

STAR Test Sample Questions

2nd Grade English - Language Arts

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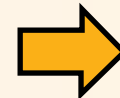
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STAR Test Sample Questions

2nd Grade English - Language Arts

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Standardized Testing and Reporting - STAR

Grade 2: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 01

Read the next two stories. Think about how these stories are the same and how they are different.

Story 1: The Drum — A Tale from India

- 1 Long ago in India, a boy named Sonu and his mother were walking home from the market. Along the way, Mother stopped and picked up a stick. "Here is a fine stick, Sonu," she said. "I'm sorry it is not a drum. I know that you have been wishing for one."
- 2 "Thank you, Mother," said Sonu, taking the long piece of wood. He knew that she would buy him a drum if she had the money.
- 3 Soon they met a woman who was trying to start a fire. Her fire would not light. "Here," said Sonu, handing her his stick. The woman used the stick to start the fire. Then she gave Sonu a chapati, a round, flat bread.
- 4 Next Sonu and his mother met a man and a little girl. The girl was hungry, so Sonu gave her his bread. "Here, take this drum," said the man. "Someone gave it to my daughter, but she doesn't need it."



Continue



Story 2: The Blue Feather — A Tale from Brazil

1 Mia lived by the great Amazon River. One day her mother gave her a pretty blue feather.

2 Mia wanted to show the feather to her friend Nali. She put the feather in her basket and told her mother where she was going. Nali lived nearby in a hut by the river.

3 Walking on the path along the river, Mia saw a red flower. As she bent to pick up the flower, the wind blew the blue feather up into the air! Mia could not catch the feather. She sighed and put the red flower in her basket.

4 Then a yellow butterfly flew in front of Mia. Running to catch the butterfly, Mia dropped her basket. The red flower fell out, and the wind carried it out onto the river.

5 Mia sighed and picked up her basket. Looking up, Mia saw the yellow butterfly land on a branch where there was a bluebird. The bluebird flew away, dropping one of its beautiful blue feathers near Mia's feet!

6 Happily, Mia picked up the feather and hurried to her friend's house.



In BOTH stories, a child is

A lonely.

B playful.

C lucky.

D funny.



Back

Grade 2: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 02

Read the next two stories. Think about how these stories are the same and how they are different.

Story 1: The Drum — A Tale from India

- 1 Long ago in India, a boy named Sonu and his mother were walking home from the market. Along the way, Mother stopped and picked up a stick. "Here is a fine stick, Sonu," she said. "I'm sorry it is not a drum. I know that you have been wishing for one."
- 2 "Thank you, Mother," said Sonu, taking the long piece of wood. He knew that she would buy him a drum if she had the money.
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Continue



Story 2: The Blue Feather — A Tale from Brazil

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6 Happily, Mia picked up the feather and hurried to her friend's house.

If Sonu's mother had not given him the stick, how would the END of Story 1 be different?

- A Sonu would not be so hungry.
- B Sonu would not be given a drum.
- C Sonu would not meet a little girl.
- D Sonu would not wish for a drum.

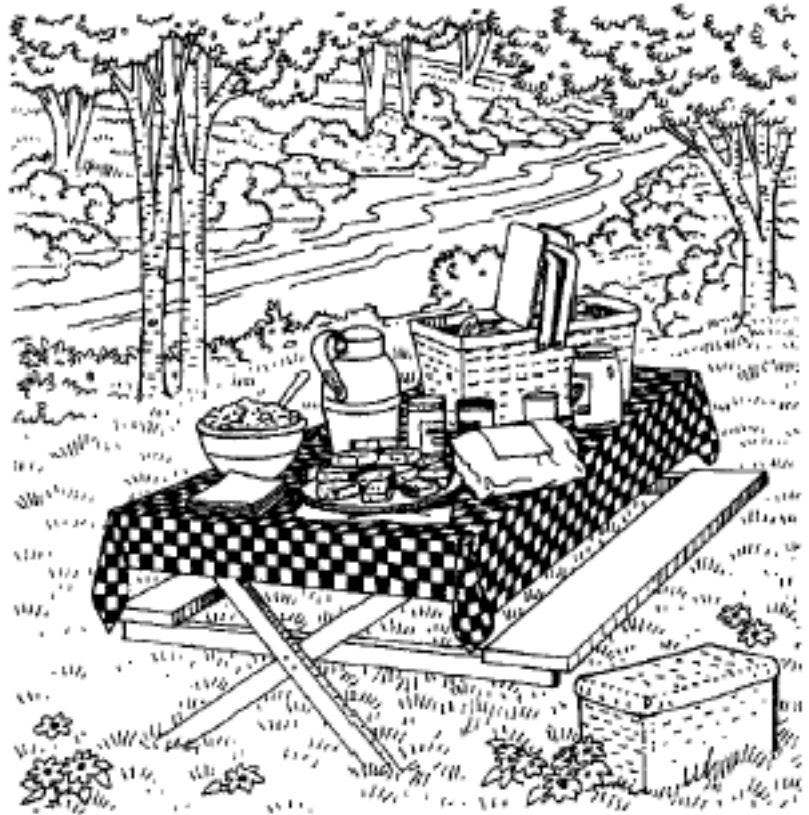


Grade 2: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 03

Family Picnic

- 1 We're going to the river.
- 2 We go there once a year.
- 3 I'll see my aunts and uncles
- 4 And my cousin Susie Meer.
- 5 Her eyes are brown. Her hair is
black.
- 6 Her brother is my cousin Jack.
- 7 He is twelve and she is eight.
- 8 Hurry up! We can't be late!
- 9 We've made potato salad,
- 10 Sweet brownies, and pink
punch.
- 11 We'll enjoy all this and more
- 12 At our family picnic lunch.



Continue



Which lines rhyme with each other?

A 7 and 8

B 8 and 9

C 7 and 10

D 8 and 10



Grade 2: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 01

Read the next two stories. Think about how these stories are the same and how they are different.

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2 "Thank you, Mother," said Sonu, taking the long piece of wood. He knew that she would buy him a drum if she had the money.

3 Soon they met a woman who was trying to start a fire.

Her fire would not light. "Here," said Sonu, handing her his stick. The woman used the stick to start the fire. Then she gave Sonu a chapati, a round, flat bread.

4 Next Sonu and his mother met a man and a little girl. The girl was hungry, so Sonu gave her his bread. "Here, take this drum," said the man. "Someone gave it to my daughter, but she doesn't need it."



