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# Grade 2 Standards—Reading: Informational Text

<b>A. Key Ideas and Details</b>	
	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>B. Craft and Structure</b>	
	1. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
	2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	3. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>C. Integration of Knowledge and Ideas</b>	
	1. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	2. Describe how reasons support specific points the author makes in a text.
	3. Compare and contrast the most important points presented by two texts on the same topic.
<b>D. Range of Reading and Level of Text Complexity</b>	
	1. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Visit [www.creativeteaching.com](http://www.creativeteaching.com) to find out how this book correlates to Common Core and/or State Standards.

# Reading Passages Specific Standards

Text	A. 1	A. 2	A. 3	B. 1	B. 2	B. 3	C. 1	C. 2	C. 3	D. 1
A Trip to a Farm (p. 6)	✓						✓		✓	✓
All About Birds (p. 9)	✓	✓	✓			✓	✓			✓
Dragonflies (p. 11)	✓		✓		✓		✓			✓
Big and Blue (p. 13)	✓			✓			✓			✓
Squirrel Adaptations (p. 15)	✓	✓	✓		✓					✓
Life Cycle of a Brown Bear (p. 17)	✓			✓	✓					✓
Life Cycle of a Monarch Butterfly (p. 19)	✓		✓	✓			✓			✓
Three Types of Ice (p. 21)	✓	✓			✓	✓				✓
Freezing Rain (p. 23)	✓	✓	✓				✓			✓
Fog (p. 25)	✓		✓					✓		✓
Snow Globes (p. 27)	✓		✓	✓						✓
How We Use Water at Home (p. 29)	✓							✓		✓
Wind Makes Things Move (p. 31)	✓		✓	✓	✓					✓
How Do We Use Air? (p. 33)	✓	✓	✓							✓
Drying Clothes (p. 35)	✓		✓					✓		✓
Sliding and Rolling (p. 37)	✓									✓
Things That Spin (p. 39)	✓		✓	✓						✓
Things with Wheels (p. 41)	✓				✓	✓				✓
Moving in a Wheelchair (p. 43)	✓	✓				✓	✓	✓		✓
Be Active Every Day (p. 45)	✓		✓		✓		✓			✓
Your Body Needs Water (p. 48)	✓		✓							✓
Finding New Friends (p. 50)	✓		✓		✓	✓				✓
Teasing (p. 53)	✓		✓	✓	✓					✓
When You Are Sick (p. 55)	✓		✓			✓				✓
Stay Safe in the Sun (p. 57)	✓		✓			✓	✓			✓
Birthday Traditions (p. 59)	✓			✓						✓
A Birthday in Mexico (p. 61)	✓			✓	✓		✓			✓
Christmas (p. 63)	✓						✓			✓
Hanukkah (p. 65)	✓						✓			✓
Diwali (p. 67)	✓						✓	✓		✓
Eid al-Fitr (p. 69)	✓									✓
The Tricky Turtle (p. 71)	✓									✓
The Grasshopper and the Ant (p. 73)	✓							✓		✓
The Lion and the Mouse (p. 75)	✓									✓
The Rooster and the Sun (p. 77)	✓									✓
How Communities Change (p. 79)	✓				✓			✓		✓
People on the Move (p. 81)	✓	✓								✓
Hospitals and Community Centers (p. 83)	✓	✓			✓		✓			✓
What Does a School Custodian Do? (p. 86)	✓						✓			✓
What Does a School Librarian Do? (p. 88)	✓	✓						✓		✓
What Does a Crossing Guard Do? (p. 90)	✓				✓		✓	✓		✓
What Is the Internet? (p. 92)	✓				✓					✓
Convincing People to Buy a Product (p. 94)	✓			✓						✓
The Wright Brothers (p. 97)	✓		✓		✓	✓	✓			✓
Helen Keller (p. 99)	✓	✓			✓			✓		✓



# Introduction

Reading comprehension is the cornerstone of a child's academic success. By completing the activities in this book, children will develop and reinforce essential reading comprehension skills. Children will benefit from a wide variety of opportunities to practice engaging with text as active readers who can self-monitor their understanding of what they have read.

Children will focus on the following:

## Identifying the Purpose of the Text

- The reader understands, and can tell you, why they read the text.

## Understanding the Text

- What is the main idea of the text?
- What are the supporting details?
- Which parts are facts and which parts are opinions?

## Analyzing the Text

- How does the reader's background knowledge enhance the text clues to help the reader answer questions about the text or draw conclusions?
- What inferences can be made by using information from the text with what the reader already knows?
- How does the information from the text help the reader make predictions?
- What is the cause and effect between events?

## Making Connections

How does the topic or information they are reading remind the reader about what they already know?

- Text-to-self connections: How does this text relate to your own life?
- Text-to-text connections: Have I read something like this before? How is this text similar to something I have read before? How is this text different from something I have read before?
- Text-to-world connections: What does this text remind you of in the real world?

