

# Webster County Schools

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Office of Curriculum

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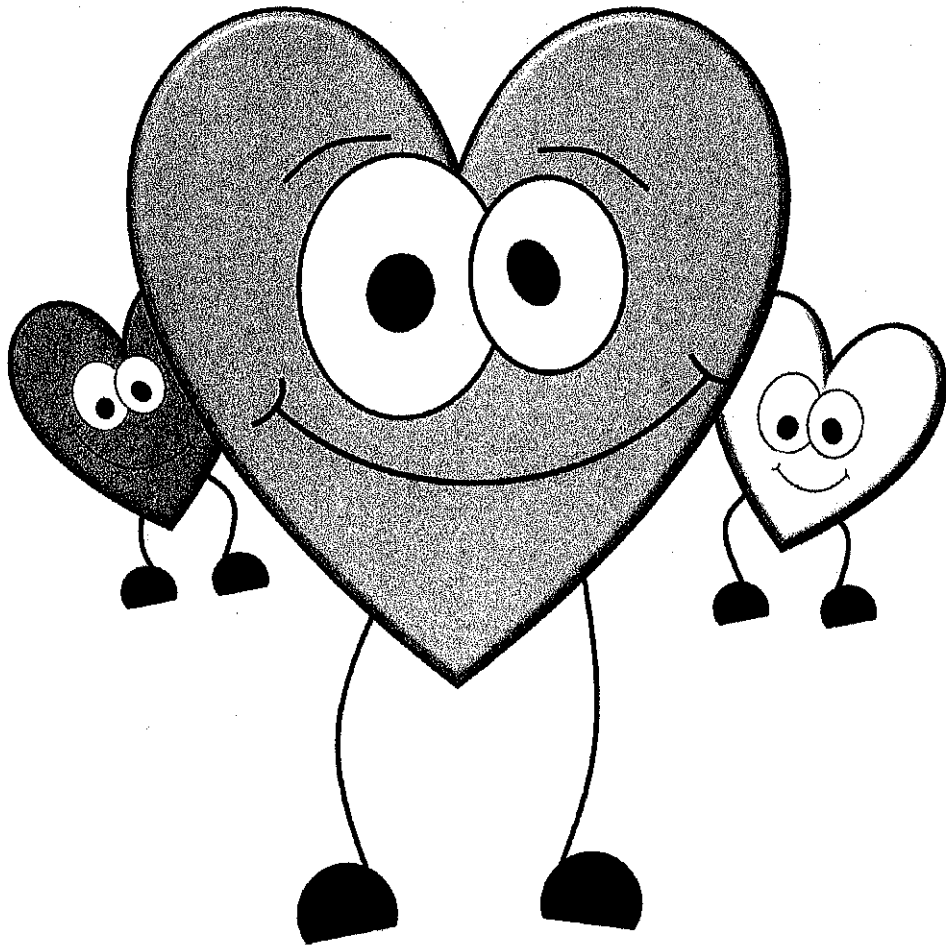
[packets@webstercountyschools.org](mailto:packets@webstercountyschools.org)

# 2<sup>nd</sup> Grade

## Packet 3

## May 4, 2020

Love,  
Adjectives, &  
Adverbs



# Teaching 4 Real

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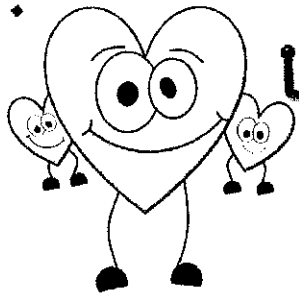
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# Love, Adjectives, & Adverbs

Read each sentence and underlined word. If it is an adverb color it pink. If it is an adjective color it yellow.

The boy ran down the street quickly.

Singing in front of a large crowd always makes me smile..

My mom baked the most delicious apple pie.

Homework gives me the biggest headache!

Cole uses mental math to solve problems faster.

I do my multiplication more slowly than my friends.

Penguins live in very frigid habitats.

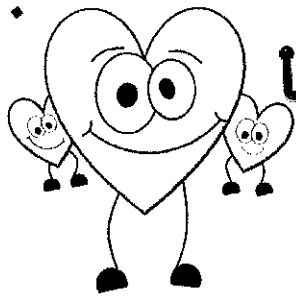
Hot chocolate is my favorite drink on a winter day.

The team with the most touchdowns cheered the loudest.

The coldest temperatures on earth are in Antarctica.

The icy roads meant we didn't have to go to school.

My cold quickly went away after eating chicken noodle soup.



# Love, Adjectives, & Adverbs

Read each sentence and fill in the blank with an adjective or adverb that makes sense.

The boy ran down the street \_\_\_\_\_.

Singing in front of a \_\_\_\_\_ crowd always makes me smile.

My mom baked the most \_\_\_\_\_ apple pie.

Homework gives me the \_\_\_\_\_ headache.

Cole uses mental math to solve problems \_\_\_\_\_.

I can write my multiplication facts \_\_\_\_\_ than my friends.

Penguins live in very \_\_\_\_\_ habitats.

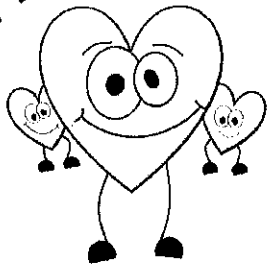
Hot chocolate is my favorite drink on a \_\_\_\_\_ day.

The team with the most touchdowns cheered the \_\_\_\_\_.

The \_\_\_\_\_ temperatures on earth are in Antarctica.

The \_\_\_\_\_ roads meant we didn't have to go to school.

My cold went away \_\_\_\_\_ after eating chicken noodle soup.



# Love, Adjectives, & Adverbs

Read each sentence. Write the adjective that describes the underlined noun on the line.

1. We love to make yummy cookies for our friends. \_\_\_\_\_
2. Busy squirrels make nests in the trees. \_\_\_\_\_
3. I love the sweet taste of cherry pie. \_\_\_\_\_
4. You can enjoy breathing fresh air in the park. \_\_\_\_\_
5. Listening to classical music relaxes me after a hard day. \_\_\_\_\_
6. The trip to Disney World took eight hours by car. \_\_\_\_\_

Read each sentence. Write the adverb that describes the underlined verb on the line.

1. We skied down the hill slowly. \_\_\_\_\_
2. A blizzard covered my house in snow yesterday. \_\_\_\_\_
3. Today we will go to our favorite restaurant. \_\_\_\_\_
4. He completely understands the math problem. \_\_\_\_\_
5. She had to look twice before crossing the road. \_\_\_\_\_
6. Alicia held her umbrella tightly during the hard rain. \_\_\_\_\_

Choose 3 words from the hearts below and create 3 sentences. Underline your word.

