know Mara's favorite food or her age – the text doesn't say. A careful reader knows the difference between what the text states and what it leaves out.

Ask who, what, where, when, and why – then find the answer in the exact words of the text. If the story doesn't say it, don't claim it as fact. Tomorrow: the lessons that fables and folktales teach.

1. Who wanted a garden?

- ☐ (A) their mom
- ☐ (B) Mara
- ☐ (C) Theo
- ☐ (D) the neighbor

2. What did Mara carry water in?

- ☐ (A) an old blue bucket
- ☐ (B) a hose
- ☐ (C) a glass
- ☐ (D) a watering can

3. Should you point to words in the text to prove your answer?

Circle one: YES / NO

4. When did Mara pull weeds and carry water?

- ☐ (A) every morning before school
- ☐ (B) at night
- ☐ (C) on weekends only
- ☐ (D) after dinner

5. Finish the answer with the right word from the story: the shoots came up after how many weeks?

After _____ weeks

word bank: three · two · five · ten

6. Match each question to its answer from the story.

Draw a line from each item on the left to its match on the right.

Who laughed? · · water

What grew? · · tomatoes and sunflowers

Where was the garden? · · the backyard

What did Mara carry? · · Theo

7. Does the story show WHY Theo started helping (because the garden actually grew)?

Circle one: YES / NO

8. Why did Theo stop laughing?

- (A) it started raining
- (B) he got tired
- (C) Mara gave up
- (D) the plants actually grew

9. Sort each: is it answered IN the story, or NOT in the story?

Write each item under the correct heading.

items: Mara's brother's name · what color the bucket was · Mara's favorite food · the name of Mara's school

ANSWERED IN THE STORY	NOT IN THE STORY

10. Which question CANNOT be answered from the story?

- (A) Who is Mara's brother?
- (B) How old is Mara?
- (C) What did she grow?
- (D) What did she carry water in?

11. If the story doesn't say something, is it okay to just make up the answer as a fact?

Circle one: YES / NO

12. Where did the story take place?

- ☐ (A) the yard behind Mara's house
- ☐ (B) at a park
- ☐ (C) at school
- ☐ (D) on a farm

WEEK 2 • DAY 2

RL.3.2

The Lesson in a Fable

– Recount a fable and determine its central message, explaining how key details convey it (RL.3.2).

LEARN

A FABLE is a short story, often with animals that talk, that teaches a LESSON - also called the moral or central message. Folktales and myths work the same way: the events of the story add up to one big idea the author wants you to learn. Your job is to find it.

All summer, the Ant worked. She carried seeds and grains to her nest, one heavy load at a time, storing food for the cold months ahead. The Grasshopper laughed at her. "Why work so hard? Come sing and play!" he said, hopping in the warm sun. When winter came, snow covered the ground. The Grasshopper had no food and grew thin and cold. The Ant, warm in her nest with plenty to eat, had prepared all along.

You don't guess the moral - you find it in the KEY DETAILS. The Ant 'storing food for the cold months' and the Grasshopper 'had no food' when winter came are the details that prove the lesson is about preparing. The events of the story carry the message.

To RECOUNT a story is to retell the main events in order, in your own words: beginning, middle, end. Ant works all summer (beginning) → Grasshopper plays and mocks her (middle) → winter comes and only the prepared Ant is fine (end). A good recount keeps the order and the key events.

A fable teaches a central message. Find it in the key details and events, not by guessing, and recount the story in order in your own words. Tomorrow: looking closely at the characters in a story.

1. Who stored food for the winter?

- ☐ (A) the Grasshopper
- ☐ (B) neither
- ☐ (C) the Ant
- ☐ (D) both

2. What is the central message (lesson) of this fable?

- ☐ (A) prepare and work hard for the future
- ☐ (B) ants are mean
- ☐ (C) winter is fun
- ☐ (D) singing is bad

3. Does a fable usually teach a lesson?

Circle one: YES / NO

4. Which detail BEST shows the lesson about preparing?

- (A) the sun was warm
- (B) the Grasshopper liked to sing
- (C) the Ant stored food and the Grasshopper had none
- (D) the nest was small

5. Recount the order: what did the Ant do, then what happened in winter?

First the Ant _____. In winter she was _____.

word bank: stored food · warm and fed · sang songs · hungry

6. Match each short fable to its lesson.

Draw a line from each item on the left to its match on the right.

Ant stores, Grasshopper plays · · cleverness solves problems

Slow turtle beats fast hare · · lying breaks trust

Boy cries wolf for fun · · steady effort wins

Crow drops stones to raise water · · prepare for the future

7. Do the key details in a story help prove what the lesson is?

Circle one: YES / NO

8. What happened to the Grasshopper in winter?

- (A) he moved away
- (B) he found food
- (C) he helped the Ant
- (D) he had no food and grew cold

9. Sort each statement: does it fit the fable's lesson or NOT fit?

Write each item under the correct heading.

items: Save some of what you have for later · Plan ahead for hard times · Never do any work · Winter is the best season

FITS THE LESSON	DOES NOT FIT

10. Which is the correct ORDER of events?

- (A) the Grasshopper starves, then summer begins
- (B) winter comes, then the Ant works
- (C) the Ant works, then winter comes
- (D) winter comes first, then summer

11. Must every fable be about animals?

Circle one: YES / NO

12. Which title best fits this fable's lesson?

- ☐ (A) The Lazy Ant
- ☐ (B) Always Be Ready
- ☐ (C) The Cold Winter
- ☐ (D) The Singing Bug

WEEK 2 • DAY 3

RL.3.3

Looking Closely at Characters

– Describe characters' traits, feelings, and motivations and explain how their actions move the story (RL.3.3).