Continue



Story 2: The Blue Feather — A Tale from Brazil

1 Mia lived by the great Amazon River. One day her mother gave her a pretty blue feather.

2 Mia wanted to show the feather to her friend Nali. She put the feather in her basket and told her mother where she was going. Nali lived nearby in a hut by the river.

3 Walking on the path along the river, Mia saw a red flower. As she bent to pick up the flower, the wind blew the blue feather up into the air! Mia could not catch the feather. She sighed and put the red flower in her basket.



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6 Happily, Mia picked up the feather and hurried to her friend's house.

These stories happen

A on hot days.

B in different countries.

C beside big rivers.

D in dark forests.

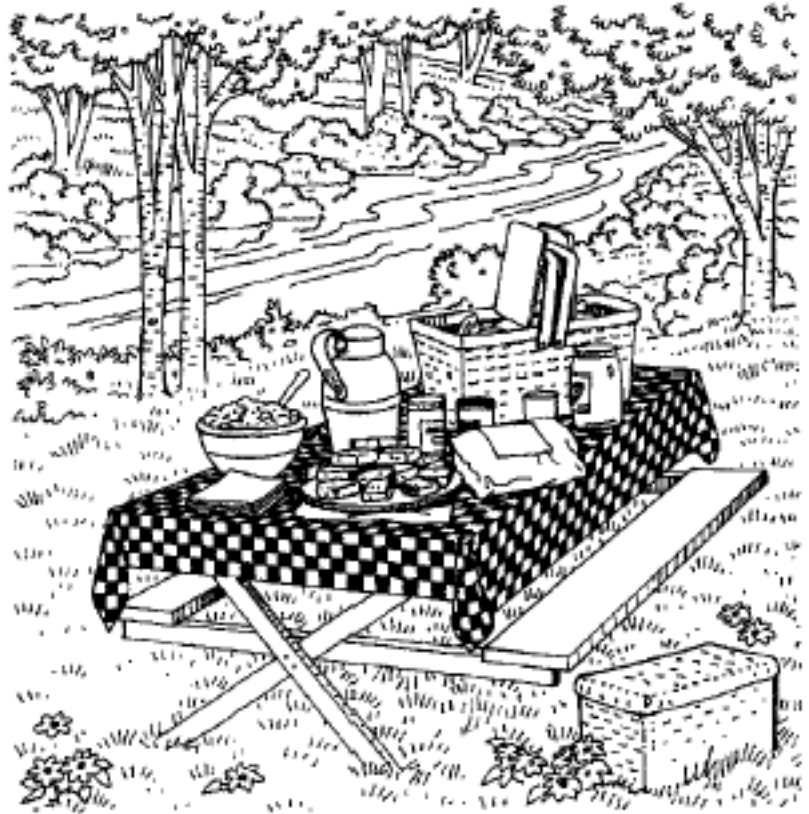


Grade 2: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 02

Family Picnic

- 1 We're going to the river.
- 2 We go there once a year.
- 3 I'll see my aunts and uncles
- 4 And my cousin Susie Meer.
- 5 Her eyes are brown. Her hair is
black.
- 6 Her brother is my cousin Jack.
- 7 He is twelve and she is eight.
- 8 Hurry up! We can't be late!
- 9 We've made potato salad,
- 10 Sweet brownies, and pink
punch.
- 11 We'll enjoy all this and more
- 12 At our family picnic lunch.



Continue



Which two words from the poem rhyme?

A each, black

B river, pink

C there, hair

D year, more



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Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 01

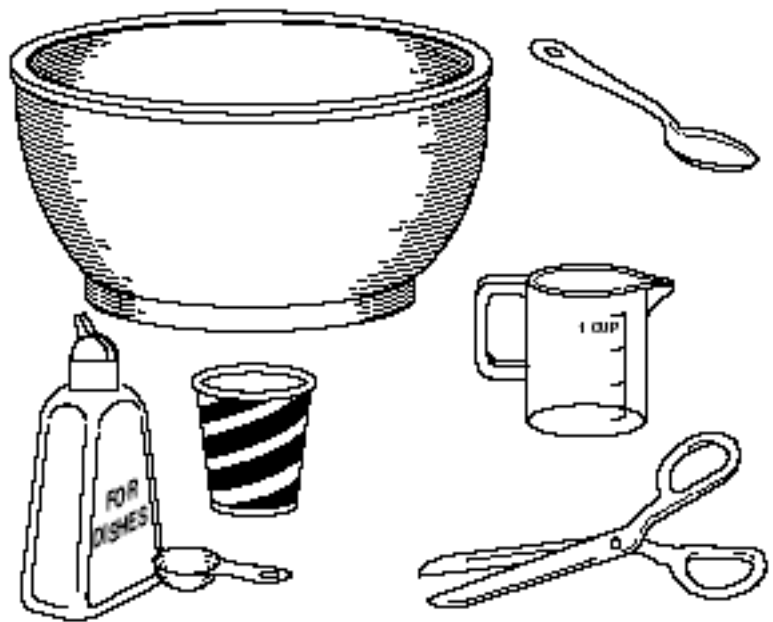
Big Bubbles

We all love bubbles. They float through the air like little glass balls. Bubbles shine and sparkle with colors and light. A bubble is just a puff of air with water around it. Soap makes the water stick together in a round shape.

You can make bubbles with dishwashing soap and a paper cup. You won't make little bubbles as you do with most bubble-blowing wands. The bubbles you can blow with your paper cup bubble-blower will be really big!

Here's what you will need:

- A large bowl
- A spoon
- 4 cups of water
- 5 tablespoons of dishwashing soap
- A pair of scissors
- A paper cup



Follow these steps to make and use your bubble-blower:

1. Fill the bowl with the water.
2. Add the dishwashing soap. Stir the water slowly as you pour the soap into the water. You don't want to make bubbles in the bowl, so be sure to stir gently.

Continue 

3. Cut a small hole in the bottom of the paper cup. This is the hole that you will blow through. It should be about 1/2-inch across.

4. Dip the top rim of the cup into the soapy water. (This is the edge of the cup from where you usually drink.) Slowly lift the cup out of the bowl. There should be a thin “window” of soapy water filling the open space of the cup.

5. Slowly put your mouth up to the hole in the bottom of the cup. Gently blow air through the hole. A big bubble will rise into the air!

For a party, you can make a paper cup bubble-blower for each friend. Just think of how many bubbles you can make together!

To blow more bubbles, which two steps should you do again?

A 1 and 2

B 2 and 3

C 3 and 4

D 4 and 5



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Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 02

Fall Flowers

As summer ends and fall begins, you can still enjoy spring flowers—inside! It's an easy way to make your home look pretty.

