

Reading



Name _____
Read the passage. Complete each activity.

Maya and her family went on vacation to the beach. As soon as they got there, Maya put on her bathing suit. She wanted to go swimming right away. Then, she built a sandcastle. But, the tide came in. It washed the sandcastle away. Maya played all day on the beach. She slept very well. The next day, her family rented bikes. They rode up the beach to visit a lighthouse. That night, a storm hit. The electricity went out. Maya and her family lit candles and told stories until bedtime. The next morning, they packed their bags and headed home.

Match each effect to its cause.

8. Maya's sandcastle washed away.
9. Maya slept very well.

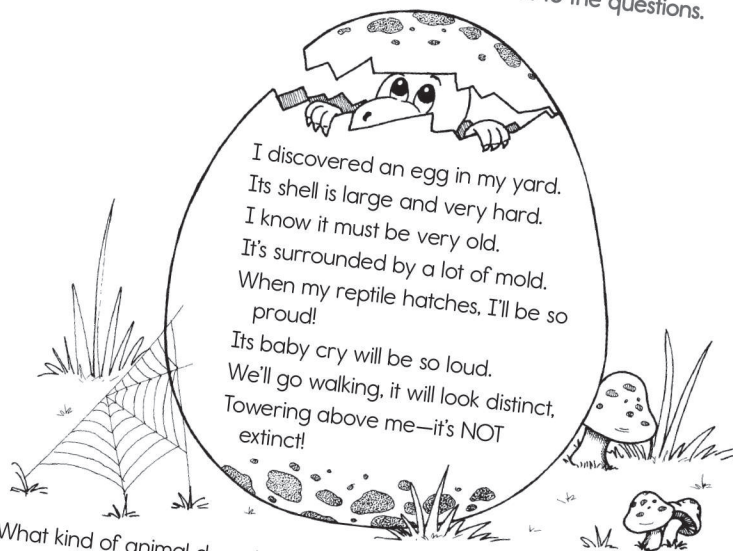
- a. Maya played all day on the beach.
- b. A storm hit.
- c. Maya and her family lit candles and told stories until bedtime.
- d. The tide came in.

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ked to a lighthouse.
ndcastle.
headed home.
went out.



An "Eggciting" Discovery

Read the poem. Use context clues to infer the answers to the questions.



1. What kind of animal does the speaker think will hatch out of the egg?

2. Write three clues that helped you guess its identity.
a. _____
b. _____
c. _____
3. If you found this egg, do you think it would hatch?
Why or why not? _____

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- ☐ I can describe how characters behave and think in a story.
☐ I can use pictures and words to figure out the parts of a story.
☐ I can read various texts with ease and understanding.

- Ideal for differentiation and remediation
- Includes assessment and targeted practice pages
- Excellent resource for teachers and parents
- I Can statements provide self-assessment on every page

Read the passage. Answer each question.

Kyle came home from school. He tossed his backpack on the floor. He slumped into a chair. "I don't feel good," he said. I brought him some water and a snack. I reminded him to start on his homework soon. Kyle told me he was too sick to do homework. He said he needed to rest in bed.

A few minutes later, I checked on Kyle. He was not in bed. He was playing video games and eating his snack.

"Looks like you're feeling better," I said. "Time to get to work." Kyle grumbled. He rushed through his homework. He was back to his computer games in 15 minutes.

1. Who is the main character of the story? _____

2. Circle the word that best describes the main character.

excited

sick

dishonest

responsible

3. From whose point of view is the story probably told? _____

4. Where and when does this story take place?

5. What happens at the end of the story?

6. Does Kyle like to do homework? How do you know?

7. Do you think Kyle will get a good grade on his homework? Why or why not?

Read the passage. Complete each activity.

Maya and her family went on vacation to the beach. As soon as they got there, Maya put on her bathing suit. She wanted go swimming right away. Then, she built a sandcastle. But, the tide came in. It washed the sandcastle away. Maya played all day on the beach. She slept very well. The next day, her family rented bikes. They rode up the beach to visit a lighthouse. That night, a storm hit. The electricity went out. Maya and her family lit candles and told stories until bedtime. The next morning, they packed their bags and headed home. It was a great vacation!