LEARN

CHARACTERS are the people or animals in a story. Good readers describe them by their TRAITS (what they're like), their FEELINGS (how they feel), and their MOTIVATIONS (why they do things). And a character's actions DRIVE the story - what they do makes the next thing happen.

Sam was the quietest kid in class. He never raised his hand. One rainy day, he saw a small dog shivering under a bench, its leash tangled tight. Sam's heart pounded - he hated being noticed. But the dog whimpered. Sam knelt down, talked to it softly, and worked the leash free. Then he carried the dog to the office and helped find its owner. The next day, the whole class clapped for him. Sam smiled - still quiet, but a little braver than before.

A MOTIVATION is the reason behind an action. Sam hated being noticed, so why did he help? Because 'the dog whimpered.' The dog's need was stronger than his fear. The reason a character acts tells you a lot about who they are.

Notice how one action leads to the next: Sam SEES the dog → he KNEELS and frees it → he CARRIES it to the office → the owner is found → the class claps. Each action causes the next event. Take away Sam's choice to help, and the rest of the story never happens.

Describe characters by their traits, feelings, and motivations - and use what they say and do as your evidence. A character's actions drive the events of the story, one causing the next. Tomorrow: words that don't mean exactly what they say, and the parts of a story.

1. At the start, Sam is described as the...

- ☐ (A) tallest kid
- ☐ (B) quietest kid in class
- ☐ (C) loudest kid
- ☐ (D) newest kid

2. When Sam saw the dog, 'his heart pounded.' This shows he felt...

- ☐ (A) nervous
- ☐ (B) angry
- ☐ (C) sleepy
- ☐ (D) bored

3. Do a character's actions help move the story forward?

Circle one: YES / NO

4. Why did Sam help the dog even though he hated being noticed?

- ☐ (A) he wanted attention
- ☐ (B) the dog needed help
- ☐ (C) he was bored
- ☐ (D) a teacher made him

5. Describe Sam: pick a trait and a feeling from the story.

Sam is _____, and at first he felt _____.

word bank: kind · nervous · loud · angry

6. Match each thing Sam did or felt to what it shows.

Draw a line from each item on the left to its match on the right.

never raised his hand · · he felt nervous

freed the tangled leash · · he is brave

his heart pounded · · he is shy

helped despite his fear · · he is kind

7. Can a character's feelings change from the beginning of a story to the end?

Circle one: YES / NO

8. How did Sam change by the end of the story?

- ☐ (A) he got angry
- ☐ (B) he grew a little braver
- ☐ (C) he stayed exactly the same
- ☐ (D) he became loud

9. Sort each: is it a TRAIT (what Sam is like) or an ACTION (something he did)?

Write each item under the correct heading.

items: shy · carried the dog to the office · kind · knelt and freed the leash

TRAIT	ACTION

10. Because Sam freed the leash and carried the dog to the office, what happened next?

- ☐ (A) the owner was found
- ☐ (B) the dog ran away
- ☐ (C) Sam went home
- ☐ (D) it stopped raining

11. If Sam had walked past the dog, would the rest of the story still happen the same way?

Circle one: YES / NO

12. Which word best describes Sam overall?

- ☐ (A) caring
- ☐ (B) selfish
- ☐ (C) lazy
- ☐ (D) mean

Word Meanings and Story Parts

– Tell literal from non-literal language and identify how the parts of stories, dramas, and poems build on each other (RL.3.4, RL.3.5).

LEARN

Some language is LITERAL – it means exactly what it says. 'The dog ran fast' is literal. Some is NON-LITERAL (figurative) – it means something different from the plain words. 'It's raining cats and dogs' doesn't mean animals are falling – it means it's raining hard. Good readers tell the difference.

An IDIOM is a phrase that means something other than its words. – 'Break the ice' = start a conversation

– 'A piece of cake' = very easy

– 'Hold your horses' = wait

If the plain words don't make sense, the phrase is probably figurative.

Longer texts come in PARTS, and each part builds on the one before:

– Stories and books have CHAPTERS. – Plays (dramas) have SCENES and acts. – Poems have STANZAS (groups of lines). Chapter 2 builds on Chapter 1; stanza 2 builds on stanza 1. The parts connect in order.

In a chapter book, Chapter 1 might introduce a problem, Chapter 2 shows a character trying to solve it, and Chapter 3 gives the result. Each chapter adds to the story. If you skipped Chapter 1, Chapter 2 wouldn't fully make sense – the parts depend on each other.