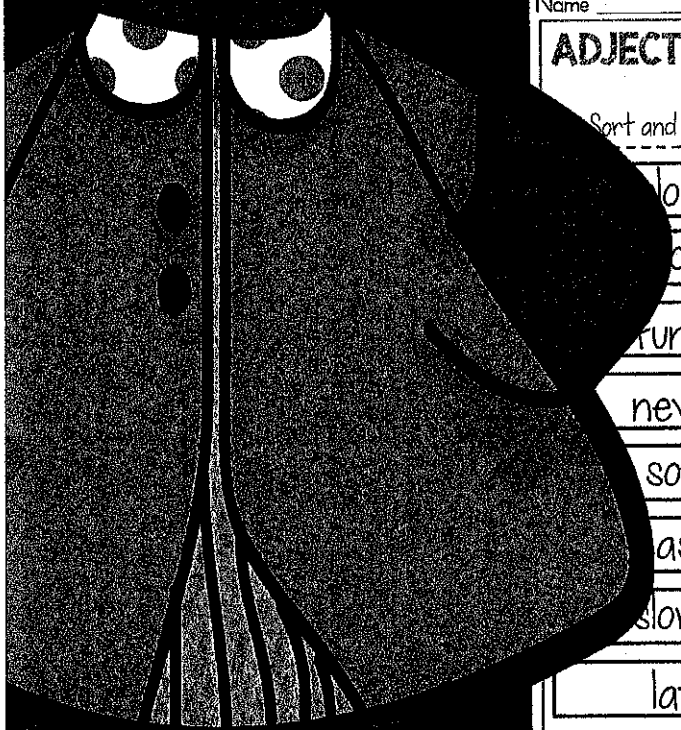


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# ADJECTIVE

# ADVERB

# SORT



Name \_\_\_\_\_

2.L.2.1.e Use adjectives and adverbs

### ADJECTIVE or ADVERB SORT

Sort and glue the words to the correct column.

colorful	tall
quickly	safe
funny	five
never	always
soon	busy
easily	tomorrow
slowly	here
late	one

2.L.2.1.e Use adjectives and adverbs

### ADJECTIVE or ADVERB SENTENCE SORT

Did an adjective or an adverb? Sort and glue the sentences to the correct column.

here.	Charlie is a fast runner.
game.	Johnny always arrives on time.
h is very	Mr. Smith works very hard.
y hard.	The man speaks quietly.
be on the am?	Be careful!

Our team played badly.	The clever fox hid in the bushes.
The children are not very quiet.	Charlie can run fast.
Sandy speaks Spanish very well.	Listen carefully!

2.L.2.1.e Use adjectives and adverbs...



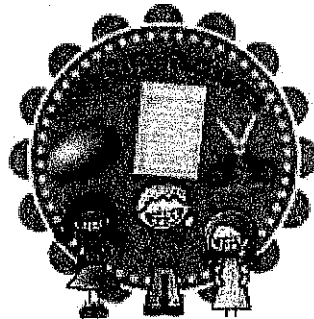
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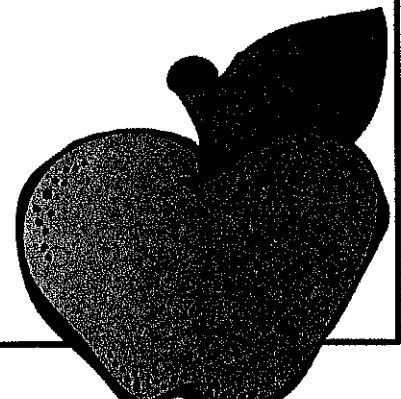
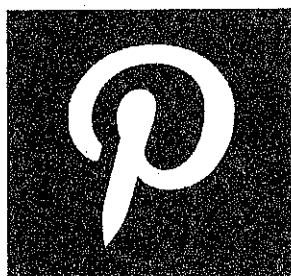
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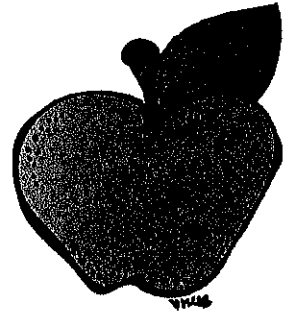




# ADJECTIVES & ADVERBS

An adjective is a word that tells about a noun.

Adjectives often tell what kind or how many.



Jim saw **five** stars in the sky.  
*The adjective tells how many stars Jim saw.*

An adverb is a word that tells about a verb. Adverbs often tell how, when, or where.

Todd ran **quickly**.  
*The adverb tells how Todd ran.*

Most adverbs that tell how end in **-ly**, like the adverb **quickly**.

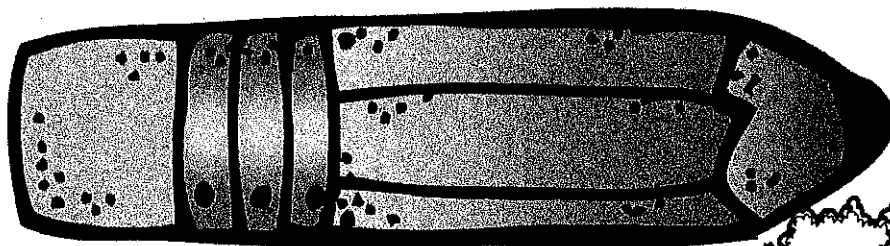


**ADJECTIVE**

**ADVERB**

**Sort**

**Activity # 1**



Name \_\_\_\_\_

2.L.2.1.e Use  
adjectives and  
adverbs

# ADJECTIVE or ADVERB SORT

Sort and glue the words to the correct column.

colorful

tall

quickly

safe

funny

five

never

always

soon

busy

easily

tomorrow

slowly

here

dirty

one

Name \_\_\_\_\_

# ADJECTIVE or ADVERB Sort

**Adjective**

**Adverb**

--	--

--

# ANSWER KEY

## ADJECTIVE or ADVERB Sort

**Adjective**

colorful

five

busy

safe

dirty

tall

one

funny

**Adverb**

quickly

easily

slowly

here

always

never

soon

tomorrow

Name \_\_\_\_\_

2.L.2.1.e Use adjectives and adverbs

Directions: Write the words in the correct column.

# Adjective

# Adverb

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

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

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

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_



On the back of this sheet, write 3 sentences using the words above.



