

# 2nd grade TEST PREP ALL STANDARDS ELA

## 152 ASSESSMENTS

### ALL SKILLS-I CAN POSTERS-BINDER COVERS

The collage displays 12 sample assessment pages, each for a different ELA skill standard. Each page includes a '1 Can' poster and a 'Teaching Times 2' logo.

- Language (44 Assessments):** Includes standards 2.L.1 and 2.L.6. Sample pages show 'Collective Nouns', 'Contractions', and 'Possessives'. A '1 Can' poster for L2.2 is shown.
- Reading Literature (32 Assessments):** Includes standards 2.RL.1 and 2.RL.10. Sample pages show 'Reading a story', 'Reading a poem', and 'Reading a play'. A '1 Can' poster for RL.2.4 is shown.
- Reading Foundational Skills (21 Assessments):** Includes standards 2.RFS.3 and 2.RFS.4. Sample pages show 'Phonics', 'Fluency', and 'Comprehension'. A '1 Can' poster for RFS.2.4 a-c is shown.
- Informational Text (25 Assessments):** Includes standards 2.RI.1 and 2.RI.10. Sample pages show 'Reading a story', 'Reading a poem', and 'Reading a play'. A '1 Can' poster for RI.2.5 is shown.
- Writing (20 Assessments):** Includes standards 2.W.1 and 2.W.8. Sample pages show 'Writing a story', 'Writing a poem', and 'Writing a play'. A '1 Can' poster for W.2.2 is shown.
- Speaking & Listening (12 Assessments):** Includes standards 2.SL.1 and SL.6. Sample pages show 'Speaking', 'Listening', and 'Thinking'. A '1 Can' poster for SL.2.4 is shown.

**THE BUNDLE-264 STUDENT PAGES**

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# CHECK OUT THIS RESOURCE BY SCROLLING DOWN



# WHAT'S INCLUDED

## 152 Assessments

\* **Answer Keys**

\* **“I CAN” Binder Divider Pgs.**

**CLICKABLE  
TABLE OF CONTENTS**

Click on the picture to go to the resource

|                                                                                                                                                                                  |                                                                                                                                                                            |                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><b>RL.2.1<br/>I CAN</b><br>Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.                             | <br><b>RL.2.2<br/>I CAN</b><br>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.               | <br><b>RL.2.3<br/>I CAN</b><br>Describe how characters in a story respond to major events and challenges.                                                                                                          |
| <br><b>RL.2.4<br/>I CAN</b><br>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.                                                               | <br><b>RL.2.5<br/>I CAN</b><br>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | <br><b>RL.2.6<br/>I CAN</b><br>Acknowledge differences in points of view of characters, including assessing in different ways for each character when reading dialogue aloud.                                      |
| <br><b>RL.2.7<br/>I CAN</b><br>Use information learned from the illustrations and words to create a digital text to demonstrate understanding of its meaning, setting, and plot. | <br><b>RL.2.9<br/>I CAN</b><br>Compare and contrast two or more versions of the same story by different authors or from different cultures.                                | <br><b>RL.2.10<br/>I CAN</b><br>The writer uses the story world and compares features, including plots and parts, in the grade 2 text compared to another text with a similar or related theme, topic, or purpose. |
| <br><b>CHECK OUT<br/>OUR 2ND GR.<br/>MATH BUNDLE</b>                                                                                                                             |                                                                                                                                                                            |                                                                                                                                                                                                                    |

**Clickable Table  
of Contents  
&**

**15 Options  
BINDER  
COVERS**

**Blackline  
Masters  
included**



# LANGUAGE

SKILL FOCUS &  
"I CAN" STATEMENT  
ON EACH PAGE

Name \_\_\_\_\_

L.2.1a – Language  
I can – use collective nouns.

### Collective Nouns: Fill in the Blank

class school team pride  
gaggle pack herd swarm

The \_\_\_\_\_ of cows went across the pasture.

We saw a \_\_\_\_\_ of fish at the zoo.

A \_\_\_\_\_ of geese flew south for the winter.

My sister gave me a \_\_\_\_\_ of crayons.

I have joined a basketball \_\_\_\_\_.

The \_\_\_\_\_ of bees flew out of the tree.

The \_\_\_\_\_ of lions roared.

A \_\_\_\_\_ of students went to the movies.

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Name \_\_\_\_\_

L.2.2c – Language  
I can – use an apostrophe to form contractions and frequently occurring possessives.

### Contractions

Write the contraction for the underlined words.

1. I hope she will come. \_\_\_\_\_

2. We are going to the store. \_\_\_\_\_

3. They are not moving. \_\_\_\_\_

4. We cannot find it. \_\_\_\_\_

5. I am baking a cake. \_\_\_\_\_

6. It is going to be fun. \_\_\_\_\_

7. You have been very good. \_\_\_\_\_

8. She is eating pickles. \_\_\_\_\_

Shop-Teaching Times 2

L.2.5b – Language  
I can – distinguish shades of meaning among closely related verbs and closely related adjectives.

### Meaning

What mean the me.

rest  
sick  
damp  
hurl  
pound  
frigid

Shop-Teaching Times 2

Name \_\_\_\_\_

L.2.2a – Language  
I can – capitalize holidays, product names, and geographic names.

### ANSWER KEY

Circle the words that need capitalizing in each sentence.

1. We went to **florida** on vacation.

2. I saw **harry** at the park.

3. Danny's birthday is in **november**.

4. She lives on **morris lane**.

5. Our break will be in **october**.

6. Jenny walked down **harris street**.

7. **friday** is two days away.

8. Is **christmas** in **december**?

9. Have you ever been to **mexico**?

Shop-Teaching Times 2

L.2.2a – Language  
I can – capitalize holidays, product names, and geographic names.

words that need capitalizing in each sentence.

1. We went to **florida** on vacation.

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Shop-Teaching Times 2

HIGH QUALITY  
IMAGES ON  
EACH PAGE

ANSWER KEYS  
INCLUDED

Name \_\_\_\_\_

L.2.1

# I CAN

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns
- Form and use frequently occurring irregular plural nouns
- Use reflexive pronouns
- Form and use the past tense of frequently occurring irregular verbs
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- Produce, expand, and rearrange complete, simple, and compound sentences

Name \_\_\_\_\_

L.2.1

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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- Form and use the past tense of frequently occurring irregular verbs
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- Produce, expand, and rearrange complete, simple, and compound sentences

Name \_\_\_\_\_

L.2.1a – Language

I can – use collective nouns.

Draw a line to match the correct collective noun.

|        |        |
|--------|--------|
| cattle | flock  |
| bees   | school |
| ants   | colony |
| birds  | herd   |
| fish   | pack   |
| dogs   | swarm  |

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Name \_\_\_\_\_

L.2.1a – Language

I can – use collective nouns.

## Collective Nouns: Fill in the Blank

class school team pride  
gaggle pack herd swarm

The \_\_\_\_\_ of cows went across the pasture.

We saw a \_\_\_\_\_ of fish in the lake.

A \_\_\_\_\_ of geese flew over the winter.

My sister gave me a \_\_\_\_\_ of crayons.

I have joined a basketball \_\_\_\_\_.

The \_\_\_\_\_ of bees flew out of the tree.

The \_\_\_\_\_ of lions roared.

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Name \_\_\_\_\_

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The \_\_\_\_\_ of lions roared.

A \_\_\_\_\_ of students went to the movies.

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Name \_\_\_\_\_

L.2.1a – Language

I can – use collective nouns.

## Collective Nouns:

Read each sentence. Circle the collective noun.

- She drew a school of fish.
- The family got into the van.
- The herd of cattle were in the pasture.
- A pride of lions were in the picture.
- I put the papers in a stack.
- A swarm of bees flew by.
- I played on a baseball team.
- My ants were very small.
- The gaggle of geese flew.
- I put the deck of cards up.

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Name \_\_\_\_\_

L.2.1 b – Language

I can – form and use frequently occurring irregular plural nouns

## Looking for Plurals

Circle the correct word.

I saw seven (goose, geese) at the lake.

All of the (child, children) are ready to go.

Mark lost a (tooth, teeth) last night.

It took three (man, men) to carry all the boxes.

A nice (woman, women) gave me a piece of candy.

Many (person, people) came to the party.

Santa has a lot of (elf, elves) making the toys.

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Name \_\_\_\_\_

L.2.1 b – Language

I can – form and use frequently occurring irregular plural nouns.

## Circle the correct irregular plural noun for each sentence. Write it in the blank.

- We counted ten \_\_\_\_\_ in the sky.  
gooses    goose    geeses    geese
- I lost one \_\_\_\_\_ yesterday.  
tooth    teeth    teeth    tooth
- The bus was full of happy \_\_\_\_\_.  
children    childs    childrens    child
- Both of my \_\_\_\_\_ are very sore.  
foot    feet    feets    foots
- There were three \_\_\_\_\_ running from the cat.  
mouses    mouse    mices    mice
- I only saw one \_\_\_\_\_ in the line.  
men    mens    man    mans
- The nice group of \_\_\_\_\_ helped me.  
woman    women    womans    womens

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Name \_\_\_\_\_

L.2.1 b – Language

I can – form and use frequently occurring irregular plural nouns

## Write the plural noun of each word.

man \_\_\_\_\_

tooth \_\_\_\_\_

child \_\_\_\_\_

foot \_\_\_\_\_

mouse \_\_\_\_\_

woman \_\_\_\_\_

goose \_\_\_\_\_

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Name \_\_\_\_\_

L.2.1c - Language  
I can - use reflexive pronouns.



Choose the correct reflexive pronoun for each sentence.

- I laughed at the elephant washing \_\_\_\_\_.  
**itself      ourselves      yourselves**
- Tom asked \_\_\_\_\_ if he was ready to jump off the diving board.  
**myself      himself      ourselves**
- You should just watch \_\_\_\_\_ in a mirror sometime.  
**herself      yourself      himself**
- We had to ask \_\_\_\_\_ if we were doing the right thing.  
**ourselves      themselves      itself**
- I was very proud of \_\_\_\_\_ for his homerun today.  
**himself      herself      myself**
- For a reward, she let \_\_\_\_\_ have one piece of chocolate cake.  
**herself      myself      ourselves**
- He spoke to \_\_\_\_\_ about loud.  
**myself      herself      himself**

★★★★★★★★★★★★★★★★★★★★

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Name \_\_\_\_\_

L.2.1d - Language  
I can - use and form past tense irregular verbs correctly.



Choose the correct verb for each sentence.

- Sara knocked over the glass and it \_\_\_\_\_.  
**break      broke      broke**
- The kids \_\_\_\_\_ a huge tree house in the backyard.  
**built      build      build**
- The little boy \_\_\_\_\_ out his hands for his mom.  
**held      hold      hold**
- My class \_\_\_\_\_ a picture of their family.  
**drawed      draw      draw**
- The class \_\_\_\_\_ to do jumping jacks.  
**begin      began      began**
- The duck \_\_\_\_\_ over to the pond.  
**flied      fly      flew**
- Yesterday, the children \_\_\_\_\_ in the pool.  
**swim      swam      swam**

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Name \_\_\_\_\_

L.2.1e - Language  
I can - use adjectives and adverbs, and choose between them depending on what is to be modified.



Choose the correct adjective or adverb for each sentence.

- The little girl \_\_\_\_\_ ran home from school.  
**happily      happy**
- The \_\_\_\_\_ rabbit jumped in his hole.  
**quickly      quick**
- She's a \_\_\_\_\_ singer.  
**bad      badly**
- He closed the door very \_\_\_\_\_.  
**quiet      quietly**
- May sometimes \_\_\_\_\_ for class.  
**late      lately**
- Lisa likes singing \_\_\_\_\_ songs.  
**sad      sadly**
- Fred \_\_\_\_\_ climbed up on the horse.  
**careful      carefully**

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Name \_\_\_\_\_

L.2.1f - Language  
I can - produce, expand, and rearrange complete simple and compound sentences.



Rewrite each sentence or set of sentences, make them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Harry runs fast. He is in a race.

\_\_\_\_\_

The dog makes noise at night.

\_\_\_\_\_

I opened a gift. I was happy.

\_\_\_\_\_

We watched a movie. It was scary.

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.1f - Language  
I can - produce, expand, and rearrange complete simple and compound sentences.



Rewrite each sentence or set of sentences, make them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Mark hit the ball. It was a home run.

\_\_\_\_\_

I saw a snake. It didn't smell good.

\_\_\_\_\_

I went fishing. I caught a fish.

\_\_\_\_\_

We saw some birds. We saw some dolphins.

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.2  
I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



a. Capitalize holidays, product names, and geographic names.  
b. Use commas in greetings and closings of letters.  
c. Use an apostrophe to form contractions and frequently occurring possessives.  
d. Use a dictionary and spelling patterns when writing words.  
e. Use a thesaurus and reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Name \_\_\_\_\_

L.2.2  
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Name \_\_\_\_\_

L.2.2a - Language  
I can - capitalize holidays, product names, and geographic names.



Circle the word or words that need capitalizing in each sentence.

- Does bob live on spring street?
- Mom used to live in texas.
- We went to disney world this year.
- My family drove down oak road.
- My birthday is in september.
- I saw nick in california.
- march is two months away.
- Is thanksgiving in november?
- I always wanted to visit hawaii.
- I saw carla yesterday.

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Name \_\_\_\_\_

L.2.2a - Language  
I can - capitalize holidays, product names, and geographic names.



Circle the word or words that need capitalizing in each sentence.

- We went to florida on vacation.
- I saw harry in the park.
- Danny's birthday is in november.
- She lives on morris lane.
- Our break will be in october.
- Jenny walked down harris street.
- friday is two days away.
- Is christmas in december?
- Have you ever been to mexico?
- We are going to the fair on tuesday.

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Name \_\_\_\_\_

L.2.2b – Language  
I can – use commas in greetings and closings of letters.

Bubble in the correct part of each letter that is written correctly.

☐ A dear parker,  
☐ B Dear Parker,  
☐ C Dear parker,

☐ A Yours Truly,  
☐ B Yours truly,  
☐ C Yours truly

☐ A your friend,  
☐ B Your Friend,  
☐ C Your friend,

☐ A Dear Sam,  
☐ B Dear Sam  
☐ C dear Sam

☐ A Dear mary,  
☐ B Dear mary  
☐ C Dear Mary,

☐ A April 17, 2015  
☐ B april 17, 2015  
☐ C Apr 17 2015

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Name \_\_\_\_\_

L.2.2b – Language  
I can – use commas in greetings and closings of letters.

Bubble in the correct part of each letter that is written correctly.

☐ A dear Anna,  
☐ B Dear Anna,  
☐ C Dear anna,

☐ A Love always,  
☐ B Love Always,  
☐ C Love always

☐ A may 24 2016  
☐ B May 24 2016

☐ A Dear Harry,  
☐ B dear harry,

☐ A Dear gary,  
☐ B Dear Gary,  
☐ C dear Gary,

☐ A sincerely,  
☐ B sincerely  
☐ C Sincerely,

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Name \_\_\_\_\_

L.2.2c – Language  
I can – use an apostrophe to form contractions and frequently occurring possessives.

### Contractions

Write the contraction for the underlined words.

- I hope she will come. \_\_\_\_\_
- We are going to the store. \_\_\_\_\_
- They are not moving. \_\_\_\_\_
- We cannot find it. \_\_\_\_\_
- I am baking a cake. \_\_\_\_\_
- It is going to be fun. \_\_\_\_\_
- You have been very good. \_\_\_\_\_
- She is eating pickles. \_\_\_\_\_

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Name \_\_\_\_\_

L.2.1f – Language  
I can – produce, expand, and rearrange complete simple and compound sentences.

Rewrite each sentence or set of sentences, making them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Harry runs fast. He is in a race.

\_\_\_\_\_

\_\_\_\_\_

The dog makes noise at night.

\_\_\_\_\_

\_\_\_\_\_

I opened a gift. I was happy.

\_\_\_\_\_

\_\_\_\_\_

We watched a movie. It was scary.

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.1f – Language  
I can – produce, expand, and rearrange complete simple and compound sentences.

Write each sentence or set of sentences, making them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Mark hit the ball. It was a home run.

\_\_\_\_\_

\_\_\_\_\_

I saw a snake. It didn't smell good.

\_\_\_\_\_

\_\_\_\_\_

I went fishing. I caught a fish.

\_\_\_\_\_

\_\_\_\_\_

We saw some bees. We saw some dolphins.

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.2g – Language  
I can – demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.  
b. Use correct greetings and closings of letters.  
c. Use an apostrophe to form contractions and frequently occurring possessives.  
d. Use correct spelling patterns when writing words.  
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Name \_\_\_\_\_

L.2.2c – Language  
I can – use an apostrophe to form contractions and frequently occurring possessives.

