

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
1	Option B is correct	The word “floated” is the appropriate word to use to complete the sentence. The phrases “windy outside” and “let go of her balloon” support the idea that the balloon “floated” away. A balloon floats when it is released in the wind, and “floated” is the appropriate past-tense verb to use in this context.
	Option A is incorrect	The word “rained” does not fit in this context. A balloon cannot rain.
	Option C is incorrect	The word “held” does not fit the context of the text. A balloon can hold air or helium, but that is not what this sentence suggests. The sentence tells readers what the balloon did when Sara let it go.
	Option D is incorrect	There is no support for using the word “saw” in this context. A balloon is not a living thing and cannot see anything.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
2	Option B is correct	The word "buys" is the appropriate word to use to complete the sentence. "Buy" means to acquire something with money. The phrases "goes shopping" and "because he needs new shoes" provide context that supports the idea that Tino's mother is going to buy new shoes for him.
	Option A is incorrect	The word "saves" means to keep or rescue. Since Tino is described as "shopping with his mother," the context does not support the idea that she "saves" him new shoes. Instead, she and Tino are shopping together so that they can buy new shoes.
	Option C is incorrect	The word "wears" means to have something on. "Wears" does not fit the context of the second sentence.
	Option D is incorrect	Tino's mother pays money for his new shoes when she buys them, but the word "pays" does not fit the context here. His mother "pays him" new shoes does not fit the context of this sentence.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
3	Option C is correct	In this text, the reader is told to find a source of heat energy and then put some items on a plate. The fourth sentence tells the reader where to place the plate. The word "Set" is the appropriate word for this context.
	Option A is incorrect	In the context of the text, the word "Sink" is not a good fit. A person cannot sink the objects "in" or "under" the sun or a lamp.
	Option B is incorrect	The word "Line" does not match the context of this text. The instruction here is to put the plate somewhere, not to arrange several things in a line.
	Option D is incorrect	There is no support for the idea that "Turn" is the best way to complete the sentence. The fourth sentence tells the reader where to place the plate, not what to do with it. The word "turn" does not fit this context.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
4	Option D is correct	The text presents both positive and negative effects of building dams. The word "But" and the phrase "damaging the habitats" show that the last two sentences are about the negative effects. This language supports the use of "harm" to complete the sentence, since to "harm" means to cause damage to something.
	Option A is incorrect	The word "increase" does not fit the context of this sentence, because nothing is becoming greater in size.
	Option B is incorrect	The word "locate" means to determine the location of something. It is unclear what building a dam can do to "locate" the environment in which it stands, so "locate" is not an appropriate way to complete the sentence.
	Option C is incorrect	The word "distribute" means to give out or disperse. The environment is not something that can be distributed, so using "distribute" in this context does not produce a meaningful sentence.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
5	Option B is correct	The context indicates that dandelion seeds do something “after the plant flowers.” In this context, the word “appears” is the appropriate word to complete the sentence, since the seeds show up and can be seen only after the yellow flowers bloom.
	Option A is incorrect	The word “dream” is not a good fit for the context of the sentence. Dreaming is not something that plant seeds can do.
	Option C is incorrect	There is no support for the idea that the fluffy seeds remove anything. The word “remove” means to take away something. This word does not fit the context of the sentence.
