

Skills Assessment Supplement

Focus on
English-Language Arts Standards



FORM A

TEACHER MATERIALS

GRADE 2

Skills Assessment Supplement

Focus on Language Arts Standards

Preface

The *Skills Assessment Supplement: Focus on Language Arts Standards* has been developed to help teachers monitor student progress toward mastery of grade-level standards. Three forms (Forms A, B, and C) are available to Reading First school districts (www.calread.net). These forms may be used in any order and independently of each other, as each form provides different questions to test the same standards to assess student achievement.

Formal directions for the administration of the *Skills Assessment Supplement* have intentionally not been included, to allow flexibility in the use of the supplements for assessment and instruction. Time limits have not been suggested for any section. Individual districts or schools may develop their own administration guidelines. However, it is recommended that students independently read the directions and answer the questions prior to receiving teacher support. Additional instruction and practice should be provided for students who are unable to independently read and follow directions or have not mastered specific content standards.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

Read the first word. Choose the word that has the same sound or sounds as the underlined letter or letters.

1. broil

- A. bowl
- B. quiet
- C. knock
- D. enjoy

2. scout

- A. school
- B. glow
- C. hour
- D. poem

3. hood

- A. load
- B. echo
- C. rock
- D. brook

4. horse

- A. frost
- B. our
- C. word
- D. north

5. sung

- A. string
- B. gym
- C. young
- D. wonder

6. peach

- A. bread
- B. ready
- C. exam
- D. even

7. ledge

- A. began
- B. sugar
- C. fig
- D. jam



1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).

Read each sentence. Then mark the correct answer.

8. Choose the correct way to divide the word rabbit into syllables.

- A. rabb-it
- B. ra-bbit
- C. rab-bit
- D. rabbit

9. Choose the correct way to divide the word music into syllables.

- A. mus-ic
- B. music
- C. m-usic
- D. mu-sic

10. Choose the correct way to divide the word whisper into syllables.

- A. whis-per
- B. whisp-er
- C. whi-sper
- D. whisper



1.3 Decode two-syllable nonsense word and regular multisyllable words.

Read the nonsense word. Choose the word that is divided into syllables using the same rule as the nonsense word.

11. fay-ly

- A. a-long
- B. cor-ner
- C. joy-ful
- D. cof-fee

12. pog-hook

- A. a-lone
- B. weak-ness
- C. o-pen
- D. dog-wood

13. fed-der

- A. bit-ter
- B. sweet-ly
- C. prod-uct
- D. vow-el

14. tar-bin

- A. ef-fect
- B. dis-tant
- C. dais-y
- D. gar-den



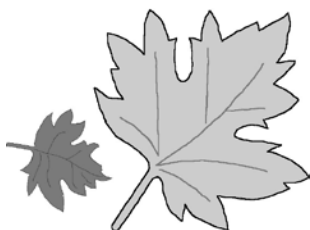
15. lo-gat

- A. spo-ken
- B. mail-man
- C. smart-est
- D. gad-get

1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

Read each pair of words. Mark the answer that has an incorrect abbreviation.

16. A. January – Jan.
 B. Mister – Mr.
 C. Street – St.
 D. Doctor – Doc.
17. A. Tuesday – Tus.
 B. Road – Rd.
 C. November – Nov.
 D. Avenue – Ave.
18. A. Court – Ct.
 B. September – Sep.
 C. Sunday – Sun.
 D. Missis – Mrs.



1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

Choose the word that correctly completes each sentence. Mark your answer.

19. _____ turn different colors in the fall.

- A. Leafs
- B. Leavs
- C. Leaves
- D. Leafes

20. Wash both paint _____ after you finish painting.

- A. brush
- B. brushes
- C. brushs
- D. brushse

21. We saw three _____ at the bus stop.

- A. mens
- B. mans
- C. man
- D. men

22. All of the _____ had happy endings.

- A. story
- B. storys
- C. stories
- D. storyes



Vocabulary and Concept Development

1.7 Understand and explain common antonyms and synonyms.

Read each sentence. Find the synonym, the word that means the same as the underlined word. Mark your answer.