### Possessives

Put an apostrophe where it is needed

- We cannot find the cat's toy.
- Can you come to my brother's house?
- A book's cover is pretty.
- A lion's paw is huge.
- Nick's birthday is soon.
- Can you see a frog's webbed feet?
- My friend's pizza is pizza.

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Name \_\_\_\_\_

L.2.2d – Language  
I can – generalize learned spelling patterns when writing words.

Teacher will read the following sentences aloud and students will write them to the best of their ability on their own paper.

The duck was floating in the pond.

What time do you have soccer practice?

My friend is coming with me.

My pink shirt is wet.

The clown is really happy.

A dog is barking very loud.

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Name \_\_\_\_\_

L.2.2e – Language  
I can – consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Students will be given a dictionary. The teacher will call out the word. The student will find the word and spell it correctly on his or her own paper.

laugh      crayon  
 reward      hamster  
 table      slice  
 baseball      pizza

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# LANGUAGE ASSESSMENTS ALL SKILLS

Name \_\_\_\_\_

L.2.2 e - Language

I can - consult reference materials, including beginning dictionaries, as needed to check and correct spellings.



Students will be given a dictionary. The teacher will call out the word. The student will find the word and spell it correctly on his or her own paper.

|    |    |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

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Name \_\_\_\_\_

L.2.2 e - Language

I can - consult reference materials, including beginning dictionaries, as needed to check and correct spellings.



Students will be given a dictionary. The teacher will call out the word. The student will find the word and spell it correctly on his or her own paper.

|          |            |
|----------|------------|
| dinosaur | opinion    |
| practice | fact       |
| banana   | watermelon |
| science  | scissors   |

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Name \_\_\_\_\_

L.2.2 e - Language

I can - consult reference materials, including beginning dictionaries, as needed to check and correct spellings.



Students will be given a dictionary. The teacher will call out the word. The student will find the word and spell it correctly on his or her own paper.

|    |    |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

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Name \_\_\_\_\_

L.2.1f - Language

I can - produce, expand, and rearrange complete simple and compound sentences.



Rewrite each sentence or set of sentences, making them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Harry runs fast. He is in a race.

\_\_\_\_\_

The dog makes noise at night.

\_\_\_\_\_

I opened a gift. I was happy.

\_\_\_\_\_

We watched a movie. It was scary.

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.1f - Language

I can - produce, expand, and rearrange complete simple and compound sentences.



Rewrite each sentence or set of sentences, making them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Mark hit the ball. It was a home run.

\_\_\_\_\_

I saw a snake. It didn't smell good.

\_\_\_\_\_

I went fishing. I caught a fish.

\_\_\_\_\_

We saw some bees. We saw some dolphins.

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.2

I CAN demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

a. Capitalize holidays, product names, and geographic names.  
b. Use correct greetings and closings of letters.  
c. Use an appropriate form contractions and frequently occurring possessives.  
d. Apply standard spelling patterns when writing words.  
e. Consult general reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Name \_\_\_\_\_

L.2.3

I CAN Use knowledge of language when writing, speaking, reading, or listening.

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Name \_\_\_\_\_

L.2.3 - Language

I can - compare formal and informal uses of English.

|                         |               |
|-------------------------|---------------|
| Long time no see.       | Stop running! |
| Hey, what's new?        | Hey, kids!    |
| Hey, great to meet you! |               |

Pick an informal saying from the box above to match the formal saying below. Write it in the box.

| formal                                  | informal |
|-----------------------------------------|----------|
| Hello, children.                        |          |
| I haven't seen you in such a long time. |          |
| Hello, anything new with you lately?    |          |
| Hello, nice to meet you.                |          |
| Please, slow down.                      |          |

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Name \_\_\_\_\_

L.2.4

I CAN Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.  
b. Determine the meaning of the new word formed when a known prefix is added to a known word.  
c. Use a known root word as a clue to the meaning of an unknown word with the same root.  
d. Use knowledge of the meaning of individual words to predict the meaning of compound words.  
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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# LANGUAGE ASSESSMENTS ALL SKILLS



**L.2.4**  
**I CAN**

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with the same root.
- Use knowledge of the meaning of individual words to predict the meaning of compound words.
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Name \_\_\_\_\_

**L.2.4a - Language**  
**I can** - use sentence-level context as a clue to the meaning of a word or phrase.

 Circle the meaning of the underlined word.

- I am certain that I have twenty dollars, because I counted it twice.  
wrong      sad      right
- The soccer team gave it their best effort to win the game.  
try      guess      time
- The very hungry bear devoured all the berries in the basket.  
happy      slow      hungry
- The sluggish turtle laid down in the sand after a long walk.  
dance      cup      dinner
- We had a feast of turkey, potatoes, carrots and pie.

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Name \_\_\_\_\_

**L.2.4b - Language**  
**I can** - determine the meaning of the new word formed when a known prefix is added to a known word.

 Prefixes and Suffixes

Write the meaning of the underlined word on the line.

- Sam was very unhappy when he lost the game.  
\_\_\_\_\_
- Kim was very careful not to spill the milk.  
\_\_\_\_\_
- Please write your name on your paper.  
\_\_\_\_\_
- Kelly was very hopeful to win the prize.  
\_\_\_\_\_

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Name \_\_\_\_\_

**L.2.1f - Language**  
**I can** - produce, expand, and rearrange complete simple and compound sentences.

 Rewrite each sentence or set of sentences, to make them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Harry runs fast. He is in a race.  
\_\_\_\_\_  
\_\_\_\_\_

The dog makes noise at night.  
\_\_\_\_\_  
\_\_\_\_\_

I opened a gift. I was happy.  
\_\_\_\_\_  
\_\_\_\_\_

We watched a movie. It was scary.  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

**L.2.1f - Language**  
**I can** - produce, expand, and rearrange complete simple and compound sentences.

 Write each sentence or set of sentences, to make them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Mark hit the ball. It was a home run.  
\_\_\_\_\_  
\_\_\_\_\_

I saw a snake. It didn't smell good.  
\_\_\_\_\_  
\_\_\_\_\_

I went fishing. I caught a fish.  
\_\_\_\_\_  
\_\_\_\_\_

We saw some bees. We saw some dolphins.  
\_\_\_\_\_  
\_\_\_\_\_

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**L.2.2**  
**I CAN**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use correct greetings and closings of letters.
- Use an appropriate form contractions and frequently occurring possessives.
- Use correct spelling patterns when writing words.
- Use appropriate materials, including beginning dictionaries, as needed to check and correct spellings.

Name \_\_\_\_\_

**L.2.4d - Language**  
**I can** - use knowledge of the meaning of individual words to predict the meaning of compound words.

 Compound Words

Write a sentence using each compound word.

- toothbrush \_\_\_\_\_
- into \_\_\_\_\_
- flashlight \_\_\_\_\_
- notebook \_\_\_\_\_

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Name \_\_\_\_\_

**L.2.4e - Language**  
**I can** - use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

 Use the dictionary to look up the following words. Write the definition and use it in a sentence.

shy  
The meaning of the word: \_\_\_\_\_  
Use the word in a sentence \_\_\_\_\_

damp  
The meaning of the word: \_\_\_\_\_  
Use the word in a sentence \_\_\_\_\_

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Name \_\_\_\_\_

**Looking for Compound Words**

 Circle  or highlight  the compound words in the story below.

My friend and I built a snowman today in my driveway. It was so cold outside. We had so much fun. When the afternoon came, I had to go inside. I warmed my feet by the cozy fireplace. I drank some warm milk and ate a chocolate cupcake. When it was nighttime, I hopped in the bathtub to get washed up. I jumped in the bed to go to sleep. It was a good day!

Write the words you chose below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.4e- Language

I can - use glossaries and beginning dictionaries, both print and digital to determine or clarify the meaning of words and phrases.

Use the dictionary to look up the following words. Write the definition and use it in a sentence.

**locate**

The meaning of the word: \_\_\_\_\_

Use the word in a sentence \_\_\_\_\_

**grin**

The meaning of the word: \_\_\_\_\_

Use the word in a sentence \_\_\_\_\_

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Name \_\_\_\_\_

L.2.4e- Language

I can - use glossaries and beginning dictionaries, both print and digital to determine or clarify the meaning of words and phrases.

Use the dictionary to look up the following words. Write the definition and use it in a sentence.

**entire**

The meaning of the word: \_\_\_\_\_

Use the word in a sentence \_\_\_\_\_

**tree**

The meaning of the word: \_\_\_\_\_

Use the word in a sentence \_\_\_\_\_

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Name \_\_\_\_\_

L.2.4e- Language

I can - use glossaries and beginning dictionaries, both print and digital to determine or clarify the meaning of words and phrases.

Use the dictionary to look up the following words. Write the definition and use it in a sentence.

**center**

The meaning of the word: \_\_\_\_\_

Use the word in a sentence \_\_\_\_\_

**sour**

The meaning of the word: \_\_\_\_\_

Use the word in a sentence \_\_\_\_\_

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Name \_\_\_\_\_

L.2.1f- Language

I can - produce, expand, and rearrange complete simple and compound sentences.

Rewrite each sentence or set of sentences, to make them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Harry runs fast. He is in a race.

\_\_\_\_\_

The dog makes noise at night.

\_\_\_\_\_

I opened a gift. I was happy.

\_\_\_\_\_

We watched a movie. It was scary.

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.1f- Language

I can - produce, expand, and rearrange complete simple and compound sentences.

Write each sentence or set of sentences, to make them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Mark hit the ball. It was a home run.

\_\_\_\_\_

I saw a snake. It didn't smell good.

\_\_\_\_\_

I went fishing. I caught a fish.

\_\_\_\_\_

We saw some bees. We saw some dolphins.

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.2

I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.  
b. Use correct greetings and closings of letters.  
c. Use an appropriate form contractions and frequently occurring possessives.  
d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Name \_\_\_\_\_

L.2.5a- Language

I can - identify real life connections between words and their use.

Directions: Read and write the answers in the blanks below.

Name 2 things that are **cold**:

\_\_\_\_\_

Name 2 things that are **hot**:

\_\_\_\_\_

Name 2 foods that are **sweet**:

\_\_\_\_\_

Name 2 things that are **tiny**:

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.5b- Language

I can - distinguish shades of meaning among closely related verbs and closely related adjectives.

**Match the Meaning**

Draw a line to match the words that mean the same or almost the same.

|       |        |
|-------|--------|
| hit   | rest   |
| throw | sick   |
| wet   | damp   |
| cold  | hurl   |
| ill   | pound  |
| sleep | frigid |

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Name \_\_\_\_\_

L.2.5b- Language

I can - distinguish shades of meaning among closely related verbs and closely related adjectives.

**Match the Meaning**

Draw a line to match the words that mean the same or almost the same.

|       |        |
|-------|--------|
| hit   | rest   |
| throw | sick   |
| wet   | damp   |
| cold  | hurl   |
| ill   | pound  |
| sleep | frigid |

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# LANGUAGE ASSESSMENTS ALL SKILLS

Name \_\_\_\_\_

L.2.5b—Language

I can - distinguish shades of meaning among closely related verbs and closely related adjectives.



### Match the Meaning

Draw a line to match the words that mean the same or almost the same.

|           |          |
|-----------|----------|
| slender   | enormous |
| dangerous | feeble   |
| weak      | powerful |
| strong    | skinny   |
| empty     | unsafe   |
| huge      | vacant   |

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Name \_\_\_\_\_

L.2.5b—Language

I can - distinguish shades of meaning among closely related verbs and closely related adjectives.



### Match the Meaning



Draw a line to match the words that mean the same or almost the same.

|        |        |
|--------|--------|
| start  | fast   |
| huge   | mad    |
| tired  | begin  |
| quick  | small  |
| angry  | big    |
| little | sleepy |

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Name \_\_\_\_\_

L.2.5b—Language

I can - distinguish shades of meaning among closely related verbs and closely related adjectives.



### Match the Meaning

Draw a line to match the words that mean the same or almost the same.

|        |       |
|--------|-------|
| kid    | happy |
| cap    | child |
| father | hear  |
| listen | look  |
| see    | hat   |
| joyful | dad   |

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Name \_\_\_\_\_

L.2.1f—Language

I can - produce, expand, and rearrange complete simple and compound sentences.



Rewrite each sentence or set of sentences, to make them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Harry runs fast. He is in a race.

\_\_\_\_\_

\_\_\_\_\_

The dog makes noise at night.

\_\_\_\_\_

\_\_\_\_\_

I opened a gift. I was happy.

\_\_\_\_\_

\_\_\_\_\_

We watched a movie. It was scary.

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

L.2.1f—Language

I can - produce, expand, and rearrange complete simple and compound sentences.



Write each sentence or set of sentences, to make them more interesting. Combine and expand sentences by adding adjectives, adverbs and more interesting verbs and nouns.

Mark hit the ball. It was a home run.

\_\_\_\_\_

\_\_\_\_\_

I saw a snake. It didn't smell good.

\_\_\_\_\_

\_\_\_\_\_

I went fishing. I caught a fish.

\_\_\_\_\_

\_\_\_\_\_

We saw some bees. We saw the dolphins.

\_\_\_\_\_

\_\_\_\_\_

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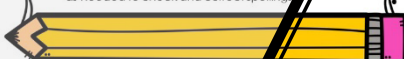
Name \_\_\_\_\_

L.2.2

I CAN demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.



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 c. Use an appropriate form to form contractions and frequently occurring possessives.  
 d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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# READING LITERATURE

SKILL FOCUS &  
"I CAN" STATEMENT  
ON EACH PAGE

Name: \_\_\_\_\_

RL.2.1- Reading Literature

I can - Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

Tommy and Jim are brothers. One afternoon, they were playing baseball in the backyard. Tommy hit the ball so hard, it flew into a window of their house and broke it to pieces. Tommy and Jim did not know what to do. They ran inside the house to tell their mom what had happened. Their mom came out to see the window that was broken. They told their mom they were sorry, and for two weeks, Tommy and Jim performed chores around the house to help pay for a new window.

**When did the story take place?**

(A) summer  
(B) spring  
(C) winter

**Where did Tommy and Jim play baseball?**

(A) in the backyard  
(B) at the park  
(C) in the front yard

**Who hit the ball in the window?**

(A) Tommy  
(B) mom  
(C) Jim

**What did Tommy and Jim do right after the window broke?**

(A) ran to the park  
(B) kept playing ball  
(C) ran inside the house to tell their mom

**Why did mom come outside?**

(A) to play baseball  
(B) to see the broken window  
(C) to fix the window

**How long did Tommy and Jim do chores?**

(A) 2 weeks  
(B) all spring  
(C) one afternoon

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Name: \_\_\_\_\_

RL.2.3- Reading Literature

I can - describe how characters in a story respond to major events and challenges.

Read the story and answer the questions below.

Henry loved to read. The only problem was that he only liked to read books about the solar system. One day, at the library, Henry realized he had read every book on the shelf about the solar system. He did not want to read these books all over again that he had read before. That would be too boring. Henry was confused. He did not know what to do.

**What was the character's problem in the story?**

(A) He did not like books.  
(B) He loved to read books about libraries.  
(C) He had read all the books about the solar system from the library.

**How did the character feel about his problem?**

(A) happy  
(B) confused  
(C) sad

**Who is the main character of this story?**

(A) Henry  
(B) solar system

RL.2.3- Reading Literature

I can - describe how characters in a story respond to major events and challenges.

There was a dog named Anna. The barking dog took the dog to the park after eating and Anna went to the story?

Name: \_\_\_\_\_

RL.2.3- Reading Literature

I can - describe how characters in a story respond to major events and challenges.

Read the story and answer the questions below.

**ANSWER KEY**

Mark loved going to the carnival. Everything about the carnival made him happy. This year he wanted to ride the Ferris wheel. When he got to the carnival, the Ferris wheel was not working. Mark was very upset. He decided to go ride all the other rides. Right before he was about to leave, the Ferris wheel opened back up. Mark got to ride the Ferris wheel after all. He was very happy.

**What event in the story makes the character upset?**

(A) Mark went to the carnival.  
(B) Mark rode a lot of rides.  
(C) The Ferris wheel was not working.

**How does the character respond to that event?**

(A) Mark rode all the other rides.  
(B) Mark went home.  
(C) Mark began to cry.

**How does the character feel at the end of the story?**

(A) upset  
(B) happy  
(C) excited

RL.2.3- Reading Literature

I can - describe how characters in a story respond to major events and challenges.

Read the story and answer the questions below.

Mark loved going to the carnival. Everything about the carnival made him happy. This year he wanted to ride the Ferris wheel. When he got to the carnival, the Ferris wheel was not working. Mark was very upset. He decided to go ride all the other rides. Right before he was about to leave, the Ferris wheel opened back up. Mark got to ride the Ferris wheel after all. He was very happy.

