

Second Grade ELA — Answer Key

D/A/P/E Mastery Scale:

D (Developing): 0-59% — Needs significant support A (Approaching): 60-74% — Progressing toward mastery
P (Proficient): 75-89% — Meets grade-level standard E (Exemplary): 90-100% — Exceeds expectations

Part A: Who, What, Where, When, Why Questions (6 items)

1. Who is this text about? Answer should name the subject (e.g., 'bees' or 'firefighters')
2. What is the main topic? Answer should state the central idea in one sentence
3. Where does this take place? Answer should use text evidence (e.g., 'in the rainforest')
4. When did this happen? Answer should reference time clues from the text
5. Why is this important? Answer should explain significance using details from text
6. How does the author explain the topic? Answer should describe text structure or features used

Teaching Note: Accept answers that use text evidence — exact wording not required.

Part B: Text Evidence Practice (4 items)

1. 'I know because the text says...' — student quotes or paraphrases relevant sentence
2. 'On page __, it says...' — student identifies location and relevant detail
3. 'The picture/diagram shows...' — student uses visual evidence to support answer
4. 'Two details that support this are...' — student provides two pieces of evidence

Part C: Irregular Verb Spelling (8 items)

- | | |
|---------------|----------------|
| 1. say → said | 2. are → were |
| 3. go → went | 4. have → had |
| 5. do → did | 6. come → came |
| 7. see → saw | 8. run → ran |

Teaching Note: These verbs don't follow regular -ed patterns. Practice through repeated reading and writing.

Part D: Collective Nouns (6 items)

- | | |
|----------------------------|-------------------------------|
| 1. A ___ of fish → school | 2. A ___ of wolves → pack |
| 3. A ___ of bees → swarm | 4. A ___ of birds → flock |
| 5. A ___ of grapes → bunch | 6. A ___ of flowers → bouquet |

Part E: Irregular Plurals (6 items)

- | | |
|---------------------|-----------------|
| 1. child → children | 2. mouse → mice |
| 3. tooth → teeth | 4. foot → feet |
| 5. goose → geese | 6. man → men |

Standards Alignment

- RI.2.1 — Ask and answer questions about key details in a text
- L.2.1a — Use collective nouns (e.g., group)
- L.2.1b — Form and use frequently occurring irregular plural nouns
- RF.2.3e — Identify words with inconsistent but common spelling-sound correspondences

Second Grade ELA — Answer Key

D/A/P/E Mastery Scale:

D (Developing): 0-59% — Needs significant support A (Approaching): 60-74% — Progressing toward mastery
P (Proficient): 75-89% — Meets grade-level standard E (Exemplary): 90-100% — Exceeds expectations

Part A: Story Retelling Checklist (score each element)

1. Names the characters → Proficient: names all main characters
2. Describes the setting → Proficient: identifies where and when
3. States the problem → Proficient: clearly states the main conflict
4. Explains key events in order → Proficient: includes 3+ events in sequence
5. Identifies the solution → Proficient: describes how the problem was resolved
6. States the central message/lesson → Proficient: explains the lesson in own words

Teaching Note: E requires depth — e.g., connecting the lesson to personal experience or another story.

Part B: Central Message Identification (4 stories)

1. 'The Boy Who Cried Wolf' → Don't lie or people won't believe you when you tell the truth
2. 'The Little Engine That Could' → Believing in yourself helps you succeed / perseverance
3. 'The Giving Tree' → Generosity and love / consequences of only taking
4. 'Stone Soup' → Working together and sharing creates something better for everyone

Part C: Reading Fluency Assessment Rubric

Accuracy: D (<90%), A (90-94%), P (95-97%), E (98-100%)

Rate: D (<50 wpm), A (50-69 wpm), P (70-89 wpm), E (90+ wpm)

Expression: D (monotone), A (some variation), P (appropriate phrasing), E (dramatic, engaging)

Part D: Reflexive Pronouns (6 items)

1. I made it _____. → myself
2. She did it _____. → herself
3. He taught _____. → himself
4. We helped _____. → ourselves
5. They cleaned up after _____. → themselves
6. You should be proud of _____. → yourself

Part E: Adjective or Adverb? (8 items)

1. The cat is FAST. → adjective (describes noun 'cat')
2. She ran QUICKLY. → adverb (describes verb 'ran')
3. The TALL tree swayed. → adjective (describes noun 'tree')
4. He spoke SOFTLY. → adverb (describes verb 'spoke')
5. The BRIGHT sun shone. → adjective
6. She smiled HAPPILY. → adverb
7. The COLD water splashed. → adjective
8. He walked SLOWLY. → adverb

Teaching Note: *Adjectives describe nouns; adverbs describe verbs (often end in -ly).*

Standards Alignment

RL.2.2 — Recount stories and determine their central message, lesson, or moral

RF.2.4c — Use context to confirm or self-correct word recognition and understanding

L.2.1c — Use reflexive pronouns (e.g., myself, ourselves)

L.2.1e — Use adjectives and adverbs, and choose between them depending on what is modified

Second Grade ELA — Answer Key

D/A/P/E Mastery Scale:

D (Developing): 0-59% — Needs significant support A (Approaching): 60-74% — Progressing toward mastery
P (Proficient): 75-89% — Meets grade-level standard E (Exemplary): 90-100% — Exceeds expectations

Part A: Main Topic Identification (4 passages)

1. Passage about animal habitats → Main topic: 'Animals live in different habitats'
2. Passage about water cycle → Main topic: 'Water moves through a cycle in nature'
3. Passage about healthy eating → Main topic: 'Eating healthy foods helps your body'
4. Passage about community helpers → Main topic: 'Community helpers keep us safe and healthy'

*Teaching Note: The main topic is what the **WHOLE** text is mostly about — not just one paragraph.*

Part B: Key Details Web (for each passage above)

Students should list 3 key details that support the main topic.

