

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: Conversation Rules (4 rules)

1. Listen carefully → Drawing shows: eye contact, facing speaker, hands still
 2. Take turns talking → Drawing shows: raised hand, waiting patiently
 3. Stay on topic → Drawing shows: students discussing same subject
 4. Ask questions → Drawing shows: student with hand up or question mark
- D: No drawing or unrelated A: Drawing partially related P: Clear depiction E: Detailed with labels

Teaching Note: Focus on the BEHAVIOR shown, not artistic quality.

Part B: Discussion Roles

Discussion Leader: keeps the group on topic, asks questions, makes sure everyone talks
Note Taker: writes down important ideas the group discusses
Encourager: says kind things like 'great idea!' and makes sure everyone feels included
Reporter: shares the group's ideas with the whole class

Part C: Practice a Conversation

Answers vary. Look for 3 complete, on-topic sentences about friendship.
Example: 'A good friend listens to you. They share and take turns. They are kind even when upset.'
D: 0-1 sentences A: 2 sentences P: 3 on-topic sentences E: 3+ detailed, elaborated sentences

Part D: Phonics Review — Vowel Teams Sort

ai / ay column: rain, play, day, train, stay

oa / ow column: boat, road, coat, load

ee / ea column: sweet, sleep, green

Note: 'ow' can also say /ow/ as in 'cow' — here we focus on long o sound.

Teaching Note: Accept words in either column if student can justify the vowel team sound.

Part E: Recount a Well-Elaborated Event — Scoring Rubric

Beginning: D: No setting/characters A: Vague setting P: Clear who/where/when E: Vivid details

Middle: D: No events A: 1 event listed P: 2-3 events with feelings E: Sensory details included

End: D: No ending A: Abrupt stop P: Clear resolution E: Reflection or lesson learned

Overall: Must include temporal words (first, then, next, finally)

Must include descriptive details about feelings, senses, or actions

Standards Alignment

SL.2.1a — Follow agreed-upon rules for discussions

SL.2.1b — Build on others' talk in conversations by linking comments

W.2.3 — Write narratives recounting a well-elaborated event or short sequence of events

RF.2.3 — Know and apply grade-level phonics (vowel teams)

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Part A: Conversation Starters (6 sentence starters)

Accept any completion that is relevant and respectful.

'I agree with you because...' — student provides a reason supporting partner's idea

'I want to add that...' — student extends the idea with new information

'I respectfully disagree because...' — student provides counter-reasoning politely

'Can you tell me more about...?' — student asks clarifying question

'That reminds me of...' — student makes a connection

'I have a different idea...' — student offers alternative perspective

Part B: Active Listening Challenge

All 5 fields should be completed with information from the partner's response.

D: 0-2 fields completed A: 3 fields P: All 5 fields with relevant info E: Detailed, thoughtful

The 'Something I want to add' and 'A question I have' should show active engagement.

Part C: Prefix and Suffix Review (6 words)

un + happy = unhappy (meaning: not happy)

re + read = reread (meaning: read again)

care + ful = careful (meaning: full of care)

hope + less = hopeless (meaning: without hope)

pre + view = preview (meaning: view before)

kind + ness = kindness (meaning: the state of being kind)

Part D: Words in the Real World (5 vocabulary words)

collaborate — e.g., 'When my group works on a project together'

respectful — e.g., 'When I listen to my teacher and say please and thank you'

opinion — e.g., 'When someone asks what my favorite color is'

evidence — e.g., 'When I show my work in math to prove my answer'

communicate — e.g., 'When I write a letter to my grandma'

Accept any real-world scenario where the word applies correctly.

Teaching Note: Words should be used in context — not just defined.