**What event in the story makes the character upset?**

(A) Mark went to the carnival.  
(B) Mark rode a lot of rides.  
(C) The Ferris wheel was not working.

**How does the character respond to that event?**

(A) Mark rode all the other rides.  
(B) Mark went home.  
(C) Mark began to cry.

**How does the character feel at the end of the story?**

(A) upset  
(B) happy  
(C) excited

**Who is the main character of this story?**

Anna  
window  
food

There was a dog named Anna. The barking dog took the dog to the park after eating and Anna went to the story?

HIGH QUALITY  
IMAGES ON  
EACH PAGE

ANSWER KEYS  
INCLUDED



**RL.2.1**

**I CAN**

Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.1**

**I CAN**

Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

Name- \_\_\_\_\_

**RL.2.1- Reading Literature**

**I can** - Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

Sara loved to play soccer. Everyday she would go to the park to play soccer after school. One day, Sara did not get to play soccer at the park because it was raining outside. It was yucky and wet. Sara was unhappy, but she had an idea. She asked her friends to come and play hide-n-seek at her house inside from the rain. Sara and her friends all had a fun time.

**Who** is the story about?  
 (A) the park  
 (B) Sara  
 (C) her friends

**What** sport did Sara like to play?  
 (A) soccer  
 (B) basketball  
 (C) baseball

**Why** did Sara not get to play at the park one day?  
 (A) she was sick  
 (B) she had to go to school  
 (C) it rained

**What** was Sara's idea?  
 (A) she asked her friends to play at her house  
 (B) she was unhappy  
 (C) to not go to school

**What** did Sara and her friends play at her house?  
 (A) soccer  
 (B) hide-n-seek  
 (C) at the park

**How** did Sara feel when she could not go outside to play?  
 (A) happy  
 (B) glad  
 (C) sad

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Name \_\_\_\_\_

**RL.2.1- Reading Literature**

**I can** - Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

Sara loved to play soccer. Everyday she would go to the park to play soccer after school. One day, Sara did not get to play soccer at the park because it was raining outside. It was yucky and wet. Sara was unhappy, but she had an idea. She asked her friends to come and play hide-n-seek at her house inside from the rain. Sara and her friends all had a fun time.

1. **Who** is the story about? \_\_\_\_\_

2. **What** sport did Sara like to play? \_\_\_\_\_

3. **Why** did Sara not get to play at the park one day? \_\_\_\_\_

4. **What** was Sara's idea? \_\_\_\_\_

5. **What** did Sara and her friends play at Sara's house? \_\_\_\_\_

6. **How** did Sara feel when she could not go outside to play? \_\_\_\_\_

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Name \_\_\_\_\_

**RL.2.1- Reading Literature**

**I can** - Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

One spring day Patty the Bird tried to fly out of her nest. She jumped up very high flapping her wings, but fell down to the ground. She was very sad. Why couldn't she fly like all the other birds? Patty's wings were not strong enough so she decided she needed to make her wings strong enough to fly. So she kept flapping her wings over and over and over. Before long, many happy things happened. Many times that her wings became stronger and stronger. So she decided to try again. This time when she jumped out of her nest, she flapped her wings and flew up into the sky. Patty was excited that she had finally learned to fly.

1. **Who** is the story about? \_\_\_\_\_

2. **What** happened when Patty first jumped out of her nest? \_\_\_\_\_

3. **Why** did Patty fall to the ground? \_\_\_\_\_

4. **How** did Patty get her wings stronger? \_\_\_\_\_

5. **When** did Patty first try to fly out of her nest? (Circle one)  
 Spring Summer Winter

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Name \_\_\_\_\_

**RL.2.1- Reading Literature**

**I can** - Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

**Home Run!**

Tommy and Jim are brothers. One afternoon, they were playing baseball in the backyard. Tommy hit the ball so hard, it flew into a window of their house and broke it to pieces. Tommy and Jim did not know what to do. They ran inside the house to tell their mom what had happened. Their mom came out to see the window that was broken. They told their mom they were sorry and for two weeks, Tommy and Jim performed chores around the house to help pay for a new window.

1. **When** did the story take place? (Circle one)  
 morning afternoon night

2. **Where** did Tommy and Jim play baseball? \_\_\_\_\_

3. **How** did the ball go into the window? \_\_\_\_\_

4. **What** did Tommy and Jim do right after they broke the window? \_\_\_\_\_

5. **Why** did mom come outside? \_\_\_\_\_

6. **How** long did Tommy and Jim have to do chores? \_\_\_\_\_

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Name- \_\_\_\_\_

**RL.2.1- Reading Literature**

**I can** - Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

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**When** did the story take place?  
 (A) summer  
 (B) spring  
 (C) winter

**Where** did Tommy and Jim play baseball?  
 (A) in the backyard  
 (B) at the park  
 (C) in the front yard

**What** did Tommy and Jim do right after the window broke?  
 (A) ran to the park  
 (B) kept playing ball  
 (C) ran inside the house to tell their mom

**Why** did mom come outside?  
 (A) to play baseball  
 (B) to see the broken window  
 (C) to fix the window

**How** long did Tommy and Jim have to do chores?  
 (A) 1 week  
 (B) 2 weeks  
 (C) 3 weeks

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Name \_\_\_\_\_

**RL.2.1- Reading Literature**

**I can** - Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

Read a text and answer the questions.

**Who?** \_\_\_\_\_

**Where?** \_\_\_\_\_

**What?** \_\_\_\_\_

**Why?** \_\_\_\_\_

**When?** \_\_\_\_\_

**How?** \_\_\_\_\_

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**RL.2.2**

**I CAN**

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.2**

**I CAN**

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Name \_\_\_\_\_

**RL.2.2- Reading Literature**

**"Aesop Fable"**

**The Frogs and the Well**

Two frogs lived together in a marsh. But one hot summer the marsh dried up, and they left it to look for another place to live in: for frogs like damp places if they can get them. By and by they came to a deep well, and one of them looked down into it, and said to the other, "This looks like a nice cool place. Let us jump in and settle here." But the other, who had a wiser head on his shoulders, replied, "Not so fast, my friend. What if this well dried up like the marsh, how should we get out again?"

Number the events in order from the story.

\_\_\_\_\_ The frogs went to look for another place to live.

\_\_\_\_\_ Two frogs lived in a marsh.

\_\_\_\_\_ The two frogs found a well.

\_\_\_\_\_ The marsh dried up.

1. Why did the frogs leave to find another place to live?
2. Why did the frogs not jump in the well?
3. In your own words, tell the moral of the story.

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Name \_\_\_\_\_

**RL.2.2- Reading Literature**

**The Dog and the Shadow**

It happened that a dog had got a piece of meat and was carrying it home in his mouth to eat. Now on his way home, he had to cross a plank lying across a running stream. As he crossed, he looked down and saw his own shadow reflected in the water below. Thinking it was another dog with another piece of meat, he made up his mind to have that meat also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen again.

Number the events in order from the story.

\_\_\_\_\_ The meat dropped out of the dog's mouth.

\_\_\_\_\_ The dog was carrying a piece of meat home.

\_\_\_\_\_ The dog snapped at the shadow.

\_\_\_\_\_ The dog saw a shadow in the water.

1. Where was the dog taking the piece of meat to?
2. Why did the dog snap at the water?
3. In your own words, tell the moral of the story.

Name \_\_\_\_\_

**RL.2.2- Reading Literature**

**"Aesop Fable"**

**The Lion and the Mouse**

Once when a lion was asleep, a little Mouse began running up and down on his paw; this soon awakened the Lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, and I shall never forget it: who knows I may be able to help you some of these days?" The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let the mouse go. Some time after the Lion was caught in a trap, and the hunter who caught him wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse passed by, and seeing the sad problem in which the Lion was in, went up to him and soon gnawed away the ropes that tied up the King of the Beasts. "Was I not right?" said the little Mouse.

What kind of animal was running up and down on the paw of the lion?

2. Why did the mouse save the lion?
3. How were the hunters going to carry the lion to the king?
4. What is the moral of the story?

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Name \_\_\_\_\_

**RL.2.2- Reading Literature**

**"Aesop Fable"**

**The Lion and the Mouse**

What is the title of the story?

Who is the author?

Is it a fable or a fairy tale?

List the main characters.

In your own words, describe the main problem of the story.

In your own words, explain the lesson or moral of the story.

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**RL.2.3**

**I CAN**

Describe how characters in a story respond to major events and challenges.

**RL.2.3**

**I CAN**

Describe how characters in a story respond to major events and challenges.

**TEACHING TIMES 2**

Name \_\_\_\_\_

**RL.2.3- Reading Literature**

Read the story and answer the questions below.

Henry loved to read. The only problem was that he only liked to read books about the solar system. One day, at the library, Henry realized he had read every book on the shelf about the solar system. He did not want to read these books all over again that he had read before. That would be too boring. Henry was confused. He did not know what to do.

What was the character's problem in the story?

(A) He did not like books.

(C) He had read all the books about the solar system from the library.

How did the character feel about his problem?

(A) happy  
(B) confused  
(C) sad

Who is the main character of this story?

(A) Henry  
(B) solar system  
(C) the library

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Name \_\_\_\_\_

**RL.2.3- Reading Literature**

Read the story and answer the questions below.

Kim was so excited. Many of her friends had came over to catch lightning bugs. There were so many friends that came, Kim did not have enough nets for everyone to use to catch the lightning bugs. She became upset, because she did not want her friends to be let down. She then thought of an idea. Her friends could take turns using the nets so that way everyone could use a net. Her friends had a great time.

What was the character's problem in the story?

(A) Kim wanted to catch lightning bugs.

(B) Kim did not have enough nets for her friends.

(C) Her friends all got upset.

Who is the main character of this story?

(A) Kim  
(B) lightning bugs  
(C) friends

How did the character solve the problem?

(A) Some of her friends went home.

(B) They decided not to catch lightning bugs.

(C) Kim and her friends shared the nets.

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Name \_\_\_\_\_

RL.2.3- Reading Literature

Read the story and answer the questions below.

I can - describe how characters in a story respond to major events and challenges.

Anna wanted to take a nap. There was a dog barking loudly outside her window. The barking was too loud for her to take a nap. Anna thought of a plan. She decided to take the dog some food. The dog became tired after eating all the food. The dog fell asleep and Anna went back inside and took a nap too.

What was the character's problem in the story?

(A) The dog fell asleep outside.  
(B) Anna could not take a nap.  
(C) Anna gave the dog some food.

How did the character solve the problem?

(A) Anna gave the dog some food.  
(B) Anna went to sleep.  
(C) The dog ran away.

Who is the main character of this story?

(A) Anna  
(B) window  
(C) food



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Name \_\_\_\_\_

RL.2.3- Reading Literature

Read the story and answer the questions below.

I can - describe how characters in a story respond to major events and challenges.

Mark loved going to the carnival. Everything about the carnival made him happy. This year he wanted to ride the Ferris wheel. When he got to the carnival, the Ferris wheel was not working. Mark was very upset. He decided to go ride all the other rides. Right before he was about to leave, the Ferris wheel opened back up. Mark got to ride the Ferris wheel after all. He was very happy.

What event in the story makes the character upset?

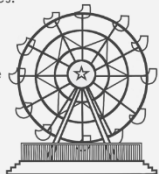
(A) Mark went to the carnival.  
(B) Mark rode a lot of rides.  
(C) The Ferris wheel was not working.

How does the character respond to that event?

(A) Mark rode all the other rides.  
(B) Mark went home.  
(C) Mark began to cry.

How does the character feel at the end of the story?

(A) upset  
(B) happy  
(C) excited



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Name \_\_\_\_\_

RL.2.3- Reading Literature

Read the story and answer the questions below.

I can - describe how characters in a story respond to major events and challenges.

Sam the monkey woke up one morning in a big, tall tree at the zoo. He swung over to the tree next to him so he could sit and wait on the zoo keeper Ann to bring out breakfast. She brought out breakfast every morning at 7:00. When Ann brought out the breakfast, Sam climbed down the tree ready to eat, but when he got to his food one of the apples had rolled to the other side of the fence. He couldn't reach it. He kept trying to reach the apple with his hand, but couldn't reach it. Then, Sam climbed up the tree and grabbed a small branch and brought it back down. He used the small branch by poking it through the fence and reaching the apple to roll it back to him. The apple rolled back to Sam and he ate the apple. It was delicious.



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Name \_\_\_\_\_

RL.2.3- Reading Literature

Directions: Write your answer in the box.

I can - describe how characters in a story respond to major events and challenges.

Who was the main character of the story?

What challenge did Sam face?

How did Sam overcome his challenge?



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Name \_\_\_\_\_

RL.2.3- Reading Literature

Directions: Write your answer in the box.

I can - describe how characters in a story respond to major events and challenges.

John was a farmer who had a big farm out in the country. He raised many animals on his farm. He had chickens, cows, pigs, sheep, horses, and goats. Of all the animals, he enjoyed the horses the most. He had two horses and he made sure to take care of them. The only thing he did not like about the horses was how hard it was to ride them. Every day he would try to get the courage up to ride his horses, but he was always scared. One day, his friend Billy, came over and wanted to ride. John couldn't believe how Billy was not scared to ride something so big like a horse. Billy had so much fun riding the horses. When John saw how much fun Billy was having, he had the courage to give it a try. John loved riding the horses. Each day since then, John would take care of and ride all of his horses every day.



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Name \_\_\_\_\_

RL.2.3- Reading Literature

Directions: Write your answer in the box.

I can - describe how characters in a story respond to major events and challenges.

Who was the main character of the story?

What challenge did John face?

How did John overcome his challenge?





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# Smiley Shark



I wanted to include 1 assessment that went along with a book. The book can be read to the class as a whole or by individual students. Book by TEACHING TIMES 2 way.

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Name \_\_\_\_\_

RL.2.3- Reading Literature

Title: Smiley Shark  
Author: Ruth Galloway

I can - describe how characters in a story respond to major events and challenges.

- At the beginning of the story, Smiley Shark wanted to make friends with the other fish. Why would the other fish not become his friend?
- How did Smiley Shark feel when the other fish kept swimming away from him?
- What problem did the other fish have that Smiley Shark helped them with?
- What did Smiley Shark do to help the other fish?
- At the end of the story, did Smiley Shark and the other fish become friends?



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Name \_\_\_\_\_

RL.2.3- Reading Literature

Choose a story.  
Title: \_\_\_\_\_  
Author: \_\_\_\_\_

I can - describe how characters in a story respond to major events and challenges.

Who was the main character or characters of the story?

What challenge did the main character or characters face?

How did the character or characters overcome this challenge?





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# READING LITERATURE ASSESSMENTS ALL SKILLS



RL.2.4

**I CAN**

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL.2.4

**I CAN**

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Name \_\_\_\_\_

RL.2.4- Reading Literature

I can - describe how words and phrases supply rhythm and meaning in a story, poem, or song.

I really want that cookie.  
I can see it in the jar.  
I really want that cookie.  
It is not too far.  
I can get the cookie and eat it with some milk, but my baby sister will see me and I will have such guilt.  
I'm going to eat the cookie, but I will try to hide it from my baby sister that is sitting is by my side.  
As I eat the cookie, I have no care, but my sister sees me and knows that it's not fair.  
So, I give my baby sister some of my cookie because it's always nice to share.

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Name \_\_\_\_\_

RL.2.4- Reading Literature

I can - describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Write the words in the poem that rhymes with each word.

hide \_\_\_\_\_ far \_\_\_\_\_  
care \_\_\_\_\_ (2 words)

Who do you think is speaking in this poem?  
a mommy a daddy a brother a grandmother (circle one)

Do you think this is a (happy sad angry) poem? (circle one)

How do you think the speaker in this poem feels about the baby sister?

In the beginning, how many cookies were in the jar?

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Name \_\_\_\_\_

RL.2.4- Reading Literature

I can - describe how words and phrases supply rhythm and meaning in a story, poem, or song.

The rain comes down on the little flower below  
Then the little flower, it begins to grow  
The sun comes out and shines so bright  
Then the little flower grows with all its might.

Write a word from the poem that rhymes with each word below.  
might \_\_\_\_\_ grow \_\_\_\_\_

Draw a picture that describes the poem.

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Name \_\_\_\_\_

RL.2.4- Reading Literature

I can - describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Down at the fishing hole, I caught a big, big fish.  
This fish was bigger than I could ever wish.  
The fish was so big that I had to catch it in my net.  
The net was really old and very, very wet.  
I finally got the fish all the way to the bank, but my net broke and then just sank. My fish got loose and swam away.  
But I only have one thing to say,  
"What a fun day anyway!"

