# Example Items

## Grade 2
## Reading

**Grade 2 Reading Example Items** are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

*The specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the Example Feedback Form and email it. The form is located on the homepage of Assessment.dallasisd.org.

OR

(2) To submit directly, click "Example Feedback" **after** you login to the Assessment website.

## First Semester
## 2018–2019
Code #: 2021
(Version 2: 10/23/18)

# EXAMPLE ITEMS Grade 2 Reading, Sem 1

*An Administrator Manual and a Student Booklet make up the Grade 2 Reading ACP. For the phonics section of the test, the Administrator Manual contains the test questions and the Student Booklet contains only the answer choices. For reading comprehension, the students read the passages and questions independently.*

*The Grade 2 Reading set of Example Items combines both the Administrator Manual and the Student Booklet so that teachers are aware of how the test is administered and how the students' booklet appears. Teachers are also encouraged to download the test blueprint as well as the K-2 ACP Blueprint Snapshot from the assessment website (assessment.dallasisd.org > ACP tab) or on the homepage of MyData Portal (Resources > Assessment > Blueprints/Formula Charts).*

## #1

<u>Administrator Manual:</u>

Look at #1. (Make sure every student is on the correct row.) Look at the four words. Fill in the circle next to the word **checkers**. Fill in the circle next to the word **checkers**.

<u>Student Booklet:</u>

A ○ checkers
B ○ chuckle
C ○ crashing
D ○ crackers

## #2

**Administrator Manual:**

Look at #2. (Make sure every student is on the correct row.) Look at the four words. Fill in the circle next to the correct contraction for the words **is not**…**is not**. Fill in the circle next to the correct contraction for the words **is not**…**is not**.

**Student Booklet:**

**A** ○     I'm

**B** ○     I've

**C** ○     it'll

**D** ○     isn't

## #3

**Administrator Manual:**

Look at #3. (Make sure every student is on the correct row.) Look at the four words. Fill in the circle next to the word **because**. Fill in the circle next to the word **because**.

**Student Booklet:**

**A** ○     behind

**B** ○     become

**C** ○     before

**D** ○     because

**Administrator Manual:**

Read the story titled "**The Ant and the Dove**" silently. Be sure to read the story carefully so you may be able to answer the questions. After you finish the story, read each question and all the answer choices. When you decide which is the correct answer, fill in the circle. Are there any questions? (*Pause.*) You may begin reading.

**Student Booklet:**

# The Ant and the Dove

1    One hot day, an ant was searching for some water. After walking around for some time, she came to a lake. To reach the water, the ant had to climb on a rock. While making her way up, she slipped and fell into the lake. "Help! Help!" the ant cried. "I'm drowning!" but her voice was so tiny she could not be heard.

2    A dove was sitting in a nearby tree. He saw that the ant was in trouble. The dove **broke** off a leaf and let it fall into the lake. The ant grabbed it and floated safely to land. The ant called out in her tiny voice, "Thank you dove, you saved my life!" Of course, the dove could not hear her.

3    Just at that time, a hunter was about to throw out his net over the dove hoping to trap him. Guessing what he was about to do, the ant quickly ran up the hunter's leg and bit him. The hunter yelled and dropped the net. The scream scared the dove and he flew away to safety. "Thank you, kind ant!" cooed the dove. The ant heard and was glad.
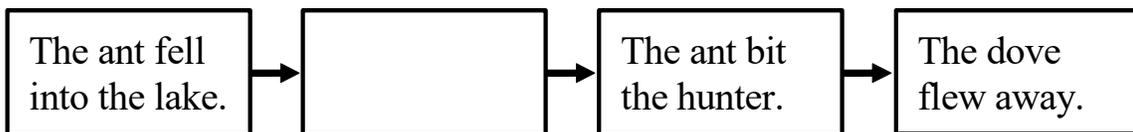
**4.** How did the ant fall into the lake?

A ○      She wanted to drink.

B ○      She slipped on a rock.

C ○      A noise scared her.

D ○      The dove dropped her.

**5.** In paragraph 2, **broke** means to —

A ○      fix

B ○      fall

C ○      tear off

D ○      have no money

**6. Read the chart. It shows the order some events happened in the story.**

| The ant fell into the lake. | → | | → | The ant bit the hunter. | → | The dove flew away. |
|---|---|---|---|---|---|---|

Which sentence **BEST** completes the order of events?