Literal language means exactly what it says; figurative language (like idioms) means something else. Stories have chapters, plays have scenes, poems have stanzas – and each part builds on the one before. Tomorrow: the Week 2 check on reading literature.

1. Which sentence is LITERAL (means exactly what it says)?

- ☐ (A) The cat sat on the mat
- ☐ (B) He spilled the beans
- ☐ (C) I'm all ears
- ☐ (D) She has a green thumb

2. What does 'a piece of cake' really mean?

- ☐ (A) a dessert
- ☐ (B) a birthday
- ☐ (C) very easy
- ☐ (D) very hard

3. Does 'raining cats and dogs' really mean animals are falling from the sky?

Circle one: YES / NO

4. If a friend says 'hold your horses,' they want you to...

- ☐ (A) wait a moment
- ☐ (B) run faster
- ☐ (C) be quiet forever
- ☐ (D) find a horse

5. The idiom 'break the ice' means to do what to a conversation? Pick the word.

to _____ a conversation

word bank: start · stop · freeze · end

6. Match each idiom to its real meaning.

Draw a line from each item on the left to its match on the right.

a piece of cake · · feeling sick

hold your horses · · wait

hit the books · · study

under the weather · · very easy

7. A group of lines in a poem is called a...

- ☐ (A) page
- ☐ (B) chapter
- ☐ (C) stanza
- ☐ (D) scene

8. Does each chapter or stanza usually build on the parts that came before it?

Circle one: YES / NO

9. A part of a play is called a...

- ☐ (A) title
- ☐ (B) stanza
- ☐ (C) verse
- ☐ (D) scene

10. Sort each phrase: Literal or Figurative (non-literal)?

Write each item under the correct heading.

items: The sun is hot · I'm all ears · She closed the door · He spilled the beans

LITERAL	FIGURATIVE

11. Why does Chapter 2 of a book usually make more sense if you've read Chapter 1?

- ☐ (A) Chapter 2 builds on what happened in Chapter 1
- ☐ (B) chapters don't connect
- ☐ (C) Chapter 1 is always the longest
- ☐ (D) chapters are random

12. Is an idiom understood by its exact, literal words?

Circle one: YES / NO

13. Which text is built from STANZAS?

- ☐ (A) a play
- ☐ (B) a poem
- ☐ (C) a chapter book
- ☐ (D) a recipe

WEEK 2 • DAY 5

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5

Week 2 Check – Reading Literature

– Demonstrate questioning, central message, character, and language skills in literature (RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5).

LEARN

This week you answered questions with text evidence, found the lesson of a fable, described characters, told literal from figurative language, and named the parts of stories and poems. First read the short fable below. Then a few warm-ups and the Week 2 check. Use the text as your proof.

A thirsty Crow found a pitcher with a little water at the very bottom, too low to reach. Instead of giving up, the Crow picked up small pebbles and dropped them into the pitcher, one by one. Slowly the water rose higher and higher. At last it reached the top, and the clever Crow drank her fill. Little by little, she had solved the problem.

You can ask and answer questions with text evidence, find the lesson in a fable, describe characters and how their actions drive a story, tell literal from figurative language, and name the parts of stories and poems. That's real, close reading. Next week: reading informational text – finding the main idea and key details in true writing.

1. Warm-up: where do the answers to questions about a story come from?

- ☐ (A) the title only
- ☐ (B) your guess
- ☐ (C) the cover
- ☐ (D) the text

2. Warm-up: a fable teaches a...

- ☐ (A) song
- ☐ (B) joke
- ☐ (C) lesson
- ☐ (D) map

3. Warm-up: 'hold your horses' means...

- ☐ (A) run
- ☐ (B) wait
- ☐ (C) sleep
- ☐ (D) sing

4. Warm-up: does Chapter 2 of a book usually build on Chapter 1?

Circle one: YES / NO

5. Warm-up: match each idiom to its meaning.

Draw a line from each item on the left to its match on the right.

a piece of cake · · study

hit the books · · very easy

under the weather · · sick

WEEK 2 CHECK: READING LITERATURE

6. In the fable, what did the Crow drop into the pitcher?

- ☐ (A) seeds
- ☐ (B) pebbles
- ☐ (C) sand
- ☐ (D) some leaves

7. What is the lesson (central message) of the Crow fable?

- ☐ (A) Crows cannot drink water.
- ☐ (B) Give up right away whenever something feels even a little bit hard.
- ☐ (C) Little by little, cleverness can solve a problem.
- ☐ (D) Pitchers are too heavy to lift.