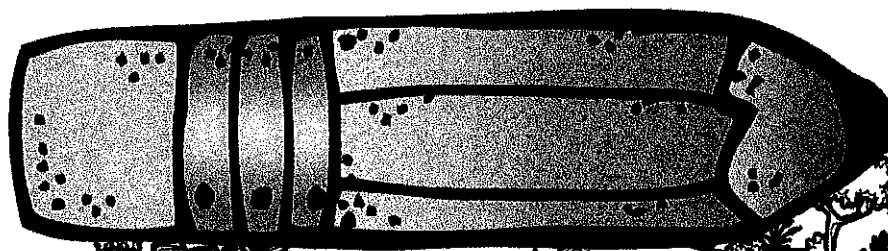
**ADJECTIVE**

**ADVERB**

**Sort**

**Activity # 2**

*Very Challenging!*



# ADJECTIVE or ADVERB SENTENCE SORT

2.L.2.1.e Use  
adjectives and  
adverbs

Is the word in bold an **adjective** or an **adverb**? Sort and glue the sentences to the correct column.



Please stand <b>here</b> .	Charlie is a <b>fast</b> runner.
It was a <b>bad</b> game.	Johnny <b>always</b> arrives on time.
Sandy's Spanish is very <b>good</b> !	Mr. Smith works very <b>hard</b> .
Her job is very <b>hard</b> .	The man speaks <b>quietly</b> .
Is Tom <b>glad</b> to be on the football team?	<b>Be careful!</b>
Our team played <b>badly</b> .	The <b>clever</b> fox hid in the bushes.
The children are not very <b>quiet</b> .	Charlie can run <b>fast</b> .
Sandy speaks Spanish very <b>well</b> .	Listen <b>carefully!</b>







Name \_\_\_\_\_

Z.L.Z.I.E Use adjectives and adverbs

Directions: Write the sentences in the correct column.

# Adjective

# Adverb

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

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

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

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_



Starts with a capital letter.



Use spaces between your words.



Use a period to end the sentence.



On the back of this sheet, write three sentences using your own adjectives and adverbs.

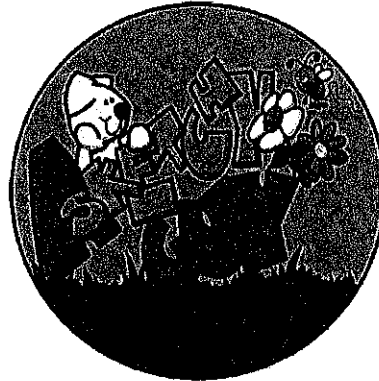


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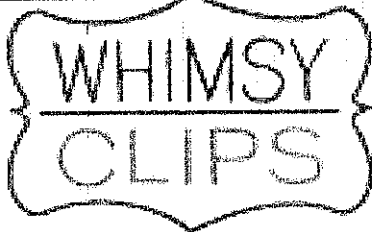
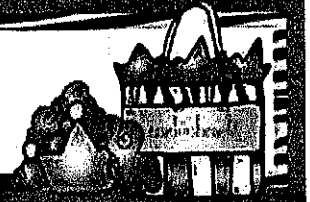
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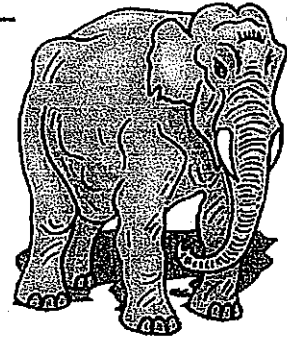


Name: \_\_\_\_\_

5eatwun

## Synonyms

children	tale	begin	damp
done	giant	perhaps	like
pebble	silly	tidy	chuckle



Choose a synonym from the box to replace each underlined word.

1. Tommy liked watching the huge elephant at the zoo.

\_\_\_\_\_

2. I tossed a stone in the lake.

\_\_\_\_\_

3. Carla knows so many funny jokes.

\_\_\_\_\_

4. Will you tell me a story, Grandpa?

\_\_\_\_\_

5. Sarah's bedroom is very neat.

\_\_\_\_\_

6. Ed makes everyone laugh when he makes goofy faces.

\_\_\_\_\_

7. I enjoy drinking iced tea during the summer.

\_\_\_\_\_

8. The kids at the park played baseball.

\_\_\_\_\_

9. Put the wet towel on the clothesline to dry.

\_\_\_\_\_

10. Put your plate in the sink when you're finished.

\_\_\_\_\_

11. Maybe we can go outside after lunch today.

\_\_\_\_\_

12. You should start your science project tonight.

\_\_\_\_\_

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

## Identify the Synonym

Synonyms are two words that mean the same or nearly the same as each other. Choose the correct



synonym for each underlined word below by circling your choice.

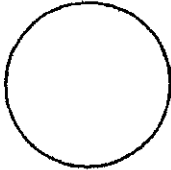
- The girls were surprised when they saw the beautiful flowers the delivery boy brought.  
A) frustrating B) pretty C) fast D) orange
- Watching the movie with all of my friends from school was fun, but it was too long.  
A) sticky B) lengthy C) silly D) short
- Jennifer's roasted hot dog was ruined when it fell into the fire.  
A) flames B) water C) ground D) refrigerator
- The librarian asked the children to be silent because everyone was trying to study.  
A) noisy B) boring C) quiet D) early
- My grandpa made the new dollhouse, complete with miniature furniture for every room.  
A) pretty B) tiny C) fresh D) tall
- The boys on the soccer team were hungry after the game, so they went to eat pizza.  
A) bumpy B) happy C) starving D) full
- Mrs. Blackwell assigned a difficult project for the students to complete during their vacation.  
A) free B) easy C) caring D) hard
- The college professor was wise and gave the new students a lot of good advice.  
A) intelligent B) funny C) ordinary D) ugly
- Samantha's great-grandpa is very old.  
A) friendly B) crazy C) charming D) elderly
- During physical education, the children had to jump as far as they could.  
A) juggle B) leap C) swim D) run

Name \_\_\_\_\_

**Describe Equal Parts**

**Draw to show halves.**  
**Color a half of the shape.**

1.



2.



**Draw to show thirds.**  
**Color a third of the shape.**

3.



4.

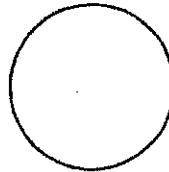


**Draw to show fourths.**  
**Color a fourth of the shape.**

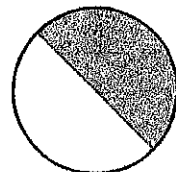
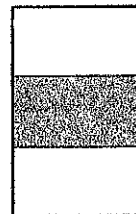
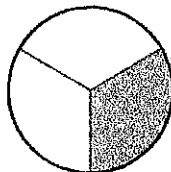
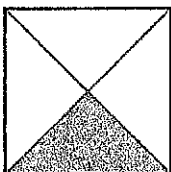
5.