Passage 1 example: (a) Fish live in water (b) Bears live in forests (c) Camels live in deserts

Accept any 3 accurate, relevant supporting details from each passage.

Part C: Opinion Writing with Linking Words (4 prompts)

1. Best season? Model: 'I think summer is the best season because we can swim. Also, there is no school.'
2. Best pet? Must include: opinion + 'because' + reason + 'also'/'and' + second reason
3. Favorite subject? Must include at least 2 linking words (because, and, also)
4. Best recess activity? Must state opinion clearly and give 2+ supported reasons

Part D: Decoding Strategy Review (8 words)

1. 'unhappy' → un + happy (prefix un- means not) → not happy
2. 'rewrite' → re + write (prefix re- means again) → write again
3. 'careful' → care + ful (suffix -ful means full of) → full of care
4. 'hopeless' → hope + less (suffix -less means without) → without hope
5. 'butterfly' → but-ter-fly (3 syllables, compound-like)
6. 'understand' → un-der-stand (3 syllables)
7. 'playground' → play + ground (compound word)
8. 'beautiful' → beau-ti-ful (3 syllables, suffix -ful)

Part E: Opinion Writing Scoring Rubric

D: States opinion but no reasons; no linking words; incomplete sentences

A: States opinion with 1 reason; uses 1 linking word; some sentence errors

P: Clear opinion with 2 reasons; uses 2+ linking words (because, also, and); complete sentences

E: Strong opinion with 3+ detailed reasons; varied linking words; strong concluding statement

Standards Alignment

RI.2.2 — Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs

W.2.1 — Write opinion pieces with reasons, linking words, and a concluding statement

RF.2.3 — Know and apply grade-level phonics and word analysis skills in decoding words

L.2.4a — Use sentence-level context as a clue to the meaning of a word or phrase

Second Grade ELA — Answer Key

D/A/P/E Mastery Scale:

D (Developing): 0-59% — Needs significant support A (Approaching): 60-74% — Progressing toward mastery
P (Proficient): 75-89% — Meets grade-level standard E (Exemplary): 90-100% — Exceeds expectations

Part A: Character Response Analysis (4 stories)

1. How did the character feel at the beginning? → Identify emotion + text evidence
2. What challenge did the character face? → Describe the problem clearly
3. How did the character respond to the challenge? → Describe action/decision taken
4. How did the character change by the end? → Compare beginning feelings to ending feelings

Teaching Note: Look for answers that show CHANGE — characters should be different by the story's end.

Part B: Story Lessons (4 items)

1. A character shares toys after being selfish → Lesson: Sharing makes everyone happier
2. A character practices and wins the race → Lesson: Hard work and practice lead to success
3. A character apologizes after being mean → Lesson: It's important to say sorry and be kind
4. A character tries something new despite fear → Lesson: Being brave means trying even when scared

Part C: Vocabulary from Reading (6 words)

1. 'determined' → decided to keep trying no matter what
2. 'generous' → willing to share and give to others
3. 'curious' → wanting to learn or know more about something
4. 'frustrated' → feeling upset because something is hard
5. 'courageous' → being brave even when scared
6. 'compassionate' → caring about others' feelings

Part D: Multisyllabic Word Strategies (8 words)

1. 'important' → im-por-tant (3 syllables)
2. 'adventure' → ad-ven-ture (3 syllables)
3. 'remember' → re-mem-ber (3 syllables)
4. 'yesterday' → yes-ter-day (3 syllables)
5. 'different' → dif-fer-ent (3 syllables)
6. 'interesting' → in-ter-est-ing (4 syllables)
7. 'everybody' → ev-ery-bod-y (4 syllables)
8. 'information' → in-for-ma-tion (4 syllables)

Teaching Note: Students should clap or tap syllables, then blend them together to read the word.

Part E: Using Words from Reading in Writing

Prompt: Write 3 sentences using vocabulary words from this unit.

Model answer: 'The determined girl practiced piano every day. She was curious about how songs were written. Her generous teacher gave her extra music books to explore.'

D: Uses 0-1 vocabulary words incorrectly A: Uses 1-2 words with minor errors

P: Uses 3 vocabulary words correctly in context E: Uses 4+ words with rich detail

Common Errors to Watch For

- Confusing character traits with character feelings (traits are lasting, feelings change)
- Stating plot events instead of lessons/messages
- Breaking words at wrong syllable boundaries
- Using new vocabulary words without understanding meaning

Standards Alignment

RL.2.3 — Describe how characters respond to major events and challenges

RL.2.2 — Recount stories and determine central message, lesson, or moral

RF.2.3 — Know and apply grade-level phonics and word analysis skills

L.2.6 — Use words and phrases acquired through conversations, reading, and being read to