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RL.2.4- Reading Literature

I can - describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Write a word from the poem that rhymes with each word.

bank \_\_\_\_\_  
fish \_\_\_\_\_

Who do you think is speaking in this poem?  
a group of kids a little boy a teacher (circle one)

Do you think this is a happy or angry poem?

What does the word bank in the poem mean?  
a place to save your money the side of a pond or river (circle one)

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RL.2.5

**I CAN**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.5

**I CAN**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Name \_\_\_\_\_



#### RL.2.5 Reading Literature

I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Jake and Sally's family were so excited about going on a vacation to the beach. They couldn't wait to get there, so they could surf, build sandcastles, and swim. Before they could leave, they had to pack their suitcases. Jake and Sally made sure to pack their swimsuits, sunscreen, beach towels, swimming goggles, and flippers. Sally also wanted to take her beach ball to play with in the water. Jake decided to take a sand bucket to collect shells. When they were finished packing, Jake and Sally's dad loaded their suitcases into the car and off they went to the beach.

Cut and paste to put in the correct order.



Beginning

Middle

End

Jake and Sally's dad loaded their suitcases into the car and off they went to the beach.

Jake and Sally's family were excited to go on vacation to the beach.

Jake and Sally made sure to pack their swimsuits, sunscreen, beach towels, swimming goggles and flippers.

Name \_\_\_\_\_



#### RL.2.5 Reading Literature

I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Jake and Sally's family were so excited about going on a vacation to the beach. They couldn't wait to get there, so they could surf, build sandcastles, and swim. Before they could leave, they had to pack their suitcases. Jake and Sally made sure to pack their swimsuits, sunscreen, beach towels, swimming goggles, and flippers. Sally also wanted to take her beach ball to play with in the water. Jake decided to take a sand bucket to collect shells. When they were finished packing, Jake and Sally's dad loaded their suitcases into the car and off they went to the beach.

What happened at the beginning of the story?

What happened at the ending of the story?

(Number the events in order from the story)

- \_\_\_\_\_ They packed their swimsuits, sunscreen, beach towels, swimming goggles, and flippers.
- \_\_\_\_\_ Jake and Sally's family were excited about going to the beach.
- \_\_\_\_\_ Their dad loaded the car and off they went to the beach.
- \_\_\_\_\_ Jake decided to take a sand bucket to collect shells.

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Name \_\_\_\_\_



#### RL.2.5 Reading Literature

I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Henry the bunny was very hungry. He wanted to get some carrots from Mr. Fred's garden. He was very afraid of Mr. Fred, but he was very hungry too. Henry decided he would sneak into Mr. Fred's garden in the morning before Mr. Fred woke up. So the next day, Henry woke up bright and early and crept very quietly across the field to Mr. Fred's garden. He was so nervous that he tripped over a shovel. The shovel fell over and hit some buckets that came crashing down and made the loudest noise. Mr. Fred woke up and ran out to the garden to see what was going on. When he got out to the garden, he saw Henry the bunny running back across the field with a bunch of carrots in his mouth. That night, Henry had some warm carrot soup for dinner.

Cut and paste to put in the correct order.

Beginning

Middle

End

Henry had some warm carrot soup for dinner that night.

Henry was very hungry and wanted to get some carrots from Mr. Fred's garden.

Henry tripped over a shovel that hit some buckets that came crashing down.

Name \_\_\_\_\_



#### RL.2.5 Reading Literature

I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Henry the bunny was very hungry. He wanted to get some carrots from Mr. Fred's garden. He was very afraid of Mr. Fred, but he was very hungry too. Henry decided he would sneak into Mr. Fred's garden in the morning before Mr. Fred woke up. So the next day, Henry woke up bright and early and crept very quietly across the field to Mr. Fred's garden. He was so nervous that he tripped over a shovel. The shovel fell over and hit some buckets that came crashing down and made the loudest noise. Mr. Fred woke up and ran out to the garden to see what was going on. When he got out to the garden, he saw Henry the bunny running back across the field with a bunch of carrots in his mouth. That night, Henry had some warm carrot soup for dinner.

What happened at the beginning of the story?

What happened at the ending of the story?

(Number the events in order from the story)

- \_\_\_\_\_ Henry had warm carrot soup for dinner.
- \_\_\_\_\_ Mr. Fred Woke up and ran to the garden.
- \_\_\_\_\_ Henry was very hungry.
- \_\_\_\_\_ Henry tripped over the shovel and made a loud noise.

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Name \_\_\_\_\_



#### RL.2.5 Reading Literature

I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Parker was riding his bicycle one day in the backyard behind his house. His sister Lori had a bicycle too and wanted to ride and play with Parker. He did not want Lori to play with him because she was little and she might get hurt. He wanted to play all by himself. He told Lori to "Go away!". Lori cried and ran inside to their mother. A few minutes later, Parker was riding his bicycle and accidentally turned sideways and he and his bike fell to the ground. Parker's mother came running out to check on Parker. Parker was fine, but apologized to Lori for being mean to her. Then, Lori gave Parker a hug.

Cut and paste to put in the correct order.

What happened at the beginning of the story?

(Number the events in order from the story)

- \_\_\_\_\_ Parker cut his knee when he fell to the ground.
- \_\_\_\_\_ Lori ran into the house.
- \_\_\_\_\_ Parker apologized to Lori and they hugged.
- \_\_\_\_\_ Parker was riding his bicycle in the backyard.

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Name \_\_\_\_\_



#### RL.2.5 Reading Literature

I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Parker was riding his bicycle one day in the backyard behind his house. His sister Lori had a bicycle too and wanted to ride and play with Parker. He did not want Lori to play with him because she was little and she might get hurt. He wanted to play by himself. He told Lori to "Go away!". Lori cried and ran inside to their mother. A few minutes later, Parker was riding his bicycle and accidentally turned sideways and he and his bike fell to the ground. Parker's mother came running out to check on Parker. Parker was fine, but apologized to Lori for being mean to her. Then, Lori gave Parker a hug.

What happened at the beginning of the story?

What happened at the ending of the story?

(Number the events in order from the story)

- \_\_\_\_\_ Parker cut his knee when he fell to the ground.
- \_\_\_\_\_ Lori ran into the house.
- \_\_\_\_\_ Parker apologized to Lori and they hugged.
- \_\_\_\_\_ Parker was riding his bicycle in the backyard.

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Name \_\_\_\_\_



#### RL.2.5 Reading Literature

I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Choose your own story.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Who is the main character? \_\_\_\_\_

What happened at the beginning of the story?

What happened at the ending of the story?

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## RL.2.6

# I CAN

Acknowledge differences

in points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

## RL.2.6

# I CAN

Acknowledge differences

in points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

Name \_\_\_\_\_

RL.2.6 Reading Literature

**I can** - acknowledge differences in points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

Title of story \_\_\_\_\_

1<sup>st</sup> character \_\_\_\_\_ 2<sup>nd</sup> character \_\_\_\_\_

Describe this character's point of view...

Describe this character's point of view...

Now give your point of view about the story...

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RL.2.7

**I CAN**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, and plot.

RL.2.7

**I CAN**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, and plot.

Name \_\_\_\_\_

RL.2.7- Reading Literature

**I can** - use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, and plot.

Use the illustrations to circle your answer.

What are the children making to eat?  
 cookies pizza popcorn

Where are the children at?  
 the movies the park a store

How are the children feeling?  
 happy upset excited

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RL.2.7- Reading Literature

**I can** - use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, and plot.

Use the illustration to write your answer.

What has happened in this illustration?

RL.2.9

**I CAN**

Compare and contrast two or more versions of the same story by different authors or from different cultures.

RL.2.9

**I CAN**

Compare and contrast two or more versions of the same story by different authors or from different cultures.

TEACHING TIMES 2

Name \_\_\_\_\_

RL.2.9- Reading Literature

**I can** - compare and contrast two or more versions of the same story by different authors or from different cultures.

The Sun in the Sky

One day the sun was high up in the sky. The sun wanted to shine on the Earth but there were too many clouds in the way. So the sun asked the wind to help him. He asked the wind to blow the clouds out of the way so he could shine on the Earth. The wind gladly blew the clouds away for the sun. Then the happy sun shone brightly down on the Earth.

Moon Big and Bright

One night the moon was dancing around in the sky. His friends, the stars, were twinkling, very brightly. The stars were so bright, that no one on Earth could see the moon. So the moon asked the stars to please quit twinkling so brightly so that he could shine on the Earth. The stars all agreed, and twinkled only a little. Then, the moon shone brightly down on the Earth for everyone to see.

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Name \_\_\_\_\_

RL.2.9- Reading Literature

**I can** - compare and contrast two or more versions of the same story by different authors or from different cultures.

The Sun in the Sky

Moon Big and Bright

How are these two stories the same?

A Both the moon and sun wanted to shine on the Earth.  
 B Both the moon and stars shone brightly.  
 C Both the moon and wind blew the clouds.

How are these two stories different?

A One story the wind blew the clouds, and in the other story the star blew the clouds.  
 B One story really happened and the other did not.  
 C One story happened in the day and the other took place at night.

How are these two stories the same?

A Both have characters that asked for help.  
 B Both have characters that were funny.  
 C Both have characters that didn't need help.

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Name \_\_\_\_\_

RL.2.9- Reading Literature  
I can - compare and contrast two or more versions of the same story by different authors or from different cultures.

### Baseball and Ice Cream

Harry love to play baseball. It was his favorite sport. He would play baseball everyday after school. One day, his friends asked Harry to be on their baseball team. He was so excited. His first game would be on Saturday in two days. He could hardly believe it. The day came of the game and Harry hit his first homerun. To celebrate after the game, the coach treated everyone to ice cream. Harry thought to himself of how the day could be any better. He loved baseball and ice cream. What a great day!

### The Winning Game

Sara was very nervous today. Today was the day of the big basketball game for Sara and her teammates. If they won this game, this would mean they would win the tournament. She was so nervous. Sara and her team played very hard. Sara even scored her first three point shot. She was so excited. In the end, her team won by five points. After the game, Sara and her team went to the park for a party to celebrate their win.

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Name \_\_\_\_\_

RL.2.9- Reading Literature  
I can - compare and contrast two or more versions of the same story by different authors or from different cultures.

### Baseball and Ice Cream

### The Winning Game

How are these two stories the same?

A Both stories the characters get upset.  
B Both stories the team loses.  
C Both stories are about sports.

How are these two stories different?

A One story they celebrated with ice cream and in the other story they celebrated with a party.  
B did not.  
C One story the team had won and in the other the team lost.

How are these two stories different?

A They are about different sports.  
B In one story the main character was happy, and in the other they were sad.

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Name \_\_\_\_\_

RL.2.9- Reading Literature  
I can - compare and contrast two or more versions of the same story by different authors or from different cultures.

Story #1

Title: \_\_\_\_\_  
Author: \_\_\_\_\_

Story #2

Title: \_\_\_\_\_  
Author: \_\_\_\_\_

List at least two ways the stories were the same.

① \_\_\_\_\_  
② \_\_\_\_\_

List at least two ways the stories were different.

① \_\_\_\_\_  
② \_\_\_\_\_

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RL.2.10

# I CAN

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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RL.2.10

# I CAN

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Name \_\_\_\_\_

RL.2.10- Reading Literature  
I can - by the end of the year, read and comprehend literature, including stories and poetry, in the grades of 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Choose your own text.

Who was the main character?

What happened in the beginning of the story?

What happened in the ending of the story?

What was the plot of the story?

Draw the setting of the story in the box below.

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Name \_\_\_\_\_

RL.2.10- Reading Literature  
I can - by the end of the year, read and comprehend literature, including stories and poetry, in the grades of 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Choose your own text. Record the titles. Try to read at least one book of every genre. Lightly color each apple as you have read a book of that type.

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

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CHECK OUT OUR 2ND GR. MATH BUNDLE

# INFORMATIONAL TEXT

RI.2.8- Reading Informational Text

I can - describe how reasons support specific points the author makes in a text.

Name \_\_\_\_\_



Camping is my most favorite thing to do. I love being outdoors. I enjoy seeing all the different animals. During the day, I like to hike around the woods and fish. At night, I like to roast marshmallows and hotdogs over the campfire. I love seeing the night sky with all the stars. I like to read a book in my tent and listen to the crickets chirping. Camping is the best.

What are 3 reasons the author loves camping?

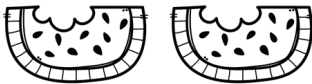
- 1
- 2
- 3

SKILL FOCUS &  
“ I CAN” STATEMENT  
ON EACH PAGE

Name \_\_\_\_\_

RI.2.1 - Reading Informational Text

I can - I identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.



There are a lot of fun facts about watermelons. Do you like to eat watermelon? Did you know there are different colors of watermelons? What is the right way to pick the best watermelon?

There are many different kinds of watermelons. Watermelons come in red, yellow, white, and orange colors for you to eat. They come in seedless, which means it is without seeds. They also come seeded, which means they have a lot of seeds. Some are grown in the U.S. and Mexico, but China grows more watermelons than any other place in the world.

There are three steps in picking the best watermelon. First, look for a hard melon that is free of cuts or dents. Second, pick up the melon to make sure it is heavy. Since, watermelon is mainly water the heavier the better. Third, and last step is to turn the watermelon over. There should be a yellow spot on the bottom of the melon from where it sat on the ground to get ripe and ready to eat. If there is no yellow spot, you cannot be sure if your melon is ripe enough.

Name: \_\_\_\_\_

RI.2.4- Reading Informational Text

# ANSWER KEY

What is the water cycle?

- ☐ A rain, snow, and sleet
- ☒ B when water travels from the land, into the air, up to the sky and back again to land

What does invisible mean?

- ☐ A a large lake
- ☒ B something you can't see
- ☐ C something that is very shiny

What helps to power the water cycle?

- ☐ A clouds
- ☒ B the sun
- ☐ C the ground

Which is an example of precipitation?

- ☒ A snow
- ☐ B ocean
- ☐ C sky

What does condensation mean?

- ☒ A water vapor cools off and turns back into water
- ☐ B when rain falls from the sky
- ☐ C



The Water Cycle

## ANSWER KEYS INCLUDED

RI.2.4- Reading Informational Text

I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

What does invisible mean?

(A) a large lake

(B) something you can't see

(C) something that is very shiny

Which is an example of precipitation?

(A) snow

(B) ocean

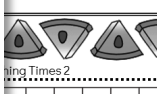
(C) sky

The Water Cycle



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First, look for a hard melon that is free of cuts or dents.



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best watermelon. melon over.

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HIGH QUALITY  
IMAGES ON  
EACH PAGE

HIGH QUALITY  
IMAGES ON  
EACH PAGE

# ANSWER KEYS INCLUDED

RI.2.1

**I CAN**

Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

RI.2.1

**I CAN**

Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.

Name \_\_\_\_\_

RI.2.1-Reading Informational Text

I can - ask and answer questions as to who, what, where, when, why and how to demonstrate understanding of key details in a text.

Skunks are very interesting animals. Did you know that skunks are omnivores? That means they eat plants and animals. One of their favorite insects to eat is the honeybee.

Skunks are small mammals, with black and white fur, that spray a smelly odor to fight off their enemies when they get scared. Before it sprays the enemy, a skunk will turn its back, lift its tail, start hissing and stomping with its feet. Their main enemies are the coyote, owl, and bobcat. Skunks live in forests and make their home in burrows and logs.

**How** does a skunk protect itself?  
 (A) It stays in its burrow.  
 (B) They make loud noises.  
 (C) They spray a smelly odor.

**Where** do skunks make their home?  
 (A) in the ground  
 (B) in a nest or tree  
 (C) in burrows or logs

**What** is an omnivore?  
 (A) Animals that eat only meat.  
 (B) Animals that eat meat and plants.  
 (C) Animals that eat only plants.

**Who** are the skunk's enemies?  
 (A) coyote, owl, bobcat  
 (B) honeybee, owl, plants  
 (C) coyote, honeybee, bobcat

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Name \_\_\_\_\_

RI.2.1-Reading Informational Text

I can - ask and answer questions as to who, what, where, when, why and how to demonstrate understanding of key details in a text.

A thunderstorm is a storm with lightning and thunder. Thunderstorms are caused by warm air rising and meeting cold air. As the warm air rises, it cools and condenses into clouds. You may have heard that thunderstorms are dangerous, but they are not. Thunderstorms are a natural part of the weather cycle. Thunderstorms can be dangerous if you are outside when they are happening. Thunderstorms can cause lightning, which can be very dangerous. When a lightning bolt travels from the cloud to the ground it opens up a little hole in the air, called a channel. Once the light is gone the air is sucked back in and creates a sound wave that we hear as thunder. The reason we see lightning before we hear thunder is because light travels faster than sound.

1. **How** do we see lightning before we hear thunder?

2. **What** causes thunder?