6.

**PROBLEM SOLVING**

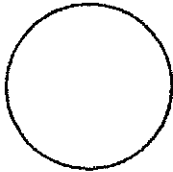
7. Circle all the shapes that have a third of the shape shaded.



Name \_\_\_\_\_

**Show Equal Parts of a Whole****Draw to show equal parts.**

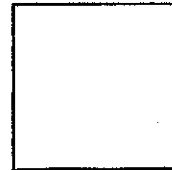
1. halves



2. fourths



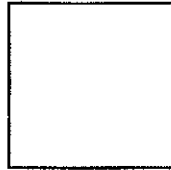
3. thirds



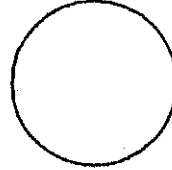
4. thirds



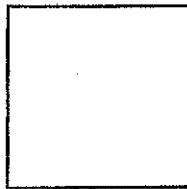
5. halves



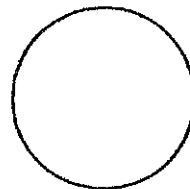
6. fourths



7. fourths



8. halves



9. thirds

**PROBLEM SOLVING**

Solve. Write or draw to explain.

10. Joe has one sandwich. He cuts the sandwich into fourths. How many pieces of sandwich does he have?

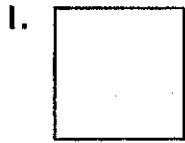
\_\_\_\_\_ pieces



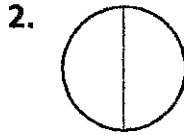
Name \_\_\_\_\_

### Equal Parts

Write how many equal parts there are in the whole.  
Write halves, thirds, or fourths to name the equal parts.



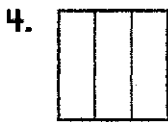
\_\_\_\_\_ equal parts



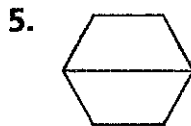
\_\_\_\_\_ equal parts



\_\_\_\_\_ equal parts



\_\_\_\_\_ equal parts



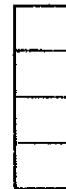
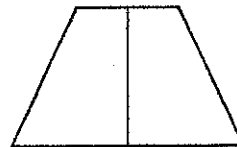
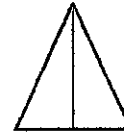
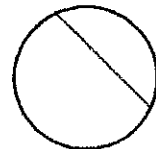
\_\_\_\_\_ equal parts



\_\_\_\_\_ equal parts

### PROBLEM SOLVING

7. Sort the shapes.
- Draw an X on the shapes that do not show equal parts.
  - Circle the shapes that show halves.



88 Name \_\_\_\_\_

Date \_\_\_\_\_

**Warm Up**

**Partitioned Shapes**

A whole can be partitioned, or divided, into equal parts.

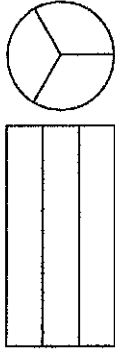
These pizzas are both partitioned into fourths.

Two equal parts are called **halves**.



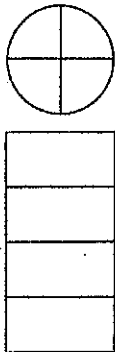
- Each part is one half ( $\frac{1}{2}$ ).
- A whole is two halves ( $\frac{2}{2}$ ).

Three equal parts are called **thirds**.

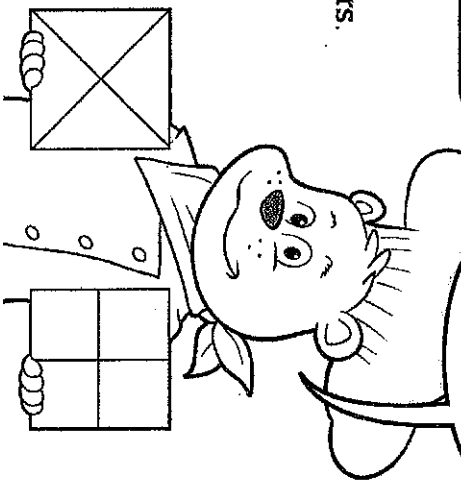


- Each part is one third ( $\frac{1}{3}$ ).
- A whole is three thirds ( $\frac{3}{3}$ ).

Four equal parts are called **fourths** or **quarters**.



- Each part is one fourth ( $\frac{1}{4}$ ).
- A whole is four fourths ( $\frac{4}{4}$ ).



Color by the code.

halves = red  
 thirds = purple  
 fourths = yellow  
 unequal parts = green

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 5.

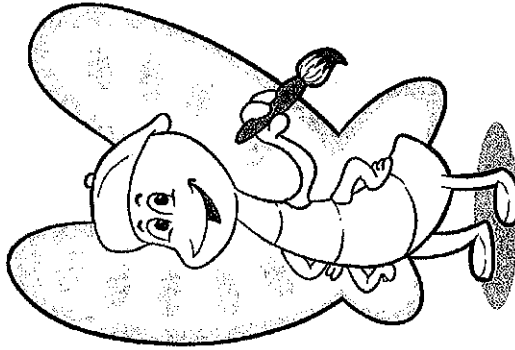
82 Name \_\_\_\_\_

Date \_\_\_\_\_

# Practice Geometry

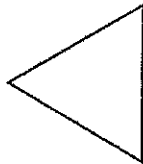
## Warm Up

### Identifying Shapes



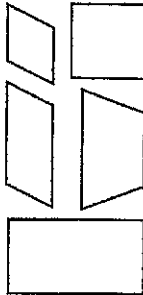
A shape can be described by the number of sides and angles it has.

Triangle



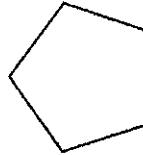
3 sides  
3 angles

Quadrilateral



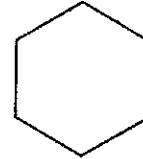
4 sides  
4 angles

Pentagon



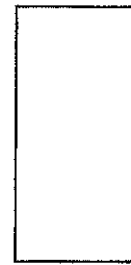
5 sides  
5 angles

Hexagon



6 sides  
6 angles

Write the number of sides and angles.  
Write the name of the shape.



1.

\_\_\_\_\_ sides

\_\_\_\_\_ angles



2.