	Option D is incorrect	The language of the text does not support the idea that the fluffy seeds of the dandelion “shorten,” or decrease in length. This response does not fit the context of the surrounding text.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
6	Option B is correct	The word “allows,” which can mean “helps” or “enables,” is the appropriate word to complete the sentence. The text explains how a frog lives both on land and in water. The frog uses its lungs to breathe on land but “can also breathe underwater” because its skin absorbs oxygen. Getting oxygen through its skin enables, or “allows,” the frog to breathe underwater.
	Option A is incorrect	The word “creates” means “brings into existence,” so it does not match the context of the sentence. The text describes how the frog breathes and survives underwater, not how it comes into being.
	Option C is incorrect	There is no support in the text for using the word “lives” in this sentence.
	Option D is incorrect	While we could say that the oxygen “fills the frog,” it does not work in the context of this sentence. To say “fills the frog to breathe in water” is incorrect. This response does not produce a meaningful last sentence for the text.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
7	Option A is correct	In this text, paragraph 1 is about how far a human neck can turn, while paragraph 2 describes how much farther an owl's neck can turn. The comparison of the owl's ability and the human's ability is the central point of this text.
	Option B is incorrect	Paragraph 2 does describe how an owl can turn its head 270 degrees. However, this claim is made in the context of comparing owls with humans, so it is not the author's main purpose in writing the text.
	Option C is incorrect	By stating that owls' "eyes are like telescopes," the author explains why owls see only what is in front of them. But the author uses that explanation to support the text's main point: that owls have, and need to have, a much greater range of motion than humans possess.
	Option D is incorrect	The text does not provide any way to measure the distance that humans and owls can turn their heads. Instead, it simply states the already-measured differences in how far the two species can turn their heads. Therefore, this cannot be the best answer.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
8	Option D is correct	The word "most" effectively completes the sentence. This answer is supported by the word "but," which indicates a contrast between the girls and their brother, and by the word "the," which is the word that "most" needs to follow. The phrase "but their brother has the most" is appropriate in this context.
	Option A is incorrect	The word "lot" does not effectively fit the context of the sentence, since the word "the" would precede it. The expression "their brother has the lot" indicates that the brother owns all the stickers.
	Option B is incorrect	The word "more" does not fit this context. It's true that the brother has more stickers than the girls do, but the phrase "the more" does not fit in the context of this sentence.
	Option C is incorrect	The word "many" does not match the context of this sentence. The girls are said to have "many stickers," so the claim that the brother has many stickers too does not show the contrast that the word "but" indicates. Furthermore, the phrase "the many" does not fit in the context of this sentence.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
9	Option D is correct	The context indicates that “we” must finish “our work” before “the teacher will let us have free time.” The conditional word “if” matches the context in the sentence.
	Option A is incorrect	The word “then” is not a good fit in the sentence since “our work” has to be finished “first” for “us” to get free time.
	Option B is incorrect	The sentence indicates that there is an “if-then” relationship between finishing “our work” and having free time, not an “either-or” relationship. The word “or” does not fit the context.
	Option C is incorrect	Using the word “that” in this sentence is not appropriate in this context. The “free time” and “our work” are two separate things. “We” will not use our free time to finish “our work.”