3. **How** do you know when lightning is coming?

4. **Where** do you need to go to be safe from lightning?

5. **When** do you hear thunder, before or after lightning?

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Name \_\_\_\_\_

RI.2.1-Reading Informational Text

I can - ask and answer questions as to who, what, where, when, why and how to demonstrate understanding of key details in a text.

Have you ever seen a dolphin? Dolphins are wonderful animals that live in the ocean. They are very playful and can jump out of the water. Dolphins are mammals, not fish. They do not have gills. They use a blowhole on top of their head to breathe. When they need to breathe, they come up to the top of the water to get air.

**How** do dolphins breathe?  
 (A) they use gills  
 (B) use a blowhole at the top of their head  
 (C) through their skin

**Where** do dolphins live?  
 (A) in the ocean  
 (B) in a pond  
 (C) in a lake

**Why** do dolphins come up to the top of the water?  
 (A) to eat food  
 (B) when they need to breathe  
 (C) to eat food

1. Do dolphins have gills?

2. **What** kind of animal is a dolphin? A fish or mammal?

3. **How** do dolphins breathe?

4. **Where** do dolphins live?

5. **When** do dolphins come up to the top of the water?

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Name \_\_\_\_\_

RI.2.1-Reading Informational Text

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1. Do dolphins have gills?

2. **What** kind of animal is a dolphin? A fish or mammal?

3. **How** do dolphins breathe?

4. **Where** do dolphins live?

5. **When** do dolphins come up to the top of the water?

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RI.2.2

**I CAN**

Identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.

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RI.2.2

**I CAN**

Identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.

Name \_\_\_\_\_

RI.2.2-Reading Informational Text

I can - Identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.

Puppies need a lot of care. When getting a puppy, you have to make sure you can do everything a puppy needs to give your puppy a good home.

Taking care of a puppy is an everyday job. They need to be walked everyday, fed twice a day, and you have to give them a bath at least every other day. Some puppies even need special training.

Puppies take a lot of your time. Doing everything a puppy needs, takes time during your day and your night. So make sure you have the time to do everything that it needs. If you do, it will give you a lot of love and be a wonderful pet.

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Name \_\_\_\_\_ RI.2.2- Reading Informational Text

I can - Identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.

Write your answer in the box.

What is the main idea of the whole reading passage?

What is the main topic or important information in the second paragraph?

What is the main topic or important information in the third paragraph?

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Name \_\_\_\_\_ RI.2.2- Reading Informational Text

I can - Identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.



Alligators are very interesting animals. There are many things that you may not know about an alligator. Did you know that no one knows for sure how old alligators can live to? The oldest known alligator lived to be 76 years old.

Alligators eat different types of food. Which type of food do alligators eat? Alligators eat fish, worms, snails, crawfish, and shrimp. The larger alligators eat large fish, turtles, birds, muskrats, and more.

Alligators live in many wet places. They build their nests in freshwater habitats including wetlands, rivers, swamps, ponds, and lakes. They like to live around a lot of mud. The mud keeps their skin cool on hot days, but they also can be found on river banks sunbathing on cooler days.

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Name \_\_\_\_\_ RI.2.2- Reading Informational Text

I can - Identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.



Fill in the bubble next to the correct answer.

What is the main idea of the whole reading passage?

A) Did you know that no one knows for sure how old alligators can live to?  
B) The oldest known alligator lived to be 76 years old.  
C) Alligators are very interesting animals.

What is the main topic or important information in the second paragraph about?

A) Alligators eat different types of food.  
B) Alligators eat large fish, turtles, birds, muskrats and more.  
C) The larger alligators eat large fish, turtles, birds, muskrats and more.

What is the main topic or important information in the third paragraph about?

A) Alligators live in many wet places.  
B) They like to live around a lot of mud.  
C) The mud keeps their skin cool on hot days, but they also can be found on river banks sunbathing on cooler days.

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Name \_\_\_\_\_ RI.2.2- Reading Informational Text

I can - Identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.



There are a lot of fun facts about watermelons. Do you like to eat watermelon? Did you know there are different colors of watermelons? What is the right way to pick the best watermelon?

There are many different kinds of watermelons. Watermelons come in red, yellow, white, and orange colors for you to eat. They come in seedless, which means without seeds. They also come seeded, which means they have a lot of seeds. Some are grown in the U.S. and Mexico, but China grows more watermelons than any other place in the world.

There are three steps in picking the best watermelon. First, look for a hard melon that is free of cuts or dents. Second, pick up the melon to make sure it is heavy. A heavy watermelon means mainly water. The heavier the watermelon, the better. Third, look for a yellow spot on the bottom of the melon. This is where it sat on the ground to get ripe. If there is no yellow spot, you cannot be sure it is ripe enough.

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Name \_\_\_\_\_ RI.2.2- Reading Informational Text

I can - Identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.



Fill in the bubble next to the correct answer.

What is the main idea of the whole reading passage?

A) There are many different kinds of watermelons.  
B) There are many different colors of watermelons.  
C) They come in seedless, which means it is without seeds.

What is the main topic or important information in the second paragraph about?

A) There are many different kinds of watermelons.  
B) They come in seedless, which means it is without seeds.  
C) They also come seeded, which means they have a lot of seeds.

What is the main topic or important information in the third paragraph about?

A) There are three steps in picking the best watermelon.  
B) The third and last step is to look for a yellow spot.  
C) First, look for a hard melon that is free of cuts or dents.

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Name \_\_\_\_\_ RI.2.2- Reading Informational Text

I can - Identify the main topic of a multi-paragraph as well as the focus of specific paragraphs within the text.



Write your answer in the box.

What is the main idea of the whole reading passage?

What is the main topic or important information in the second paragraph about?

What is the main topic or important information in the third paragraph about?

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RI.2.3

I CAN

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedures

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RI.2.3

I CAN

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text.

RI.2.3- Reading Informational Text

I can - describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



George Washington Carver was a famous inventor that lived in the 1800's. As a young boy, George loved to collect and grow plants. He grew up to go to college so he could learn more about plants. He even became a teacher at the college to help other students learn about plants. His favorite plants were the peanut and sweet potatoes. He invented over 300 uses for peanuts and over 100 uses for sweet potatoes. He used peanuts to make ink, laundry soap, shaving cream, ketchup, ink, and many more. He used sweet potatoes to make flour, sugar, glue, silk, and coffee. He had many other inventions, but this his most famous.



Alexander Graham Bell was a famous inventor that lived in the 1800's. Growing up as a boy his mother was deaf, which means she could not hear. He was always trying to find ways to help his mother and others that were deaf. When he grew up, he opened a school for the deaf and even became a teacher. Since he knew a lot about speech, Alexander Graham Bell began working on inventing the telephone. In 1876, he finally was able to get his telephone to work. He had many other inventions, but this his most famous.

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Name \_\_\_\_\_

RI.2.3- Reading Informational Text

I can describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



Name at least 2 things that were the **same** about George Washington Carver and Alexander Graham Bell.  
(finish the sentence)

1. They both
2. They both

What was Alexander Graham Bell's invention? \_\_\_\_\_

Name at least 3 uses for peanuts that George Washington Carver invented.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

If someone is deaf, what does that mean? \_\_\_\_\_

Which inventor opened their own school? (Circle one)

George Washington Carver      Alexander Graham Bell

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Name \_\_\_\_\_

RI.2.3- Reading Informational Text

I can describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



George Washington was the first president of the United States. He was president after a war called the American Revolution. His nickname was "The Father of Our Country" because he was the very first president. His picture is on the one dollar bill and quarter. Our nation's capital is named after him, Washington, D.C.



Abraham Lincoln was the 16<sup>th</sup> president of the United States. He was president during the Civil War. His nickname was "Honest Abe" because he always told the truth. His picture is on the penny and five dollar bill. He gave a very famous speech to say that all people are created equal.

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Name \_\_\_\_\_

RI.2.3- Reading Informational Text

I can describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



What are 2 things that were the **same** about George Washington and Abraham Lincoln?  
(finish the sentence)

1. They both
2. They both

What is the way George Washington and Abraham Lincoln were **different**? \_\_\_\_\_

1. \_\_\_\_\_

What was Abraham Lincoln's nickname? \_\_\_\_\_

What was the name of the war before George Washington was president? \_\_\_\_\_

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Name \_\_\_\_\_

RI.2.3- Reading Informational Text

I can describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



Paper is made by processing the wood and fiber. It starts by cutting down trees. The logs are then sent to a paper factory. In the factory, at first the bark is peeled off from the trunk. Then the wood is chopped into very small pieces. The wood pieces are then boiled in water and a few chemicals until they turn into a slushy, soft pulp. Wood pulp is a watery "soup" of wood fibers, water and the chemicals.

This slush is then poured onto a table made of wire that has thousands of holes in it so that a lot of water drains out. The thick pulp remains on the wire and is squeezed between two very large press rollers to squeeze out extra water. It does this over and over until it gets as thin as water squeezed out as slush. The pulp is then sent through two giant hot rollers to dry the pulp. When it comes out, we have paper.

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Name \_\_\_\_\_

RI.2.3- Reading Informational Text

I can describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

What happens right after the trees are cut down?

The trees are sent to a paper factory.

The bark is peeled off from the trunk.

The wood is chopped into small pieces.

What is the next step in making paper right after the bark is peeled off?

- (A) The trees are cut down.
- (B) The trees are sent to a paper factory.
- (C) The wood is chopped into small pieces.

What is wood pulp?

- (A) Slush of water and chemicals.
- (B) Logs and trees.
- (C) A watery "soup" of wood fibers, water and the chemicals.

What is the last step in making paper?

- (A) Pulp is squeezed through rollers.
- (B) Slush is sent through two giant hot rollers.

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Name \_\_\_\_\_

RI.2.3- Reading Informational Text

I can describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

What happens right after the trees are cut down?

The trees are sent to a paper factory.

The bark is peeled off from the trunk.

The wood is chopped into small pieces.

What is the next step in making paper right after the bark is peeled off?

\_\_\_\_\_

What is wood pulp?

\_\_\_\_\_

What is the last step in making paper?

\_\_\_\_\_

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RI.2.4

I CAN

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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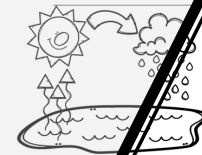
RI.2.4

I CAN

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.4- Reading Informational Text

I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.



### The Water Cycle

Rain is a part of our planet's water cycle. Most of Earth is covered in water, but water does not just stay on the ground in our river, lakes, ponds, and oceans. Water moves through the air. The **water cycle** is when water moves from the land, into the air, up to the sky and back down to the land again.

The sun helps power the water cycle. When water from lakes, oceans, ponds, and rivers heat up from the sun it **evaporates**. When it evaporates, water turns from water into a gas, called **water vapor**, that floats up into the air. You can't see the water vapor, it's invisible. The water vapor floats up very high to the clouds, where the air is always cooler. When the water vapors cool off, it turns back into tiny water drops and forms more clouds. When water vapor cools off and turns back into water, this is called **condensation**. When there are too many water drops, the clouds get too heavy and water falls back to Earth as **precipitation**, such as rain, sleet, snow, or hail. Water from precipitation goes back into lakes, streams, ponds, and oceans. Then it starts all over again.

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Name- \_\_\_\_\_

RI.2.4- Reading Informational Text

I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

What is the water cycle?

(A) water vapor  
(B) rain, snow, and sleet  
(C) when water travels from the land, into the air, up to the sky and back again to land

What helps to power the water cycle?

(A) clouds  
(B) the sun  
(C) the ground

What does condensation mean?

(A) water vapor cools off and turns back into water  
(B) when rain falls from the sky  
(C) water turns into a gas

What does invisible mean?

(A) a large lake  
(B) something you can't see  
(C) something that is very shiny

Which is an example of precipitation?

(A) snow  
(B) ocean  
(C) sky

The Water Cycle



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Name \_\_\_\_\_

RI.2.4- Reading Informational Text

I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

What is the water cycle?

\_\_\_\_\_

What helps to power the water cycle?

\_\_\_\_\_

What does condensation mean?

\_\_\_\_\_

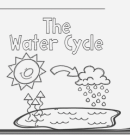
What does invisible mean?

\_\_\_\_\_

Name two kinds of precipitation.

\_\_\_\_\_

The Water Cycle



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Name \_\_\_\_\_

RI.2.4- Reading Informational Text

I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

The Moon



The moon is the Earth's closest neighbor in space. It's a huge piece of rock that goes around our planet. The moon is big, but much smaller than Earth. The moon is very dry and rocky. The moon has mountains and valleys just like Earth. It even has **craters**, or big holes that were made when rocks crashed into the moon long ago. Every night we see the sun rise in the East and set in the West. We see the sun and the moon go across the sky everyday, because of the Earth's **rotation** or spinning.

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Name \_\_\_\_\_

RI.2.4- Reading Informational Text

I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

The Moon

What is the moon?

(A) spinning  
(B) a huge piece of rock  
(C) mountains and keys

What are craters?

(A) the moon  
(B) huge piece of rock  
(C) big holes that were made when rocks crashed into the moon

Circle which object is bigger. Earth or Moon

What does rotation mean?

(A) spinning  
(B) running and jumping  
(C) stars blowing out

Circle what the moon is:  
dry and rocky or wet and dark

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Name \_\_\_\_\_

RI.2.4- Reading Informational Text

I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Some animals **hibernate** or go into a very deep sleep for all of winter. Squirrels, bats, turtles, frogs, mice, and many other animals hibernate. Some animals that hibernate animals hibernate because there are not a lot of plants to eat in the wintertime, so the animals hibernate to **survive** or stay alive for the winter. Animals hibernate all winter. Then in the spring when it gets warm, the animals wake up from their winter homes because there is a lot of plants, insects, and animals to eat.

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Name \_\_\_\_\_

RI.2.4- Reading Informational Text

I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

What does hibernate mean?

(A) to live in the winter  
(B) to go into a very deep sleep for the winter  
(C) to go into a very deep sleep for the winter

Why do animals hibernate?

(A) because there are not a lot of plants or insects to eat  
(B) because they are behind in their sleep  
(C) because summer is a warm season

What does **survive** mean?

(A) stay alive  
(B) eating insects  
(C) animals sleeping

Some animals that hibernate.

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Name \_\_\_\_\_

RI.2.4- Reading Informational Text

I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

What does **hibernate** mean?

\_\_\_\_\_

Why do animals hibernate?

\_\_\_\_\_

What does the word **survive** mean?

\_\_\_\_\_

List 3 animals that hibernate.

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I ♥ TO READ

RI.2.5

I CAN

Know and use various text features (bold print, captions, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text effectively.

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I ♥ TO READ

RI.2.5

I CAN

Know and use various text features (bold print, captions, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text effectively.

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RI.2.5- Reading Informational Text

Name \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Can you find the items below?

What page does the table of contents start on? \_\_\_\_\_

What page does chapter 2 start on? \_\_\_\_\_

What page does the glossary start on? \_\_\_\_\_

What is the third word in the glossary? \_\_\_\_\_

What page does the index start on? \_\_\_\_\_

What is the second topic of the index? \_\_\_\_\_

Find a word in bold print in the book. \_\_\_\_\_

Write the word on the line - \_\_\_\_\_

What page was the word on? \_\_\_\_\_

What does the word mean? \_\_\_\_\_

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The next assessment is for the teacher to conduct individually with each student as a checklist from a book that is chosen by the teacher.

RI.2.5- Reading Informational Text

Name \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Can you find the items below?

I can find the table of contents of a book. \_\_\_\_\_

I can find a page using the table of contents. \_\_\_\_\_

I can look up a word in the glossary. \_\_\_\_\_

I can find the index. \_\_\_\_\_

I can find a topic in a book using the index. \_\_\_\_\_

I can identify a subheading in a book. \_\_\_\_\_

I can find a word in bold or italic print in a book. \_\_\_\_\_

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RI.2.5- Reading Informational Text

Name \_\_\_\_\_

Title of book: \_\_\_\_\_

Write and draw examples of the features you find, include page numbers, or cut and paste the examples.

| Heading         | Index         | Photo          |
|-----------------|---------------|----------------|
| Page # _____    | Page # _____  | Page # _____   |
| Bold type _____ | Italics _____ | Glossary _____ |
| Page # _____    | Page # _____  | Page # _____   |

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RI.2.6

I CAN

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.6

I CAN

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.6- Reading Informational Text

Name \_\_\_\_\_

Circle the author's purpose.