23. Clean your room before going outside.

- A. busy
- B. silly
- C. paint
- D. tidy

24. The fire chief rescued the cat.

- A. saved
- B. colored
- C. searched
- D. caught

25. Did you watch that dull movie?

- A. exciting
- B. boring
- C. long
- D. sad

Read each sentence. Find the antonym, the word that means the opposite of the underlined word. Mark your answer.

26. Is that a recent magazine you're reading?

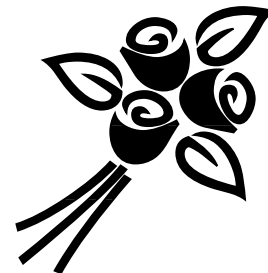
- A. long
- B. thick
- C. new
- D. old

27. Those flowers are beautiful.

- A. large
- B. expensive
- C. colorful
- D. ugly

28. Mary walked slowly to school.

- A. quickly
- B. playfully
- C. happily
- D. quietly



1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

Read each sentence. Find the compound word that means the same as the underlined words. Mark your answer.

29. We had thunder and lightning all night.

- A. thunderstruck
- B. snowstorm
- C. blizzard
- D. thunderstorm

30. Mom looked every place for the lost keys.

- A. everybody
- B. anyplace
- C. everywhere
- D. everyday

31. The setting of the sun on the horizon was lovely.

- A. sunshine
- B. sunset
- C. sundial
- D. sunbeam

1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)

Read each sentence. Find the word or words that mean the same as the underlined word. Mark your answer.

32. Mark asked me to refill his glass.

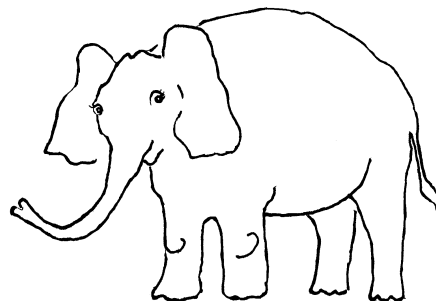
- A. empty
- B. wash
- C. fill again
- D. put away

33. The elephant's movement was slow and cautious.

- A. moving
- B. enjoying
- C. not moving
- D. eating

34. A fearless superhero stopped the train.

- A. full of fear
- B. without fear
- C. one who fears
- D. fearing again



35. My brother said the store overcharged him.

- A. charged too much
- B. charged too little
- C. one who charged
- D. charged a different amount

36. The child was unable to reach the cookie.

- A. too able
- B. not able
- C. more than able
- D. just as able

1.10 Identify simple multiple-meaning words.

37. There's a huge bug crawling on the porch!

In which sentence does the word bug mean the same thing as in the sentence above?

- A. I was in bed with the flu bug yesterday.
- B. Dad said his new computer had a bug.
- C. What do you do when something bugs you?
- D. My sister shrieked when she saw a bug fly through the window.

38. When dogs get wet they shake their fur.

In which sentence does the word shake mean the same thing as in the sentence above?

- A. People usually shake hands when they meet.
- B. Shake the rain off the umbrella.
- C. Bed rest may help you shake that fever.
- D. The reporter said the tragic news might shake us.

39. The couple set the date for their wedding.

In which sentence does the word date mean the same thing as in the sentence above?

- A. We have a date palm tree in our backyard.
- B. That style of clothing is out of date.
- C. That is the same date I start piano lessons.
- D. My sister has a date for Friday's dance.



READING COMPREHENSION

2.0 Reading Comprehension

Structural Features of Informational Materials

2.1 Use titles, table of contents, and chapter headings to locate information in expository text.

The table of contents below is from a book called All About Reptiles. Use it to answer questions 1, 2, and 3.



All About Reptiles

Table of Contents

Chapter 1	What Are Reptiles	page 1
Chapter 2	Where They Live	page 12
Chapter 3	Alligators and Crocodiles	page 18
Chapter 4	Snakes, Lizards, Turtles	page 24
Chapter 5	Reptiles as Pets	page 30

1. Chapter 4 begins on page _____.

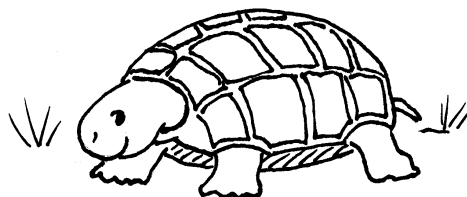
- A. 12.
- B. 24.
- C. 20.
- D. 30.