\_\_\_\_\_ sides

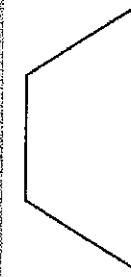
\_\_\_\_\_ angles



3.

\_\_\_\_\_ sides

\_\_\_\_\_ angles



4.

\_\_\_\_\_ sides

\_\_\_\_\_ angles

**Lesson 11.1**

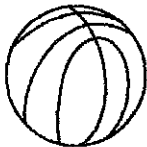







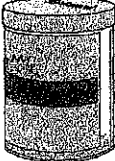


Name \_\_\_\_\_

**Three-Dimensional Shapes**

COMMON CORE STANDARD CC.2.G.1

Reason with shapes and their attributes.

**Circle the objects that match the shape name.**

|                      |                                                                                     |                                                                                     |                                                                                       |
|----------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1. cube              |    |    |    |
| 2. cone              |    |   |    |
| 3. rectangular prism |   |   |   |
| 4. cylinder          |  |  |  |

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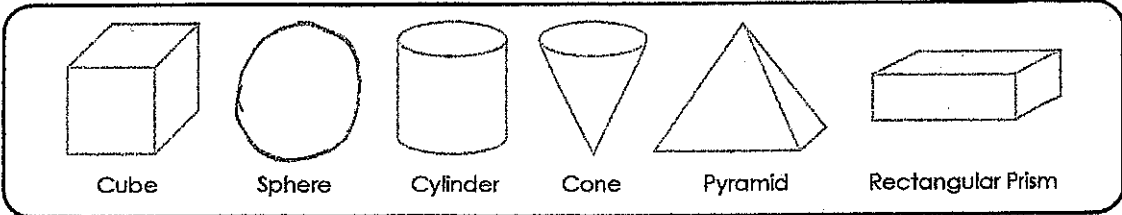
**PROBLEM SOLVING** REAL WORLD

5. Lisa draws a circle by tracing around the bottom of a block. Which could be the shape of Lisa's block?  
Circle the name of the shape.

cone                       cube                       rectangular prism

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

# Solid Figures



Write the name of the solid figure that each object looks like.



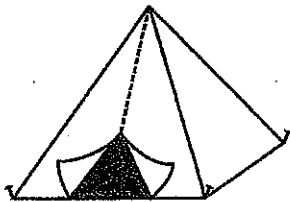
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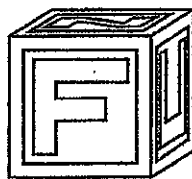
\_\_\_\_\_



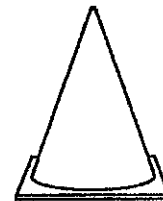
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\_\_\_\_\_



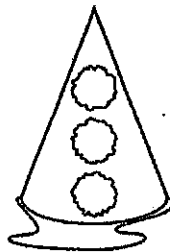
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

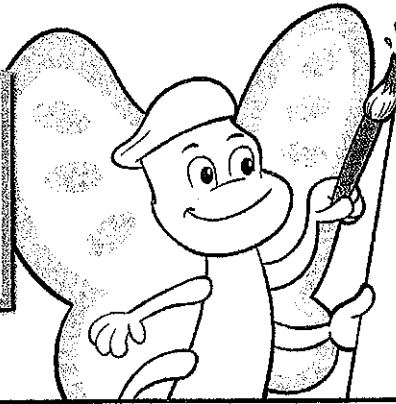
**Practice**

# Geometry

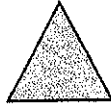
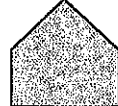
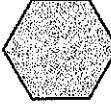
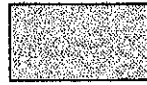
## Identifying Shapes

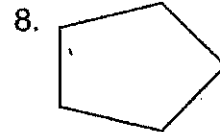
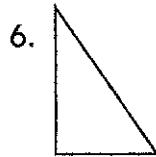
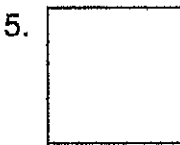
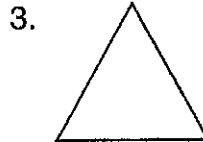
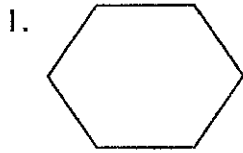
Color the shapes below by the code.

**Color Code**  
 three sides = orange  
 six sides = red  
 four angles = blue  
 five angles = green



**Word Bank**

|                                                                                    |                                                                                     |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
| triangles                                                                          | pentagons                                                                           |
|  |  |
| hexagon                                                                            | quadrilaterals                                                                      |



Complete each sentence. Use the word bank.

9. The orange shapes are \_\_\_\_\_

10. The red shape is a \_\_\_\_\_

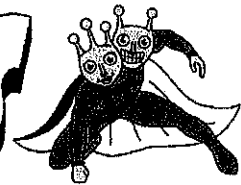
11. The green shapes are \_\_\_\_\_

12. The blue shapes are \_\_\_\_\_

**Bonus:** How many angles does an eight-sided shape have? Draw or write to show how you know.



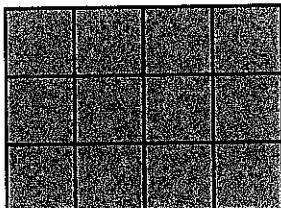
# SUPERSHEETS



**HERO:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Use the model to answer questions 1 and 2.**

A rectangle is covered with color tiles. There are 4 rows and 3 columns.



**1** How many color tiles cover the rectangle?

**A** 7

**B** 12

**C** 14

**D** 11

**2** Is the number of tiles covering the rectangle an odd number or an even number?

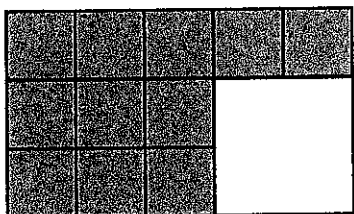
**F** Odd, because the tiles can not be put in pairs

**G** Odd, because the tiles can be put in pairs

**H** Even, because the tiles can not be put in pairs

**J** Even, because the tiles can be put in pairs

**3** Blake started to cover the following rectangle with color tiles. How many color tiles will it take to completely cover the rectangle?



**A** 12

**C** 15

**B** 8

**D** 11

**4** Ashley is trying to show Dexter why 10 is an even number. She has 10 stars.



Which equation should Ashley use to show Dexter that 10 is an even number?

