

Name: _____



**SECOND GRADE—MODULE 1
SUMMATIVE ASSESSMENT**

The Cave

1. Writing Words

___/5

2. Writing a Sentence

___/5

3. What was the first thing Bear did every day?

- A. Ate breakfast
- B. Walked in the woods with Skunk
- C. Got dressed

4. What does the word *coiled* mean in the following sentence?

A vine was **coiled** around a bat’s foot. “Help me take this vine off,” said Skunk.

- A. Loose
- B. Twisted
- C. Hanging



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5. How did Bear's feelings about the big cave change from the beginning of the story to the end?
- A. In the beginning, Bear felt scared about the cave, but at the end, he liked it.
 - B. In the beginning, Bear felt excited about the cave, but at the end, he feared it.
 - C. In the beginning, Bear felt curious about the cave, but at the end, he was afraid.
6. Why did Bear finally decide to go into the cave?
- A. He heard a crying sound.
 - B. Skunk yelled to him for help.
 - C. He wanted to see the icy things hanging from the top.
7. How are Skunk and Bear different?
- A. Skunk is braver than Bear.
 - B. Skunk is lazier than Bear.
 - C. Skunk is quicker than Bear.

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SECOND GRADE—MODULE 1 SUMMATIVE ASSESSMENT

The Cave

Bear liked to do the same things each day. First, he got dressed, then he ate a light breakfast. After that he took a long walk in the green woods with his friend Skunk. They always went together down the same path that led past a big cave.



Some days Skunk begged Bear to go into the cave. “Let’s go in and see what is in the cave!”

But Bear knew that caves had too many noisy bats and creepy spiders. “Not today,” Bear always said.

Then one day as they passed by the cave, Skunk and Bear heard the sound of crying coming out of the cave.

“What is that?” Skunk asked. “I think someone needs help!” Skunk ran into the cave.

Bear was not going into the cave. But then he heard Skunk yelling, “Help, Bear! Please help!”

Bear sighed. His legs were shaking as he walked into the cave. It smelled damp, and it was dark.



“Over here!” called Skunk. “I need your help!”

A vine was coiled around a bat’s foot. “Help me take this vine off,” said Skunk.

Together, Skunk and Bear chewed on the vine until it broke into bits. The bat flapped its wings and flew up to the top of the cave.

“Thanks for helping me,” said the bat.

“The bat was not scary at all,” said Bear. Then he looked around and saw many long icy things hanging from the top of the cave. The cave was beautiful!

From that day on, Bear and Skunk always stopped in to see their new friend, Bat.



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Teacher Assessment Script

Writing Words: *We will begin by writing some words. I will say some words one at a time. You will write a word on each line on your paper. Remember to write only one word on each line.*

Words to Dictate: *first, use, spoil, cloud, grew.*

Writing a Sentence: *Now you will write a sentence on the long straight lines. I am going to tell you the sentence to write. We will say it together, then you will write it on your paper. Remember to use your best handwriting.*

Sentence to Dictate: *Each **new** day, they walk past **many trees together** in the **bright** sun.*

Read the Text and Answer the Comprehension Questions: *Now you will read [The Cave](#) independently. Make sure you're paying attention as you read. Once you are finished reading, answer the comprehension questions. Make sure to read each question and answer choice carefully. (Read the questions and/or answer choices aloud to students if applicable.) First, listen as I read the synopsis, then you may begin reading.*

Synopsis: *Bear and Skunk go for a walk in the woods every day. One day, they hear a sound coming from inside a big cave. Let's read to see what happens.*

Reading Words: Assess students **individually** using the rows of words found on the last page of the Teacher Assessment Script. Have them read the words in Row 1 (phonics focus) and Row 2 (sight words).

Use the optional Reading Words Recording Form if you would like to record the student's exact responses for analysis. Record a ✓ if the student reads the word correctly. Record what the student says if there is an error. Otherwise, record the total number of correct responses on the Class Scores Recording Form in the Reading Words (Row 1) and Reading Words (Row 2) columns.



SECOND GRADE—MODULE 1 SUMMATIVE ASSESSMENT

Row 1

point	flight	speed	chew	ground
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Row 2

many	use	walk	together	first
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