2. In what chapter will you learn about where reptiles live?

- A. Chapter 1
- B. Chapter 2
- C. Chapter 3
- D. Chapter 5

3. Which chapter has information about turtles as pets?

- A. Chapter 1
- B. Chapter 3
- C. Chapter 4
- D. Chapter 5



Comprehension and Analysis of Grade-Level Appropriate Text

- 2.2 *State the purpose in reading (i.e., tell what information is sought)*
- 2.3 *Use knowledge of the author's purpose(s) to comprehend informational text.*
- 2.4 *Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how)*
- 2.5 *Restate facts and details in the text to clarify and organize ideas.*
- 2.6 *Recognize cause-and-effect relationships in a text.*

Read the following passage about raccoons. Use the information to answer questions 4-12.

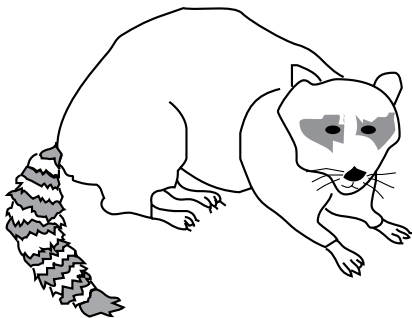
Raccoons

Raccoons are furry animals. They have round heads, short noses, and small pointed ears. Their grayish-brown fur covers most of their bodies. Down the length of their bushy tails is a black and off-white ring pattern. Across each gray furry face is a black marking. This marking looks like a mask. The raccoons' mask-like face and nighttime eating habits make them look like bandits or thieves.

Raccoons like living near ponds and streams in wooded areas. They are meat-eating animals. In the woodlands they find plenty to eat. Their favorite foods are insects, nuts, frogs, fish, birds, snakes, and eggs.

These masked creatures don't just live in the wild. They are also found living in cities and towns. There are plenty of places for them to live in these urban areas. They can be found living in attics and basements. They live under houses, porches, and in trees. Towns have plenty of food for the taking.

Some people think of raccoons as pests. Their nighttime eating habits are noisy and messy. They easily pull off garbage-can lids. They raid cat and dog bowls that are left outside at night. They climb trees and use their front paws to grab



handfuls of nuts and fruit. They drink from hot tubs and swimming pools. It is when they prowl at night looking for food in backyards that the name "bandit" fits.



4. This passage is an example of _____.

- A. a fairy tale
- B. a folk tale
- C. poetry
- D. nonfiction

5. The author's purpose for writing this passage is to _____.

- A. inform the reader about raccoons
- B. tell a story about a raccoon family
- C. make the reader reread the passage
- D. get the reader to visit the zoo to see real raccoons

6. Why does the raccoon look like a bandit?

- A. It has a bushy tail with a black and white ring pattern.
- B. It has a black mask marking on its face and prowls for food at night.
- C. It likes to eat snakes, frogs, fish, and eggs.
- D. It robs banks at night.

7. The word bandit means _____.

- A. meat-eating animal
- B. living in the wild
- C. thief
- D. backyard

8. Some people think the raccoon is a pest because _____.

- A. it likes to wash its food before eating it
- B. it plays in backyard swimming pools during the day
- C. it has food fights with people
- D. its eating habits are messy and noisy

9. Where do raccoons live in the wild?

- A. in backyards
- B. in wooded areas near water
- C. under porches and in basements
- D. in the grasslands

10. The author says some of the raccoon's favorite foods are _____.

- A. bugs and carrots
- B. fish and rose bushes
- C. cookies and milk
- D. nuts and eggs



11. Why do you think some raccoons live in cities and towns?

- A. The cities and towns are where wooded areas used to be.
- B. Raccoons like the shopping malls.
- C. Raccoons like to play in backyards.
- D. Cities and towns have markets and fruit stands.

12. What would be another good title for this passage?

- A. Wooded Places Make Good Homes
- B. Let's Go Fishing
- C. Raccoons – Backyard Bandits
- D. Dogs, Cats, and Raccoons





Comprehension and Analysis of grade level appropriate text

2.7 Interpret information from diagrams, charts, and graphs.

Use the chart below to answer questions 13-15.