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale
10	The context of the sentence requires a past-tense verb to match "put." The correct past-tense form of "come" is "came." Replacing "came" with "came" corrects the original error.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale
11	The sentence compares the heights of two types of flowers: the red flowers and the yellow ones. The correct comparative form of "short" is "shorter." Replacing the words "more short" with the word "shorter" corrects the original sentence.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
12	Part A	
	"frog" is the error	The use of "frog" is grammatically incorrect in this sentence. The phrase "There are two" must be followed by a plural noun.
	"are" is not an error	Since the sentence is about two frogs swimming in the pond, the plural verb "are" is the correct verb form here. The word "are" should not be changed.
	"around" is not an error	The word "around" is an effective preposition to use in this context. The phrase "around the pond" successfully conveys where the frogs are swimming. The word "around" should not be changed.
	Part B	
	In this sentence, the speaker uses the adjective "two" indicating that the noun that follows this adjective should be plural. Replacing the singular noun "frog" with the plural noun "frogs" corrects the error in the original sentence.	

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale
13	For information about scoring sentence rewrite items, refer to the grade 2 writing scoring guide available on the TELPAS Released Test Questions webpage.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
14	Option A is correct	In paragraph 1, Mrs. García tells her students to turn to page 23 in their math books. In paragraph 4, she gives Hazel her math book. These two paragraphs provide support for the idea that the next thing Hazel is most likely to do is to open her book to page 23.
	Option B is incorrect	The language in paragraph 1 shows that the students are about to begin working with their math books. They are not about to put their math books away.
	Option C is incorrect	In paragraph 3, Mrs. García explains that Mr. Chang found Hazel's book on the bus. This language makes it clear that Hazel does not need to talk to Mr. Chang or find her bus, so it is not likely that this is what Hazel will do next.
	Option D is incorrect	In paragraph 3, Mrs. García explains that Mr. Chang brought Hazel's book to school while Hazel was in music class. The language in this paragraph and paragraph 4 shows clearly that Hazel does not need to go back to music class to get her math book.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
15	Option C is correct	The language in paragraph 2 makes it clear that Hazel’s problem is that she cannot find her math book. It is “not at her desk,” and when she “looks inside” her backpack, “she cannot find it.”
	Option A is incorrect	Hazel’s problem is not that she cannot find page 23 in her book. Paragraph 2 indicates that she does not even know where the book is at the beginning of the story.
	Option B is incorrect	In paragraph 3, Mrs. García explains that Mr. Chang found Hazel’s math book. She continues by saying, “Mr. Chang brought the book to school.” Mrs. García then gives the book to Hazel, as stated in paragraph 4. The context makes it clear that Mr. Chang no longer has Hazel’s math book.
	Option D is incorrect	There is no support in the story for the idea that Hazel’s bus is late in getting to school.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
16	Option B is correct	Paragraphs 1 and 2 make it clear that Hazel is initially unable to find her math book and follow her teacher's instructions. She then starts looking for the book. These details support the idea that Hazel is "worried" that she may have lost her math book.
	Option A is incorrect	The language that describes Hazel's actions at the beginning of the story does not support the claim that she is "proud" of not being able to find her book. Instead, her actions suggest that she is puzzled and concerned.
	Option C is incorrect	There is no support in the story for the idea that Hazel is "bored." According to the language in paragraph 2, she is making efforts to locate her book so that she can take part in her math class.
	Option D is incorrect	In the opening paragraphs of the story, Hazel is clearly not "happy" that she cannot find her book. Paragraph 2 shows that she immediately tries to resolve the situation by looking for the book in her backpack.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
17	Option C is correct	The fourth and fifth sentences of paragraph 2 state clearly that Hazel opens her backpack and “looks inside for her math book.”
	Option A is incorrect	Mrs. García’s words in paragraph 3, “when you were in music class,” make it clear that Hazel has already been to her music class, so she is not about to go there now. This cannot be the reason she looks inside her backpack.
	Option B is incorrect	There is no support in the story for the idea that Hazel is about to leave school to go home, so this is not the reason for opening her backpack and looking inside.
	Option D is incorrect	The events described in the story give no reason to believe that Hazel is looking in her backpack for her homework. Paragraph 2 clearly indicates that she is searching for her math book instead.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale
18	<p>The student response below has been identified by Texas educators as an 8-point (maximum score) response. For additional information, refer to the grade 2 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>Humens,like us,are living because we grow.and we survive/live.we have lungs and a stoamch,lungs help us breath in air and the stoamch allows us to eat food and drink liquids.A plant is living because plants grow and live it has roots to allow it to drink water.Plants also have holes on the plants leafs,it allows it to breath in air.An animal is living because like humens,us,the animal can breath and eat,that is how an animal is a living.shoes are nonliving because it dosen't breath or eat because it dosen't have a mouth or lungs,it can't breath or drink or eat if it dosen'thave any mouth or lungs! so that is why it is nonliving.A book is nonliving because it is like the shoe and can't breath or eat or drink!so it is nonliving.A ball is nonliving because it is like the shoe and book it is not able to breath or eat or drink it is not able to do anything!So it is definitely nonliving!</p>

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
19	Option C is correct	In paragraph 5, the phrases “each of these parts of the state” and “in each part of Texas” support the idea that the word “regions” means “places” in this context.
	Option A is incorrect	Although the language in paragraph 5 does mention “people who know about each region,” this gives no support for the idea that “people” is the meaning of “regions.”
	Option B is incorrect	The context in paragraph 5 makes it clear that the word “regions” does not mean “animals.” Animals, for instance, cannot be said to have “different soil.”
	Option D is incorrect	Although “trees” are mentioned in paragraph 3 of the selection, there is no support there or in paragraph 5 for the idea that “regions” means “trees.”

