

Name: \_\_\_\_\_



**SECOND GRADE—MODULE 2  
SUMMATIVE ASSESSMENT**

**The Wide River and the Bridge**

1. Writing Words

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2. Writing a Sentence

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3. How does Troy solve the problem in this story?

- A. He builds a bridge all by himself.
- B. He builds a bridge with the help of the other animals.
- C. He builds a trail through the forest with the other crows.

4. Which of the following character trait words best describes Troy?

- A. Brave
- B. Selfish
- C. Helpful



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5. What does the word *remain* mean in the following sentence?

But the animals in the forest who could not fly or swim had to **remain** in the forest.

- A. Stay
- B. Leave
- C. Run

6. Why does Troy say, “Caw! Caw!”?

- A. To scare all the other animals
- B. To warn all the other animals
- C. To gather all the other animals

7. What is the lesson learned in this story?

- A. People can do more by working together than by working alone.
- B. It is more important to do things on your own than with other people.
- C. Helping others solve their problems takes bravery.

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## SECOND GRADE—MODULE 2 SUMMATIVE ASSESSMENT

### The Wide River and the Bridge

Once upon a time, a wise old crow named Troy lived in a forest. At the edge of the forest was a really wide river. On the other side of the river was a meadow filled with grain. Troy and the other crows in the forest often flew over the river to eat the grain. The birds also flew over it to visit people who lived next to the meadow and fed them seeds. But the animals in the forest who could not fly or swim had to remain in the forest.



One day Troy had an idea. Maybe they could build a great big bridge across the river. Then all the animals could go across it to the beautiful meadow. They would be able to return day after day.

“Caw! Caw!” Troy called all the animals together to tell them his idea.

The animals thought and thought about it.

Finally, a little fawn named Blain said, “But how can we do this? I am too small to help make a bridge!”

“It will take teamwork,” explained Troy. “We will work together, from the biggest to the smallest, and complete the bridge.”



Everyone agreed with Troy's idea, and they got to work. The beavers chopped down birch trees, and the little fawn found leaves to make ropes with. Everyone worked together every day, on sunny days and on rainy days.

When the bridge was done, all the animals ran joyfully back and forth over the bridge. They were proud of their work! They realized that by working together, they could do something none of them could have done alone.



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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:** *people, thought, burst, third, straw.*

**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:** *Troy claimed he had a really great plan to help the animals get across the river.*

**Read the Text and Answer the Comprehension Questions:** *Now you will read The Wide River and the Bridge 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:** *Troy, a crow, wanted all the animals in the forest to be able to visit the meadow. Read to find out how the animals worked together so everyone could enjoy the meadow.*

**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 2 SUMMATIVE ASSESSMENT

Row 1

drawn	skirt	sprain	joyful	slurp
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Row 2

great	people	really	across	thought
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