Famous Explorers			
Name	Home Country	Area Explored	When Explored
Marco Polo	Italy	Asia	1271-1295
Sir Francis Drake	England	The world by sea	1577-1580
Christopher Columbus	Italy	New World	1492-1500

13. What is the name of the chart?

- A. Famous Explorers
- B. Area Explored
- C. Name of Explorers
- D. Home Country

14. When did Christopher Columbus explore the New World?

- A. 1271-1295
- B. 1577-1580
- C. 1295-1577
- D. 1492-1500

15. Who explored Asia?

- A. Christopher Columbus
- B. Sir Francis Drake
- C. Marco Polo
- D. Not on the chart



2.8 Follow two-step written directions.

Read the directions below about growing sunflowers. Then answer questions 16, 17, and 18.



Sunflowers

Sunflowers are easy to grow in full sun. Put seeds in garden soil 6” apart. Cover with one-half inch of fine soil. Water seeds and keep them moist. Look for plants to poke through the dirt in 12 days.

16. The first step in growing sunflowers is to

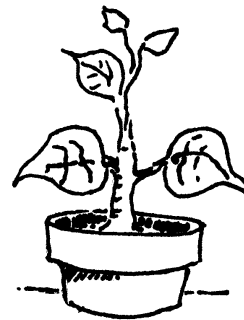
- A. look for little plants popping through the dirt.
- B. keep the soil wet.
- C. put seeds in the soil.
- D. cover seeds with soil

17. How long before the little plants come through the soil?

- A. 5 days
- B. 8 days
- C. 1 week
- D. 12 days

18. What is the last step in planting seeds?

- A. keeping the soil damp
- B. going to the store for seeds
- C. digging up the soil
- D. opening the package of seeds



3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.

3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

3.3 Compare and contrast different versions of the same stories that reflect different cultures.

Read the story. Then answer questions 1, 2, 3, 4 and 5.

Wanting a Puppy

The little girl stood outside the pet store. She pressed her nose against the window. She wanted a little puppy of her own. The puppies yipped and wagged their tails. They wanted a little boy or girl for a friend.

“Mommy, can I have a puppy? I’ll take good care of it,” the little girl said.

“Owning and caring for a puppy is a big job,” her mother answered.

“I can do it. I’m eight years old and big enough to care for one,” she said. The little girl explained how she would take care of the puppy. Every day when she got home from school she would take the puppy out for a walk. She’d feed him each morning and night.

Her mother suggested they go inside and talk to the pet-store clerk. After talking to the clerk, they bought a book about taking care of a puppy. Her mother said they would come back and buy a puppy when she finished reading the book.

The little girl left the store excited about reading the first chapter of her book, Caring For a New Puppy.



1. The setting of this story is the _____.

- A. girl's front and back yard
- B. car on the way to town
- C. girl's house and car
- D. pet store

2. Who are the main characters in this story?

- A. the pet store and puppies
- B. mother and the store clerk
- C. the girl and her mother
- D. the clerk and puppies

3. What happened just before the mother and girl bought the puppy-care book?

- A. They left the store.
- B. They talked to the store clerk.
- C. The girl told her mother how she would care for a puppy.
- D. The girl left the store with her new book.

4. What do you think will happen next?

- A. The mother will get a job at the pet store.
- B. The girl will feed her new puppy.
- C. The little girl will begin reading her new book.
- D. The girl and her mother will leave the store.

5. From this story you know the girl's mother _____.

- A. liked dogs and wanted one, too
- B. liked cats better than puppies
- C. did not like books
- D. wished she hadn't walked by the pet store



Read the next two stories. Then answer questions 6-13.

Story One:

The Three Little Pigs

Once upon a time there were three little pigs. One day their mother told them it was time for them to find their place in the world. Each pig gathered his belongings, took his piggy bank, and headed down the road to make his place in the world.

First Pig met a farmer pulling a cart of straw. Pig said, “Mr. Farmer, would you sell me your load of straw so I can build a snug and cozy house?” The farmer did not want to sell the straw to the pig.