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
20	Option "Wildflower roots hold the soil in place." is correct	Paragraph 3 states clearly that TXDOT workers had noticed that roadside soil didn't wash away "if there were wildflowers growing there." It also explains that the "roots of the wildflowers helped the soil stay in place." This language confirms that this answer choice best states the cause of the soil not washing away.
	Option "Strong winds blow away the soil." is incorrect	Soil being blown away by strong winds is mentioned in paragraph 3 as another problem that can be prevented by planting wildflowers along Texas highways. However, there is no indication that the effect of these strong winds is to stop soil from being washed away.
	Option "The soil is dug up to build highways." is incorrect	The language in paragraph 3 indicates that digging up land to build highways actually increases the danger of soil being blown or washed away. The "bulldozers pull up trees, wildflowers, and grasses" that had held the soil in place. This answer choice, then, cannot be the cause of soil not being washed away.
	Option "TXDOT cuts the grass and wildflowers." is incorrect	The language in paragraph 8 makes it clear that wildflowers continue to grow and spread only because TXDOT workers are careful not to cut the roadside grass and wildflowers too soon. It is the wildflowers and their roots that help prevent soil from being washed away, not the TXDOT workers cutting the grass and wildflowers.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
21	Option D is correct	Paragraph 4 states clearly that Jac Gubbels was hired “to collect wildflower seeds to plant along the highways.”
	Option A is incorrect	Paragraphs 2 and 8 make it clear that TXDOT workers take “care of the highways and the land near them.” However, there is no indication here that Jac Gubbels participated in that work. His job was to gather the seeds that TXDOT workers then planted along the highways, as described in paragraph 4.
	Option B is incorrect	There is no support in this selection to suggest that Jac Gubbels helped build any Texas highways.
	Option C is incorrect	In paragraph 5, the text states that certain TXDOT employees “decide which types of wildflowers to plant” in Texas’s different regions. There is no indication that Jac Gubbels played any role in making those decisions.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
22	Option A is correct	The first sentence of paragraph 6 indicates that the wildflowers bring more people to Texas. The words "In addition" suggest that there is a similar relationship between the wildflowers and "butterflies and other helpful insects." Other language in the paragraph notes that the wildflowers "provide the butterflies with food and shelter." The flowers thus offer benefits to the butterflies. This context supports the idea that "attract" has the same meaning as "bring close to."
	Option B is incorrect	Paragraph 6 does mention that butterflies fly along the paths of some Texas highways. However, there is no indication that the wildflowers help the butterflies to fly. The context surrounding the word "attract" does not support the idea that it means the same as "help to fly."
	Option C is incorrect	The main point in paragraph 6 is that wildflowers are helpful to butterflies. If the wildflowers "stick to" the butterflies, it would certainly not help them migrate. In this context, "stick to" cannot be the meaning of "attract."
	Option D is incorrect	Paragraphs 6 and 7 make it clear that the wildflowers bring many people to Texas who enjoy the flowers' beauty. But there is no indication that the word "attract" means "are as pretty as." The appearance of the flowers is not being compared to the appearance of the butterflies.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
23	Option D is correct	The last two sentences in paragraph 3 state that even when strong winds blew across a roadway, “the roots of the wildflowers helped the soil stay in place.” This language describes one of the ways these flowers help Texas.
	Option A is incorrect	Paragraph 3 makes it clear that wildflowers help keep soil “in place.” This is the opposite of making the soil or land easy to dig up.
	Option B is incorrect	The language in paragraph 8 indicates that wildflowers along the highways do produce seeds. But the seeds from these flowers are not collected; instead, they are spread naturally when TXDOT mows “after the wildflowers have stopped blooming.”
	Option C is incorrect	Paragraph 8 indicates that TXDOT workers carefully mow both the grasses and the wildflowers along Texas roads. There is no support for the idea that wildflowers somehow “cut the grass.”