**F**  $12 - 2 = 10$

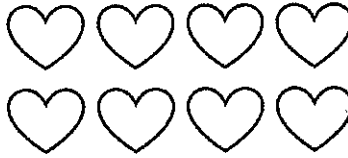
**H**  $9 + 1 = 10$

**G**  $5 + 5 = 10$

**J**  $11 - 1 = 10$

Use the array to answer questions 5 and 6.

Reba arranges her heart stickers in an array.



5 Which expression can be used to find Reba's total number of heart stickers?

**A**  $4 + 2$

**C**  $3 + 3 + 3$

**B**  $2 + 2 + 2 + 2 + 2$

**D**  $2 + 2 + 2 + 2$

6 Does Reba have an odd number or an even number of heart stickers?

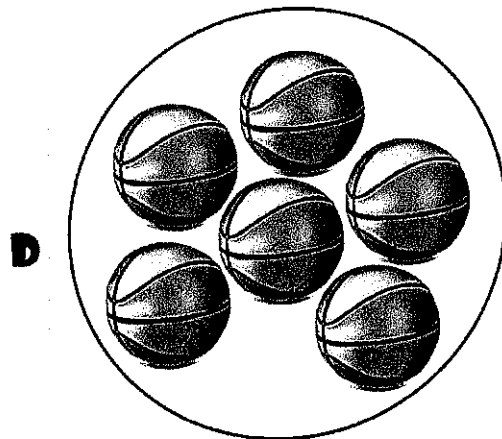
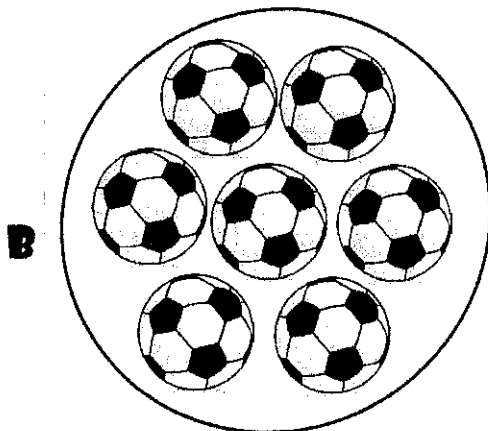
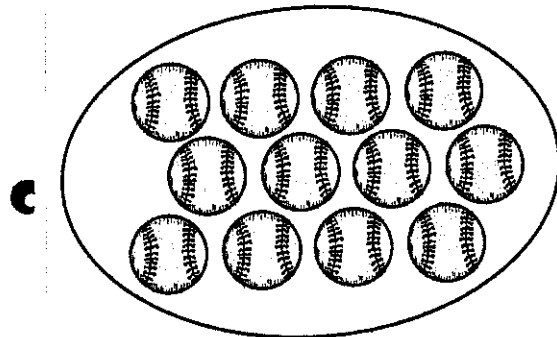
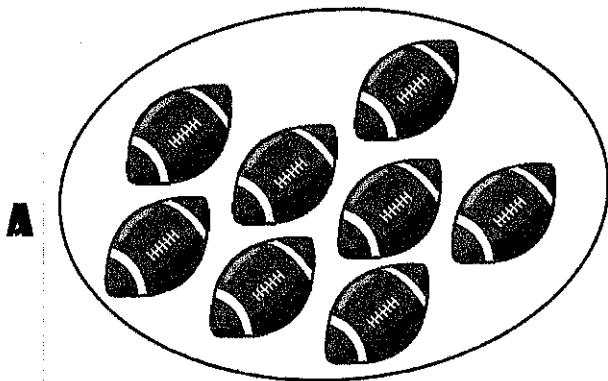
**F** Even, because  $4 + 4 = 8$

**H** Odd, because  $5 + 2 = 7$

**G** Even, because  $6 + 3 = 8$

**J** Odd, because  $2 + 4 = 6$

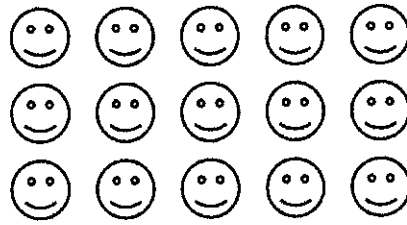
7 Coach Flores bought four sets of balls for summer camp. Which set contains an odd number of balls?





Use the array and the statements to answer questions 8, 9 and 10.

Anthony arranges his happy face stickers in an array.



- Leah said that there are 15 stickers, because  $5 + 3 + 5 + 3 = 15$
- Jose said that there are 15 stickers, because  $5 + 5 + 5 = 15$
- Carrie said that there are 15 stickers, because  $3 + 3 + 3 + 3 + 3 = 15$
- Roy said that there are 16 stickers, because  $5 + 3 + 5 + 3 = 16$

8 How many happy face stickers does Anthony have?

**F** 8

**G** 16

**H** 15

**J** 14

9 Who made a correct statement about Anthony's happy face stickers?

**A** Only Roy

**C** Both Leah and Carrie

**B** Only Jose

**D** Both Jose and Carrie

10 Does Anthony have an odd number or even number of happy face stickers?

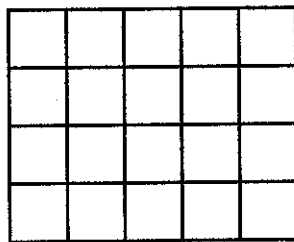
**F** Odd, because the happy face stickers can not be put in pairs

**G** Odd, because the happy face stickers can be put in pairs

**H** Even, because the happy face stickers can not be put in pairs

**J** Even, because the happy face stickers can be put in pairs

11 Mrs. Jones put square pieces of carpet down on the floor by the reading center in her classroom. How many square pieces of carpet did Mrs. Jones put down?



**A** 25

**B** 19

**C** 9

**D** 20





# SUPERSHEETS



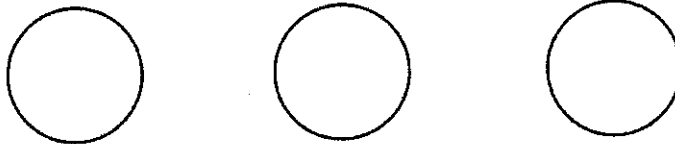
**HERO:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

- 1 Sally divided her brownie into equal pieces. Which word describes the equal parts?



- A** Fourths      **B** Halves      **C** Ones      **D** Thirds

- 2 John cuts three pies that are the same size. He cuts the apple pie into thirds, the cherry pie into halves, and the lemon pie into fourths. Which pie has the biggest pieces?