“Please!” begged Pig. First Pig whined until the farmer sold him the straw.

First Pig was happy with the straw. He quickly built a small hut. When he finished it, he crawled inside. He didn’t see Wolf hiding behind a tree, licking his chops.

Second Pig met a man with a wagon full of twigs. Pig asked the man if he could buy his load of twigs to build a house. The man said that twigs are not good for building a house.

“Please!” begged Second Pig. He fussed until the man sold him the twigs.

Second Pig quickly built a small house. At sundown he finished his house just as Wolf came over the crest of the hill, licking his chops.

Third Pig passed the farmer pulling the cart of straw. He passed the man with a wagon of twigs. When he reached town he went to the hardware store. He bought a load of bricks. For three days the little pig worked on his house. On the evening of the third day he stood in the doorway of his new brick house. He was proud of his hard work.

Just then, his two brothers came running over the hill toward him. Chasing them was Wolf. “The wolf has blown our houses down,” cried Second Pig.

Third Pig yelled, “Come inside, brothers! We’ll be safe in this house.” And they were.



Story Two:
Three Little Squirrels Go Racing

Once upon a time there were three little squirrels. Their names were Leo, Cleo, and Theo. One day the three little squirrels went to town to mail a letter. At the post office they saw a sign about a race. It was called the Boxcar Derby. It was a boxcar race. To enter the race each contestant had to build his own boxcar. The first prize was a new motorcar.

The squirrels looked at the picture of the shiny new motorcar. Each squirrel wanted to win the first-place prize. They all ran home and began building boxcars. Theo used a large cardboard box to make his car. Cleo found a wobbly old apple crate. She thought it was perfect. Leo drew a picture of what his car would look like. Then he began building it. He made it of strong wood and metal.

On the day of the race it rained. By the time the race began, Theo's cardboard car was soaked. It fell apart as soon as it sped down the first hill. On the second hill, Cleo ran over a rock in the road. Her apple-crate car bounced and broke into many pieces. Leo's durable car raced around the track. It sped up and down the hills. It crossed the finish line in front of everyone.

"Climb in!" Leo yelled to his brother and sister. "We have a new motorcar!"



6. Where were the three squirrels when they saw a sign about the race?

- A. at the market
- B. watching TV at home
- C. walking down the street
- D. at the post office

7. The character Leo, in the squirrel story above, would have made his house of _____.

- A. bricks
- B. twigs
- C. straw
- D. cardboard



8. Which squirrel won the race?

- A. Theo
- B. Cleo
- C. Leo
- D. None of the squirrels won.

9. In what way are the characters in the two stories alike?

- A. The characters in both stories are going on a trip.
- B. All the characters are people.
- C. The characters in each story are building something.
- D. There was a dangerous character in both stories.

10. In what way is the plot in both stories the same?

- A. The careful builder was the hero.
- B. There was prize money for the best-looking house.
- C. There was prize money for the best-looking car.
- D. The wolf wrecked everyone's house.

11. Which pair of words describes Leo's and Third Pig's character?

- A. lazy and selfish
- B. lazy and foolish
- C. smart and kind
- D. cheap and funny

12. The lesson in both stories is _____.

- A. hard work and effort pay off
- B. be carefree and everything will work out
- C. play all day and go to sleep happy
- D. do careless work and stick together

13. Which statement is true?

- A. The wolf was everyone's friend.
- B. The pigs built houses and the squirrels built boxcars.
- C. The pigs' mother and the squirrels' mother liked building things.
- D. There was a contest in both stories.



3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.



Use the poem below to answer questions 14 and 15.

Silly Sally

1. Silly Sally sat on the sand
2. In front of the sea
3. Watching the wonderful waves
4. Eating donuts and sipping tea.

14. Which lines are examples of alliteration?

- A. 1 and 4
- B. 2 and 3
- C. 2 and 4
- D. 1 and 3

15. Lines 2 and 4 are examples of:

- A. rhythm
- B. rhyme
- C. alliteration
- D. none of the above



WRITING

1.0 Writing Strategies

Research

1.3 Understanding the purpose of various reference materials (e.g., dictionary, thesaurus, atlas).

Read each question. Choose the best reference material to answer the question.