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
24	Option D is correct	The language in paragraph 5 indicates that Texas has different regions with different types of soil. As a result, experts at TXDOT decide what sorts of wildflowers are best for each region in the state. It is clear from this language that “different kinds of wildflowers grow in different parts of Texas.”
	Option A is incorrect	In paragraph 3, bulldozers are said to be used to “pull up trees, wildflowers, and grasses.” There is no support provided for the idea that bulldozers are also used to “plant wildflowers.”
	Option B is incorrect	Although Lady Bird Johnson is pictured here and then described in the photo caption, there is no mention in the text of her favorite color of flowers.
	Option C is incorrect	Both paragraphs 5 and 8 describe TXDOT as buying and planting wildflower seeds along Texas roads and highways. However, there is no language in the selection about buying or distributing “too many” seeds, or “extras.”

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale
25	<p>The student response below has been identified by Texas educators as an 8-point (maximum score) response. For additional information, refer to the grade 2 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>My tree house would look like a cat shaped house because i love cats ! My tree house would have inside it some cats and some cat plushies and a nice tv on my tree house and it would have a mini kitchen for me to cook on and it would also have inside a play room to play with.I would go inside it by making a elavator to go into my tree house .I would invite my best friend Teagan to play with me inside my tree house .And thats how you make the perfect tree house for me and your friends.</p>

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
26	Option D is correct	The language in paragraphs 1–6 shows that Samar is excited to get new markers. After he and Mom return the first markers to the store, they go to a different store, as noted in paragraph 14. Then Mom says, “Maybe this store will have good markers.” The context makes it clear that Mom and Samar are probably going to “buy different markers” next.
	Option A is incorrect	Since paragraph 13 makes it clear that Mom gets her five dollars back from the first store, there is no support for the idea that she and Samar need to “get five more dollars.” They also would not go to a different store, as described in paragraph 14, to get more money.
	Option B is incorrect	At the end of the story, Samar and Mom are at a different store, looking for good markers to buy. This context shows that Samar does not yet have the markers he needs to “draw another picture.”
	Option C is incorrect	The language in paragraph 6 indicates that Samar has a supply of blank paper at home, and paragraph 14 makes it clear that he and Mom are looking for new markers. There is no evidence in the text to suggest that they are going to “search for more paper.”

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
27	Option B is correct	This answer choice gives the best explanation of why Mom and Samar return to the store where they bought the markers. In paragraph 9, after they have found that the first markers are too dry, Mom says, "We will take the markers back to the store." Since "take" and "bring" have similar meanings in this context, this option is clearly the best answer.
	Option A is incorrect	Paragraph 6 indicates that Samar already has a supply of blank paper, so the text does not support the idea that he and Mom return to the store to buy more paper.
	Option C is incorrect	There is no support in the story for the idea that Samar wants something other than markers to use in drawing his pictures. In fact, the story ends with Samar and Mom still looking for good markers at a different store.
	Option D is incorrect	The language in the story gives no reason to think that Samar does not understand how to use the markers he bought. Instead, paragraphs 6 and 7 show that the markers themselves are the problem. That is why, as the story continues, Samar and Mom return the markers to the store and get their money back.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
28	Option C is correct	In paragraph 13 of the story, the store worker “gave Mom five dollars back” after she returned the markers and showed her receipt. This context strongly supports the idea that “refund” means “to give money back.”
	Option A is incorrect	The language of the story gives no support to suggest that “to put money down” is the meaning of “refund.” Instead, the worker gives the five dollars back to Mom.
	Option B is incorrect	There is no support in the text for the idea that “refund” means “to earn money.” In this context, the “money” is the price that Mom paid for the markers. She wants the money to be given back since the markers don’t work.
	Option D is incorrect	In paragraph 11, the store worker is not offering to count Mom’s money. The context makes it clear that she wants the money to be returned to Mom. “To count money” cannot be the meaning of “refund.”

