

End of Grade 2 Reading Table of Contents

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Passage-Related Reading Items for Literary Text - “Ant’s Journey”			
(See page 2 for Supplemental Information about Text Passages Used for End of Grade 2)			
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Passage-Related Reading Items for Informational Text – “Escape North!”			
(See page 2 for Supplemental Information about Text Passages Used for End of Grade 2)			
Reading Content Clusters	Item Numbers	Reading GLEs	Pages
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Vocabulary	2, 3, 4	R-2-2.1	11
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Initial Understanding	6, 7	R-2-7.2	12
Analysis & Interpretation	8, 9	R-2-8.1	13
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Supplemental Information about Text Passages Used for End of Grade 2		
Title of Passage	Text Type	Text Descriptors
“Ant’s Journey,” by Raven Howell	Literary Poetry	<ul style="list-style-type: none"> ❖ Includes familiar character (ant) and setting (garden) ❖ Varied vocabulary, but generally familiar; some literary devices (e.g., repetition, rhyme, imagery/descriptive language) ❖ Use of (ant’s) voice – told in first person ❖ Relatively straightforward text structure ❖ Story elements (plot, setting, characterization) provide support for both literal and interpretive meanings ❖ Illustrations support understanding of content ❖ Punctuation used – comma, period
“Escape North,” from <i>Escape North! The True Story of Harriet Tubman</i>, by Monica Kulling	Informational	<ul style="list-style-type: none"> ❖ Excerpt is from a longer selection – used here for providing historical and biographical information ❖ Varied vocabulary, but generally familiar; use of multi-syllabic words (e.g., bossman, runaways) and words with multiple meanings (e.g., railroad, station); Content-specific words defined or explained in context ❖ Sentence structure is simple; No dialogue, but some use of quotation marks ❖ Use of (narrator’s) voice – told in third person ❖ Relatively straightforward (narrative) text structure; Text includes historical information (Underground Railroad, slavery) ❖ Story elements (plot, setting, characterization) provide support for both literal and interpretive meanings ❖ Uses narrative format; Text features include italicized phrases and illustrations; illustrations provide low to moderate support for understanding of content ❖ Range of punctuation used – period, exclamation mark, commas, quotation marks, ellipses, dash
<p>For more information about “Increasing Text Complexity,” see NECAP Reading GLEs Grades 3-8 – Appendix F</p> <p>For more information about Suggested Informational and Literary Texts, see NECAP Reading GLEs Grades 3-8 – Appendix A</p>		

Stand-Alone Reading Items	
Sample Reading Items for End of Grade 2	Information about the Items
<p>1. Which word has the SAME sound for “ow” as in <u>down</u>?</p> <p>A. flour B. bottle C. slowly D. going</p>	<p>R-2-1.1 (vowel sounds, syllable types) Key: A</p> <p>Item Type: MC – stand-alone</p> <p>Alignment to GLE R-2-1.1: Applies word identification and decoding strategies by ... Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels or common suffixes)</p> <p>Depth of Knowledge: Level 1- Read words in isolation; Read multi-syllabic words</p>
<p>2. Choose the word that goes with the picture of the car.</p> <p><i>[graphic of car driving on a city street]</i></p> <p>A. sleeping B. standing C. driving D. baking</p>	<p>R-2-1.1 (vowel sounds, syllable types) Key: C</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-2-1.1: Applies word identification and decoding strategies by ... Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels or common suffixes)</p> <p>Depth of Knowledge: Level 1- Read words in isolation; Read multi-syllabic words</p>
<p>3. Read the word in the box. Choose the picture that goes with the word.</p> <div style="border: 1px solid black; width: 150px; height: 30px; margin: 10px auto; text-align: center;">bubbles</div> <p>A. <i>[graphic of balloon]</i> B. <i>[graphic of boy]</i> C. <i>[graphic of a bowl]</i> D. <i>[graphic of bubbles]</i></p>	<p>R-2-1.1 (vowel sounds, syllable types) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-2-1.1: Applies word identification and decoding strategies by ... Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels or common suffixes)</p> <p>Depth of Knowledge: Level 1- Read words in isolation; Read multi-syllabic words</p>
<p>4. Which word has a suffix (ending) that shows an <u>action</u> is happening?</p> <p>A. hopeful B. hopeless C. hoping D. hope</p>	<p>R-2-2.1 (suffix knowledge) Key: C</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-2-2.1: Students identify the meaning of unfamiliar vocabulary by...Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes)</p> <p>Depth of Knowledge: Level 1- Read words in isolation; Read multi-syllabic words; Use language structure (pre/suffix) to determine meaning of words</p>