1. Where would you find other words or synonyms for the word big?

- A. Atlas
- B. Dictionary
- C. Thesaurus
- D. Glossary

2. Where would you find a map of Spain?

- A. Atlas
- B. Dictionary
- C. Thesaurus
- D. Glossary

3. Where would you find the meaning of the word discover?

- A. Atlas
- B. Dictionary
- C. Thesaurus
- D. Encyclopedia

Evaluation and Revision

1.4 Revise original drafts to improve sequence and provide more descriptive detail.

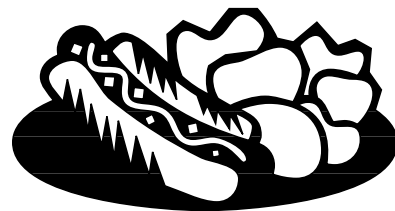
Read the passage below.

1. In 1853, a cook invented potato chips. 2. The customer had sent back his French fries because they were too thick. 3. So, the cook cut the potatoes very thin and fried them. 4. The new snack food was a hit.

This sentence has been left out. His idea came from an angry customer.

4. Revise the passage. Where does the missing sentence belong?

- A. after sentence 2
- B. after sentence 3
- C. after sentence 1
- D. after sentence 4



2.0 Writing Applications (Genres and Their Characteristics)

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Use the following letter to answer questions 5 and 6.

March 1, 2003

Dear Aunt Jan,

Thank you so much for the shirt you sent for my birthday. Green is my favorite color. See you soon.

Love,
Minnie

5. Which answer is the closing of the letter?

- A. Love,
- B. Minny
- C. March 1, 2003
- D. Dear Aunt Jan,

6. Which answer is the greeting (salutation)?

- A. Love,
- B. Minny
- C. Dear Aunt Jan,
- D. March 1, 2003



WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Distinguish between complete and incomplete sentences

Read each sentence. Mark the answer that is NOT a complete sentence.

1. ● A. Dad to the airport to catch his plane.
○ B. Let's bake cookies today.
○ C. She ate a bowl of cereal.
○ D. Dinner is ready.
2. ○ A. Plan your visit carefully.
○ B. I will see you soon.
○ C. My pet can sit and beg.
● D. Apples a kind of fruit.
3. ○ A. Amy played ball at recess.
● B. Dog digging in my yard.
○ C. I cut the peach in two pieces.
○ D. The bike has a flat tire.

1.2 Recognize and use correct word order in written sentences.

Read each sentence. Choose the sentence that is written correctly. Mark your answer.

4. ○ A. Hurt his knee skating Jack.
○ B. Skating his knee Jack hurt.
● C. Jack hurt his knee skating.
○ D. Jack his knee hurt skating.

5. ○ A. Circus made us laugh the clown.
○ B. The clown made us circus laugh.
○ C. Laugh made us the circus clown.
● D. The circus clown made us laugh.
6. ○ A. The cleaned up milk I spilled.
● B. I cleaned up the spilled milk.
○ C. The milk spilled I cleaned up.
○ D. Spilled the milk up I cleaned.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Read each sentence. Circle the letter below the noun in each sentence.

7. We use tools to build things.
A (B) C D
8. Three deer slowly crossed the road.
A (B) C D
9. We use it to bang nails into wood.
A B C (D)



Read each sentence. Circle the letter below the verb in each sentence.

10. Bob wakes up very early every day.

A (B) C D

11. At the swimming pool, he met his team.

A B C (D)

12. The team won a lot of races.

A (B) C D

Punctuation

1.4 Uses commas in the greeting and closure of a letter and with dates and items in a series.

1.5 Use quotation marks correctly.

Capitalization

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months, and days of the week, and titles and initials of people.

Read each letter. Choose the letter that is written correctly. Mark your answer.

13. A.

May 4, 2002

Dear Jo

I hope you are feeling better. We miss you at school.

Your friend,
Chris

 B.

May 4 2002

Dear Jo,

I hope you are feeling better. We miss you at school.

Your friend
Chris

 C.

May 4, 2002

Dear Jo,

I hope you are feeling better. We miss you at school.

Your friend,
Chris



Read each sentence. Choose the sentence that is written correctly. Mark your answer.