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
29	Option B is correct	This event is described in paragraphs 3 and 4, where Samar picks up a box of 20 markers and Mom agrees that it is a good choice. So this event occurs first in the story.
	Option A is incorrect	Paragraph 5 states that Mom gives money to the store worker. This event occurs after Samar chooses the markers he wants Mom to buy.
	Option C is incorrect	Samar tries to draw with the red marker after he and Mom have bought the markers and brought them home. This is described in paragraph 6. It is not the first event in the story.
	Option D is correct	The language in paragraph 14 indicates that Mom and Samar go to a different store after they return the first box of markers. This is one of the last events in the story, not the first.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
30	Option B is correct	The language in paragraph 5 provides strong support for understanding the meaning of “employee.” This paragraph describes Mom and Samar’s interactions with a worker at the store. The worker tells them the price of the markers, and Mom gives the worker some money. This context makes it clear that an employee is a person, not an object.
	Option A is incorrect	The language in paragraph 5 supports the idea that the word “employee” refers to a worker at the store. The worker is standing at the cash register but is not the cash register itself.
	Option C is incorrect	The language in paragraph 5 makes it clear that the word “employee” refers to a worker at the store who helps Mom and Samar buy the markers. It does not refer to the markers themselves.
	Option D is correct	There is no language in paragraph 5 to support the idea that the word “employee” refers to a scanner at the store register. The context of paragraph 5 clearly conveys that an employee is a person, not an object.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
31	Option A is correct	Paragraph 14 describes Samar and Mom as they go to a different store. Mom says, "Maybe this store will have good markers." This language makes it clear that she hopes to find markers that work at the other store.
	Option B is incorrect	The language in paragraphs 6 and 8 indicate that Samar is disappointed when the first markers do not work, and that he is still interested in having new markers so he can draw more pictures. This is why he and Mom return the first markers and go to a different store.
	Option C is incorrect	There is no support in the story for the idea that Mom thinks markers will cost less money at another store. The language in paragraph 14 establishes that she hopes they will find better markers, not cheaper ones.
	Option D is incorrect	In the context of this story, there is no support for the idea that Samar and Mom purchase the only markers available at the first store. This is not their reason for going to a different store. Paragraph 14 indicates that, instead, they are looking for markers that work.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
32	Option D is correct	The language in paragraphs 6–8 reveals that Samar’s main problem in this story is that his new markers are dry and cannot be used to make pictures. Everything described in the paragraphs that follow is how Samar and Mom try to solve this problem.
	Option A is incorrect	Paragraph 5, in which Mom pays the store worker five dollars, provides a context in which it is clear that she does not lack money to buy markers for Samar.
	Option B is incorrect	The language in paragraph 6 describes Samar as getting out some blank paper to try his new markers. His problem is not that he cannot find paper.
	Option C is incorrect	Paragraphs 6 and 7 describe how Samar and Mom try to use the new markers. This part of the story makes it clear that Samar has no trouble finding the markers.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale
33	<p>The student response below has been identified by Texas educators as an 8-point (maximum score) response. For additional information, refer to the grade 2 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>One day Sam wanted to buy a cake for his mom. He goes to the store to get a cake that is moms favorite color,pink. He brings it home then he leaves to go buy sprinkles for the cake.when he got home he saw that his cat ,Fluffy had destroyed the cake.Sam got mad and put Fluffy back into his cage. Then Sam got an idea.He told his dad the whole story. Then his dad got a better cake for his mom then suprised mom after dinner.</p>