Some flowers grow from seeds. Other flowers, such as tulips, grow from bulbs. A flower bulb looks like an onion. Some bulbs are as big as eggs. Flowers grown from bulbs come in many different colors.

Some bulb flowers are easier than others to grow inside. A good one to try first is called a paperwhite. As many as twelve sweet-smelling flowers can grow from one paperwhite bulb.

FOLLOW THESE SIMPLE STEPS:

- 1 Find a large glass jar that is clear enough to see through. Fill the jar almost to the top with marbles, stones, or shells. This will give the bulb's roots something to hold on to as they grow. It will also give you a place to set the bulb.
- 2 Place the bulb on top of the marbles. The bottom of the bulb is the part that is pointed, like the bottom of a heart shape. Push the bulb into the marbles just far enough to make it stay.
- 3 Fill the jar with water. Use just enough water to cover just the bottom part of the bulb.



Continue



4 Put the jar in a place where the bulb will get plenty of light. Check every day to make sure there is still the right amount of water in the jar. Add water when it is needed. Soon the roots will start to grow. In a few weeks, you can enjoy watching the flowers bloom.

There are a few different kinds of paperwhites, and not all of them are all white. Some are white and yellow, and others are yellow and orange. See what you can find at the garden store. You might want to grow more than one next time!

The author uses the LAST paragraph mostly to help the reader

A feel excited about growing paperwhites.

B want to read more stories about flowers.

C think that growing flowers is easier than it really is.

D want to grow flowers that are not paperwhites.



Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 03

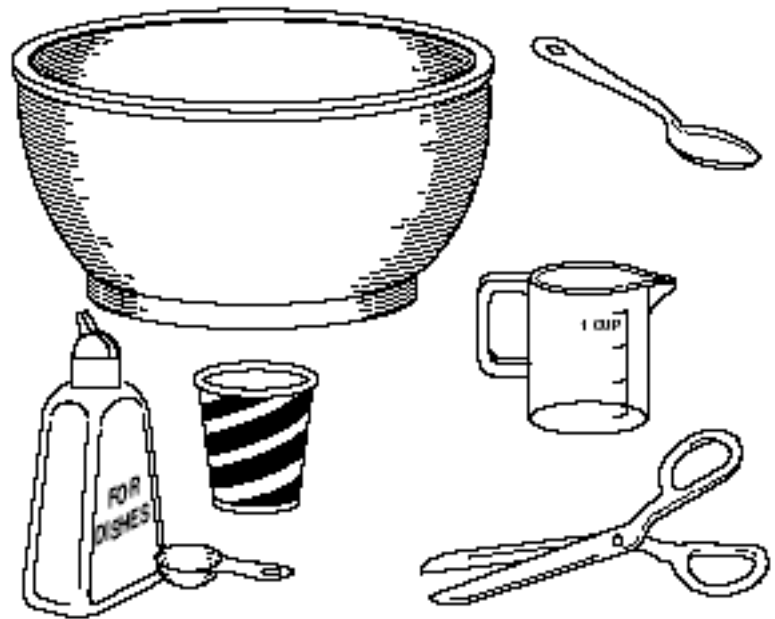
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You can make bubbles with dishwashing soap and a paper cup. You won't make little bubbles as you do with most bubble-blowing wands. The bubbles you can blow with your paper cup bubble-blower will be really big!

Here's what you will need:

- A large bowl
- A spoon
- 4 cups of water
- 5 tablespoons of dishwashing soap
- A pair of scissors
- A paper cup



Follow these steps to make and use your bubble-blower:

1. Fill the bowl with the water.
2. Add the dishwashing soap. Stir the water slowly as you pour the soap into the water. You don't want to make bubbles in the bowl, so be sure to stir gently.

Continue



3. Cut a small hole in the bottom of the paper cup. This is the hole that you will blow through. It should be about 1/2-inch across.

4. Dip the top rim of the cup into the soapy water. (This is the edge of the cup from where you usually drink.) Slowly lift the cup out of the bowl. There should be a thin “window” of soapy water filling the open space of the cup.

5. Slowly put your mouth up to the hole in the bottom of the cup. Gently blow air through the hole. A big bubble will rise into the air!

For a party, you can make a paper cup bubble-blower for each friend. Just think of how many bubbles you can make together!

Which step tells you what you should pour into the water?

A Step 1

B Step 2

C Step 3

D Step 4



Back

Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 01

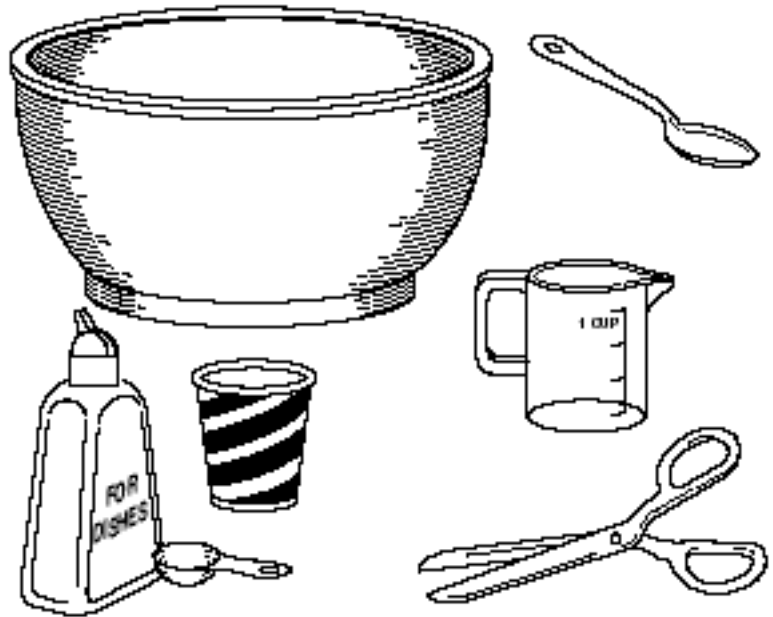
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For a party, you can make a paper cup bubble-blower for each friend. Just think of how many bubbles you can make together!

What does the author mostly want you to know about bubbles?

A It is easy to blow big bubbles at home.

B Some people do not like to blow bubbles.

C Bubbles can be caught in a spoon.

D Scissors will pop a bubble.



Back

Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 02

Fall Flowers

As summer ends and fall begins, you can still enjoy spring flowers—inside! It's an easy way to make your home look pretty.

Some flowers grow from seeds. Other flowers, such as tulips, grow from bulbs. A flower bulb looks like an onion. Some bulbs are as big as eggs. Flowers grown from bulbs come in many different colors.