Stand-Alone Reading Items	
Sample Reading Items for End of Grade 2	Information about the Items
<p>5. Choose the word that means the OPPOSITE of <u>fast</u>.</p> <p style="margin-left: 40px;">A. funny B. quiet C. happy D. slow</p>	<p>R-2-3.1 (antonym) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-2-3.1: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ...Identifying synonyms or antonyms</p> <p>Depth of Knowledge: Level 1 - Use word relationships (synonym/antonym) to determine meaning of words</p>
<p>6. Which word means the SAME as <u>hard</u>?</p> <p style="margin-left: 40px;">A. long B. simple C. helpful D. difficult</p>	<p>R-2-3.1 (synonym) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-2-3.1: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ...Identifying synonyms or antonyms</p> <p>Depth of Knowledge: Level 1 - Use word relationships (synonym/antonym) to determine meaning of words</p>
<p>7. Look at the pictures. Which word tells what all the pictures are about?</p> <p style="color: red; margin-left: 20px;"><i>[graphics of chess game between a boy and girl, a game of soccer with a few kids (at least one person of color), and a card game between a person of color and white person]</i></p> <p style="margin-left: 40px;">A. work B. chores C. games D. cards</p>	<p>R-2-3.1 (categorize) Key: C</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-2-3.1: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ...Categorizing words</p> <p>Depth of Knowledge: Level 2 - Recognize appropriate generalizations about text</p>
<div style="border: 1px solid black; width: 200px; height: 60px; margin: 0 auto; text-align: center; padding: 5px;"> <p>tiger rabbit</p> <p>_____</p> </div> <p>8. Which word BEST belongs with the words in the box?</p> <p style="margin-left: 40px;">A. cat B. rock C. purple D. flower</p>	<p>R-2-3.1 (categorize) Key: A</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-2-3.1: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ...Categorizing words</p> <p>Depth of Knowledge: Level 2 - Recognize appropriate generalizations about text</p>

Read the poem “Ant’s Journey” about an ant and then answer the questions that follow.

Ant’s Journey
By Raven Howell

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Passage-Related Reading Items for Literary Text: “Ant’s Journey”	
Sample Reading Items for End of Grade 2	Information about the Items
<p>1. Which word rhymes with <u>clover</u>?</p> <p>A. mover B. move C. over D. love</p>	<p>R-2-1.1 (open syllable, word patterns) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-1.1: Applies word identification and decoding strategies by ...Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns</p> <p>Depth of Knowledge: Level 1 - Read multi-syllabic words</p>
<p>2. Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>A little breeze, A leafy stalk I <u>sway</u>, I climb</p> </div> <p>The word <u>sway</u> means to</p> <p>A. become quiet. B. move back and forth. C. work very hard. D. move happily.</p>	<p>R-2-2.1 (use context) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-2.1: Students identify the meaning of unfamiliar vocabulary by...Using strategies to unlock meaning (e.g., knowledge of word structure or context clues)</p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>
<p>3. Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><u>Scurry</u> now, No time to waste, Hurry up, I’m making haste.</p> </div> <p>What does the word <u>scurry</u> mean?</p> <p>A. rush B. walk slowly C. skip D. climb up</p>	<p>R-2-2.1 (use context) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-2.1: Students identify the meaning of unfamiliar vocabulary by... Using strategies to unlock meaning (e.g., knowledge of word structure or context clues)</p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>

Passage-Related Reading Items for Literary Text: “Ant’s Journey”	
Sample Reading Items for End of Grade 2	Information about the Items
<p>4. Read this line from the poem.</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> No time to <u>stroll</u>. </div> <p>Choose the word that means the OPPOSITE of <u>stroll</u>.</p> <p>A. run B. think C. walk D. climb</p>	<p>R-2-3.1 (antonym) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-3.1 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by... Identifying synonyms or antonyms</p> <p>Depth of Knowledge: Level 1 - Use word relationships (synonym/antonym) to determine meaning of words</p>
<p>5. Which word BEST names the group of words in the box?</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> climb scramble scurry slip </div> <p>A. games B. tools C. actions D. plans</p>	<p>R-2-3.1 (categorize) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-3.1: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ... categorizing words</p> <p>Depth of Knowledge: Level 2 - Recognizing appropriate generalizations about text</p>
<p>6. Action words show what the ant in the poem did. In the chart, write FOUR action words that show what the ant did.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Action words (verbs) from the poem that show what the ant did:</p> <p>Example: scurry</p> <hr/> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> </div>	<p>R-2-3.1 (categorize) KEY: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-2-3.1: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ... categorizing words</p> <p>Depth of Knowledge: Level 2 - Recognizing appropriate generalizations about text</p>

