

Reading



At the Primary 2 level, there are three Reading subtests: 1) Word Study Skills, 2) Reading Vocabulary, and 3) Reading Comprehension. Word Study Skills measures students' ability to match sounds with letters and to understand compound words, contractions, and word endings. Reading Vocabulary measures the ability to recognize synonyms, to use context clues to figure out the meaning of an unknown word, and to determine a specified meaning of a word that has multiple meanings. Reading Comprehension measures the ability to understand various types of printed material such as stories, informational text, and directions.

Grade 2

SAT10 Parent
Preview

The teacher reads aloud the text that appears in the shaded boxes.

Word Study Skills

Mark the space under *planted*. My dad bought a tree that he *planted*.

1

planting plants planted

Which one of these words has two words in it? Mark the space under the word that has two words in it.

2

sidewalk picking different

Reading Vocabulary

Decide which word means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.

3

A duck is a kind of —

- seed
- bird
- fish
- rock



Reading Comprehension

First read the story; then read each question about the story and mark the space for the answer that you think is right.

Mouse's New House

One day Mouse decided that she would like to live in a new house. She liked her old house under the oak tree, but she was worried because Squirrel had moved to a nest in the top of the oak tree. She had never shared her tree before.

Mouse looked everywhere for a new house. She went down to the stream and looked. She saw a few bushes and some grass, but no safe, warm tree. She went to the garden and looked. She saw a tall fence, but no tall, leafy tree.

Mouse returned home. When she came to her mouse hole, she saw Squirrel.

"Hi," said Squirrel. "I am your new neighbor. I was just out looking for some nuts. Would you like to have some?"

"Why, thank you," answered Mouse. "Nuts are my favorite."

Squirrel left a pile of nuts at Mouse's door and scampered up the tree.

"I think I like my new neighbor," thought Mouse as she took the nuts into her home under the oak tree.



4

What will Mouse probably do next?

- Move to a bush near the stream
- Take the nuts back to Squirrel
- Move to the top of the tree
- Decide to stay in the oak tree

5

What lesson did Mouse probably learn?

- Make up your mind quickly.
- Don't believe what others tell you.
- It's good to have new friends.
- Think before you speak.



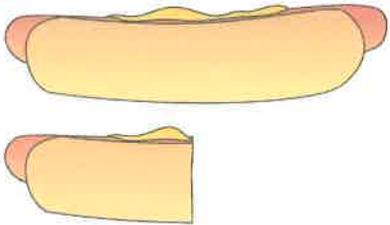
Two subtests measure how well students understand mathematics: 1) Mathematics Problem Solving and 2) Mathematics Procedures. Mathematics Problem Solving measures the skills and knowledge necessary to solve problems in mathematics. Mathematics Procedures measures the ability to apply the rules and methods of arithmetic to problems that require arithmetic solutions.

The teacher reads aloud the text that appears in the shaded boxes.

Mathematics Problem Solving

Look at the picture of the hot dogs in buns at the beginning of the row. Which number best tells the number of hot dogs in buns in the picture? Mark under the number that best tells the number of hot dogs in buns in the picture.

6



1



$1\frac{1}{2}$



2

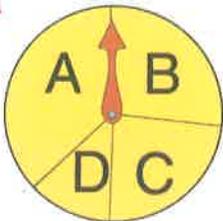


$2\frac{1}{2}$



If the arrow is given one fair spin, in which space is it least likely to land? Now look at the spinner. Mark under the letter that names the space in which the arrow is least likely to land on in one fair spin.

7



A



B



C



D





Mathematics Problem Solving (continued)

Look at the clocks. Which clock shows a time closest to five fifteen? Mark the space under the clock that shows a time closest to five fifteen.

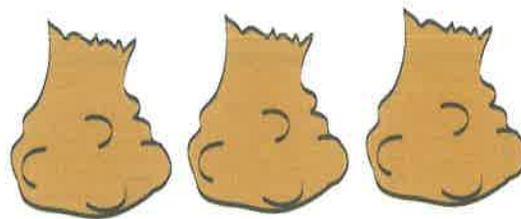
8



Mathematics Procedures

Kristen has three bags of marbles. There are seven marbles in each bag. How many marbles in all does Kristen have in the three bags? Look at the answer choices. You see the numbers *four*, *ten*, *fourteen*, *twenty-one*, and the letters *NH*, which mean *not here*. Is the correct answer *four*, *ten*, *fourteen*, *twenty-one*, or is the correct answer *not here*? Mark the space under your answer.

