COMMON CORE ALIGNED COMPREHENSION ASSESSMENT

| The Sandwich Swap | | Name: | | | | |
|---|---|---------------|---|---------------|--------------------|-------------------------|
| CCSS Assessment | | Score: | /8 | | | |
| Directions: Use what you know about The Sa | ndwich Swap to answer | each of t | he following questions. | | | |
| 1. Who are Lily and Salma? | | | 9 4 | | | |
| | no argue and stop being | friends fo | orever. | | • | |
| \sim | rgue but learn to respec | | | | | mon Core Assessment: |
| \simeq | | | | | | estion for each Reading |
| (C) They are cousins who don't get along until the teacher helps them. (D) They are neighbors who like different sandwiches and stay mad at each other. | | | | | Informatio | onal OR Reading Literat |
| They did noighbors with | o into dinorom sanamen | os ana sic | ay mad an odern emer. | | | standard (1-8) |
| 2. Why do Lily and Salma argue? | ? | | | | | |
| A They don't want to be | friends anymore. | | | | | |
| B They throw food at one | e another. | | | | | |
| C They want to share the | ir sandwiches. | | | | | |
| D They think each other's | sandwiches look gross. | | | | | |
| 3. How do Lily and Salma solve t | heir graument? | | | | | |
| (A) They stop talking to ea | | | | | | |
| They slop taking to ear They tell the principal of | | | | | | |
| \simeq | andwiches and realize th | ov lika the | om. | | | |
| D They throw their sandw | | ey like ii i | 5111. | | | |
| They in low intell suriaw | iciles away. | | | | | |
| 4. How does the repeated phras | e "EW. YUCK. EW. GROSS | ." help bri | ng meaning to the story? | | | |
| (A) It helps to emphasize how strongly Lily and Salma dislike each other's sandwiches. | | | | | | |
| B It shows how much Lily | and Salma enjoy each o | other's sar | ndwiches. | | | |
| C It makes the story sour | d fun and repetitive | | | | | |
| D It shows that Lily is alle | 5. How does the begin | ning of th | e story introduce the proble | em? (RL.2.5) | | |
| CCSS Assessme | (A) Lily and Salm | a like the | same sandwich. | | | |
| 0007130331110 | B Lily and Salm | a make t | he mistake of eating lunch | together. | | |
| | C The teacher | tells the c | lass to bring sandwiches. | | | |
| | Lily and Salm | a bring d | ifferent kinds of sandwiches | to school. | | |
| | | | | 10(0100) | | |
| | | ei wnen Li | ly makes fun of her sandwi | CH? (KL.2.6) | | |
| | (A) Happy | | | | | |
| | B Excited | | | | | Answer Key |
| | Sad | | | | | · |
| | (D) Bored | | | | | 4 |
| | 7. How does the final illustration help you understand the end of the story? (RL.2.7) | | | | | |
| | (A) It shows Lily and Salma combining their sandwiches to make one sandwich. | | | | | |
| | | | starting a new event that h one another. | encourages s | students to share | |
| | (C) It shows only | | g a sandwich, suggesting sl | ne doesn't wo | ant to be friends | |
| | anymore. D It shows the | eachers I | having a feast in the school | vard | | |
| | II 31 IOWS INTE | . Juli 1013 1 | | , | | |
| | 8. What is the main les | son of The | e Sandwich Swap? (RL.2.10) | | | |
| | A It's okay to lo | iugh at ot | ther people's food. | | | |
| | B You should o | ılways spe | eak your mind, even if it will | hurt someone | e else's feelings. | |
| | Friends shoul | d learn to | respect each other's differ | ences. | | |
| | D You should o | nly eat sc | andwiches you already kno | w. | | |
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