Some bulb flowers are easier than others to grow inside. A good one to try first is called a paperwhite. As many as twelve sweet-smelling flowers can grow from one paperwhite bulb.

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- 2 Place the bulb on top of the marbles. The bottom of the bulb is the part that is pointed, like the bottom of a heart shape. Push the bulb into the marbles just far enough to make it stay.
- 3 Fill the jar with water. Use just enough water to cover just the bottom part of the bulb.



Continue



4 Put the jar in a place where the bulb will get plenty of light. Check every day to make sure there is still the right amount of water in the jar. Add water when it is needed. Soon the roots will start to grow. In a few weeks, you can enjoy watching the flowers bloom.

There are a few different kinds of paperwhites, and not all of them are all white. Some are white and yellow, and others are yellow and orange. See what you can find at the garden store. You might want to grow more than one next time!

Why should the jar be made of glass?

- A You can use a glass jar again later.
- B Glass is heavy, so the jar will not tip over.
- C The glass will keep the roots warm.
- D Glass is clear, so you can see the roots through it.



Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 03

This is part of a book's table of contents. Use it to answer the question.

TABLE OF CONTENTS	
— Chapter One: North America —	
The Fox and the Racoon	1
Song of the Mountains	4
Little Feather Meets Bear	7
— Chapter Two: South America —	
Kuma and the Big River	10
The Smallest Monkey	12
Three Tree Frogs	15
— Chapter Three: Africa —	
Marumbi Saves the Day	18
The Jumping Fish	22
Father Lion and His Son	25

If you are reading page 23, which story are you reading?

☐ A Song of the Mountains

☐ B Three Tree Frogs

☐ C The Jumping Fish

☐ D Father Lion and His Son

Continue 

Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 04

Dolores Huerta

- 1 Dolores Huerta has worked hard most of her life to help other people. She has helped change things so that farm workers can have a better life.
- 2 Dolores grew up in California. She was a good student and liked school. After she finished high school, she went to college and studied to be a teacher. After she became a teacher, Dolores noticed that many of her students were not getting enough food to eat. Some of them wore very old clothes. Dolores wondered how she could help them.
- 3 Dolores decided to stop teaching so that she could spend more time helping the farm workers and their families. Dolores did not want to quit her job. She liked teaching, but she thought she could help the children more by helping their families. One thing she wanted to do was to get more pay for farm workers so they could buy their children the things they needed.
- 4 Dolores knew that many farm workers move often from one place to another to help pick different kinds of fruits and vegetables, like lettuce and grapes. She began talking and writing about these workers. Even people who lived far from California read what Dolores wrote.
- 5 Getting higher pay for the farm workers was not easy. Dolores worked hard to make sure that farm workers got fair pay for their work. She knew that nothing would change unless people made new laws to help the workers. Through all her hard work, new laws were made that gave farm workers fair pay.
- 6 Dolores Huerta has worked for more than 30 years in many different ways to make life better for working people. She has shown how much one person can change things.

Continue



Why did the workers move often?

A to have their own farm

B to go to a better school

C to go where it was warmer

D to pick the fruit and vegetables



Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 05

Dolores Huerta

- 1 Dolores Huerta has worked hard most of her life to help other people. She has helped change things so that farm workers can have a better life.
- 2 Dolores grew up in California. She was a good student and liked school. After she finished high school, she went to college and studied to be a teacher. After she became a teacher, Dolores noticed that many of her students were not getting enough food to eat. Some of them wore very old clothes. Dolores wondered how she could help them.
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- 4 Dolores knew that many farm workers move often from one place to another to help pick different kinds of fruits and vegetables, like lettuce and grapes. She began talking and writing about these workers. Even people who lived far from California read what Dolores wrote.
- 5 Getting higher pay for the farm workers was not easy. Dolores worked hard to make sure that farm workers got fair pay for their work. She knew that nothing would change unless people made new laws to help the workers. Through all her hard work, new laws were made that gave farm workers fair pay.
- 6 Dolores Huerta has worked for more than 30 years in many different ways to make life better for working people. She has shown how much one person can change things.

Continue



In this passage, what does Dolores want for the workers?

A better pay

B more time off

C better schools

D more safety



Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 06

Dolores Huerta

- 1 Dolores Huerta has worked hard most of her life to help other people. She has helped change things so that farm workers can have a better life.
- 2 Dolores grew up in California. She was a good student and liked school. After she finished high school, she went to college and studied to be a teacher. After she became a teacher, Dolores noticed that many of her students were not getting enough food to eat. Some of them wore very old clothes. Dolores wondered how she could help them.
- 3 Dolores decided to stop teaching so that she could spend more time helping the farm workers and their families. Dolores did not want to quit her job. She liked teaching, but she thought she could help the children more by helping their families. One thing she wanted to do was to get more pay for farm workers so they could buy their children the things they needed.
- 4 Dolores knew that many farm workers move often from one place to another to help pick different kinds of fruits and vegetables, like lettuce and grapes. She began talking and writing about these workers. Even people who lived far from California read what Dolores wrote.
- 5 Getting higher pay for the farm workers was not easy. Dolores worked hard to make sure that farm workers got fair pay for their work. She knew that nothing would change unless people made new laws to help the workers. Through all her hard work, new laws were made that gave farm workers fair pay.
- 6 Dolores Huerta has worked for more than 30 years in many different ways to make life better for working people. She has shown how much one person can change things.

Continue



Paragraph 3 tells mainly

A why Dolores quit teaching.

B why Dolores didn't like teaching.

C where Dolores grew up.

D where Dolores went to school.



Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 07

The Seed
by Aileen Fisher

1 How does it know,
2 this little seed,
3 if it is to grow
4 to a flower or weed,

5 If it is to be
6 a vine or shoot,
7 or grow to a tree
8 with a long deep root?

9 A seed is so small
10 where do you suppose
11 it stores up all
12 of the things it knows?



From UP THE WINDY HILL by Aileen Fisher. Copyright ©1953 by Aileen Fisher. Copyright renewed 1981 by Aileen Fisher. Used by permission of Marian Reiner for the author.

Read this line from the poem.

A seed is so small

The line from the poem gives information about

- ☐ A the way a seed feels.
- ☐ B how a seed grows.
- ☐ C where a seed is planted.
- ☐ D the size of a seed.

Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 08

The Seed
by Aileen Fisher

- 1 How does it know,
2 this little seed,
3 if it is to grow
4 to a flower or weed,

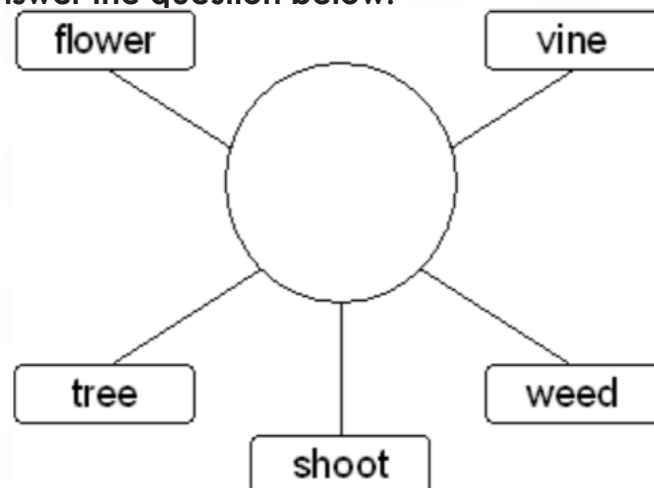
5 If it is to be
6 a vine or shoot,
7 or grow to a tree
8 with a long deep root?

9 A seed is so small
10 where do you suppose
11 it stores up all
12 of the things it knows?



From *UP THE WINDY HILL* by Aileen Fisher. Copyright ©1953 by Aileen Fisher. Copyright renewed 1981 by Aileen Fisher. Used by permission of Marian Reiner for the author.

Use this diagram to answer the question below.



Which question belongs in the circle?

- A What can a seed become when it begins to grow?
B What do seeds look like?
C Where does a seed store all of the things it knows?
D Why are seeds small?

Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 09

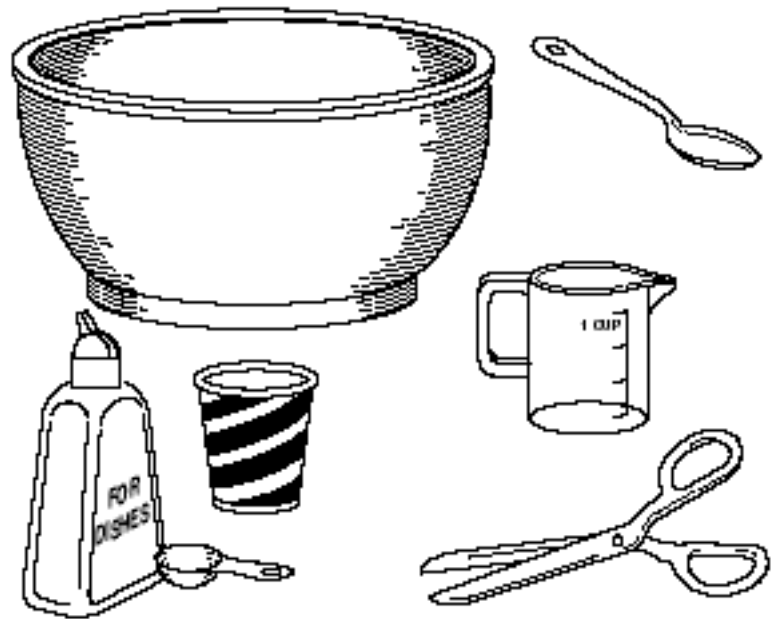
Big Bubbles

We all love bubbles. They float through the air like little glass balls. Bubbles shine and sparkle with colors and light. A bubble is just a puff of air with water around it. Soap makes the water stick together in a round shape.

You can make bubbles with dishwashing soap and a paper cup. You won't make little bubbles as you do with most bubble-blowing wands. The bubbles you can blow with your paper cup bubble-blower will be really big!

Here's what you will need:

- A large bowl
- A spoon
- 4 cups of water
- 5 tablespoons of dishwashing soap
- A pair of scissors
- A paper cup



Follow these steps to make and use your bubble-blower:

1. Fill the bowl with the water.
2. Add the dishwashing soap. Stir the water slowly as you pour the soap into the water. You don't want to make bubbles in the bowl, so be sure to stir gently.

Continue 

3. Cut a small hole in the bottom of the paper cup. This is the hole that you will blow through. It should be about 1/2-inch across.

4. Dip the top rim of the cup into the soapy water. (This is the edge of the cup from where you usually drink.) Slowly lift the cup out of the bowl. There should be a thin “window” of soapy water filling the open space of the cup.

5. Slowly put your mouth up to the hole in the bottom of the cup. Gently blow air through the hole. A big bubble will rise into the air!

For a party, you can make a paper cup bubble-blower for each friend. Just think of how many bubbles you can make together!

Which of these is NOT used to make bubbles?

A a pair of scissors

B a paper cup

C a little glass ball

D a large bowl



Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 10

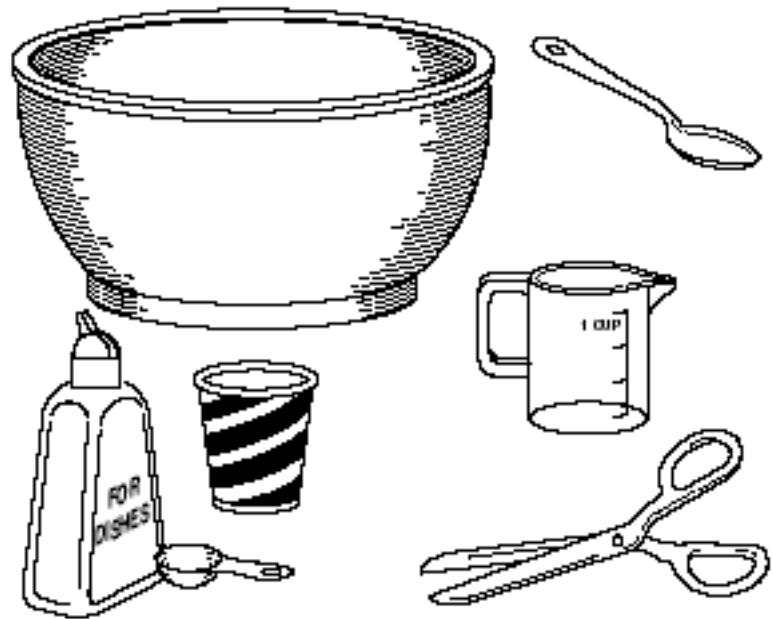
Big Bubbles

We all love bubbles. They float through the air like little glass balls. Bubbles shine and sparkle with colors and light. A bubble is just a puff of air with water around it. Soap makes the water stick together in a round shape.