Passage-Related Reading Items for Literary Text: “Ant’s Journey”					
Sample Reading Items for End of Grade 2	Information about the Items				
<p>7. The ant is in a hurry. Which words from the poem tell you this?</p> <table border="1" style="margin-left: 40px; width: 350px;"> <tr> <td style="text-align: center; padding: 5px;">Write words from the poem that tell you the ant is in a hurry.</td> </tr> <tr> <td style="padding: 5px;">Example: hurry up</td> </tr> <tr> <td style="padding: 5px;">1.</td> </tr> <tr> <td style="padding: 5px;">2.</td> </tr> </table>	Write words from the poem that tell you the ant is in a hurry.	Example: hurry up	1.	2.	<p>R-2-3.2 (select words to show meaning of text) KEY: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-2-3.2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ... Selecting appropriate words to use in context, including words specific to the content of the text</p> <p>Depth of Knowledge: Level 1 - Locate or recall facts or details explicitly presented in text</p>
Write words from the poem that tell you the ant is in a hurry.					
Example: hurry up					
1.					
2.					
<p>8. What is the ant doing in the poem?</p> <p style="margin-left: 40px;">A. walking away from another ant B. climbing up a plant C. looking for clovers to eat D. slipping on a plant</p>	<p>R-2-4.1 (describe character and actions) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-4.1: Demonstrate initial understanding of elements of literary texts by... Identifying or describing character(s), problem, solution, or major events, as appropriate to text</p> <p>Depth of Knowledge: Level 1 - Identify or describe characters, setting, sequence of events</p>				
<p>9. Which word BEST describes the ant in the poem?</p> <p style="margin-left: 40px;">A. sad B. busy C. joyful D. surprised</p>	<p>R-2-4.1 (describe character, basic inference) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-4.1: Demonstrate initial understanding of elements of literary texts by... Identifying or describing character(s), problem, solution, or major events, as appropriate to text</p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>				

Passage-Related Reading Items for Literary Text: “Ant’s Journey”	
Sample Reading Items for End of Grade 2	Information about the Items
<p>10. What might the ant do NEXT?</p> <p>A. take a stroll B. climb down the stalk C. slip on the plant D. eat a melted popsicle</p>	<p>R-2-5.1 (make logical prediction) Key: D</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-5.1: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Making logical predictions</p> <p>Depth of Knowledge: Level 2 - Predict a logical outcome based on information in a reading selection</p>
<p>11. What might the ant do NEXT? Use details from the poem to support your answer.</p>	<p>R-2-5.1 (make logical prediction) KEY: Score Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-2-5.1: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Making logical predictions</p> <p>Depth of Knowledge: Level 2 - Predict a logical outcome based on information in a reading selection</p>
<p>12. The ant in the poem wants to</p> <p>A. stop walking. B. have something to eat. C. explore the plant. D. get ahead of the other ants.</p>	<p>R-2-5.3 (inference about problem) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-5.3: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Making basic inferences about problem or solution</p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>
<p>13. Why do you think the ant is in a hurry? Use details from the poem to support your answer.</p>	<p>R-2-5.3 (inference about problem) KEY: Score Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-2-5.3: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Making basic inferences about problem or solution</p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>

This part of the book Escape North! The True Story of Harriet Tubman tells about how Harriet Tubman helped other slaves escape slavery in 1851. Read the passage and then answer the questions that follow.

