

Table of Contents

Introduction	3–5
Reading Card Chart	6–7
Completed Activity Sheets Chart	8–9
Activity Sheets	10–75
Pirates	10–11
Lift-Off!	12–13
Penguin Rescue	14–15
Trains	16–17
Planes	18–19
Lions and Tigers	20–21
The Planets	22–23
Crocodiles and Alligators	24–25
Letter to Captain Red Beard	26–27
The Hungry Sea Monster	28–29
Red Beard the Pirate	30–31
Bones the Sea Dog	32–33
My Robot	34–35
My Angry Pet Snake	36–37
Polar Bears	38–39
Cartoon Corner	40–42
Variations	43–45
Plants That Bite Back	46–47
Competition Email	48–49
Your Muscles and Bones	50–52
Big Changes for Tiny Tadpole	53–55
I’m Going to the Moon	56–57
On the Prowl	58–60
Letter to the Tooth Fairy	61–62
Dog Overboard	63–64
The Great Race	65–66
The Big Rat	67–68
Boy Trapped in Venus	69–70
Celebration Card	71–72
Solving Riddles	73–75
Answer Key	76–80

14 Reading Card

My Angry Pet Snake

I have a scary sort of pet.
Not many people have seen it yet.
It isn't a pet children usually keep,
Because most of the day it tends to sleep.
If you wake it up, you better WATCH OUT!
Its head and its body may spin all about.
You'll hear a frightening, nasty HISSSS.
And if it bites, it doesn't MISSS.
Always beware when it's awake,
Because it's a slithering, angry snake.
It's black and brown and long and thin
With lots of slippery, scaly skin.
I decided to name my pet snake Ray.
My brother would like him to go away.
While good, old Ray seems happy here,
My friends wish he would go elsewhere.

At first, they thought that Ray was fake,
But I said, "No! He's a real, live snake."
And off they run with all their might
Before Roaming Ray decides to bite!



My Angry Pet Snake

Name _____

Date _____

Complete this page using the reading card.

1. Write down two things that the snake in this poem does.

2. Write down four words that describe what the snake is like.

3. What is the snake's name?

4. Using the snake's name, design a label to go on the snake's home.

5. If you had a snake, what would you call it?

6. In this poem, Ray is angry. Write down two things that make you angry and two things that make you happy.

Things That Make Me Angry	Things That Make Me Happy

My Angry Pet Snake

Name _____

Date _____

Complete the thought bubbles using the reading card.

- Write what the snake is thinking.
- Write what the girl is thinking.
- Write what the boy is thinking.



Common Core Standards Correlation

Each reading card (RC), activity card (AC), or activity sheet (SP) in *Reading Comprehension and Writing Response* meets one or more of the following Common Core Standards and Expectations[®] Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core Standards, go to <http://www.corestandards.org/>.

Grade 2 Reading Standards – Literature	Correlations
Key Ideas and Details	
1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	RC28 AC28 SP17, SP19, SP21, SP23, SP25, SP31, SP45, SP52, SP56, SP58, SP60, SP62, SP64
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	AC21 SP46
3. Describe how characters in a story respond to major events and challenges.	AC10, AC22 SP25, SP48, SP54, SP56
Craft and Structure	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	SP25, SP26, SP58
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	AC22, AC26 SP20, SP31, SP47
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	AC22 SP18, SP20, SP22, SP28, SP32, SP43, SP53
Integration of Knowledge and Ideas	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	SP22, SP25, SP28
Grade 2 Reading Standards – Informational Text	Correlations
Key Ideas and Details	
1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	AC1, AC6 SP1, SP2, SP5, SP13, SP16, SP29, SP34, SP37, SP39, SP42, SP49, SP62
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	SP1, SP39
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RC23 AC18, AC21, AC29 SP2, SP5, SP6, SP8, SP9, SP15, SP29, SP38, SP42

Common Core Standards Correlation *(cont.)*

Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	RC5 AC23 SP7, SP34
5. 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.	RC1–5, RC7–8, RC13–20, RC23, RC28–30 SP5, SP8, SP9, SP13, SP29
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	AC7 SP16
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RC23 AC18, AC20 SP34, SP43, SP62
8. Describe how reasons support specific points the author makes in a text.	SP39
Grade 2 Reading Standards – Foundational Skills	Correlations
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	RC1–30
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	RC1–30
Grade 2 Writing Standards	Correlations
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	AC3, AC19 SP59