9



7 Marbles in each bag

4



10



14



21



NH



Spelling



In the Spelling subtest, students are asked to select the misspelled word from among three underlined words that appear in a sentence.

The teacher reads aloud the text that appears in the shaded box.

Read the sentence carefully and look at the underlined words. Mark under the word that is not spelled correctly.

10

I offen eat some fruit with breakfast.





The Language subtest measures students' ability to use capital letters, punctuation marks, and correct verb forms. Students are also asked to identify complete sentences. Students are then asked to show their prewriting skills. In addition, they are asked to review short passages in order to identify topic sentences and extraneous sentences, to add supporting sentences, and to combine sentences.

The teacher reads aloud the text that appears in the shaded boxes.

Follow along as I read this question to you. Then decide whether the underlined part of the sentence should be written like the first answer choice, like the second answer choice, or *The way it is*.

11

Mike is older than any other boy in our class.

- more older
- oldest
- The way it is

Read the group of words in the box to yourself as I read it aloud: "If I surprise Ted. He will laugh." How should this group of words be written to make a complete and correct sentence? Should the group of words in the box be written *If I surprise Ted, he will laugh.* like the first answer choice; *If I surprise. Ted he will laugh.* like the second answer choice; or should it be written *The way it is*? Mark the space next to your answer.

12

If I surprise Ted. He will laugh.

- If I surprise Ted, he will laugh.
- If I surprise. Ted he will laugh.
- The way it is



Follow along as I read the story aloud.

Story

I can ride my bike all by myself. I always stay on the sidewalk. I like to draw pictures on the sidewalk. I always wear a helmet. I do not ride in the street.

Read the question to yourself as I read it aloud. Which of these does not go with the story? Is it *I always stay on the sidewalk. . . . I like to draw pictures on the sidewalk. . . . or I can ride my bike all by myself.* What is the answer?

13

Which of these does not go with the story?

- I always stay on the sidewalk.
- I like to draw pictures on the sidewalk.
- I can ride my bike all by myself.

Environment



The Environment subtest measures students' understanding of the social and natural environments of the world around them. The social environment section includes questions assessing simple concepts of history, geography, political science, and economics. The natural environment section includes questions related to plants and animals, earth and space, physical principles, and the relationship of science to the environment.

The teacher reads aloud the text that appears in the shaded boxes.

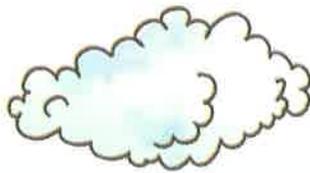
Which of these pictures shows how people vote for the President of the United States? Mark your answer.

14



Look at the pictures. Which one is farthest from the ground? Is it the bird, the cloud, or the moon?

15



Listening



The Listening subtest has two parts. The Listening Vocabulary section measures the student's knowledge of the meaning of words. The Listening Comprehension section is a measure of the student's ability to understand and interpret information that has been heard.

The teacher reads aloud the text that appears in the shaded boxes.

Listen carefully to what I say. Then mark the space next to your answer.

The workers struggled to lift the blocks. To struggle means to – *wish . . . try hard . . . need*.

16

- wish
- try hard
- need



Listen to this story about a beautiful statue. There will be a question about it.

The tallest statue in the world is of a beautiful woman holding a torch and wearing a crown. The Statue of Liberty on Bedloe's Island in New York Harbor was a gift from the people of France to the United States over one hundred years ago. It is so large that one of Liberty's fingers is taller than a man. The one hundred-fifty-one-foot-tall statue was designed and made in France and sent to the United States in two hundred fourteen huge boxes on a ship. Workers took six months to put the statue together in New York Harbor. Now thousands of people from all over the world visit the Statue of Liberty every year.

How long are the fingers on the Statue of Liberty? Is one of them taller than a *man* . . . *giraffe* . . . or *flagpole*?

Listen to this story. There will be a question about it.

Have you ever made something out of clay that you could use later? A pinch pot can be used to hold objects such as paper clips or coins, and it is very easy to make. First, roll some artist's clay into a big ball. Make it about the size of a baseball. Then stick your thumb all the way into the middle of the ball of clay. Make the hole as deep as you can without going through the bottom. Now take your thumb out of the pot and gently squeeze or pinch the sides all the way around the top of the pot several times. Then put a little water on your hands and smooth out all the little lines and cracks. After your pot is made, let it dry. When it is completely dry, paint it any color you like. Now you have a special pinch pot of your own.

What does the paragraph tell you to do after the pot is dry? Should you *sand the edges* . . . *cover it with colored paper* . . . or *paint it*?

17



18

- sand the edges
- cover it with colored paper
- paint it