- F** Cherry pie      **G** Apple pie      **H** Lemon pie      **J** All are equal

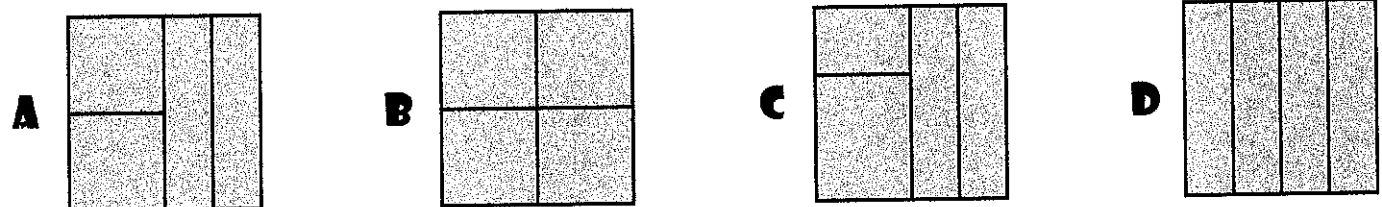
- 3 A pizza is cut into thirds. Which picture below shows what the pizza would look like?



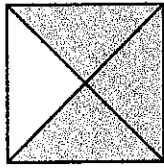
- 4 Ruben has a whole sandwich that is cut into equal-sized parts. Which phrase could describe the whole sandwich?

- F** Two thirds      **H** Three fourths  
**G** Two halves      **J** One third

- 5 Kayli cut a chocolate cake into fourths. Which picture below could NOT be Kayli's cake?



**6** What fraction of the square is shaded?



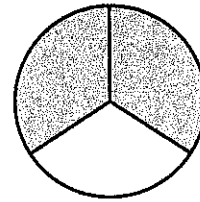
**F**  $\frac{3}{4}$

**H**  $\frac{1}{4}$

**G**  $\frac{1}{3}$

**J**  $\frac{4}{3}$

**7** Jasmine has part of a chocolate pie, shown by the shaded model. What fraction of the pie does Jasmine have?



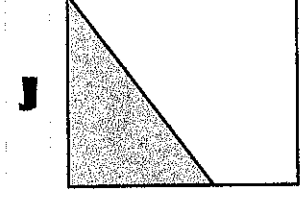
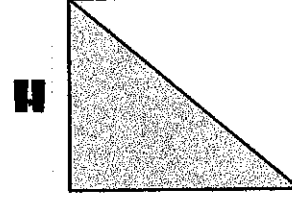
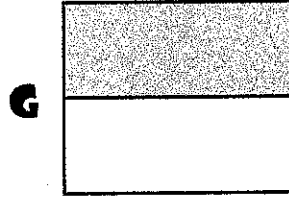
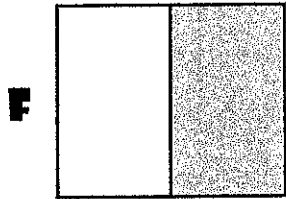
**A**  $\frac{3}{2}$

**C**  $\frac{2}{3}$

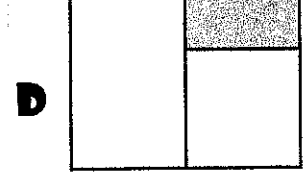
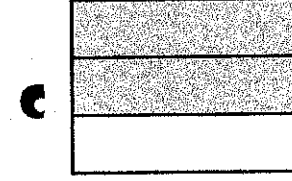
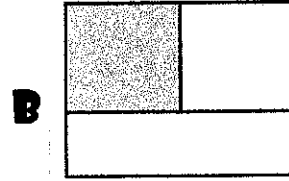
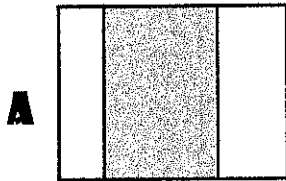
**B**  $\frac{1}{2}$

**D**  $\frac{1}{3}$

**8** Nelda painted one-half of a wall gray. Which wall below could NOT be the wall that Nelda painted?



**9** Farmer Fred planted beans in one-third of his field. Which shaded model could be Farmer Fred's field?



**10** Louis has part of a pan of brownies.

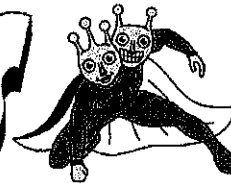


Julia has an equal part of another pan of brownies. Which one could be Julia's pan of brownies?





# SUPERSHEETS

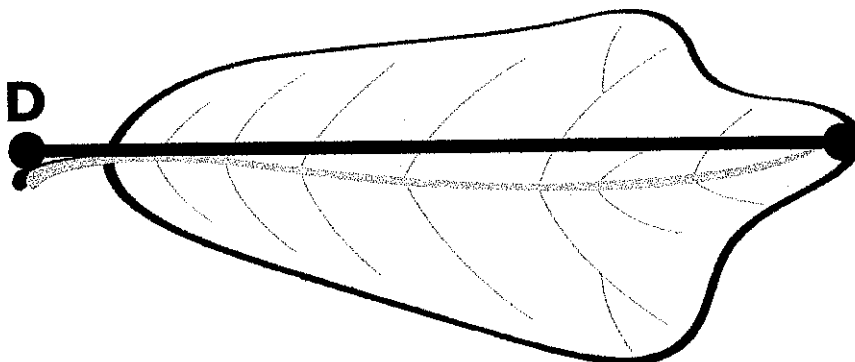
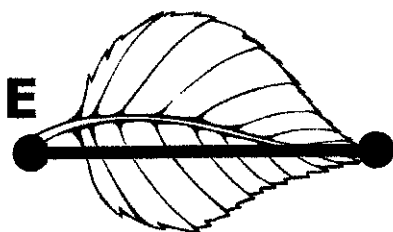
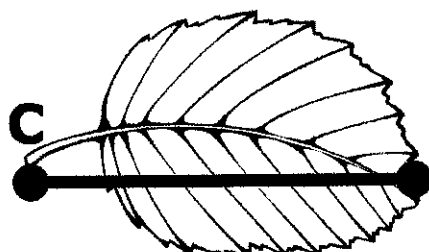
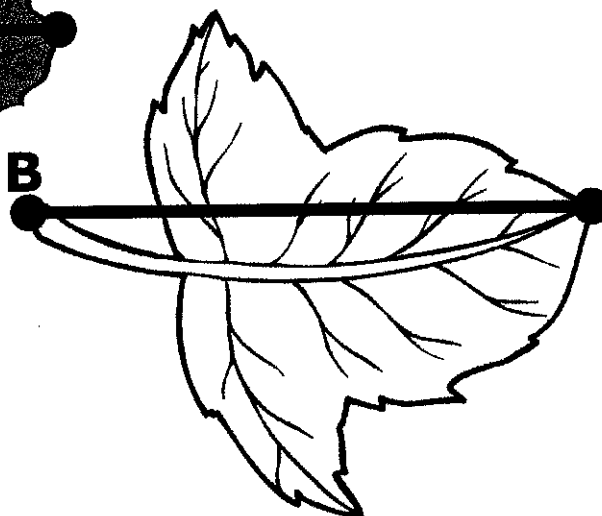
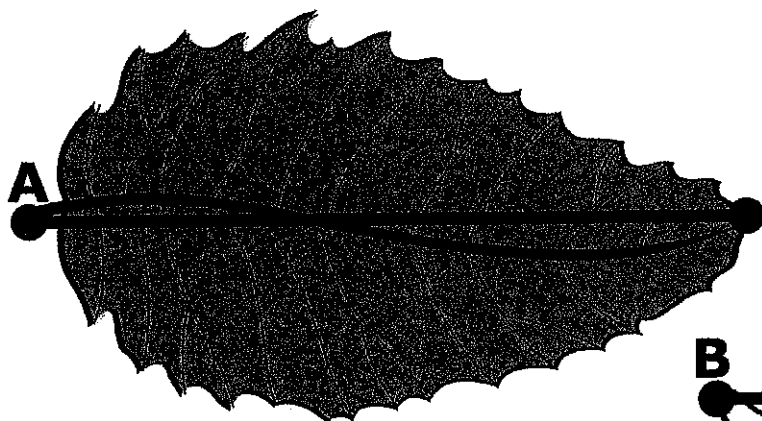