Cats make the best pets. You can play with them. When they are happy, they make a soft purring sound. They love to be held and cuddled. You don't have to walk them on cold rainy days because you use a litter box. You don't even have to give them a bath. If you are looking to get a pet, a cat would be a great choice.

inform persuade entertain

We have a new playground at our school. It is blue, yellow, and green with a long slide. There are four swings and one set of monkey bars. There is even a new jungle gym. Our school raised a lot of money to help build our new playground.

inform persuade entertain

One day a little cricket came hopping along a path. He made a soft chirping sound. He didn't have to hop with him on cold rainy days because he used a little box. He didn't even have to give him a bath. If you are looking to get a pet, a cricket would be a great choice.

inform persuade entertain

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RI.2.6- Reading Informational Text

Name \_\_\_\_\_

Circle the author's purpose.

To make a peanut butter and jelly sandwich you must first get your items together. You will need: bread, peanut butter, jelly, and a knife. First get out two pieces of bread. Then with your knife spread on some peanut butter and jelly. Put the two slices of bread together and enjoy your sandwich.

inform persuade entertain

Every child should play a sport. When you are on a team, you learn to get along with everyone and work together for a common goal. Team work is the best lesson anyone can learn. This is why I believe every child should be on a team.

inform persuade entertain

There used to be a little boy who loved to play in the rain. One day the little boy waited and waited for it to rain. He waited for eight days and then it finally rained. He was so excited that he ran up the rainbow and slid back down the other side.

inform persuade entertain

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RI.2.7

I CAN

Explain how specific images contribute to and clarify a text.



RI.2.7

**I CAN**

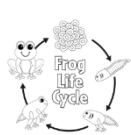
Explain how specific images contribute to and clarify a text.

RI.2.7- Reading Informational Text

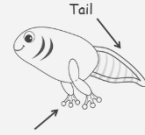
Name \_\_\_\_\_

I can - explain how specific images contribute to and clarify a text.

Look at the images below. How do you think they would help to clarify a text. What could you learn from these images?



What could you learn from this image?



What could you learn from this image?

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RI.2.7- Reading Informational Text

Name \_\_\_\_\_

I can - explain how specific images contribute to and clarify a text.

Look at the images below. How do you think they would help to clarify a text. What could you learn from these images?



What could you learn from this image?



What could you learn from this image?

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RI.2.8

**I CAN**

Describe how reasons support specific points the author makes in a text.

RI.2.8

**I CAN**

Describe how reasons support specific points the author makes in a text.

RI.2.8- Reading Informational Text

Name \_\_\_\_\_

I can - describe how reasons support specific points the author makes in a text.

Compare and contrast something to or from. I like being outdoors. I like being alone. I like different animals. During the day, I like to hike around the woods and fish. At night, I like to roast marshmallows and hotdogs over the campfire. I love seeing the night sky with all the stars. I like to read a book in my tent and listen to the crickets chirping. Camping is the best.

What are 3 reasons the author loves camping?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

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RI.2.8- Reading Informational Text

Name \_\_\_\_\_

I can - describe how reasons support specific points the author makes in a text.

Strawberries are my favorite fruit. They are red. Red is my favorite color. I love strawberries because they are so sweet and juicy. I love them because they are so yummy. You can make many things from strawberries. You can make a strawberry pie, strawberry milkshake, and chocolate covered strawberries. Strawberries are the best fruit.



What are 3 reasons the author loves strawberries?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

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RI.2.8- Reading Informational Text

Name \_\_\_\_\_

I can - describe how reasons support specific points the author makes in a text.

Winter is the best season. I love Winter because it's cold outside. It's just the right temperature to drink hot chocolate. I think the trees are so pretty when the snow is on top of them. I love to watch it snow and to see the different snowflakes. There are so many fun things to do in the winter. You can build a snowman. You can have snowball fights. Winter is the best!



What are 3 reasons the author loves Winter?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

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RI.2.9

**I CAN**

Compare and contrast the most important points presented by two texts on the same topic.

RI.2.9

**I CAN**

Compare and contrast the most important points presented by two texts on the same topic.

RI.2.9- Reading Informational Text

I can compare and contrast the most important points presented by two texts on the same topic.

both

(1<sup>st</sup> story)

(2<sup>nd</sup> story)

RI.2.9- Reading Informational Text

Name \_\_\_\_\_

I can compare and contrast the most important points presented by two texts on the same topic.

What are some things that are the **same** about the two texts?

What are some things that are **different** about the two texts?

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RI.2.10

**I CAN**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiently, with sufficient accuracy and fluency to enable comprehension of other texts in the grade 2-3 text complexity band.

RI.2.10

**I CAN**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiently, with sufficient accuracy and fluency to enable comprehension of other texts in the grade 2-3 text complexity band.

RI.2.10- Reading Informational Text

Name \_\_\_\_\_

I can read and comprehend informational texts, including history/social studies, science, and technical texts in the grade 2-3 text complexity band.

Choose your own book to read. Record the title, author, and at least one genre. After you have read a book of that type, write a short review.

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

Book Title \_\_\_\_\_

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# INFORMATIONAL TEXT ASSESSMENTS ALL SKILLS



# READING FOUNDATIONAL SKILLS

Name \_\_\_\_\_

RFS.2.3a- Reading Foundational Skills

I can - distinguish long and short vowels when reading regularly spelled one syllable words.

### Vowels Reading Fun

Read the words.

Color or highlight the long or short box.

|      |      |       |
|------|------|-------|
| snow | long | short |
| bug  | long | short |
| that | long | short |
| red  | long | short |
| lock | long | short |
| cube | long | short |
| wish | long | short |
| mask | long | short |
| take | long | short |
| lost | long | short |
| cute | long | short |
| date | long | short |
| joke | long | short |
| kite | long | short |
| yes  | long | short |
| win  | long | short |

Shop-Teaching Times 2

SKILL FOCUS &  
"I CAN" STATEMENT  
ON EACH PAGE

Name \_\_\_\_\_

RFS.2.4a-c Reading Foundational Skills

I can read with sufficient accuracy and fluency to support comprehension.

## My Dog Rover



I have a new puppy. His name is Rover. My aunt and uncle gave him to me for my eighth birthday. I also got a new leash and red collar for Rover and put it on him right away.

Rover and I have had the best time. We have been playing fetch with his new ball. I even taught Rover some new tricks. He has also learned how to sit and roll over. He has also learned how to dance on his back legs. When we were finished with our big day last night, I even let Rover sleep at the bottom of my bed. Rover is the best birthday gift I have ever received.

Reading Foundational Skills

Identify words with identical but common spelling-sound correspondences.



- ☐ watch
- ☐ rough
- ☐ late
- ☐ they
- ☐ knee
- ☐ wrap
- ☐ often
- ☐ sign

Name \_\_\_\_\_

RFS.2.3a- Reading Foundational Skills

I can - distinguish long and short vowels when reading regularly spelled one syllable words.

## ANSWER KEY

Circle all the words that have a long vowel sound.

|      |       |      |      |
|------|-------|------|------|
| kite | sack  | tree | hide |
| sun  | tape  | sat  | pan  |
| rose | show  | box  | seed |
| sock | train | rice | game |
| hope | place | can  | grow |

Shop-Teaching Times 2

Circle all the words that have a short vowel sound.

|      |       |      |      |
|------|-------|------|------|
| hot  | table | clip | rug  |
| hop  | run   | with | slip |
| ran  | up    | from | fry  |
| pick | lie   | the  | love |

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RFS.2.3a- Reading Foundational Skills

I can - distinguish long and short vowels when reading regularly spelled one syllable words.

Circle all the words that have a long vowel sound.

|       |      |      |
|-------|------|------|
| sack  | tree | hide |
| tape  | sat  | pan  |
| show  | box  | seed |
| train | rice | game |
| place | can  | grow |

Shop-Teaching Times 2

Circle all the words that have a short vowel sound.

|       |      |      |
|-------|------|------|
| table | clip | rug  |
| run   | with | slip |
| up    | from | fry  |
| lie   | the  | love |
| junk  | and  | cry  |

Shop-Teaching Times 2

HIGH QUALITY  
IMAGES ON  
EACH PAGE

ANSWER KEYS  
INCLUDED

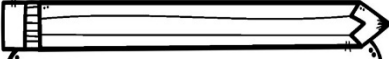


RFS.2.3 a-f

# I CAN

**Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words.

RFS.2.3 a-f

# I CAN

**Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words.




RFS.2.3a

# I CAN

I know and apply grade-level phonics and word analysis in decoding words.



RFS.2.3a

# I CAN

I know and apply grade-level phonics and word analysis in decoding words.

RFS.2.3a- Reading Foundational Skills

I can distinguish long and short vowels when reading regularly spelled one syllable words.

Read the words.

|      |      |       |       |      |       |
|------|------|-------|-------|------|-------|
| snow | long | short | take  | long | short |
| bug  | long | short | lost  | long | short |
| hat  | long | short | cute  | long | short |
| bed  | long | short | gate  | long | short |
| lock | long | short | joke  | long | short |
| cube | long | short | white | long | short |
| fish | long | short | shoes | long | short |
| book | long | short | back  | long | short |



RFS.2.3a- Reading Foundational Skills

I can distinguish long and short vowels when reading regularly spelled one syllable words.

Read the words.

|       |      |       |      |      |       |
|-------|------|-------|------|------|-------|
| play  | long | short | act  | long | short |
| gate  | long | short | bed  | long | short |
| green | long | short | the  | long | short |
| pat   | long | short | sun  | long | short |
| ship  | long | short | life | long | short |
| hay   | long | short | cat  | long | short |
| week  | long | short | feel | long | short |



Name \_\_\_\_\_

RFS.2.3a- Reading Foundational Skills

I can distinguish long and short vowels when reading regularly spelled one syllable words.

Circle all the words that have a long vowel sound.

|      |       |      |       |
|------|-------|------|-------|
| flag | grape | frog | truck |
| hole | lake  | wave | cage  |
| slip | tent  | cold | sheep |
| snow | so    | cat  | fox   |
| cute | pig   | song | lion  |



Circle all the words that have a short vowel sound.

|      |      |       |      |
|------|------|-------|------|
| ride | beef | love  | fish |
| jump | bank | chest | nine |
| de   | pe   | wet   |      |
| ce   | face | rake  |      |
|      |      | bell  |      |



TEACHING TIMES 2

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Name \_\_\_\_\_

RFS.2.3a- Reading Foundational Skills

I can distinguish long and short vowels when reading regularly spelled one syllable words.

Circle all the words that have a short vowel sound.

|       |      |      |       |
|-------|------|------|-------|
| bear  | slap | red  | trap  |
| bun   | last | test | grass |
| night | date | feet | map   |
| king  | say  | leg  | way   |
| ruby  | gray | jump | game  |



Circle all the words that have a long vowel sound.

|       |       |       |      |
|-------|-------|-------|------|
| cube  | crush | clip  | mice |
| shell | leap  | throw | pie  |
| catch | twin  | of    | time |
| bird  | spray | us    | lion |
| bag   | fly   | use   | flip |



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Name \_\_\_\_\_

RFS.2.3a- Reading Foundational Skills

I can distinguish long and short vowels when reading regularly spelled one syllable words.

Circle all the words that have a long vowel sound.

|       |       |      |      |
|-------|-------|------|------|
| kite  | saw   | tree | hide |
| sun   | type  | sat  | pan  |
| rose  | snow  | box  | seed |
| sock  | train | rice | game |
| place | can   | grow |      |



Circle all the words that have a short vowel sound.

|      |       |      |      |
|------|-------|------|------|
| hay  | table | clip | rug  |
| hop  | run   | with | slip |
| rain | up    | from | fry  |
| pick | lie   | the  | love |
| by   | junk  | and  | cry  |



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**RFS.2.3b**

**I CAN**

I can identify spelling sound correspondences for additional common vowel teams.



**RFS.2.3b**

**I CAN**

I can identify spelling sound correspondences for additional common vowel teams.

Name \_\_\_\_\_

**RFS.2.3b-Reading Foundational Skills**

I can identify spelling-sound correspondences for additional common vowel teams.

Circle the vowel team that makes the word have a long vowel sound.

|       |             |
|-------|-------------|
| play  | house       |
| boat  | out should  |
| read  | team        |
| seek  | bread eat   |
| rain  | touch       |
| hope  | puppy group |
| rate  | choice      |
| teach | chew joy    |
|       | pear        |
|       | fair meat   |

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Name \_\_\_\_\_

**RFS.2.3b-Reading Foundational Skills**

I can identify spelling-sound correspondences for additional common vowel teams.

Circle the vowel team that makes the long vowel sound.

|      |           |
|------|-----------|
| be   | make      |
| neat | want      |
| pain | back      |
| tube | mat eat   |
| boat | shop      |
| bit  | lock most |
| tone | drum      |
| meet | you come  |
|      | tre       |
|      | met       |

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Name \_\_\_\_\_

**RFS.2.3b-Reading Foundational Skills**

I can identify spelling-sound correspondences for additional common vowel teams.

Circle the word that has the same vowel sound as the underlined word.

|       |           |
|-------|-----------|
| paste | leg       |
| need  | clue      |
| bite  | day       |
| feel  | late at   |
| robe  | boat      |
| same  | lock most |
|       | most hop  |
|       | pig       |
|       | nic       |

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**RFS.2.3c**

**I CAN**

Decode regularly spelled two-syllable words with long vowels.



**RFS.2.3c**

**I CAN**

Decode regularly spelled two-syllable words with long vowels.

**TEACHING TIMES 2**

Name \_\_\_\_\_

**RFS.2.3c-Reading Foundational Skills**

I can decode regularly spelled two-syllable words with long vowels.

Draw a line to break the words into two syllables.

example - play|er

|         |        |         |
|---------|--------|---------|
| music   | even   | human   |
| baby    | robot  | silent  |
| protect | lazy   | open    |
| paper   | tiger  | zebra   |
| spider  | folder | highest |

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Name \_\_\_\_\_

**RFS.2.3c-Reading Foundational Skills**

I can decode regularly spelled two-syllable words with long vowels.

Draw a line to break the words into two syllables.

example - play|er

|        |        |        |
|--------|--------|--------|
| report | reason | bacon  |
| begin  | lady   | table  |
| hotel  | photo  | open   |
| beside | pony   | clover |
| evil   | over   | motor  |

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RFS.2.3c-Reading Foundational Skills

Name \_\_\_\_\_

I can decode regularly spelled two-syllable words with long vowels.

Read the two-syllable words below aloud to your teacher, or partner. Color the apple if the student reads the word correctly.

|        |  |        |  |
|--------|--|--------|--|
| happy  |  | photo  |  |
| open   |  | beside |  |
| honey  |  | bacon  |  |
| follow |  | zebra  |  |
| table  |  | music  |  |

Read the words below that have prefixes and suffixes aloud to your teacher, or partner. Color the apple if the student reads the word correctly.

|          |  |           |  |
|----------|--|-----------|--|
| wishing  |  | farmer    |  |
| softly   |  | unlock    |  |
| colorful |  | sleepiest |  |
| sadness  |  | untie     |  |
| smoothly |  | return    |  |

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RFS.2.3d

**I CAN**

I can decode words with common prefixes and suffixes.

RFS.2.3d

**I CAN**

I can decode words with common prefixes and suffixes.

RFS.2.3d-Reading Foundational Skills

Name \_\_\_\_\_

I can decode words with common prefixes and suffixes.

Students will read out loud the following words with common prefixes and suffixes.

|                                   |                                  |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> help     | <input type="checkbox"/> unlock  |
| <input type="checkbox"/> remote   | <input type="checkbox"/> softly  |
| <input type="checkbox"/> disagree | <input type="checkbox"/> farmer  |
| <input type="checkbox"/> unhappy  | <input type="checkbox"/> wishing |
| <input type="checkbox"/> loudest  | <input type="checkbox"/> walking |
| <input type="checkbox"/> return   | <input type="checkbox"/> unlock  |
| <input type="checkbox"/> sadness  | <input type="checkbox"/> sleepy  |
| <input type="checkbox"/> restless | <input type="checkbox"/> pre     |

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RFS.2.3d-Reading Foundational Skills

Name \_\_\_\_\_

I can decode words with common prefixes and suffixes.

Students will read out loud the following words with common prefixes and suffixes.

|                                   |                                  |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> help     | <input type="checkbox"/> unlock  |
| <input type="checkbox"/> remote   | <input type="checkbox"/> softly  |
| <input type="checkbox"/> disagree | <input type="checkbox"/> farmer  |
| <input type="checkbox"/> unhappy  | <input type="checkbox"/> wishing |
| <input type="checkbox"/> loudest  | <input type="checkbox"/> walking |
| <input type="checkbox"/> return   | <input type="checkbox"/> unlock  |
| <input type="checkbox"/> sadness  | <input type="checkbox"/> sleepy  |
| <input type="checkbox"/> restless | <input type="checkbox"/> pre     |

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RFS.2.3d-Reading Foundational Skills

Name \_\_\_\_\_

I can decode words with common prefixes and suffixes.