8. Did the Crow's action of dropping pebbles move the story toward solving the problem?

Circle one: YES / NO

9. What does 'a piece of cake' really mean?

- ☐ (A) a birthday
- ☐ (B) very hard
- ☐ (C) very easy
- ☐ (D) a dessert

10. A group of lines in a poem is called a...

- ☐ (A) stanza
- ☐ (B) page
- ☐ (C) scene
- ☐ (D) chapter

11. Does the fable show the Crow was clever instead of giving up?

Circle one: YES / NO

12. Why did the Crow drop pebbles into the pitcher?

- ☐ (A) to make a loud noise
- ☐ (B) to break the pitcher
- ☐ (C) to play a long and very fun game with them
- ☐ (D) to raise the water so she could drink

13. Which sentence is figurative (non-literal)?

- ☐ (A) The dog barked
- ☐ (B) It's raining cats and dogs
- ☐ (C) She quietly closed the door
- ☐ (D) He ate lunch

14. Does an idiom mean its exact, literal words?

Circle one: YES / NO

15. Where do you find the fable's lesson?

- ☐ (A) in what happens and how it ends
- ☐ (B) in the title only
- ☐ (C) in the cover color
- ☐ (D) in the page number printed at the very bottom

Main Idea and Key Details

— Ask and answer questions about an informational text and find the main idea and key details (RI.3.1, RI.3.2).

LEARN

INFORMATIONAL TEXT is writing that gives real facts - about animals, history, how things work. It's not a story; it teaches you something true. The biggest job when reading it is finding the MAIN IDEA (what the whole text is mostly about) and the KEY DETAILS that support it.

Honeybees are insects that live together in large groups called colonies. One colony can have thousands of bees, and they all work as a team. Worker bees fly from flower to flower, collecting a sweet liquid called nectar. They carry the nectar back to the hive, where it slowly becomes honey. As the bees move, they also carry pollen between flowers. This pollen helps new plants grow. Without bees, many fruits and vegetables we eat could not grow.

KEY DETAILS are the facts that back up the main idea. Main idea: bees work together and help plants. Supporting details: they live in colonies of thousands, they collect nectar, they carry pollen that helps plants grow. Each detail is a piece of evidence for the big idea.

A main idea isn't one tiny fact, and it isn't the whole world. 'Honey is sweet' is too small - it's just one detail. 'Insects are amazing' is too big - the passage is only about bees. The main idea fits the passage just right: it's about honeybees working together and helping plants.

Informational text gives real facts. The main idea is what the whole text is mostly about; key details are the facts that support it. A main idea isn't too small (one fact) or too big (the whole world). Tomorrow: how events and ideas connect - sequence and cause and effect.

1. What is the MAIN IDEA of the passage?

- ☐ (A) Honey is sweet
- ☐ (B) Flowers are pretty
- ☐ (C) Honeybees live and work together and help plants grow
- ☐ (D) Bees are scary

2. According to the text, what do worker bees collect from flowers?

- ☐ (A) nectar
- ☐ (B) pollen only
- ☐ (C) honey
- ☐ (D) water

3. Is the main idea what the WHOLE text is mostly about?

Circle one: YES / NO

4. Which detail supports the idea that bees HELP PLANTS?

- ☐ (A) they carry pollen between flowers
- ☐ (B) a colony has thousands of bees
- ☐ (C) they live in colonies
- ☐ (D) honey is sweet

5. Finish the main idea with the right words from the text.

Bees live in groups called _____ and help _____ grow.

word bank: colonies · plants · nectar · honey

6. Match each question to its answer from the passage.

Draw a line from each item on the left to its match on the right.

What is a bee group called? · · nectar

What do bees collect? · · a colony

What does nectar become? · · pollen

What helps plants grow? · · honey

7. Do key details act as evidence that supports the main idea?

Circle one: YES / NO

8. According to the text, what does nectar slowly become?

- (A) water
- (B) pollen
- (C) a flower
- (D) honey

9. Sort each statement: is it the MAIN IDEA or a DETAIL?

Write each item under the correct heading.

items: Bees work together and help plants grow · A colony has thousands of bees · Bees carry nectar to the hive · Bees are important helpers in nature

MAIN IDEA	DETAIL

10. Why is 'Honey is sweet' NOT the main idea of the passage?

- (A) it's false
- (B) it's too long
- (C) it's about flowers
- (D) it's only one small detail, not the big point

11. Is a single small fact the same as the main idea?

Circle one: YES / NO

12. Which title best fits this passage?

- (A) A Scary Bug Story
- (B) My Favorite Dessert
- (C) How Bees Help Our World
- (D) All About Flowers

WEEK 3 • DAY 2

RI.3.3

How Events Connect

– Describe how events, ideas, or steps relate using sequence and cause-and-effect (RI.3.3).

LEARN

In informational text, events and ideas connect. Two big ways:

- SEQUENCE - the order things happen (first, next, then, last). - CAUSE AND EFFECT - one thing makes another happen (because, so, as a result). Noticing these connections helps you really understand how something works.

The sun heats the water in oceans and lakes. Because of this heat, the water turns into a gas called vapor and rises into the air. As the vapor rises, it cools and forms tiny drops. The drops gather to make clouds. When the drops grow heavy enough, they fall as rain. The rain flows into rivers and back to the oceans. Then the sun heats the water again, and the cycle repeats.

Certain words signal a connection:

- Sequence: first, next, then, after, finally
- Cause/effect: because, since, so, as a result, that is why

When you see 'because,' a cause is coming. When you see 'then,' the order is being shown. These words are clues.