14. A. Plants need soil water and sunshine to grow.
- B. Today was a cold windy, and rainy March day.
- C. Bring your bathing suit towel, and sunscreen to the beach.
- D. September, October, and November are winter months.
15. A. "How many marbles do you have? Asked Pete."
- B. He yelled "Watch out!"
- C. "I want pizza for dinner," Ray said.
- D. "Ming said," I know how to play the drums.
16. A. "Who brought lunch? asked the coach."
- B. I didn't, "said Sally."
- C. "I have a peanut butter sandwich" said Grace.
- D. Jim asked, "Has anyone seen my backpack?"

17. I go to _____.

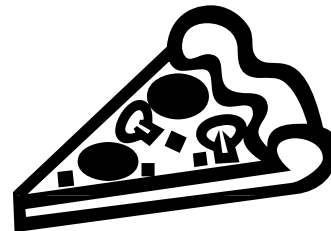
- A. Martin luther king, Jr. school.
- B. Martin Luther King, Jr. School.
- C. Martin Luther King, Jr. school.
- D. Martin Luther King, jr. school.

18. We leave for vacation _____.

- A. early on friday morning.
- B. early on Friday morning.
- C. early on Friday Morning.
- D. Early on Friday Morning.

19. The movie was filmed in the month of _____.

- A. April in San Francisco.
- B. april in San Francisco.
- C. April in san Francisco.
- D. april in San Francisco.



Read the following paragraph. Use it to answer questions 20, 21, 22, and 23.

1. mrs. wong and her children went to a park. 2. The name of the park was disneyland. 3. At the park, they rode scary rides. 4. They met donald duck and captain hook.

20. In sentence 1, mrs. wong and her children should be written

- A. Mrs.wong and her children
- B. mrs. Wong and her children
- C. Mrs. Wong and her children
- D. no mistake

21. In sentence 2, park was disneyland should be written

- A. park was Disneyland
- B. Park was Disneyland
- C. park was disneyland
- D. no mistake

22. In sentence 3, At the park, they rode should be written

- A. At the Park, they rode
- B. at the park, they rode
- C. At the park, They Rode
- D. no mistake

23. In sentence 4, donald duck and captain hook should be written

- A. Donald duck and Captain hook
- B. Donald Duck and Captain Hook
- C. Donald Duck and captain Hook
- D. no mistake



Read each sentence. Choose the sentence that is written correctly. Mark your answer.

24. ● A. Our class read the book Wemberly Worried.
- B. School vacation begins on friday, June 12.
- C. my principal's name is mr. Lincoln.
- D. The coldest Month of the year is January.

Choose the friendly letter greeting that is written correctly.

25. ● A. Dear Grandma Jones,
- B. dear grandma Jones,
- C. Dear grandma Jones,
- D. dear grandma jones,

Choose the friendly letter closing that is written correctly.

26. ○ A. Your Best Friend,
- B. your best Friend,
- C. Your best friend,
- D. your Best Friend,



Spelling

1.7 Spell frequently used irregular words correctly (e.g. was, were, says, said, who, what, why)

Read each sentence. Mark the answer that is spelled correctly.

27. He ____ doing his homework.

- A. wuz
- B. was
- C. whas
- D. whos

28. ____ time is the game?

- A. Wat
- B. Whut
- C. What
- D. Wut

29. They ____ at the park.

- A. were
- B. wer
- C. ware
- D. where

30. Mother ____, "I'm baking cookies."

- A. sed
- B. ced
- C. sad
- D. said



1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant blend patterns correctly.

Read each sentence. Mark the answer that is spelled correctly.

31. Turn ____ at the next street.

- A. loft
- B. left
- C. let
- D. lof

32. Please ____ for me at the bus stop.

- A. wait
- B. whate
- C. wat
- D. wayt

33. The ____, little baby is laughing.

- A. cut
- B. cewt
- C. cute
- D. quit

34. Kick the ball with your ____ foot.

- A. writ
- B. rit
- C. right
- D. riet

35. Watch out for the ____ on that rose stem.

- A. thrns
- B. thirns
- C. tharns
- D. thorns

36. The ____ is shaded by tall oak trees.

- A. steat
- B. street
- C. sreet
- D. streat

Second Edition

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