Students will read out loud the following words with common prefixes and suffixes.

|                                   |                                  |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> help     | <input type="checkbox"/> unlock  |
| <input type="checkbox"/> remote   | <input type="checkbox"/> softly  |
| <input type="checkbox"/> disagree | <input type="checkbox"/> farmer  |
| <input type="checkbox"/> unhappy  | <input type="checkbox"/> wishing |
| <input type="checkbox"/> loudest  | <input type="checkbox"/> walking |
| <input type="checkbox"/> return   | <input type="checkbox"/> unlock  |
| <input type="checkbox"/> sadness  | <input type="checkbox"/> sleepy  |
| <input type="checkbox"/> restless | <input type="checkbox"/> pre     |

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RFS.2.3d-Reading Foundational Skills

Name \_\_\_\_\_

I can decode words with common prefixes and suffixes.

Students will circle the common prefix or suffix of each word.

|          |           |
|----------|-----------|
| careless | untie     |
| dislike  | holding   |
| retell   | prewash   |
| unclear  | painless  |
| clearly  | disagree  |
| unkind   | misbehave |
| unbroken | cooked    |

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RFS.2.3e

**I CAN**

I can identify words with inconsistent but common spelling-sound correspondences.

RFS.2.3e

**I CAN**

I can identify words with inconsistent but common spelling-sound correspondences.

RFS.2.3c- Reading Foundational Skills

Name \_\_\_\_\_

I can identify words with inconsistent but common spelling-sound correspondences.

☒ Read the words out loud below.

|                                 |                                 |                                |
|---------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> bread  | <input type="checkbox"/> busy   | <input type="checkbox"/> watch |
| <input type="checkbox"/> flood  | <input type="checkbox"/> learn  | <input type="checkbox"/> rough |
| <input type="checkbox"/> friend | <input type="checkbox"/> pretty | <input type="checkbox"/> late  |
| <input type="checkbox"/> slow   | <input type="checkbox"/> have   | <input type="checkbox"/> they  |
| <input type="checkbox"/> work   | <input type="checkbox"/> laugh  | <input type="checkbox"/> knee  |
| <input type="checkbox"/> eight  | <input type="checkbox"/> was    | <input type="checkbox"/> wrap  |
| <input type="checkbox"/> health | <input type="checkbox"/> build  | <input type="checkbox"/> often |
| <input type="checkbox"/> does   | <input type="checkbox"/> can    | <input type="checkbox"/> sign  |

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RFS.2.3f



**I CAN**

I can recognize and read grade level appropriate irregular high frequency words.

RFS.2.3f



**I CAN**

I can recognize and read grade level appropriate irregular high frequency words.

RFS.2.3f- Reading Foundational Skills

Name \_\_\_\_\_

I can recognize and read grade appropriate irregular high frequency words.

Read each word correctly.

|       |       |        |         |           |
|-------|-------|--------|---------|-----------|
| the   | one   | we     | put     | and       |
| a     | what  | our    | very    | in        |
| were  | into  | word   | old     | different |
| there | two   | where  | great   | together  |
| you   | your  | could  | most    | should    |
| was   | their | been   | through | give      |
| are   | old   | who    | another | head      |
| they  | at    | people | come    | thought   |
| from  | many  | only   | work    | both      |
| have  | some  | find   | does    | often     |

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RFS.2.3f- Reading Foundational Skills

Name \_\_\_\_\_

I can recognize and read grade appropriate irregular high frequency words.

Read each word correctly.

|        |       |         |         |
|--------|-------|---------|---------|
| about  | to    | behind  | already |
| kind   | ing   | read    | was     |
| almost | heard | half    | built   |
| earth  | an    | old     | hold    |
| sound  | am    | ent     | talk    |
| the    | to    | early   | be      |
| eyes   | money | brought | instead |
| today  | was   | though  | with    |
| sure   | is    | be      | friend  |

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RFS.2.4 a-c



**I CAN**

Read with sufficient accuracy and fluency to support comprehension.

RFS.2.4 a-c



**I CAN**

Read with sufficient accuracy and fluency to support comprehension.

**TEACHING TIMES 2**

For this standard we have included 4 different assessments for each story.

- One assessment with comprehension questions and teacher timing the student reading the entire passage and using the formula :
 
$$\text{Words per minute} = (\text{number of words in passage} / \text{seconds for reading time}) \times 60$$
 ex.  $102/120 \times 60 = 51$
- One assessment with comprehension questions and teacher timing student for 60 seconds reading the passage for WPM. If a student gets to the end of the passage before the 60 seconds mark, then timing starts when the student begins to read until the 60 seconds is up.
- One assessment without comprehension questions and teacher timing the student reading the entire passage and using the formula :
 
$$\text{Words per minute} = (\text{number of words in passage} / \text{seconds for reading time}) \times 60$$
 ex.  $102/120 \times 60 = 51$
- One assessment without comprehension questions and teacher timing student for 60 seconds reading the passage for WPM.

RFS.2.4a-c Reading Foundational Skills

Name \_\_\_\_\_

I can read with sufficient accuracy and fluency to support comprehension.



Amy and Sam

"I am going!" Amy yelled. Sam ran to stop her at the door. "Where are you going?" Sam said. "I am going swimming today. It is my day for swimming lessons and I have to hurry or I will be late!" said Amy. Amy rushed out to the car. Mom was right behind her. Sam waved at Amy as she and mom drove off down the road. Sam was sad. He wished he could swim, but he wasn't old enough for swimming lessons yet.

Sam's dad saw him and asked Sam if he wanted to go fishing while Amy was swimming. "You bet!" said Sam. Then off Sam and dad drove down the road to their favorite fishing place.

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Name

RFS.2.4a-c Reading Foundational Skills  
I can read with sufficient accuracy and fluency to support comprehension.

Teacher Recording Sheet

Teacher can perform timed reading for 60 seconds. Teacher uses marks of his or her choice to indicate mispronunciation, skipped words, or words not known by the student. After reading the story, ask each comprehension question orally to the student and put a check for correct response.

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Sam's dad saw him and asked Sam if he wanted to go fishing while Amy was swimming. "You bet!" said Sam. Then off Sam and dad drove down the road to their favorite fishing place.

Where was Amy going?  
How did Sam feel when Amy left?  
Why couldn't Sam go to swimming lessons?  
Where did Sam go?  
Who did he go with?

Did the student read with appropriate expression? \_\_\_\_\_

Did the student read at an appropriate rate? \_\_\_\_\_

119 words in passage- student read \_\_\_\_\_ WPM

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Name

RFS.2.4a-c Reading Foundational Skills  
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Did the student read with appropriate expression? \_\_\_\_\_

Did the student read at an appropriate rate? \_\_\_\_\_

119/ \_\_\_\_\_ x 60 = \_\_\_\_\_ WPM

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Name

RFS.2.4a-c Reading Foundational Skills  
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Teacher Recording Sheet

Recording sheet for student reading the entire passage and being timed on reading the entire passage. Teacher uses marks of his or her choice to indicate mispronunciation, skipped words, or words not known by the student.

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Did the student read with appropriate expression? \_\_\_\_\_

Did the student read at an appropriate rate? \_\_\_\_\_

119/ \_\_\_\_\_ x 60 = \_\_\_\_\_ WPM

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Did the student read with appropriate expression? \_\_\_\_\_

Did the student read at an appropriate rate? \_\_\_\_\_

119 words in passage- student read \_\_\_\_\_ WPM

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My Dog Rover

I have a new puppy. His name is Rover. My aunt and uncle gave him to me for my eighth birthday. I also got a new leash and red collar for Rover and put it on him right away.

Rover and I have had the best time. We have been playing fetch with his new ball. I even taught Rover some new tricks. He has learned how to sit and roll over. He has also learned how to dance on his back legs. When we were finished with our big day last night, I even let Rover sleep at the bottom of my bed. Rover is the best birthday gift I have ever received.

Who gave Rover as a birthday present?  
What color was Rover's collar?  
Name one trick Rover learned.  
Where did Rover get to sleep after their big day?

Did the student read with appropriate expression? \_\_\_\_\_

Did the student read at an appropriate rate? \_\_\_\_\_

113 words in passage- student read \_\_\_\_\_ WPM

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Name

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113/ \_\_\_\_\_ x 60 = \_\_\_\_\_ WPM

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READING  
FOUNDATIONAL  
SKILLS  
ALL SKILLS



RFS2.4a-c Reading Foundational Skills

Name \_\_\_\_\_

I can read with sufficient accuracy and fluency to support comprehension.

### Lunchtime Blues



"Maria, the lunch bell rang, it's time to go to lunch," said Jake. "Good, I am so hungry!" said Maria. Maria and Jake went to lunch together everyday. They even brought the same lunch with peanut butter and jelly sandwich everyday. But today something was wrong, Maria had a ham sandwich in her lunchbox. "I don't like ham!" Maria said. Jake looked over at Maria and handed her his peanut butter and jelly sandwich. "Do you want to trade? I love ham sandwiches," said Jake. "Sounds like a wonderful idea to me!" said Maria. Jake and Maria traded sandwiches. She was happy knowing she had such a wonderful friend.

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RFS2.4a-c Reading Foundational Skills

Name \_\_\_\_\_

I can read with sufficient accuracy and fluency to support comprehension.

### Teacher Recording Sheet

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Who is this story about? \_\_\_\_\_  
 Where were they going? \_\_\_\_\_  
 What did they bring to lunch everyday to eat? \_\_\_\_\_  
 On this day, what did Maria bring to eat? \_\_\_\_\_

Did the student read with appropriate expression? \_\_\_\_\_

Did the student read at an appropriate rate? \_\_\_\_\_

109 words in passage- student read \_\_\_\_\_ WPM

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RFS2.4a-c Reading Foundational Skills

Name \_\_\_\_\_

I can read with sufficient accuracy and fluency to support comprehension.

### Teacher Recording Sheet

Teacher can perform timed reading for the student reading the entire passage. Teacher uses marks of his or her choice to indicate mispronunciation, skipped words, or words not known by the student. After reading the story, ask each comprehension questions orally to the student and put a check for correct response.

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109/ \_\_\_\_\_ x 60 \_\_\_\_\_ WPM

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109 words in passage- student read \_\_\_\_\_ WPM

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RFS2.4a-c Reading Foundational Skills

Name \_\_\_\_\_

I can read with sufficient accuracy and fluency to support comprehension.

### Recording sheet for student reading the entire passage and being timed on reading the entire passage

Teacher uses marks of his or her choice to indicate mispronunciation, skipped words, or words not known by the student.

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Did the student read with appropriate expression? \_\_\_\_\_

Did the student read at an appropriate rate? \_\_\_\_\_

109/ \_\_\_\_\_ x \_\_\_\_\_ WPM

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# WRITING

**W.2.1- Writing**

I can - write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Name \_\_\_\_\_

Complete the pre-writing organizer before you write.

**TOPIC:** Cats make better pets than dogs.

Do you agree with the topic? **YES** or **NO**

**Reason 1** In the box, Explain why you agree or disagree.

Give reason 1 support with linking words.

**Reason 2** Explain why you agree or disagree.

Give reason 2 support with linking words.

Write a concluding sentence.

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SKILL FOCUS &  
"I CAN" STATEMENT  
ON EACH PAGE

**W.2.2- Writing**

I can - write informative/explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Name \_\_\_\_\_

**Planning Page**

List 2 topics you know a lot about.

Now, go back and circle one of the topics you want to write about.

**Opening sentence:**

**1<sup>st</sup> fact about the topic**

**Supporting details about 1<sup>st</sup> fact**

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**W.2.6- Writing**

I can - write with guidance and support and use a variety of digital produce and publish writing, in collaboration with peers.

the student

Yes/No

of the

Yes/No

wledge

Yes/No

assignment?

Yes/No

and the student work well with others?

Yes/No

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**W.2.7- Writing**

I can - participate in shared research and writing projects (read a number of books on a single topic to produce a report; record inference, observations).

Name \_\_\_\_\_

**Topic:** Recycling

Students in group: \_\_\_\_\_

Book/Article #1 Title \_\_\_\_\_

Details from book

Book/Article #2 Title \_\_\_\_\_

Details from book

Book/Article #3 Title \_\_\_\_\_

Details from book

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**W.2.8- Writing**

I can - recall information from experiences or gather information from provided sources to answer a question.

**First Day of 2<sup>nd</sup> Grade**

of your school?

to school that day?

or not scared?

ew people?

know some of the other students

on that day?

Name one thing exciting that happened that day?

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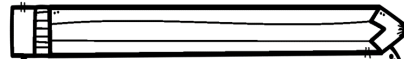
HIGH QUALITY  
IMAGES ON  
EACH PAGE




# W.2.1

## I CAN

Write opinion pieces in which the student introduces the topic or book they are writing about, states an opinion, supply reasons, use linking words to connect opinion and reasons, and provide a concluding statement or section.


# W.2.1

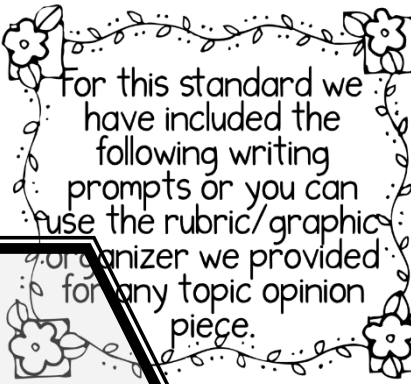
## I CAN

Write opinion pieces in which the student introduces the topic or book they are writing about, states an opinion, supply reasons, use linking words to connect opinion and reasons, and provide a concluding statement or section.



# W.2.1

For this standard we have included the following writing prompts or you can use the rubric/graphic organizer we provided for any topic opinion piece.



Name \_\_\_\_\_

W.2.1- Writing

I can write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Complete the pre-writing organizer before you write.

TOPIC: Fall is the best season.

Do you agree with the topic? **YES** or **NO**

Reason 1 \_\_\_\_\_

Give reason 1 support with linking words.

Reason 2 \_\_\_\_\_

Give reason 2 support with linking words.

Write a concluding sentence.



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Name \_\_\_\_\_

W.2.1- Writing

I can write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Do you agree that Fall is the best season?

Write an opinion piece using linking words and provide a concluding statement.



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Name \_\_\_\_\_

continue if needed



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Name \_\_\_\_\_

W.2.1- Writing

I can write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Complete the pre-writing organizer before you write.

TOPIC: Cats make better pets than dogs.

Do you agree with the topic? **YES** or **NO**

Reason 1 \_\_\_\_\_

Give reason 1 support with linking words.

Reason 2 \_\_\_\_\_

Give reason 2 support with linking words.

Write a concluding sentence.



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Name \_\_\_\_\_

W.2.1- Writing

I can write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Do you agree that cats make better pets than dogs?

Write an opinion piece using linking words and provide a concluding statement.




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Name \_\_\_\_\_

continue if needed...



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# WRITING ALL SKILLS



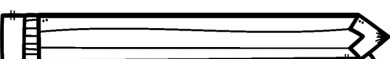





## W.2.3

# I CAN

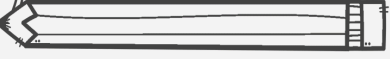
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.


## W.2.3

# I CAN

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.



W.2.3-Writing

**I can** write a narrative in which I recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Write a narrative about an event that you experienced or read about using this planner page.

Name \_\_\_\_\_

My Story Title \_\_\_\_\_

|        |          |
|--------|----------|
| EVENT: | DETAILS: |
|        |          |
| EVENT: | DETAILS: |
|        |          |
| EVENT: | DETAILS: |
|        |          |

Conclusion: \_\_\_\_\_

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W.2.1-Writing

**I can** write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Name \_\_\_\_\_

Complete the pre-writing organizer before you write.

TOPIC: Fall is the best season.

Do you agree with the topic? **YES** or **NO**

Reason 1 \_\_\_\_\_

Give reason 1 support with linking words.

Reason 2 \_\_\_\_\_

Give reason 2 support with linking words.

Write a concluding sentence.

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W.2.1-Writing

**I can** write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Name \_\_\_\_\_

Do you agree that Fall is the best season?

Write an opinion piece using linking words and provide a concluding statement.

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W.2.1-Writing

**I can** write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Name \_\_\_\_\_

continue if needed

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W.2.3-Writing

**I can** write a narrative in which I recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Name \_\_\_\_\_

Title \_\_\_\_\_

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W.2.3-Writing

**I can** write a narrative in which I recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Name \_\_\_\_\_

Remember to check over your work. Put a check next to each sentence after you have checked over your writing.

### Writing checklist

- Did I use an opening sentence?
- Did I use a closing sentence?
- Did I include enough details in the story?
- Do my sentences make sense?
- Did I use correct punctuation?
- Are there any words not spelled correctly?