Match each effect to its cause.

- | | |
|---|--------------------------------|
| 8. Maya's sandcastle washed away. | a. Maya played all day. |
| 9. Maya slept very well. | b. A storm hit. |
| 10. Maya's family visited a lighthouse. | c. Maya's family rented bikes. |
| 11. The electricity went out. | d. The tide came in. |
| 12. Number (1–5) to put the events of the story in the correct order. | |

_____ Maya's family biked to a lighthouse.

_____ Maya built a sandcastle.

_____ Maya's family headed home.

_____ The electricity went out.

_____ A storm hit.

Read each passage. Answer each question.

A. So, I went up the hill

with my sister, Jill,

to fetch a pail of water.

I fell down

and broke my crown,

when Jill pushed me to pick up a

quarter.

B. I climbed up a mountain

to get to a fountain

and carry heavy water buckets

with Jack.

When clumsy Jack fell,

I followed as well

to see if he needed an ice pack.

13. What were both stories about?

a. Jack and Jill fetching water and Jack falling down.

b. Jack and Jill having an argument, and Jill finding a quarter.

c. A brother and sister who like mountain climbing.

14. Which statement describes the poems?

a. One poem uses rhyme and the other poem has rhythm.

b. Neither of the poems have rhythm.

c. Both of the poems use rhyme.

15. From whose point of view is poem A told? _____ Poem B? _____

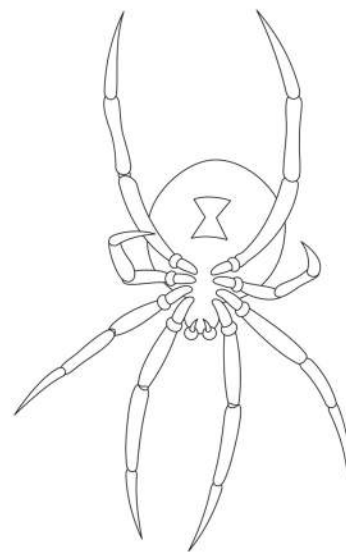
16. How does Jill probably feel about going on this errand with Jack? How do you know? _____

17. How are Jack and Jill different or the same in the two poems?

Read the passage. Answer each question.

Spiders live all over the world. Most people think spiders are insects. They're not! Spiders are arachnids. Insects have three body parts and six legs. Arachnids have two body parts and eight legs. Spiders also make silk. Spider silk is very strong. They use it to build webs. They use it to make egg sacs and wrap up their prey.

Many people are afraid of spiders. The truth is that most spiders can't hurt humans. Spiders do have venom in their fangs. The venom is usually too weak to hurt people. Spiders use the venom to help them eat their prey. The venom also keeps predators away.



18. What is a good title for this passage?

a. Spiders Are Scary!

b. All about Spiders

c. Interesting Insects

19. What is the first paragraph mostly about?

20. What is one thing that spiders use silk for?

21. Venom is

a. poison

b. teeth

c. silk

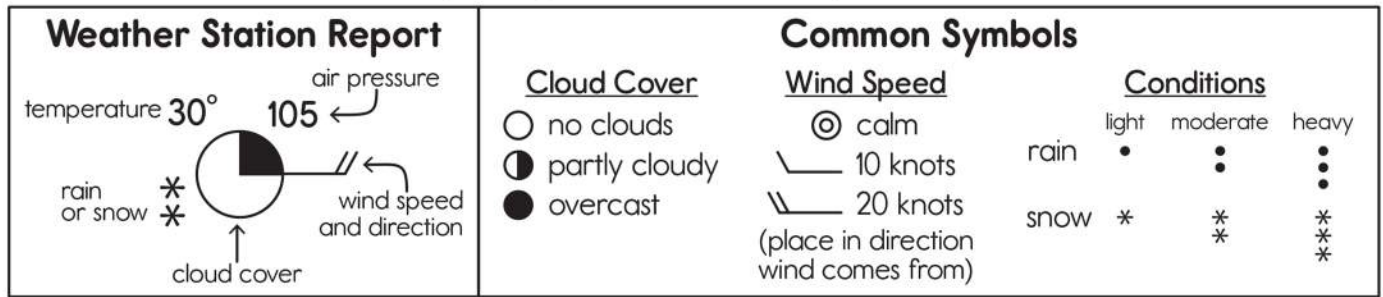
22. Why do you think the author wrote this passage?

a. to explain the difference between spiders and insects

b. to warn people about spider bites

c. to teach people about spiders

Look at the chart. Read the passage. Answer each question.