Cause-and-effect and sequence aren't only for nature. They explain history (one event leads to the next) and how-to steps (do this, then that). When you read 'how to' anything, the steps are a sequence - and skipping a step usually causes a problem later.

Events and ideas connect by sequence (order) and cause and effect (one thing makes another happen). Signal words like first, then, because, and so are your clues, and the order of steps matters. Tomorrow: figuring out the meaning of new words in nonfiction.

1. According to the text, WHY does the water turn into vapor?

- (A) because it rains
- (B) because of the wind
- (C) because the sun heats it
- (D) because it is night

2. What happens WHEN the drops in a cloud grow heavy?

- (A) they freeze
- (B) they fall as rain
- (C) they disappear
- (D) they rise higher

3. In cause and effect, does one thing make another thing happen?

Circle one: YES / NO

4. Which word signals a CAUSE?

- ☐ A finally
☐ B first
☐ C next
☐ D because

5. Put the water-cycle steps in order: what comes first, then second?

First, the sun _____ the water. Then it turns into _____.

word bank: heats · vapor · freezes · rain

6. Match each cause to its effect from the passage.

Draw a line from each item on the left to its match on the right.

the sun heats water · · water becomes vapor

vapor cools · · rain falls

drops grow heavy · · tiny drops form

rain flows to oceans · · the cycle repeats

7. Does the word 'then' help show the ORDER of steps?

Circle one: YES / NO

8. What is the FIRST step in the water cycle, according to the text?

- ☐ A drops grow heavy
☐ B clouds form
☐ C rain falls
☐ D the sun heats the water

9. Sort each signal word: Sequence or Cause/Effect?

Write each item under the correct heading.

items: first · because · next · as a result

SEQUENCE	CAUSE/EFFECT

10. In a set of how-to steps, what often happens if you skip a step?

- ☐ (A) it causes a problem later
- ☐ (B) nothing changes
- ☐ (C) the steps reverse
- ☐ (D) it gets easier

11. Is it true that the ORDER of steps in a process does NOT matter at all?

Circle one: YES / NO

12. Why is it called a water CYCLE?

- ☐ (A) the steps repeat over and over
- ☐ (B) it is very slow
- ☐ (C) it only happens once
- ☐ (D) it happens underground

Figuring Out New Words

– Determine the meaning of academic and content words in an informational text using context (RI.3.4).

LEARN

Informational text is full of new, important words – the special words of a topic. You don't always need a dictionary. Often the text itself gives you CONTEXT CLUES: nearby words that explain the meaning. Good readers slow down at a new word and look around it for clues.

A volcano is an opening in the Earth's surface. Deep underground, rock gets so hot that it melts into a thick liquid called magma. When pressure builds up, the volcano can erupt, which means burst open suddenly. The magma that flows out onto the surface is called lava. Over time, the cooled lava hardens into new rock.

Authors give clues in different ways:

- A definition right in the sentence ('magma, a thick liquid').
- A word that means the same nearby ('erupt, which means burst open').
- An example that shows the meaning. Look just before and just after the hard word.

Sometimes the text doesn't explain a word. Then you can:

- reread the sentence and think about what would make sense
- look for a glossary or use a dictionary

Good readers don't just skip a key word – they work to find its meaning.

Use context clues – definitions, same-meaning words, and examples right around a hard word – to figure out its meaning. If there's no clue, reread or use a glossary. Don't skip key words. Tomorrow: text features and telling the author's view from your own.

1. Using the text, what is magma?

- ☐ A cold water
- ☐ B a kind of rock on top
- ☐ C hot melted rock underground
- ☐ D a type of cloud

2. The text says a volcano can 'erupt.' What does erupt mean?

- ☐ A cool down
- ☐ B burst open suddenly
- ☐ C fill with water
- ☐ D fall asleep

3. Can the words around a new word help you figure out its meaning?

Circle one: YES / NO

4. Based on the text, what is lava?

- ☐ (A) cold ocean water
- ☐ (B) underground rock that never moves
- ☐ (C) a kind of cloud
- ☐ (D) magma that flows out onto the surface

5. Finish the sentence using the word from the text.

Cooled lava hardens into new _____.

word bank: rock · water · magma · cloud

6. Match each content word to its meaning from the text.

Draw a line from each item on the left to its match on the right.

magma · · hot melted rock underground

erupt · · burst open suddenly

lava · · magma on the surface

volcano · · an opening in Earth's surface

7. Should you look just before and after a hard word for clues?

Circle one: YES / NO

8. In 'erupt, which means burst open,' where is the clue to the word's meaning?

- ☐ (A) in the title
- ☐ (B) right after the word
- ☐ (C) there is no clue
- ☐ (D) on a different page

9. Sort each word: a special CONTENT word about volcanoes, or an EVERYDAY word?

Write each item under the correct heading.

items: magma · happy · lava · run

VOLCANO CONTENT WORD	EVERYDAY WORD

10. If a text uses a hard word and gives NO clue, what is a good next step?

- ☐ (A) stop reading
- ☐ (B) skip it and forget it
- ☐ (C) make up any meaning
- ☐ (D) use a glossary or dictionary

11. Is it a good idea to skip an important new word without finding its meaning?

Circle one: YES / NO

12. Which is a special content word from this volcano text?

- ☐ (A) happy
- ☐ (B) running
- ☐ (C) magma
- ☐ (D) table

WEEK 3 • DAY 4

RI.3.5, RI.3.6

Text Features and Point of View

– Use text features to find information and tell the author's point of view from your own (RI.3.5, RI.3.6).