Escape North!
By Monica Kulling

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Passage-Related Reading Items for Informational Text – “Escape North!”	
Sample Reading Items for End of Grade 2	Information about the Items
<p>1. Which word matches the picture?</p> <p>A. barn B. slavery C. cabin D. cricket</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto; text-align: center; color: red; font-weight: bold;"> Picture of cabin </div>	<p>R-2-1.1 (open and closed syllable types) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-1.1: Applies word identification and decoding strategies by ...Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns</p> <p>Depth of Knowledge: Level 1 - Read multi-syllabic words</p>
<p>2. Part 6 of the passage says, “<u>Runaways</u> ran from station to station until they reached a state where slavery was against the law.” In this sentence <u>runaways</u> means</p> <p>A. people who helped slaves. B. escaped slaves. C. people who did errands for other people. D. conductors on the Underground Railroad.</p>	<p>R-2-2.1 (use context) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-1.1: Students identify the meaning of unfamiliar vocabulary by... Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes or context clues)</p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words; Make basic inferences or draw basic conclusions about information presented in text</p>
<p>3. Which word from the passage has a prefix (beginning) meaning <u>not</u>?</p> <p>A. inside B. conductor C. disappear D. nearest</p>	<p>R-2-2.1 (prefix knowledge) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-1.1: Students identify the meaning of unfamiliar vocabulary by... Using strategies to unlock meaning (e.g., knowledge of word structure)</p> <p>Depth of Knowledge: Level 1 - Use language structure (pre/suffix) to determine meaning of words</p>
<p>4. Which word from the passage is a compound word with one part meaning <u>below</u>?</p> <p>A. inside B. railroad C. bossman D. underground</p>	<p>R-2-2.1 (word structure knowledge) Key: D</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-2-1.1: Students identify the meaning of unfamiliar vocabulary by... Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes)</p> <p>Depth of Knowledge: Level 1 - Use language structure (pre/suffix) to determine meaning of words</p>

Passage-Related Reading Items for Informational Text – “Escape North!”											
Sample Reading Items for End of Grade 2	Information about the Items										
<p>5. When something escapes, it runs away.</p> <p>Fill in the chart.</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;">Can this escape?</th> <th style="text-align: center;">Yes or no?</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A. tree</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">B. horse</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">C. rainbow</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">D. dog</td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Can this escape?	Yes or no?	A. tree		B. horse		C. rainbow		D. dog		<p>R-2-3.1 (categorize) KEY: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-2-3.1: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ... categorizing words</p> <p>Depth of Knowledge: Level 2 - Recognizing appropriate generalizations about text</p>
Can this escape?	Yes or no?										
A. tree											
B. horse											
C. rainbow											
D. dog											
<p>6. What is the MAIN reason slaves ran away on Saturday nights?</p> <p>A. No one would look for them until Monday. B. Less people were on the roads on Saturday nights. C. They could hide easier during the nighttime. D. The Underground Railroad opened on Saturdays.</p>	<p>R-2-7.2 (explicitly stated information) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R–2–7: Demonstrate initial understanding of informational texts (expository and practical texts) by... Using explicitly stated information to answer questions</p> <p>Depth of Knowledge: Level 1 - Locate or recall facts or details explicitly presented in text</p>										
<p>7. Harriet Tubman feels the moss on a tree because this</p> <p>A. makes her feel calm. B. tells her which way is north. C. is a sign to the escaping slaves. D. tricks the slave owners.</p>	<p>R-2-7.2 (explicitly stated information) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R–2–7: Demonstrate initial understanding of informational texts (expository and practical texts) by... Using explicitly stated information to answer questions</p> <p>Depth of Knowledge: Level 1 - Locate or recall facts or details explicitly presented in text</p>										

Passage-Related Reading Items for Informational Text – “Escape North!”				
Sample Reading Items for End of Grade 2	Information about the Items			
<p>8. Fill in the chart using details from the passage.</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">What did Harriet do to help the slaves escape?</td> </tr> <tr> <td style="padding: 5px;">1.</td> </tr> <tr> <td style="padding: 5px;">2.</td> </tr> </table>	What did Harriet do to help the slaves escape?	1.	2.	<p>R-2.8.1 (connect information) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R–2–8.1: Analyze and interpret informational text, citing evidence as appropriate by... Connecting information <i>within</i> a text</p> <p>Depth of Knowledge: Level 2 - Locate information to answer questions related to explicit or implicit central ideas in informational texts</p>
What did Harriet do to help the slaves escape?				
1.				
2.				
<p>9. Explain what the Underground Railroad was. Use details from the passage to support your answer.</p>	<p>R-2.8.1 (connect information) KEY: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R–2–8.1: Analyze and interpret informational text, citing evidence as appropriate by... Connecting information <i>within</i> a text</p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text</p>			
<p>10. Based on this passage, Harriet Tubman MOST LIKELY will</p> <ul style="list-style-type: none"> A. lead the slaves north. B. decide her work is too dangerous. C. move to Canada. D. visit the plantation where she was a girl. 	<p>R-2.8.3 (draw basic conclusion) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R–2–8: Analyze and interpret informational text, citing evidence as appropriate by... drawing basic conclusions</p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>			
<p>11. Which word BEST describes Harriet Tubman in this passage?</p> <ul style="list-style-type: none"> A. brave B. sad C. tired D. silly 	<p>R-2.8.3 (make basic inference) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R–2–8: Analyze and interpret informational text, citing evidence as appropriate by... Making basic inferences</p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>			