Meteorologists study weather. They use special tools and computers. These tools give them a lot of information. Meteorologists use this data to tell what the weather will be. They can tell us if a day will be sunny and warm. They can warn us if a storm is coming. Meteorologists watch the weather at stations around the world. They send out reports of what they see. The reports tell about the temperature, clouds, rain, and wind. The reports use symbols. The symbols are quick and easy to read. These reports are not just used by meteorologists. Pilots and sailors use the information to stay safe.

23. Why do meteorologists use symbols on their weather reports?

24. What does the word *data* mean?

a. rain

b. tools

c. information

25. Meteorologists send out reports from weather stations, so

a. people can stop tornados.

b. people can stay safe.

c. people can learn how to be meteorologists.

26. Use the diagram to draw a weather report to show a partly cloudy day with wind at 10 knots from the north, heavy rain, air pressure of 110, and a temperature of 59°.

Read the emails. Answer the questions.

To: <Aunt Cara>

From: <Ella>

Subject: animals!

I'm so excited to tell you about our trip to the science museum! We went last Saturday, and we saw the coolest animals. They have a new aquarium there. I saw a fishing cat. It was so cute! I wanted to take it home with me. They also had animals outside. We saw monkeys playing. The tigers were so pretty! I wanted to see the red panda, but it was hiding. Next time you visit, you have to go with us!

To: <Aunt Cara>

From: <Emmett>

Subject: a museum

We went to the science museum last Saturday. It was OK. We saw some rocks that glow in the dark. We also saw dinosaur skeletons. They were neat, I guess. The real animals were all boring except the shark tank. I wanted to go to an IMAX movie, but we missed the last show. Maybe we can see one next time you come to visit.

27. To whom were the emails written? _____

How do you know? _____

28. Where did the kids go last Saturday?

a. a zoo

b. a science museum

c. a movie

29. What did Ella like best about the trip? Give examples from her email to support your answer.

30. What did each child want to do that they didn't get to do?

Ella: _____

Emmett: _____

31. What did both children want to happen in the future?

After you score each student's skill assessment pages, match any incorrectly answered problems to the table below. Use the corresponding practice pages for any problem areas, and ensure that each student receives remediation in these areas.

Answer Key: 1. Kyle; 2. dishonest; 3. Kyle's mom or dad; 4. at Kyle's house after school; 5. Kyle does his homework. 6. No—he pretends to be sick to avoid homework. 7. No—he rushed through it and probably wasn't careful. 8. d; 9. a; 10. c; 11. b; 12. 2, 1, 5, 4, 3; 13. a; 14. c; 15. A—Jack, B—Jill; 16. She doesn't want to go. She exaggerates the hill as a mountain and complains the water buckets are heavy. 17. Jack is clumsy in B but pushed around by his sister in A. Jill is mean to Jack in A but nice to him in B. 18. b; 19. how spiders are different from insects; 20. webs, egg sacs, or to wrap prey; 21. a; 22. c; 23. to make them quick and easy to read; 24. c; 25. b; 26. ⁵⁹ ¹¹⁰ 27. Aunt Cara, in the "To" line; 28. b; 29. writes animals in the "Subject" line, talks about various animals, and is sad she missed the red panda; 30. Ella—see the red panda, Emmett—see an IMAX movie; 31. go to the museum with their aunt