You can make bubbles with dishwashing soap and a paper cup. You won't make little bubbles as you do with most bubble-blowing wands. The bubbles you can blow with your paper cup bubble-blower will be really big!

Here's what you will need:

- A large bowl
- A spoon
- 4 cups of water
- 5 tablespoons of dishwashing soap
- A pair of scissors
- A paper cup



Follow these steps to make and use your bubble-blower:

1. Fill the bowl with the water.
2. Add the dishwashing soap. Stir the water slowly as you pour the soap into the water. You don't want to make bubbles in the bowl, so be sure to stir gently.

Continue 

3. Cut a small hole in the bottom of the paper cup. This is the hole that you will blow through. It should be about 1/2-inch across.

4. Dip the top rim of the cup into the soapy water. (This is the edge of the cup from where you usually drink.) Slowly lift the cup out of the bowl. There should be a thin “window” of soapy water filling the open space of the cup.

5. Slowly put your mouth up to the hole in the bottom of the cup. Gently blow air through the hole. A big bubble will rise into the air!

For a party, you can make a paper cup bubble-blower for each friend. Just think of how many bubbles you can make together!

In Step 4, the film of soapy water is called a “window” because it

A is made of glass.

B has a round shape.

C is easy to break.

D can be seen through.



Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Basic) – Question 01

Fall Flowers

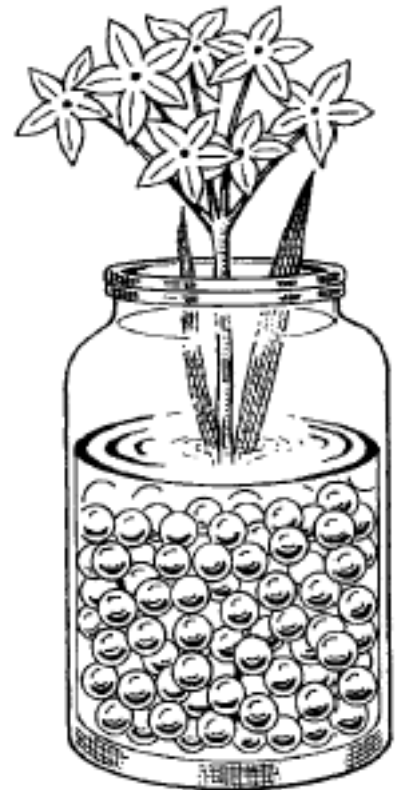
As summer ends and fall begins, you can still enjoy spring flowers—inside! It's an easy way to make your home look pretty.

Some flowers grow from seeds. Other flowers, such as tulips, grow from bulbs. A flower bulb looks like an onion. Some bulbs are as big as eggs. Flowers grown from bulbs come in many different colors.

Some bulb flowers are easier than others to grow inside. A good one to try first is called a paperwhite. As many as twelve sweet-smelling flowers can grow from one paperwhite bulb.

FOLLOW THESE SIMPLE STEPS:

- 1 Find a large glass jar that is clear enough to see through. Fill the jar almost to the top with marbles, stones, or shells. This will give the bulb's roots something to hold on to as they grow. It will also give you a place to set the bulb.
- 2 Place the bulb on top of the marbles. The bottom of the bulb is the part that is pointed, like the bottom of a heart shape. Push the bulb into the marbles just far enough to make it stay.
- 3 Fill the jar with water. Use just enough water to cover just the bottom part of the bulb.



Continue



4 Put the jar in a place where the bulb will get plenty of light. Check every day to make sure there is still the right amount of water in the jar. Add water when it is needed. Soon the roots will start to grow. In a few weeks, you can enjoy watching the flowers bloom.

There are a few different kinds of paperwhites, and not all of them are all white. Some are white and yellow, and others are yellow and orange. See what you can find at the garden store. You might want to grow more than one next time!

When should you first put water in the jar?

A after the flowers bloom

B after the roots start to show

C after the plant is an inch tall

D after the bulb is placed on the marbles



Grade 2: English-Language Arts

Reading Comprehension (Performance Level: Basic) – Question 02

Dolores Huerta

- 1 Dolores Huerta has worked hard most of her life to help other people. She has helped change things so that farm workers can have a better life.
- 2 Dolores grew up in California. She was a good student and liked school. After she finished high school, she went to college and studied to be a teacher. After she became a teacher, Dolores noticed that many of her students were not getting enough food to eat. Some of them wore very old clothes. Dolores wondered how she could help them.
- 3 Dolores decided to stop teaching so that she could spend more time helping the farm workers and their families. Dolores did not want to quit her job. She liked teaching, but she thought she could help the children more by helping their families. One thing she wanted to do was to get more pay for farm workers so they could buy their children the things they needed.
- 4 Dolores knew that many farm workers move often from one place to another to help pick different kinds of fruits and vegetables, like lettuce and grapes. She began talking and writing about these workers. Even people who lived far from California read what Dolores wrote.
- 5 Getting higher pay for the farm workers was not easy. Dolores worked hard to make sure that farm workers got fair pay for their work. She knew that nothing would change unless people made new laws to help the workers. Through all her hard work, new laws were made that gave farm workers fair pay.
- 6 Dolores Huerta has worked for more than 30 years in many different ways to make life better for working people. She has shown how much one person can change things.

Continue



What does Dolores first notice about her students?

A They are hungry.

B They are sleepy.

C They are angry.

D They are sad.



Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Advanced) – Question 01

What is the correct way to write the word that means more than one leaf?

A leafs

B leafes

C leavs

D leaves

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Advanced) – Question 02

The Seed
by Aileen Fisher

1 How does it know,
2 this little seed,
3 if it is to grow
4 to a flower or weed,

5 If it is to be
6 a vine or shoot,
7 or grow to a tree
8 with a long deep root?

9 A seed is so small
10 where do you suppose
11 it stores up all
12 of the things it knows?



From UP THE WINDY HILL by Aileen Fisher. Copyright ©1953 by Aileen Fisher. Copyright renewed 1981 by Aileen Fisher. Used by permission of Marian Reiner for the author.

Continue



Read these lines from the poem.

where do you suppose
it stores up all
of the things it knows?

In which sentence does stores have a DIFFERENT meaning from the underlined word in the box?

- A The squirrel stores its acorns for winter.
- B Jane stores her extra pencils in her desk.
- C The grocery stores will be closed tomorrow.
- D Our teacher stores our school supplies in the closet.



Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Advanced) – Question 03

[FIND THE WORD THAT HAS BEEN DIVIDED INTO SYLLABLES CORRECTLY.]

