Vocabulary Skill Checks

Grade 3 · Teacher keys

Score meaning only. Record the count out of six and the error pattern. These passages are held back from the printed game trips. Students may know a target word from another passage, or have seen the passage online. Ask about prior exposure and record familiar passages as practice. Where a second try exists it uses different passages. Target words can repeat across tries. Compare the error patterns for the skill. The tries have not been equated.

Grade 3 · Meaning from context · Try 1

Standards from the source items · L.3.4a, RL.3.4

1. A · avoid · The detail “To avoid the mud, Kai stayed on that path.” supports the meaning “stay away from something”.

B · Returning later does not explain the effort to stay away now.

C · The person goes another way to keep clear of it. Just waiting nearby is different.

D · Looking closely is different from choosing not to approach.

2. B · gather · The detail “Each student brought cups to one box near the door.” supports the meaning “bring items to one place”.

A · Sorting into separate groups differs from bringing everything together.

C · Breaking things into pieces changes their size, not where they are collected.

D · Giving things away spreads them out. Here they are brought to one spot.

3. C · notice · The detail “He pointed to a new green leaf that he had not seen before.” supports the meaning “become aware of something”.

A · Becoming aware can happen quickly; it does not require a long search.

B · Forgetting is different from becoming aware.

D · The person sees something new. No one has to explain it.

4. B · ordinary · The detail “Everyone played the same games and ate the same snacks as at each meeting.” shows that the day follows a familiar routine.

A · The day follows a repeated routine. The clue does not show that something new or difficult happens.

C · The passage is about how usual the day seems, not how difficult it is.

D · A quiet event could still be unusual.

5. A · puzzled · The detail “She could not yet understand which path the group should follow.” supports the meaning “confused about what to do”.

B · The person keeps looking for an answer. That does not show boredom.

C · The person is trying to understand and does not know the answer yet.

D · Anger is not required when someone is trying to understand.

6. D · grateful · The detail “Pat felt grateful and thanked the friend twice.” supports the meaning “thankful for someone’s help”. Saying thanks shows how Pat feels about the help.

A · The person feels thankful for help, not worried.

B · The feeling responds to another person’s help.

C · The person feels thankful for help from someone else.

Grade 3 · Meaning from context · Try 2

Standards from the source items · L.3.4a, RL.3.1, RL.3.4

1. A · notice · Stopping and pointing out something others walked past shows becoming aware of it.

B · Forgetting is different from becoming aware.

C · Becoming aware can happen quickly; it does not require a long search.

D · Becoming aware of something does not mean causing it to happen.

2. D · ordinary · Following the same steps as every school day shows a familiar routine.

A · Something can be important and still be usual.

B · The day follows a repeated routine. The clue does not show that something new or difficult happens.

C · A quiet event could still be unusual.

3. C · puzzled · Not understanding why the bridge behaves differently shows confusion, not anger or boredom.

A · Pride does not explain a lack of understanding.

B · Anger is not required when someone is trying to understand.

D · The person is trying to understand and does not know the answer yet.

4. A · grateful · Thanking someone for a kindness shows feeling thankful.

B · The feeling responds to another person's help.

C · The person feels thankful for help, not worried.

D · Being certain about an answer does not express thanks.

5. D · avoid · Using a different hallway keeps people from stepping on the wet paper.

A · The person goes another way to keep clear of it. Just waiting nearby is different.

B · Moving toward something is the opposite of keeping away from it.

C · Looking closely is different from choosing not to approach.

6. B · gather · Moving cups from separate tables to one box brings them together.

A · Giving things away spreads them out. Here they are brought to one spot.

C · Leaving things scattered does not bring them together.

D · Sorting into separate groups differs from bringing everything together.

Grade 3 · Multiple meanings · Try 1

Standards from the source items · L.3.4a, RI.3.1, RI.3.4, RL.3.1, RL.3.4

1. C · bat · The detail "Its body has soft fur, and its wings fold beside it." supports this meaning. The wings and furry body identify the animal rather than a bird or a piece of sports equipment.

A · This is an animal with wings and fur, not sports equipment.

B · Fur does not fit a bird covered with feathers.

D · The passage describes a living animal, not a ball used in a game.

2. B · ring · The detail "Each ring forms a circle around the middle." supports this meaning. A mark that curves around the center and meets itself has a circular shape.

A · The passage describes a shape that can be seen, not a sound.

C · No phone call is described. Look at the shape in the wood.

D · The mark is part of the wood. It is not worn on a hand.

3. C · trip · The detail “He stumbled forward and put down the boxes to steady himself.” supports this meaning. A caught foot and a sudden stumble show losing balance while walking.

A · The clue describes a sudden stumble, not a journey.

B · The person loses balance. This is not steady walking.

D · A turn changes direction. The clue is about a caught foot.

4. A · bank · The strip of ground beside the pond identifies the water-edge meaning of bank.

B · Bank can name a tilt in a turn. Here it names ground beside water.

C · A bank can hold money, but here the word identifies land beside water.

D · The ground lies beside the water. It does not cross the stream.

5. D · current · The leaf and twig move downstream without anyone pushing them, so the water must be flowing along.

A · The objects travel downstream; they are not showing a rising water level.

B · Current can mean happening now, but here it names moving water.

C · Depth describes how deep water is, not its movement.

6. B · light · Lifting the cardboard box with one hand shows that it weighs little.

A · A pale color does not make an object easy to lift.

C · Brightness does not tell how much an object weighs.

D · A small object can still be heavy. Use the lifting clue.