## Using Text Features

- How do different text features help the reader?

# Text Features

Text features help the reader to understand the text better. Here is a list of text features with a brief explanation on how they help the reader.

<b>Contents</b>	Here the reader will find the title of each section, what page each text starts on within sections, and where to find specific information.
<b>Chapter Title</b>	The chapter title gives the reader an idea of what the text will be about. The chapter title is often followed by subheadings within the text.
<b>Title and Subheading</b>	The title or topic is found at the top of the page. The subheading is right above a paragraph. There may be more than one subheading in a text.
<b>Map</b>	Maps help the reader understand where something is happening. It is a visual representation of a location.
<b>Diagram and Illustration</b>	Diagrams and illustrations give the reader additional visual information about the text.
<b>Label</b>	A label tells the reader the title of a map, diagram, or illustration. Labels also draw attention to specific elements within a visual.
<b>Caption</b>	Captions are words that are placed underneath the visuals. Captions give the reader more information about the map, diagram, or illustration.
<b>Fact Box</b>	A fact box tells the reader extra information about the topic.
<b>Table</b>	A table presents text information in columns and rows in a concise and often comparative way.
<b>Bold and Italic text</b>	<b>Bold</b> and <i>italic</i> text are used to emphasize a word or words, and signify that this is important vocabulary.

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# A Trip to a Farm

Lily and Sandro wrote about their class trip to a farm.

## Our Class Trip—by Lily

We went to a farm. We saw lots of animals. We saw chickens and sheep and cows.

We saw pigs. There were little baby pigs. They were cute. They have pink noses. Pigs have flat noses.

We saw corn growing. The corn was not very tall. The corn has to grow tall. Then it grows the part you can eat.

Chicks are baby chickens. The chicks are yellow and fluffy. I got to hold a chick. That was the best part of the trip.

## Our Trip to a Farm—by Sandro

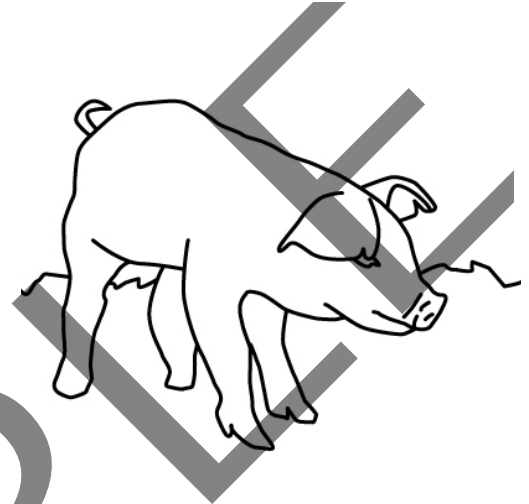
We went on a trip to a farm. Mr. Crane is the farmer.

The farm has different animals. We fed the pigs. We saw Mr. Crane milk a cow. We saw sheep, too.

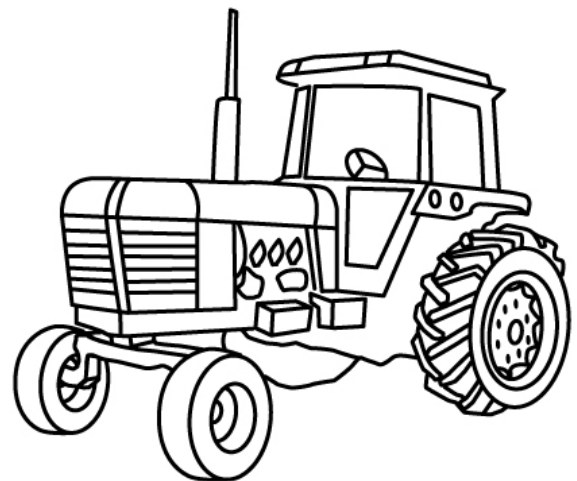
The farm has chickens. The chickens lay eggs. Baby chicks come out of the eggs.

Mr. Crane has a **tractor**. It has big wheels and small wheels.

Mr. Crane let me sit on the tractor. That was the most fun of all.



Baby pig



Farm tractor

## "A Trip to a Farm"—Think About It

1. Who wrote about each thing? Circle the correct answer. The first one is done for you.

sheep	Lily	Sandro	Lily and Sandro
Mr. Crane	Lily	Sandro	Lily and Sandro
baby pigs	Lily	Sandro	Lily and Sandro
chicken eggs	Lily	Sandro	Lily and Sandro
chicks	Lily	Sandro	Lily and Sandro
corn	Lily	Sandro	Lily and Sandro
tractor	Lily	Sandro	Lily and Sandro

2. Sandro said the tractor has big wheels and small wheels. Are the small wheels at the front or the back of the tractor? Tell how you know.

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3. Tell which part of the trip Lily and Sandro each liked best.

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