A beg-in-ning

B begin-ning

C beg-inn-ing

D be-gin-ning

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development
(Performance Level: Advanced) – Question 04

Which word has more than one syllable?

A easily

B dreams

C freeze

D patched

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 01

What does the word babyish mean?

A without a baby

B beside a baby

C like a baby

D holding a baby

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 02

Read this sentence.

Freddy's puppy is nameless.

Nameless means the puppy

A knows its name.

B has many names.

C hears its name.

D has no name.

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 03

Featherweight is a compound word.

You can tell from the two parts of the word that a featherweight is

A able to fly.

B ticklish.

C not heavy.

D easy to find.

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 04

[FIND THE WORD THAT HAS BEEN DIVIDED INTO SYLLABLES CORRECTLY.]

A b-ottle

B bo-ttle

C bot-tle

D bott-le

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 05

Read this sentence.

If you throw the ball, I will catch it.

In which sentence does the word catch have the same meaning as it does in the sentence above?

A Wear a sweater outside so you do not catch a cold.

B My sister and I like to catch butterflies.

C Jose ran down the sidewalk to catch up with his friends.

D This is the corner where I catch the bus.

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 06

The Seed
by Aileen Fisher

1 How does it know,
2 this little seed,
3 if it is to grow
4 to a flower or weed,

5 If it is to be
6 a vine or shoot,
7 or grow to a tree
8 with a long deep root?

9 A seed is so small
10 where do you suppose
11 it stores up all
12 of the things it knows?



From UP THE WINDY HILL by Aileen Fisher. Copyright ©1953 by Aileen Fisher. Copyright renewed 1981 by Aileen Fisher. Used by permission of Marian Reiner for the author.

Which words are SYNONYMS?

- ☐ A little and small
- ☐ B seed and root
- ☐ C weed and shoot
- ☐ D long and deep

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 07

[FIND THE WORD THAT HAS THE SAME SOUND AS THE UNDERLINED LETTER OR LETTERS IN THE FIRST WORD.]

growth

A town

Broke

C sprout

D spout

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 08

What is the correct way to write the word that means “more than one family”?

A families

B familys

C familyes

D familes

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development
(Performance Level: Proficient) – Question 09

The correct way to write the word that means “more than one friend” is

A friendes.

B friend's.

C friends.

D friendies.

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 10

Rainfall is a compound word.

You can tell from the two parts of the word that rainfall is

A when you slip in a puddle.

B water that comes down from the sky.

C a time of year, like summer or spring.

D the path of a river to the sea.

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 01

In the words unhappy and unusual, the un- means

A most.

B very.

C not.

D less.

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Basic) – Question 02

[FIND THE WORD THAT HAS THE SAME SOUND AS THE UNDERLINED LETTER OR LETTERS IN THE FIRST WORD.]

might

A wait

B guide

C hear

D hit

Grade 2: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Basic) – Question 03

What is the correct abbreviation for the word Saturday?

A Satur.

B Sat.

C Saturd.

D Satu.

Grade 2: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 01

Eve wrote some sentences about her little brother.

First he holds on to the table.
Then he lets go. Then he takes
three steps before he falls
down. He smiles when he falls
because he likes learning to
walk.

Which sentence should be put in the blank?

A I have a brother who is one year old.

B My brother is learning to walk.

C My brother's name is Alex.

D I help take care of my brother.

Grade 2: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 01

Which sentence **BEST** belongs in a story about how hot-air balloons fly?

A We bought colorful balloons for the party.

B A hot-air balloon moves with the wind.

C My teacher has a picture of balloons.

D Airplanes can move faster than hot-air balloons.

Grade 2: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 02

Read this paragraph.

I like to see the mountains.
There are some small
mountains and some tall
mountains. The small mountains
are green and have lots of trees.

Which sentence should go in the blank space?

- A The tall mountains are covered with white snow.
- B The mountains are tall.
- C The nice mountains are interesting to look at.
- D The mountains are tall and white and nice.

Grade 2: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 03

Ben is writing a report on the class trip to the fire station. He wants to tell about the fire trucks he saw.

Which sentence BEST tells what the fire trucks looked like?

- ☐ A We saw some neat fire trucks.
- ☐ B We saw two bright red trucks with ladders and hoses.
- ☐ C We saw fire trucks that had many nice things on them.
- ☐ D We saw two great fire trucks.

Grade 2: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 04

Which sentence includes the **MOST** details?

A The boy threw a toy up for the dog to catch.

B Her lunch box held a ham sandwich.

C The driver went down the winding road.

D The large spotted dog has huge paws and a long tail.

Grade 2: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 05

If you want to find out where the Indian Ocean is, you should look in

A a dictionary.

B a thesaurus.

C an atlas.

D a storybook.

Grade 2: English-Language Arts

Writing Strategies (Performance Level: Basic) – Question 01

The following is a rough draft of a student's story. It contains errors.

David's Trumpet

- (1) My cousin David plays the trumpet in his school band. (2) He always tells me about it. (3) David says, "Playing the trumpet is fun!" (4) The trumpet is a brass instrument. (5) Shines and looks like gold. (6) A trumpet has three silver buttons on top. (7) The mouthpiece, the finger hook, and the bell are also parts of a trumpet.
- (8) David blows into a silver mouthpiece on the other end of the trumpet. (9) It looks like a little cup. (10) He holds his mouth just right to play the high notes and to make the music sound good. (11) He practices a lot to keep his lips strong. (12) He shapes his mouth into smiles, circles, and yawns. (13) Sometimes he misses a note, and we laugh wen he does that. (14) David practices the trumpet every Tuesday with his Friends Michael and Anna. (15) I want to learn to play the trumpet too.

Which sentence would NOT belong in the story?

- A The trumpet makes a loud sound.
- B David likes to practice his trumpet for the school band.
- C David is very careful with his trumpet.
- D I live next door to a girl who plays an instrument.

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 01

Read this sentence.

My dog likes to run around the yard with his ball.

In this sentence, which underlined word is a noun?

A likes

B around

C yard

D his

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 02

Which of these is a complete sentence?

- ☐ A The flag's stripes standing for the first colonies.
- ☐ B The flag's stripes for the first colonies.
- ☐ C The flag's stripes stand for the first colonies.
- ☐ D The flag's stripes that stand for the first colonies.

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 01

Which sentence is written correctly?

A Eva said, "Let's bake cookies!"

B Eva said, Let's bake cookies!"

C "Eva said," Let's bake cookies!

D Eva said, "Let's bake cookies!

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 02

Which of these is NOT a complete sentence?

A My grandmother bakes cupcakes.

B The cat that lives next door.