A ○      The ant looked for water.

B ○      The dove saved the ant.

C ○      The hunter dropped the net.

D ○      The ant was glad.

**7.** Which sentence **BEST** explains why the hunter dropped the net?

A ○      He trapped the dove.

B ○      He fell into the lake.

C ○      He was bitten by the ant.

D ○      He "thanked" the ant.

**8.** The ant bit the hunter to —

    **A** ○        make the hunter hear her

    **B** ○        save the ant in trouble

    **C** ○        stop the hunter from yelling

    **D** ○        help the dove

**9.** What happened **AFTER** the hunter yelled?

    **A** ○        The hunter dropped the net.

    **B** ○        The hunter was bitten on the leg.

    **C** ○        The hunter trapped the dove.

    **D** ○        The hunter heard the ant.

**10.** The author would most likely agree with which statement?

    **A** ○        The ant was scared to help the dove.

    **B** ○        The ant was angry at the dove.

    **C** ○        The ant was too weak to help the dove.

    **D** ○        The ant was glad to be helpful.

**Student Booklet:**

## The Time Machine

*1*    "So you're telling me this is a time machine?" Eric asked. "Yes," his Uncle Joseph replied. "I've been working on it for years here in my lab." Eric looked around the lab. A bank of computers lined one of the walls. Metal shelves held bottles and jars filled with strange liquids. There was a big metal table in the middle of the room. There were wires and tiny machine parts scattered all over it. In the middle of the table was a silver box. The box had a small computer screen and keyboard on its face.

*2*    "All you do is type in the time you want to go to," Uncle Joseph said. "The box will transport anyone within ten feet to that location." "So you mean if you typed in yesterday's date, it would send us back to yesterday?" Eric asked. Uncle Joseph nodded. "Yes. But it can do better than that. I could type in 150 million years BC, for example."

*3*    He typed in the date on the keyboard. "Cool," Eric said. "And then you just press this button?" Eric put his finger on the button. "Eric, no!" Uncle Joseph cried. But he was too late. Eric pressed the button. The room began to spin. When everything settled, they were no longer in the lab. Tall, green plants grew all around them. A volcano rose up in the distance. Then the ground began to rumble. A huge dinosaur stomped toward them! "Hey, a Brontosaurus!" Eric said. "Your time machine really works!"

**11.** What can you predict will happen by looking at the illustration?

A ○    The boy will travel in time.

B ○    The boy will ride a bike.

C ○    The boy will ride a go-cart.

D ○    The boy will read a book.

**12.** What word **BEST** describes Uncle Joseph?

**A** ○      Boring

**B** ○      Friendly

**C** ○      Inventive

**D** ○      Grumpy

# EXAMPLE ITEMS Grade 2 Reading, Sem 1

| Item | Key | TEKS/SE | Item Code | SE Justification |
|------|-----|---------|-----------|------------------|
| 1 | A | 2.2Aiii | E121020020100K | Decode multisyllabic words independent of context by applying common letter-sound correspondences including: (iii) consonant digraphs (e.g., ck). |
| 2 | D | 2.2F | E121020020010K | Identify and read contractions. |
| 3 | D | 2.2G | E121020010580K | Identify and read at least 300 high-frequency words from a commonly used list. |
| 4 | B | 2.3B | E121020020090K | Locate facts and details about stories and support answers with evidence from text. |
| 5 | C | 2.5B | E121020010020K | Use context to determine the relevant meaning of unfamiliar words. |
| 6 | B | F19E | E121020010040K | Retell important events in stories in logical order. |
| 7 | C | F19D | E121020010050K | Make inferences about text using textual evidence to support understanding. |
| 8 | D | 2.9B | E121020010070K | Describe main characters in works of fiction, including their traits. |
| 9 | A | 2.3B | E121020010060K | Locate facts and details about stories and support answers with evidence from text. |
| 10 | D | F19D | E121020010080K | Make inferences about text using textual evidence to support understanding. |
| 11 | A | 2.3A | E121020020080K | Use ideas (e.g., illustrations) to make predictions. |
| 12 | C | 2.9B | E121020020060K | Describe main characters in works of fiction, including their traits. |