Part E: Write About a Discussion — Scoring Rubric

D: 0-1 vocabulary words, incomplete sentences, no clear topic

A: 1-2 vocabulary words used, basic sentences, some relevance

P: 2 vocabulary words used correctly in context, clear topic, complete sentences

E: 3+ vocabulary words, vivid details, strong connection between discussion and learning

Standards Alignment

SL.2.1b — Build on others' talk in conversations by linking comments

L.2.4b — Determine meaning of the new word formed when a known prefix/suffix is added

L.2.5a — Identify real-life connections between words and their use

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Part A: Whose Point of View? (4 items)

1. "I was so excited to find the treasure!" → pirate (uses "I" and "excited")
2. "The forest was dark and scary" → rabbit (whispered shows fear)
3. "I worked hard to build this house" → pig (proud of building)
4. "Why is everyone running away from me?" → dragon (confused, asking question)

Teaching Note: Students should identify WHO is speaking based on dialogue tags and feelings.

Part B: Two Points of View — Max and Lily Story

Max's Point of View: He was disappointed about the rain. He wanted to play outside.

He watched from the window feeling sad. (Accept any answer showing Max's frustration)

Lily's Point of View: She loved the rain! She was excited and happy.

She put on boots and splashed in puddles. She wanted Max to join her.

D: Only retells plot A: Identifies 1 character's feelings P: Both POVs with feelings

E: Both POVs with text evidence and explanation of how feelings differ

Part C: R-Controlled Vowels Sort

ar column: car, star, far

ir / er column: bird, fern, her, third, first, clerk

or column: horn, born, corn

Teaching Note: 'er', 'ir', and 'ur' all make the same sound — group them together.

Part D: Temporal Words

All 8 temporal words listed: First, Next, Then, After that, Finally, Later, Meanwhile, At last

Students should understand these words signal the ORDER of events in a story.

Part E: Write a Story Using Temporal Words — Scoring Rubric

D: 0-1 temporal words, no clear sequence of events

A: 2-3 temporal words, basic sequence but events unclear

P: 4+ temporal words underlined, clear beginning/middle/end, adventure theme

E: 4+ temporal words, vivid details, strong closure, creative adventure

Standards Alignment

RL.2.6 — Acknowledge differences in the points of view of characters

W.2.3 — Write narratives with temporal words to signal event order

RF.2.3 — Know and apply grade-level phonics (r-controlled vowels)

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Part A: P.I.E. — Persuade, Inform, Entertain (4 passages)

1. Dogs are best pets → PERSUADE (uses opinion words: 'best', 'loyal', 'fun')
2. Butterfly stages → INFORM (states facts about life cycle)
3. Silly monkey dancing → ENTERTAIN (funny story meant to make reader laugh)
4. Wear a helmet → PERSUADE (gives a reason: 'keeps your head safe')

Teaching Note: Some texts have MULTIPLE purposes — accept if student can justify with evidence.

Part B: Decoding Grade-Level Text (3 vocabulary questions)

1. 'remarkable' = very special, unusual, or amazing
2. 'migration' = when animals travel a long distance to a new place, usually with the seasons
3. 'navigate' = to find the way or direction to travel

Accept any age-appropriate definition that captures the core meaning.

Context clues: 'thousands of miles' helps define migration; 'use the sun' helps define navigate.

Part C: Gather Information

Answers vary. Check that all 4 categories are completed:

What does it look like? — physical description (size, color, features)

Where does it live? — habitat information (forest, ocean, desert, etc.)

What does it eat? — diet information (plants, meat, insects, etc.)

One interesting fact — unique or surprising detail about the animal

Part D: Write Your Research Report — Scoring Rubric

D: Missing introduction or facts; no clear topic; incomplete sentences

A: Has a topic sentence but few facts; missing closing sentence

P: Introduces topic, includes 3+ facts from research, closing sentence, source cited

E: Strong topic sentence, 4+ facts with details, engaging closing, multiple sources

Source line: Student should name the book, website, or article used.

Common Errors to Watch For

- Confusing persuade and inform (persuade has OPINIONS, inform has FACTS)
- Using only one source for research (encourage 2+ sources)
- Forgetting to cite where they found information
- Writing opinions instead of facts in the research report

Standards Alignment

RI.2.6 — Identify the main purpose of a text, including what the author wants to answer/explain/describe

W.2.7 — Participate in shared research and writing projects

W.2.8 — Recall information from experiences or gather information from provided sources

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