C My best friend lives in Texas.

D The movie was about dinosaurs.

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 03

Which sentence is written correctly?

A I read a book about P.t. Barnum and his circus.

B I read a book about P.T. Barnum and his circus.

C I read a book about p.t. Barnum and his circus.

D I read a book about p.T. Barnum and his circus.

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 04

Which sentence is written correctly?

A On November 22, they will have thanksgiving dinner.

B On november 22, they will have thanksgiving dinner.

C On November 22, they will have Thanksgiving dinner.

D On november 22, they will have Thanksgiving Dinner.

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 05

The following is a rough draft of a student's story. It contains errors.

Saturday at the Park

- (1) I heard a knock at the door. (2) I looked out the window and saw our neighbor, Mrs. Ellis. (3) "I'll get it I called," to Mom.
- (4) Mrs. Ellis told us about a neighborhood picnic at Griffith Park on Saturday afternoon. (5) She asked if Mom could bring a pie for dessert.
- (6) When we got to the park, I couldn't find a place to put the pie, so I held it. (7) Suddenly, Mrs. Ellis's little dog came running right in front of me. (8) I fell down. (9) When I hit the ground, all I felt was warm pie on my face. (10) I was not hurt, but I had the whole pie to myself!

Read this sentence.

"I'll get it I called," to Mom.

What is the correct way to punctuate the sentence?

- A I'll get it I called to Mom.
- B "I'll get it," I called to Mom.
- C I'll get it I," called to Mom.
- D "I'll get it I called to Mom."

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 06

The following is a rough draft of a student's story. It contains errors.

Saturday at the Park

(1) I heard a knock at the door. (2) I looked out the window and saw our neighbor, Mrs. Ellis. (3) "I'll get it I called," to Mom.

(4) Mrs. Ellis told us about a neighborhood picnic at Griffith Park on Saturday afternoon. (5) She asked if Mom could bring a pie for dessert.

(6) When we got to the park, I couldn't find a place to put the pie, so I held it. (7) Suddenly, Mrs. Ellis's little dog came running right in front of me. (8) I fell down. (9) When I hit the ground, all I felt was warm pie on my face. (10) I was not hurt, but I had the whole pie to myself!

Read this sentence.

When we got to the park, I couldn't find a place to put the pie, so I held it.

What part of speech is the underlined word?

A verb

B adjective

C noun

D pronoun

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 07

The following is a rough draft of a student's story. It contains errors.

David's Trumpet

- (1) My cousin David plays the trumpet in his school band. (2) He always tells me about it. (3) David says, "Playing the trumpet is fun!" (4) The trumpet is a brass instrument. (5) Shines and looks like gold. (6) A trumpet has three silver buttons on top. (7) The mouthpiece, the finger hook, and the bell are also parts of a trumpet.
- (8) David blows into a silver mouthpiece on the other end of the trumpet. (9) It looks like a little cup. (10) He holds his mouth just right to play the high notes and to make the music sound good. (11) He practices a lot to keep his lips strong. (12) He shapes his mouth into smiles, circles, and yawns. (13) Sometimes he misses a note, and we laugh wen he does that. (14) David practices the trumpet every Tuesday with his Friends Michael and Anna. (15) I want to learn to play the trumpet too.

Which is NOT a complete sentence?

- A (1) My cousin David plays the trumpet in his school band.
- B (5) Shines and looks like gold.
- C (9) It looks like a little cup.
- D (11) He practices a lot to keep his lips strong.

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 08

The following is a rough draft of a student's story. It contains errors.

David's Trumpet

(1) My cousin David plays the trumpet in his school band. (2) He always tells me about it. (3) David says, "Playing the trumpet is fun!" (4) The trumpet is a brass instrument. (5) Shines and looks like gold. (6) A trumpet has three silver buttons on top. (7) The mouthpiece, the finger hook, and the bell are also parts of a trumpet.

(8) David blows into a silver mouthpiece on the other end of the trumpet. (9) It looks like a little cup. (10) He holds his mouth just right to play the high notes and to make the music sound good. (11) He practices a lot to keep his lips strong. (12) He shapes his mouth into smiles, circles, and yawns. (13) Sometimes he misses a note, and we laugh wen he does that. (14) David practices the trumpet every Tuesday with his Friends Michael and Anna. (15) I want to learn to play the trumpet too.

Read this sentence from the story.

(14) David practices the trumpet every Tuesday with his Friends Michael and Anna.

Which underlined word from the sentence in the box is incorrectly capitalized?

A Tuesday

B Friends

C Michael

D Anna

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic) – Question 01

What is the correct way to write the sentence?

- ☐ A Birds eat worms bugs seeds, and, pieces of bread.
- ☐ B Birds eat worms bugs seeds and pieces of, bread.
- ☐ C Birds eat worms bugs seeds, and pieces of bread.
- ☐ D Birds eat worms, bugs, seeds, and pieces of bread.

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic) – Question 02

In which sentence is the underlined word NOT spelled correctly?

A John went to the store with his mother.

B The teacher sayed, "I like cookies, too."

C Maria thought the movie would be funny.

D The two boys were late to class.

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic) – Question 03

The following is a rough draft of a student's story. It contains errors.

Saturday at the Park

- (1) I heard a knock at the door. (2) I looked out the window and saw our neighbor, Mrs. Ellis. (3) "I'll get it I called," to Mom.
- (4) Mrs. Ellis told us about a neighborhood picnic at Griffith Park on Saturday afternoon. (5) She asked if Mom could bring a pie for dessert.
- (6) When we got to the park, I couldn't find a place to put the pie, so I held it. (7) Suddenly, Mrs. Ellis's little dog came running right in front of me. (8) I fell down. (9) When I hit the ground, all I felt was warm pie on my face. (10) I was not hurt, but I had the whole pie to myself!

Read this sentence.

When I hit the ground, all I felt was warm pie on my face.

Which underlined word is spelled incorrectly?

A hit

B all

C felt

D warm

Grade 2: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic) – Question 04

The following is a rough draft of a student's story. It contains errors.

David's Trumpet

(1) My cousin David plays the trumpet in his school band. (2) He always tells me about it. (3) David says, "Playing the trumpet is fun!" (4) The trumpet is a brass instrument. (5) Shines and looks like gold. (6) A trumpet has three silver buttons on top. (7) The mouthpiece, the finger hook, and the bell are also parts of a trumpet.

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Read this sentence from the story.

(13) Sometimes he misses a note, and we laugh wen he does that.

Which underlined word in the sentence is spelled incorrectly?

A misses

B laugh

C wen

D that