LEARN

Informational books have TEXT FEATURES - special parts that help you find and understand information fast: headings, bold words, captions, a glossary, an index, and a table of contents. Good readers use these instead of reading every page to find one fact.

- HEADING: tells what a section is about
- BOLD words: important terms to know
- CAPTION: explains a picture
- GLOSSARY: a list of word meanings
- INDEX: an alphabetical list with page numbers
- TABLE OF CONTENTS: shows chapters and their pages

Two features are easy to mix up:

- A GLOSSARY tells you what words MEAN (like a mini-dictionary in the back). - An INDEX tells you what PAGE a topic is on. Need a meaning? Glossary. Need a page? Index.

POINT OF VIEW is what someone thinks or feels about a topic. The AUTHOR has a point of view - their opinion shows in what they write. YOU have your own point of view too. A careful reader can tell the difference: 'The author thinks recess should be longer. I agree' - or 'I disagree.'

Text features - headings, bold words, captions, glossary, index, table of contents - help you find and understand information fast. And every author has a point of view; a careful reader tells it apart from their own and can agree or disagree. Tomorrow: the Week 3 check on informational reading.

1. What does a HEADING tell you?

- ☐ (A) nothing useful
- ☐ (B) the price of the book
- ☐ (C) what a section is about
- ☐ (D) the author's age

2. You want the page where 'magma' is explained. Which feature helps fastest?

- ☐ (A) the index
- ☐ (B) the last page
- ☐ (C) the cover
- ☐ (D) the title

3. Do text features help you find information faster?

Circle one: YES / NO

4. Which feature would you use to find what a word MEANS?

- ☐ (A) the caption
- ☐ (B) the glossary
- ☐ (C) the index
- ☐ (D) the heading

5. Pick the right text feature for each job.

Meanings: the _____. Picture info: the _____.

word bank: glossary · caption · index · cover

6. Match each text feature to its job.

Draw a line from each item on the left to its match on the right.

heading · · names a section

glossary · · lists page numbers

index · · explains a picture

caption · · gives word meanings

7. An author writes: 'Everyone should plant a tree - it's the best way to help Earth.' What is the AUTHOR'S point of view?

- ☐ (A) trees are boring
- ☐ (B) Earth needs no help
- ☐ (C) planting is too hard
- ☐ (D) people should plant trees to help Earth

8. Sort each: is it a TEXT FEATURE or a POINT OF VIEW?

Write each item under the correct heading.

items: a glossary · 'I think dogs make the best pets' · a heading · 'Summer is the best season'

TEXT FEATURE	POINT OF VIEW

9. Can an author have their own opinion (point of view) about a topic?

Circle one: YES / NO

10. The author thinks winter is the best season. You think summer is. This shows...

- ☐ (A) the author is wrong
- ☐ (B) you and the author have different points of view
- ☐ (C) you can't read
- ☐ (D) winter doesn't exist

11. Must your point of view always be the SAME as the author's?

Circle one: YES / NO

12. Which feature shows the chapters of a book and where they start?

- ☐ (A) the table of contents
- ☐ (B) the caption
- ☐ (C) the index
- ☐ (D) the glossary

Week 3 Check - Informational Reading

— Demonstrate main idea, relationships, word meaning, text features, and point of view (RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6).

LEARN

This week you found main ideas and details, connected events by sequence and cause/effect, used context to learn words, used text features, and told the author's view from your own. First read the short nonfiction passage below. Then a few warm-ups and the Week 3 check.

Sea otters help keep the ocean healthy. They eat sea urchins, which are small, spiky animals. When otters disappear, the urchins grow too many in number and eat up the kelp forests. Because otters keep the urchins in check, the kelp can grow tall and give homes to many fish. Protecting sea otters protects the whole kelp forest.

You can find the main idea and key details, connect ideas by sequence and cause and effect, use context to learn new words, use text features to find information, and tell the author's point of view from your own. You read nonfiction like a pro. Next week: writing - building an opinion piece that makes a point.

1. Warm-up: the main idea is...

- ☐ A the title only
- ☐ B what the whole text is about
- ☐ C the cover color
- ☐ D one small fact

2. Warm-up: the word 'because' signals...

- ☐ A the end
- ☐ B order
- ☐ C a cause
- ☐ D a question

3. Warm-up: which feature gives word meanings?

- ☐ A cover
- ☐ B glossary
- ☐ C index
- ☐ D caption

4. Warm-up: do text features help you find information faster?

Circle one: YES / NO

5. Warm-up: match each feature to its job.

Draw a line from each item on the left to its match on the right.

heading · · names a section

index · · gives meanings

glossary · · lists page numbers

WEEK 3 CHECK: INFORMATIONAL READING

6. What is the MAIN IDEA of the sea otter passage?

- ☐ (A) Urchins are spiky animals.
- ☐ (B) Sea otters help keep the ocean healthy.
- ☐ (C) Fish are very small creatures that live in the sea.
- ☐ (D) Kelp is a green plant.