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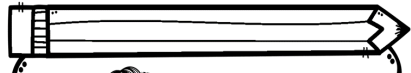
W.2.5

# I CAN

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.



# WRITING ALL SKILLS




# W.2.5 I CAN

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.



Name \_\_\_\_\_



W.2.5- Writing

I can focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults and peers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_



W.2.5- Writing

I can focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults and peers.

Peer Support (Check over another student's work using the checklist below.)

## Writing checklist

- Did the student use an opening sentence?
- Did the student use a closing sentence?
- Did the student include enough details in the story?
- Do the sentences make sense?
- Did the student use correct punctuation?
- Are there any words not spelled correctly?

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Name \_\_\_\_\_

W.2.1- Writing

I can write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Complete the pre-writing organizer before you write.

TOPIC: Fall is the best season.

Do you agree with the topic? **YES** or **NO**

Reason 1 \_\_\_\_\_

Give reason 1 support with linking words.

Reason 2 \_\_\_\_\_

Give reason 2 support with linking words.

Write a concluding sentence.

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Name \_\_\_\_\_

W.2.1- Writing

I can write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Do you agree that Fall is the best season?

Write an opinion piece using linking words and provide a concluding statement.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_



continue if needed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# W.2.6 I CAN

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in digital media.



Name \_\_\_\_\_





W.2.6- Writing

I can write with guidance and support from adults and use a variety of digital tools to produce and publish writing, including in collaboration with peers.

What kind of digital tool or tools did the student use?

Did the student follow directions? Yes/No

Did the student complete the assignment? Yes/No

Did the student show proficient knowledge of the digital tool or tools used? Yes/No

Did the student try their best during the assignment? Yes/No

Did the student work well with others? Yes/No

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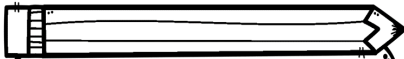

# W.2.7 I CAN

Participate in shared research and writing projects (read a number of books on a single topic to produce a report: record science observations).



# WRITING ALL SKILLS






# W.2.7

## I CAN

Participate in shared research and writing projects ( read a number of books on a single topic to produce a report: record science observations).



We have included 3 shared research and writing prompts and one where you can choose the topic yourself.

Name \_\_\_\_\_

W.2.7- Writing

I can participate in shared research and writing projects (read a number of books on a single topic to produce a report: record science observations).

Topic: Frogs

Students in group: \_\_\_\_\_

Book/Article #1 Title \_\_\_\_\_  
Details from book \_\_\_\_\_

Book/Article #2 Title \_\_\_\_\_  
Details from book \_\_\_\_\_

Book/Article #3 Title \_\_\_\_\_  
Details from book \_\_\_\_\_

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Name \_\_\_\_\_

W.2.1- Writing

I can write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Complete the pre-writing organizer before you write.

TOPIC: Fall is the best season.

Do you agree with the topic? **YES** or **NO**

Reason 1 \_\_\_\_\_  
Give reason 1 support with linking words.

Reason 2 \_\_\_\_\_  
Give reason 2 support with linking words.

Write a concluding sentence.

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Name \_\_\_\_\_

W.2.1- Writing

I can write an opinion piece about a topic or book and supply reasons using linking words to connect my opinion and provide a concluding statement.

Do you agree that Fall is the best season?

Write an opinion piece using linking words and provide a concluding statement.

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Name \_\_\_\_\_

continue if needed

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Name \_\_\_\_\_

W.2.7- Writing

I can participate in shared research and writing projects (read a number of books on a single topic to produce a report: record science observations).

Topic: Recycling

Students in group: \_\_\_\_\_

Book/Article #1 Title \_\_\_\_\_  
Details from book \_\_\_\_\_

Book/Article #2 Title \_\_\_\_\_  
Details from book \_\_\_\_\_

Book/Article #3 Title \_\_\_\_\_  
Details from book \_\_\_\_\_

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Name \_\_\_\_\_

W.2.7- Writing

I can participate in shared research and writing projects (read a number of books on a single topic to produce a report: record science observations).

Topic: Recycling

by \_\_\_\_\_

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Name \_\_\_\_\_

W.2.7- Writing

I can participate in shared research and writing projects (read a number of books on a single topic to produce a report: record science observations).

Topic: \_\_\_\_\_

Students in group: \_\_\_\_\_

Book/Article #1 Title \_\_\_\_\_  
Details from book \_\_\_\_\_

Book/Article #2 Title \_\_\_\_\_  
Details from book \_\_\_\_\_

Book/Article #3 Title \_\_\_\_\_  
Details from book \_\_\_\_\_

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# WRITING ALL SKILLS



# SPEAKING & LISTENING

Name \_\_\_\_\_

SL.2.1 – Speaking & Listening

I can participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.

# Classroom Collaborative Conversations

## Teacher checklist

- \_\_\_\_\_ The student waits his or her turn to gain the floor in a respectful way.
- \_\_\_\_\_ The student listens to others.
- \_\_\_\_\_ The student ask questions.
- \_\_\_\_\_ The student does not interrupt others when they are speaking.
- \_\_\_\_\_ The student's questions and responses relate to the topic.
- \_\_\_\_\_ The student speaks in an appropriate speaking voice.
- \_\_\_\_\_ The student responds when asked a question.

Other comments and observations by teacher

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SKILL FOCUS &  
“ I CAN” STATEMENT  
ON EACH PAGE

SL.2.6-Speaking & Listening

Name \_\_\_\_\_

**Icon** – produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Teacher Checklist

**The child speaks in complete sentences when...**

|                      |            |
|----------------------|------------|
| retelling a story    | Circle one |
|                      | Yes or No  |
| asking questions     | Yes or No  |
| explaining something | Yes or No  |
| providing details    | Yes or No  |
| sharing Information  | Yes or No  |
| asking permission    | Yes or No  |



Teacher notes/observations

SL.2.2 – Speaking & Listening

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2 - Speaking & Listening

recount or describe key ideas or events from a text read aloud or presented orally or through other media.

Illustration of a girl and a boy sitting and talking.

Students orally

characters?

ing of the

blem of the

blem solved?

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### SL 2.2 – Speaking & Listening

Learn recourt or describe key ideas or details from a text read aloud or information presented orally or through other media.

There once was a cowboy called Lightning Larry. He was called lightning because people say he could ride his horse, Flash, as fast as lightning. One day, Lightning Larry came into our town. He was looking for my cousin Henry. Henry owed Lightning Larry some money and Larry was here to get it. But when Lightning Larry asked Henry for his money, Henry told him he didn't have it, but he would make Lightning Larry a deal or, Henry said he would challenge Lightning Larry to a horse race. If Henry won, Lightning Larry would not make him pay back the money, but if he lost, Henry would pay him double the money. Lightning Larry just laughed. "You want to race me?" he said. "I will beat you in a flash," Henry said, "Well do we have a deal or are you chicken?". "Your on!", said Lightning Larry. So the two cowboys lined up side by side ready to race. Ready, set, go! Off they went, the first one to the edge of town would be the winner. Larry took off like a flash, Henry wasn't far behind. Just then it began to rain with a thunderstorm and a big flash of lightning came across the sky. Henry fell off his horse because of the shock from the thunder and when he rose up to see where Larry was, he was gone. Larry was nowhere to be found. No one knows what happened to Lightning Larry, but they say when you hear thunder and see a flash of lightning during a storm, it's Lightning Larry riding his horse Flash across the sky.

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**SL.2.2 – Speaking & Listening**

I can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Larry. He was  
his horse,  
came into  
owned  
get it. But  
Henry told him  
a deal.  
a horse race. If  
ay back the  
the money.  
e?" he said, "I  
have a deal or  
y. So the two  
day, set, go! Off  
d be the  
behind. Just  
ig flash of  
se because of  
to see where  
found. No  
t they say  
uring during a  
ss the sky.

|                     | possible answers                    | Student's answer |
|---------------------|-------------------------------------|------------------|
| Main                | Lightning Larry and Henry           |                  |
| Call Larry?         | He rode his horse fast as lightning |                  |
| Why?                | To get money from Henry             |                  |
| What happened?<br>? | no                                  |                  |
| How did<br>?        | a horse race                        |                  |
| Who won?<br>?       | No one knows                        |                  |

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HIGH QUALITY  
IMAGES ON  
EACH PAGE



**SL.2.1**

**I CAN**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.

**SL.2.1**

**I CAN**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.

Name \_\_\_\_\_

**SL.2.1 – Speaking & Listening**

**Classroom Collaborative Conversations**

**Teacher checklist**

The student waits his or her turn to gain the floor in a respectful way.

The student listens to others.

The student asks questions.

The student does not interrupt others when they are speaking.

The student's questions and responses relate to the topic.

The student speaks in an appropriate speaking voice.

The student responds when asked a question.

Other comments and observations by teacher

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Name \_\_\_\_\_

**SL.2.1 – Speaking & Listening**

**I CAN**

Participate in a group discussion. Follow with collaboration. Use this space to take notes about others, your own thoughts and what you learned.

I listen when others talk

I offer ideas for discussion

I stay on topic

I wait my turn to speak

I ask meaningful questions

I respect others' ideas

What others are saying...

My thoughts about the topic...

What I learned from this discussion...

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**SL.2.2**

**I CAN**

Account or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.2**

**I CAN**

Account or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.2 – Speaking & Listening**

**I CAN**

Account or describe key ideas or details from a text read aloud or information presented orally or through other media.

There once was a cowboy called Lightning Larry. He was called lightning because people say he could ride a horse, Flash, as fast as lightning. One day, Lightning Larry came into our town. He was looking for my cousin Henry. Henry said, "Lightning Larry, I have some money and Larry was here to get it when Lightning Larry asked Henry for his money. Henry told him he didn't have it, but he would make Lightning Larry a deal. If Henry won, Lightning Larry would not make him pay back the money, but if he lost, Henry would pay him double the money. Lightning Larry just laughed. "You want to race me?" he said. "I will beat you in a flash," Henry said. "Well do we have a deal or are you chicken?" "You on!" said Lightning Larry. So the two cowboys lined up side by side ready to race. Ready, set, go! Off they went, the first one to the edge of town would be the winner. Larry took off like a flash, Henry wasn't far behind. Just then it began to rain with a thunderstorm and a big flash of lightning. Henry was scared because of the storm. He didn't see where he was going. Lightning Larry was going to win the race. Lightning Larry said, "You want to race me?" he said. "I will beat you in a flash," Henry said. "Well do we have a deal or are you chicken?" "You on!" said Lightning Larry. So the two cowboys lined up side by side ready to race. Ready, set, go! Off they went, the first one to the edge of town would be the winner. Larry took off like a flash, Henry wasn't far behind. Just then it began to rain with a thunderstorm and a big flash of lightning. Henry was scared because of the storm. He didn't see where he was going. Lightning Larry was going to win the race.

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Name \_\_\_\_\_

**SL.2.2 – Speaking & Listening**

**I CAN**

Account or describe key ideas or details from a text read aloud or information presented orally or through other media.

| questions                                         | possible answers          | Student's answer |
|---------------------------------------------------|---------------------------|------------------|
| Who are the main characters?                      | Lightning Larry and Henry |                  |
| Why did they call Lightning Larry a flash?        | He could ride horses fast |                  |
| Why did Lightning Larry come to town?             | To get money from Henry   |                  |
| Did Henry have the money to give Lightning Larry? | no                        |                  |
| What challenge did Henry give to Lightning Larry? | a horse race              |                  |
| What happened to Lightning Larry during the race? | No one knows              |                  |

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Name \_\_\_\_\_

**SL.2.2 – Speaking & Listening**

**I CAN**

Account or describe key ideas or details from a text read aloud or information presented orally or through other media.

After reading a story aloud, have students orally answer the following questions.

Name of story: \_\_\_\_\_

- Who were the main characters?
- What was the setting of the story?
- What was the problem of the story?
- How was the problem solved?

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# SPEAKING & LISTENING ALL SKILLS

**SL.2.3**

**I CAN**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**SL.2.3**

**I CAN**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**SL.2.3 – Speaking & Listening**

Learn to answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Name \_\_\_\_\_

**Guest Speaker Checklist**

The child makes eye contact with the speaker at all times. ☐ Circle one  
Yes or No

The child did not talk while the speaker was talking. ☐ Yes or No

The child was an active listener. ☐ Yes or No

The child responds appropriately to the questions asked by the speaker. ☐ Yes or No

The child wants to be called on to answer a question. ☐ Yes or No

The child speaks in complete sentences when answering or asking a question. ☐ Yes or No

Teacher notes/observations



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**SL.2.1 – Speaking & Listening**

Learn to participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.

Name \_\_\_\_\_

Participate in a group discussion. Follow with collaboration. Use this opportunity to take notes about others, your own thoughts and what you learned. Shade in each apple after a group discussion of your part or the others'.

☐ I listen when others talk ☐ I offer ideas for discussion

☐ I stay on topic ☐ I wait my turn to speak

☐ I ask meaningful questions ☐ I respect others' ideas

What others are saying...

My thoughts about the topic...

What I learned from this discussion...

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**SL.2.2**

**I CAN**

Recount or describe events, ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.2**

**I CAN**

Recount or describe events, ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.4 – Speaking & Listening**

Learn to tell a story or recount an experience with appropriate facts and relevant, descriptive details speaking audibly in coherent sentences.

Name \_\_\_\_\_

Story/Event: \_\_\_\_\_

by \_\_\_\_\_

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**SL.2.4 – Speaking & Listening**

Learn to tell a story or recount an experience with appropriate facts and relevant, descriptive details speaking audibly in coherent sentences.

Name \_\_\_\_\_

**Teacher Checklist**

The child can tell a story that makes sense. ☐ Circle one  
Yes or No

The story is told in order. ☐ Yes or No

The child used expression while telling the story. ☐ Yes or No

The child speaks in complete sentences. ☐ Yes or No

The child speaks at an appropriate rate. ☐ Yes or No

The child stayed on topic throughout the story. ☐ Yes or No

Teacher notes/observations



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**SL.2.5**

**I CAN**

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**SL.2.5**

**I CAN**

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**SL.2.5 - Speaking & Listening**

**I can -** create audio recordings of stories or poems; add drawings or other visual displays when appropriate to clarify ideas, thoughts and feelings.

Name \_\_\_\_\_

Story or poem I will record is: \_\_\_\_\_

written by \_\_\_\_\_

I used a \_\_\_\_\_ to make my recording.

| When I recorded, I did the following... | When I recorded, I added these visuals... (circle) |
|-----------------------------------------|----------------------------------------------------|
| _____ spoke clearly                     | _____ drawings                                     |
| _____ changed my voice when needed      | _____ clipart                                      |
| _____ used descriptive verbs            | _____ photos                                       |
| _____ used descriptive words            | _____ charts                                       |
| _____ enjoyed myself                    | _____ 3D objects                                   |
|                                         | _____ magazine/book clippings                      |

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**SL.2.5 - Speaking & Listening**

**I can -** create audio recordings of stories or poems; add drawings or other visual displays when appropriate to clarify ideas, thoughts and feelings.

Name \_\_\_\_\_

Draw an illustration of your story/poem.

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**SL.2.1 - Speaking & Listening**

**I can -** participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.

Name \_\_\_\_\_

Participate in a group discussion. Follow with collaboration. Use this opportunity to take notes about others, your own thoughts and what you learned. Shade in each apple after the group discussion of your part or the others' part.

|                                                     |                                                      |
|-----------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> I listen when others talk  | <input type="checkbox"/> I offer ideas for the topic |
| <input type="checkbox"/> I stay on topic            | <input type="checkbox"/> I wait my turn to speak     |
| <input type="checkbox"/> I ask meaningful questions | <input type="checkbox"/> I respect others' ideas     |

What others are saying...

My thoughts about the topic...

What I learned from this discussion...

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**SL.2.2**

**I CAN**

recount or describe events, ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.2**

**I CAN**

recount or describe events, ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.6 - Speaking & Listening**

**I can -** produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Name \_\_\_\_\_

**Teacher Checklist**

The child speaks in complete sentences when...

|                      |                         |
|----------------------|-------------------------|
| retelling a story    | Circle one<br>Yes or No |
| asking questions     | Yes or No               |
| explaining something | Yes or No               |
| providing details    | Yes or No               |
| sharing information  | Yes or No               |
| asking permission    | Yes or No               |

Teacher notes/observations

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### About the Authors

Kristy & Misty are identical twin sisters who teach at the same school across the hall from each other. They have over 20 years of teaching experience in 1<sup>st</sup> and 2<sup>nd</sup> grade. Both have presented at the local, state, and national levels a at variety of conferences. They strive to support teachers and are blazing a path with their engaging resources as a top seller on TPT.

