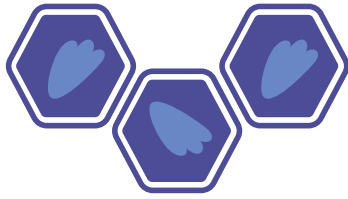


Name: _____



STEPPING

Together 

SECOND GRADE—MODULE 4 SUMMATIVE ASSESSMENT

Cousin Emily

1. Writing Words

___/5

2. Writing Sentences

___/7

3. How are Sue and Emily different?

- A. Sue is thankful, and Emily is calm.
- B. Sue is calm, and Emily is wild.
- C. Sue is selfish, and Emily is polite.

4. How do Sue's feelings toward Emily change from the beginning of the story to the end?

- A. In the beginning, Sue is annoyed with Emily, but at the end, she likes her.
- B. In the beginning, Sue is excited for Emily to come over, but at the end, she is annoyed.
- C. In the beginning, Sue is worried about Emily's visit, but at the end, she is angry.



SECOND GRADE—MODULE 4 SUMMATIVE ASSESSMENT

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

Emily **spotted** Sue's favorite blue sweater hanging in the closet.

- A. Lost
- B. Saw
- C. Dotted

6. Sue gasps when Emily drops her sweater on the carpet. How do you think Sue feels?

- A. Loved
- B. Fearful
- C. Frustrated

7. Why does Emily say she sees a shark?

- A. To be helpful
- B. To scare Sue
- C. To be funny

___/5



SECOND GRADE—MODULE 4 SUMMATIVE ASSESSMENT

Cousin Emily

“No, Mom!” cried Sue. “Why does Cousin Emily have to spend the weekend? She is a real pain! She always messes up my room!” Sue liked to read books and daydream. Emily would want to climb trees and have pillow fights.

“She needs a place to stay for the weekend, and you have an extra bed,” Sue’s mom responded. “You can share your room for a couple of days.”

After Emily was dropped off, the two girls carried Emily’s suitcase up to Sue’s bedroom. Emily spotted Sue’s favorite blue sweater hanging in the closet. “Wow! That’s beautiful! Can I try it on?”

Without waiting for an answer, Emily yanked the sweater off the hanger and put it on. It was too small, so she pulled it off and dropped it on the carpet.



“Emily!” Sue gasped.

But Emily was looking out the window at the small pond in the backyard. “Is there a boat under that tarp? Let’s go for a boat ride!”

“No!” said Sue. “I have a new book. I want to read it.”

“Please, Sue,” Emily pleaded. “You can read anytime.”



Sue groaned. The problem with Emily was she would never give up on an idea. “All right,” Sue said. “For a short time.”

They ran outside. Sue got the oars, and they climbed into the boat. “You must wear a life jacket,” she told her cousin. For once Emily did not argue, and she put on the life jacket.

They began to row around the small pond.

“Look, I see a shark!” Emily laughed. She leaned over to look at the small fish swimming by.

Then the boat tipped, and they both fell into the water.

“Emily!” Sue cried. “Look what you’ve done!”

When they came into the house dripping wet, Sue’s mother looked at them. “Oh my,” she said, laughing. “Go put on some dry clothes, and I will make you some hot chocolate. Then we can sit by the fire.”

Later the two girls sat in front of the fire with their hot chocolates. “Sue, would you read to me from that new book?” Emily asked.

Sue read out loud for a while, and then they played cards.

At bedtime Emily said, “Sue, you’re my best friend. I had so much fun today. Did you?”

Sue thought for a few minutes and realized that it had been a fun day. “Yes, I did, Emily. Now, go to sleep. We will have more fun tomorrow!”



SECOND GRADE—MODULE 4 SUMMATIVE ASSESSMENT

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: *beautiful, would, clean, float, tread.*

Writing Sentences: *Now you will write two sentences on the long straight lines. I am going to tell you the sentences to write. We will say them together, then you will write them on your paper. Remember to use your best handwriting.*

Sentences to Dictate: *Sue's **problem** was that Emily threw her **favorite blue sweater** on the **carpet**. In the end, they were **friends**.*

Read the Text and Answer the Comprehension Questions: *Now you will read Cousin Emily 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: *Sue isn't excited to spend the weekend with her cousin Emily because they do not have a lot in common. Read to find out how Sue's feelings toward Emily change from the beginning of the story to the end.*

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 4 SUMMATIVE ASSESSMENT

Row 1

treat	glue	bread	start	coast
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Row 2

friend	would	problem	beautiful	favorite
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