7. Which KEY DETAIL supports that main idea?

- ☐ (A) Otters eat the urchins that would destroy the kelp.
- ☐ (B) The whole entire ocean is really very big and very wide.
- ☐ (C) Urchins have sharp spikes.
- ☐ (D) Otters look cute.

8. In the passage, do otters help the kelp grow by eating urchins?

Circle one: YES / NO

9. The word 'because' usually signals...

- ☐ (A) a step
- ☐ (B) a question
- ☐ (C) the ending
- ☐ (D) a cause

10. A glossary tells you...

- ☐ (A) the title
- ☐ (B) a picture
- ☐ (C) word meanings
- ☐ (D) the page numbers

11. Do text features help you find information faster?

Circle one: YES / NO

12. According to the passage, what happens to the kelp forests when otters disappear?

- ☐ (A) they grow taller and stronger
- ☐ (B) they stay exactly the same
- ☐ (C) too many urchins eat them up
- ☐ (D) they turn into stone

13. An index helps you find...

- ☐ (A) the main idea
- ☐ (B) the page a topic is on
- ☐ (C) a picture
- ☐ (D) all of the word meanings in order

14. Must your point of view always match the author's?

Circle one: YES / NO

15. What is the author's POINT OF VIEW in this passage?

- ☐ (A) Protecting sea otters is important.
- ☐ (B) Sea urchins are the very best animals.
- ☐ (C) Otters are boring.
- ☐ (D) Kelp should be removed.

Answer Key

Grade 3 Reading & Language Arts · Reading, Writing & Language · Weeks 1-3

Week 1 · Day 1 — Prefixes - Beginnings That Change Meaning

1. A (not or the opposite)
2. B (write again)
3. Yes
4. C (heat before)
5. re, play
6. un- → not; re- → again; pre- → before; dis- → opposite of
7. No
8. C (not kind)
9. unlock → Starts with un-; redo → Starts with re-; unfair → Starts with un-; rebuild → Starts with re-
10. B (to not appear)
11. Yes
12. B (rewind)

Week 1 · Day 2 — Suffixes - Endings That Change Meaning

1. A (full of)
2. D (without fear)
3. Yes
4. B (able to be broken)
5. hope, ful
6. -ful → full of; -less → without; -ly → in a way; -able → able to be
7. Yes
8. B (doing something in a slow way)
9. helpful → Ends with -ful; hopeless → Ends with -less; joyful → Ends with -ful; fearless → Ends with -less
10. A (one who teaches)
11. No
12. D (harmless)

Week 1 · Day 3 — Reading Long Words by Syllables

1. C (2)
2. B (computer)
3. Yes
4. B (muf·fin)
5. nap, kin
6. cat → 1; rabbit → 2; banana → 3; alligator → 4
7. Yes
8. A (between the two small words: sun·set)
9. basket → 2 Syllables; elephant → 3 Syllables; garden → 2 Syllables; dinosaur → 3 Syllables
10. D (submarine)
11. No
12. C (strong)

Week 1 · Day 4 — Tricky Words and Reading Smoothly

1. C (it doesn't sound the way it's spelled)
2. B (l)
3. Yes
4. A (smooth, with expression and good pace)
5. B (reread and fix it - 'grass' doesn't make sense)
6. because
7. said → sed; could → cood; friend → frend; been → bin
8. Yes
9. because → Tricky Word; cat → Regular Word; through → Tricky Word; stop → Regular Word
10. D (read it again a few times to practice)
11. No
12. D (people)

Week 1 · Day 5 — Week 1 Check - Phonics and Fluency

1. B (not)
2. A (full of)
3. D (2)
4. Yes
5. un- → not; re- → again; pre- → before
6. B (not or the opposite)
7. D (full of)
8. Yes
9. A (write again)
10. D (2)
11. Yes
12. C (it doesn't sound the way it's spelled)
13. D (without)
14. No
15. D (banana)

Week 2 · Day 1 — Asking and Answering Questions

1. B (Mara)
2. A (an old blue bucket)
3. Yes
4. A (every morning before school)
5. three
6. Who laughed? → Theo; What grew? → tomatoes and sunflowers; Where was the garden? → the backyard; What did Mara carry? → water
7. Yes
8. D (the plants actually grew)
9. Mara's brother's name → Answered in the Story; what color the bucket was → Answered in the Story; Mara's favorite food → Not in the Story; the name of Mara's school → Not in the Story
10. B (How old is Mara?)
11. No
12. A (the yard behind Mara's house)