Comprehension Skill	Common Core State Standards*	Assessment Item(s)	Practice Page(s)
Reading Standards for Literature			
Story Elements	2.RL.1, 2.RL.3, 2.RL.4, 2.RL.5, 2.RL.6, 2.RL.9, 2.RL.10	1–5, 14, 15	12–19, 21–29
Summarizing	2.RL.1, 2.RL.2, 2.RL.5, 2.RL.10	12, 13	21, 23, 30–39, 42–45
Compare and Contrast	2.RL.1, 2.RL.6, 2.RL.9, 2.RL.10	13–15, 17	13, 63–66, 70, 73
Cause and Effect	2.RL.1, 2.RL.4, 2.RL.5, 2.RL.7, 2.RL.10	7–11	46–50, 52–61
Inferring	2.RL.1, 2.RL.3, 2.RL.4, 2.RL.7, 2.RL.10	6, 7, 16	76–83, 86–91
Reading Standards for Informational Text			
Story Elements	2.RI.3, 2.RI.5	20, 26	20, 59, 62
Summarizing	2.RI.1, 2.RI.2, 2.RI.5, 2.RI.6, 2.RI.7, 2.RI.10	18–20, 23, 28	20, 40, 41, 45
Compare and Contrast	2.RI.1, 2.RI.5, 2.RI.7, 2.RI.9, 2.RI.10	27, 30, 31	62, 66–69, 71, 72, 74, 75
Cause and Effect	2.RI.1, 2.RI.3, 2.RI.7, 2.RI.8, 2.RI.10	25, 26	51
Inferring	2.RI.1, 2.RI.4, 2.RI.5, 2.RI.6, 2.RI.7, 2.RI.8, 2.RI.10	21, 22, 24, 25, 29	84, 85

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Moving Day

Each Brewster kid feels differently about moving to a new home. Circle a name to answer the first four questions. Then, write the name of the person whom you think said each quote.



- | | | | | |
|-----------------------|------|-------|--------|-------|
| 1. Who looks angry? | Brad | Betty | Brenda | Billy |
| 2. Who looks sad? | Brad | Betty | Brenda | Billy |
| 3. Who looks happy? | Brad | Betty | Brenda | Billy |
| 4. Who looks worried? | Brad | Betty | Brenda | Billy |

5. "When we move to the new house, I will have my own room! I can't wait!" _____
6. "I'm angry! I don't want to leave my home! I have lived here my whole life!" _____
7. "I've heard that my new teacher is very hard. I like our new house, but I'm not sure about the school." _____
8. "I'm going to miss playing with all of my friends in the park. Thinking about saying good-bye to them makes me sad." _____

☐

I can describe how characters behave and think in a story.

☐

I can show how characters have different points of view.

The Goldilocks Report

In every story, some characters are more important than others. They are called main characters. Other characters with smaller parts are called minor characters. Read **Officer Grizzly's** report and circle the answer to each question.

At 5:05 pm, we were called to the home of a Mr. and Mrs. Bear. They had been out for the day. Upon returning home, they found the lock on their door had been broken. Officer Paws and I went into the house. We found that food had been eaten and a chair had been broken. Paws searched the backyard while I went upstairs. I found a person asleep in a small bed. The subject was a female human with curly blonde hair. She was unknown to the Bear family. The human claimed her name was Goldilocks. She carried no identification to prove her claim. The subject confessed to trespassing and eating food. She stated that she was sorry for her actions and promised to pay for any food that she ate.

1. In the fairy-tale version of this story, who is the main character?

Goldilocks

Baby Bear

Papa Bear

2. What characters were added to the story "The Goldilocks Report"?

Mr. Bear and Baby Bear

Officer Grizzly and Officer Paws

3. Who tells the story "The Goldilocks Report"?

Goldilocks

Officer Grizzly

Officer Paws

4. In the fairy tale of Goldilocks, which bear has the biggest part?

Papa Bear

Mama Bear

Baby Bear

5. In the fairy tale of Goldilocks, which one is a minor character?

Papa Bear

Goldilocks

Officer Paws

6. In "The Goldilocks Report," which one is a minor character?

Officer Paws

Officer Grizzly

Goldilocks

- ☐ I can show how characters have different points of view.
- ☐ I can compare and contrast characters in different versions of the same story.
- ☐ I can read various texts with ease and understanding.