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
34	Option B is correct	Paragraph 3 provides evidence that strongly supports this answer choice. The language makes it clear that when jellyfish sense danger, “they sting other living things to protect themselves.”
	Option A is incorrect	The language in paragraphs 7 and 8 indicates that jellyfish cannot move very quickly through the water. Paragraph 7 states that jellyfish have weak muscles and “can’t swim very well.” And paragraph 8 says that only small jellyfish can shoot out water to move themselves, while larger jellyfish move more slowly. This context suggests that it is highly unlikely that a jellyfish will move quickly to avoid danger.
	Option C is incorrect	Paragraph 9 mentions that jellyfish do sometimes attach themselves to ships, but no support is given for the idea that they do this when they feel themselves to be in danger.
	Option D is correct	Paragraph 4 confirms that a larger jellyfish does sometimes eat a smaller jellyfish. However, this context suggests that it is the smaller jellyfish that is in danger. There is no support for the idea that a jellyfish that is in danger is likely to eat another, even smaller jellyfish.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
35	Option B is correct	In paragraph 6, the word “smack” is clearly introduced as one way to refer to a large group of jellyfish.
	Option A is incorrect	There is no support in this selection for calling a jellyfish egg a smack.
	Option C is incorrect	This answer choice is clearly not supported by the language of the selection, especially since paragraph 1 makes it clear that jellyfish are not a type of fish.
	Option D is correct	According to paragraph 6, a large group of jellyfish can be called a “bloom” as well as a smack. However, the language in the selection does not suggest that “a bloom of fish” would be the same as a smack, since paragraph 1 says that jellyfish are not fish.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
36	Option D is correct	This option is strongly supported by paragraph 5, which includes this statement: "After a jellyfish stings an animal, the animal cannot get away." This sentence indicates that the animal cannot move after it is stung.
	Option A is incorrect	Paragraph 8 gives information about how small jellyfish sometimes shoot water out of their bodies to move around. However, there is no support in this paragraph for the idea that they shoot out water after stinging another animal.
	Option B is incorrect	Paragraph 5 explains that a jellyfish uses its sting to keep another animal from getting away. That makes it very unlikely that the animal will chase the jellyfish after it has been stung.
	Option C is incorrect	As paragraph 5 makes clear, a jellyfish may sometimes eat tiny plants. But this language gives no reason to believe that a jellyfish will eat plants after it stings an animal. The context of paragraph 5 makes it more likely that the jellyfish will eat the animal it has stung, since it uses its tentacles "to sting and catch food."

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
37	Option C is correct	The language in the first few paragraphs shows that the word “creatures” means “living things.” Paragraph 1 indicates that jellyfish “live” in the ocean. Paragraphs 2 and 3 go on to describe their bodies, abilities, and actions. And paragraph 3 mentions jellyfish stinging “other living things.” All this context strongly supports the idea that “creatures” refers to living things.
	Option A is incorrect	The language in paragraph 1 makes it clear that jellyfish are not made of jelly, so the context rules out this meaning for “creatures.”
	Option B is incorrect	The context of paragraph 1 indicates that jellyfish are creatures that live in the sea. But water cannot be said to “live” at all, so this cannot be the meaning of “creatures.”
	Option D is incorrect	Ocean plants are living things that can be found in the sea. But paragraph 1 refers to jellyfish as “creatures,” so this word cannot mean ocean plants alone. Paragraphs 2 and 3 make it clear that jellyfish are animals.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
38	Option A is correct	This answer choice includes all the main topics presented in the selection. These topics are identified in the three subheads that divide the selection. Therefore, this option provides the best description of what the selection is mainly about.
	Option B is incorrect	This answer choice lists some details about jellyfish that can be found in the selection. But it does not cover all the information presented. It leaves out the bigger questions and topics covered in the selection: what jellyfish are, what they eat, and how they move.
	Option C is incorrect	This answer choice lists certain facts that are mentioned in the first paragraphs of the selection. However, the language in the selection does not explain why jellyfish are not fish or why they do not have brains.
	Option D is incorrect	The two details that this answer choice mentions are not among the main topics covered in the selection. Furthermore, this answer choice overlooks the main topics presented in the selection: what jellyfish are, what they eat, and how they move.

TELPAS Spring 2025 Grade 2 Reading and Writing Rationales

Item Position	Rationale	
39	Option D is correct	Paragraph 3 includes the claim that when someone is stung by a jellyfish tentacle, "it doesn't feel very good." This context makes it clear that "painful" has the same meaning as "hurts."
	Option A is incorrect	The language in paragraph 3 does not support the idea that a thing that is "painful" is something that "lives." People and animals that are stung are already alive before the sting occurs.
	Option B is incorrect	The context of paragraph 3 makes it clear that the word "painful" refers to how a jellyfish sting feels to its victim, not to whether the victim "grows" after it is stung.
	Option C is incorrect	The context in which "painful" is used does not support the idea that this word means a creature "swims" because of a jellyfish sting. In fact, paragraph 5 indicates that when an animal is stung, it cannot move or get away from the jellyfish.