Week 2 · Day 2 — The Lesson in a Fable

1. C (the Ant)
2. A (prepare and work hard for the future)
3. Yes
4. C (the Ant stored food and the Grasshopper had none)
5. stored food, warm and fed
6. Ant stores, Grasshopper plays → prepare for the future; Slow turtle beats fast hare → steady effort wins; Boy cries wolf for fun → lying breaks trust; Crow drops stones to raise water → cleverness solves problems
7. Yes
8. D (he had no food and grew cold)
9. Save some of what you have for later → Fits the Lesson; Plan ahead for hard times → Fits the Lesson; Never do any work → Does NOT Fit; Winter is the best season → Does NOT Fit
10. C (the Ant works, then winter comes)
11. No
12. B (Always Be Ready)

Week 2 · Day 3 — Looking Closely at Characters

1. B (quietest kid in class)
2. A (nervous)
3. Yes
4. B (the dog needed help)
5. kind, nervous
6. never raised his hand → he is shy; freed the tangled leash → he is kind; his heart pounded → he felt nervous; helped despite his fear → he is brave
7. Yes
8. B (he grew a little braver)
9. shy → Trait; carried the dog to the office → Action; kind → Trait; knelt and freed the leash → Action
10. A (the owner was found)
11. No
12. A (caring)

Week 2 · Day 4 — Word Meanings and Story Parts

1. A (The cat sat on the mat)
2. C (very easy)
3. No
4. A (wait a moment)
5. start
6. a piece of cake → very easy; hold your horses → wait; hit the books → study; under the weather → feeling sick
7. C (stanza)
8. Yes
9. D (scene)
10. The sun is hot → Literal; I'm all ears → Figurative; She closed the door → Literal; He spilled the beans → Figurative
11. A (Chapter 2 builds on what happened in Chapter 1)
12. No
13. B (a poem)

Week 2 · Day 5 — Week 2 Check - Reading Literature

1. D (the text)
2. C (lesson)
3. B (wait)
4. Yes
5. a piece of cake → very easy; hit the books → study; under the weather → sick
6. B (pebbles)
7. C (Little by little, cleverness can solve a problem.)
8. Yes
9. C (very easy)
10. A (stanza)
11. Yes
12. D (to raise the water so she could drink)
13. B (It's raining cats and dogs)
14. No
15. A (in what happens and how it ends)

Week 3 · Day 1 — Main Idea and Key Details

1. C (Honeybees live and work together and help plants grow)
2. A (nectar)
3. Yes
4. A (they carry pollen between flowers)
5. colonies, plants
6. What is a bee group called? → a colony; What do bees collect? → nectar; What does nectar become? → honey; What helps plants grow? → pollen
7. Yes
8. D (honey)
9. Bees work together and help plants grow → Main Idea; A colony has thousands of bees → Detail; Bees carry nectar to the hive → Detail; Bees are important helpers in nature → Main Idea
10. D (it's only one small detail, not the big point)
11. No
12. C (How Bees Help Our World)

Week 3 · Day 2 — How Events Connect

1. C (because the sun heats it)
2. B (they fall as rain)
3. Yes
4. D (because)
5. heats, vapor
6. the sun heats water → water becomes vapor; vapor cools → tiny drops form; drops grow heavy → rain falls; rain flows to oceans → the cycle repeats
7. Yes
8. D (the sun heats the water)
9. first → Sequence; because → Cause/Effect; next → Sequence; as a result → Cause/Effect
10. A (it causes a problem later)
11. No
12. A (the steps repeat over and over)

Week 3 · Day 3 — Figuring Out New Words

1. C (hot melted rock underground)
2. B (burst open suddenly)
3. Yes
4. D (magma that flows out onto the surface)
5. rock
6. magma → hot melted rock underground; erupt → burst open suddenly; lava → magma on the surface; volcano → an opening in Earth's surface
7. Yes
8. B (right after the word)
9. magma → Volcano Content Word; happy → Everyday Word; lava → Volcano Content Word; run → Everyday Word
10. D (use a glossary or dictionary)
11. No
12. C (magma)

Week 3 · Day 4 — Text Features and Point of View

1. C (what a section is about)
2. A (the index)
3. Yes
4. B (the glossary)
5. glossary, caption
6. heading → names a section; glossary → gives word meanings; index → lists page numbers; caption → explains a picture
7. D (people should plant trees to help Earth)
8. a glossary → Text Feature; 'I think dogs make the best pets' → Point of View; a heading → Text Feature; 'Summer is the best season' → Point of View
9. Yes
10. B (you and the author have different points of view)
11. No
12. A (the table of contents)

Week 3 · Day 5 — Week 3 Check - Informational Reading

1. B (what the whole text is about)
2. C (a cause)
3. B (glossary)
4. Yes
5. heading → names a section; index → lists page numbers; glossary → gives meanings
6. B (Sea otters help keep the ocean healthy.)
7. A (Otters eat the urchins that would destroy the kelp.)
8. Yes
9. D (a cause)
10. C (word meanings)
11. Yes
12. C (too many urchins eat them up)
13. B (the page a topic is on)
14. No
15. A (Protecting sea otters is important.)