Common Core Standards Correlation *(cont.)*

Text Types and Purposes <i>(cont.)</i>	
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	AC2–5, AC7, AC8, AC13, AC14, AC18, AC28 SP12, SP16, SP24, SP29, SP38, SP50, SP59
3. 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.	AC1, AC5, AC10, AC11, AC20, AC21, AC23, AC24, AC26 SP4, SP6, SP10, SP18, SP20, SP32, SP33, SP53, SP57, SP61, SP63
Production and Distribution of Writing	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	AC7, AC8, AC10, AC20, AC30 SP53
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	AC7–9
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	AC8
8. Recall information from experiences or gather information from provided sources to answer a question.	AC8, AC15, AC28 SP2, SP8, SP18, SP38, SP55
Grade 2 Speaking and Listening Standards	Correlations
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	AC1–30
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	AC4, AC12, AC19, AC25, AC26, AC28
Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	AC8, AC22, AC26
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	AC8, AC10, AC11, AC19, AC22, AC24, AC30

Common Core Standards Correlation *(cont.)*

Grade 2 Language Standards	Correlations
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	<p>All writing activities, particularly AC20 SP4, SP18, SP24, SP40</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>All writing activities, particularly AC6, AC20, AC30 SP8, SP22, SP26, SP40</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English. 	<p>SP28, SP30, SP32, SP61, SP63, SP65</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> 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 (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition/additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>RC1, RC5 AC15, AC17, AC23 SP7, SP9, SP37, SP41, SP44, SP49</p>

Common Core Standards Correlation *(cont.)*

Vocabulary Acquisition and Use <i>(cont.)</i>	
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	AC11 SP35, SP37, SP49
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	AC1, AC6–8, AC13, AC18, AC21, AC25, AC26 SP4, SP14, SP15, SP18, SP25–27, SP36, SP38, SP55, SP63
Grade 3 Reading Standards – Literature	Correlations
Key Ideas and Details	
<p>1. Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	AC9, AC10, AC29 SP17, SP19, SP21, SP25, SP29, SP31, SP39, SP45, SP47, SP52, SP54, SP56, SP58, SP60, SP64
<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	AC21 SP20, SP46
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	AC9, AC28 SP22, SP27, SP45, SP48
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	RC11, RC16
<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	SP18, SP21, SP54, SP61
Integration of Knowledge and Ideas	
<p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	SP31
Grade 3 Reading Standards – Informational Text	Correlations
Key Ideas and Details	
<p>1. Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	AC6 SP1, SP3, SP5, SP11, SP13, SP34, SP42, SP49, SP62
<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	AC18 SP1, SP5, SP42

Common Core Standards Correlation *(cont.)*

Key Ideas and Details <i>(cont.)</i>	
<p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>AC21 SP3, SP8, SP9, SP11, SP15, SP50</p>
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>RC8, RC20 SP37, SP41</p>
<p>5. Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>RC1, RC7</p>
Integration of Knowledge and Ideas	
<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>RC1, RC5, RC6, RC15, RC29 AC18, AC29 SP3, SP5, SP43, SP49, SP62</p>
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>RC29 SP62</p>
Grade 3 Reading Standards – Foundational Skills	Correlations
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	<p>RC1–30 SP44</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RC1–30, particularly RC22</p>

Common Core Standards Correlation *(cont.)*

Grade 3 Writing Standards	Correlations
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>AC3, AC19 SP59</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>AC2–5, AC7, AC8, AC13, AC14, AC18, AC28 SP8, SP12, SP16, SP24, SP29, SP38, SP50, SP59</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>AC1, AC9–11, AC21, AC23, AC24, AC26 SP4, SP6, SP10, SP18, SP20, SP32, SP53, SP57, SP61, SP63</p>
Production and Distribution of Writing	
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>SP16, SP18, SP26, SP32, SP63</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>AC7, AC8, AC10, AC30 SP53</p>
<p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as interact and collaborate with others.</p>	<p>AC7–9</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p>AC15</p>
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>AC7, AC8 SP16</p>

Common Core Standards Correlation *(cont.)*

Grade 3 Speaking and Listening Standards	Correlations
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	AC1–30
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	AC5, AC20
Presentation of Knowledge and Ideas	
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	AC4, AC8, AC10, AC12, AC20, AC22, AC23, AC25
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	AC8, AC10, AC11, AC19, AC22, AC24, AC30
Grade 3 Language Standards	Correlations
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	All writing activities, particularly SP18, SP40

Common Core Standards Correlation *(cont.)*

Conventions of Standard English <i>(cont.)</i>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to based words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>All writing activities, particularly AC6, AC20, AC30 SP8, SP22, SP26</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>SP4, SP14, SP24, SP28, SP30, SP32, SP35, SP43, SP53, SP55, SP57, SP59, SP61, SP65</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>AC17, AC20, AC23 SP7, SP9, SP15, SP37, SP41, SP44, SP49</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>RC16 AC11 SP12, SP28, SP56, SP64</p>

Common Core Standards Correlation *(cont.)*

Vocabulary Acquisition and Use <i>(cont.)</i>	
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	SP4, SP7, SP10, SP34, SP36, SP38, SP63