**HERO:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Use the lengths of the leaves to answer questions 1 and 2.

Measure the length of each leaf to the nearest inch by measuring the length of the line segment.

| Leaf            | A | B | C | D | E |
|-----------------|---|---|---|---|---|
| Length (inches) |   |   |   |   |   |



Use the lengths of the leaves to the nearest inch to answer questions 1, 2, and 3.

1 Which table of data correctly represents the lengths of the leaves to the nearest inch?

Leaf Lengths

**A**

| Length (inches)  | 1 | 2 | 3 | 4 | 5 |
|------------------|---|---|---|---|---|
| Number of Leaves | 1 | 0 | 2 | 2 | 0 |

Leaf Lengths

**C**

| Length (inches)  | 1 | 2 | 3 | 4 | 5 |
|------------------|---|---|---|---|---|
| Number of Leaves | 1 | 1 | 1 | 1 | 1 |

Leaf Lengths

**B**

| Length (inches)  | 1 | 2 | 3 | 4 | 5 |
|------------------|---|---|---|---|---|
| Number of Leaves | 0 | 2 | 1 | 2 | 0 |

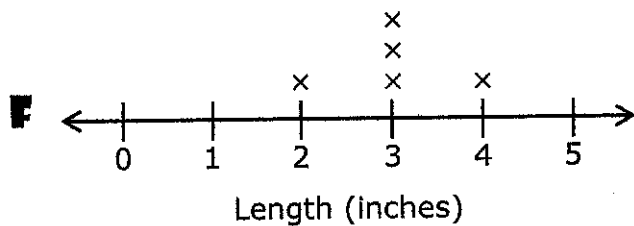
Leaf Lengths

**D**

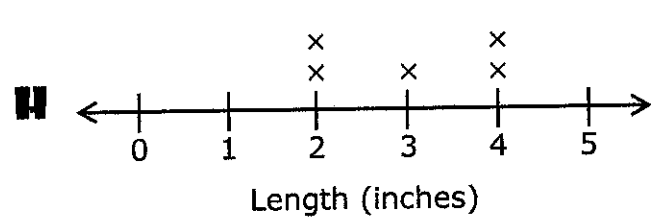
| Length (inches)  | 1 | 2 | 3 | 4 | 5 |
|------------------|---|---|---|---|---|
| Number of Leaves | 0 | 1 | 3 | 1 | 0 |

2 Which line plot correctly represents the lengths of the leaves to the nearest inch?

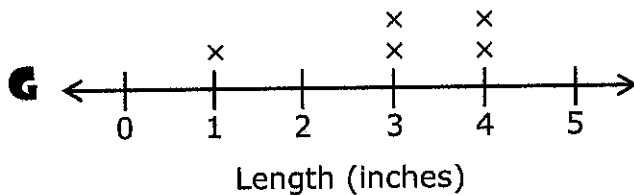
Leaf Lengths



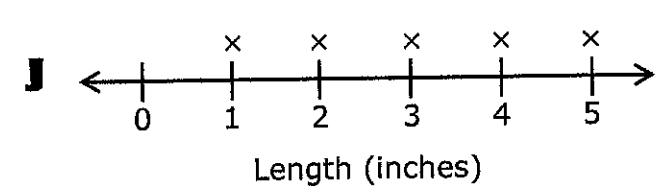
Leaf Lengths



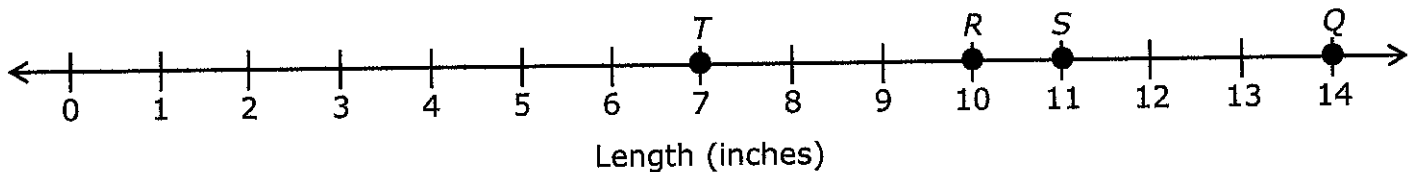
Leaf Lengths



Leaf Lengths



3 Jake placed the 3 longest leaves in a line and measured the length of these 3 leaves altogether. Which point on the number line represents this length?



**A** T

**B** R

**C** Q

**D** S

Use the tally chart below to answer questions 4 and 5.

The tally chart shows the favorite cookies of Mrs. Kirchoff's students.

Favorite Cookies

| Cookie         | Number of Students |
|----------------|--------------------|
| Chocolate Chip |                    |
| Peanut Butter  |                    |
| Oatmeal Raisin |                    |
| Sugar          |                    |

4 Which picture graph correctly shows the data?

Favorite Cookies

**F**

| Cookie         | Number of Students |
|----------------|--------------------|
| Chocolate Chip | ☺☺☺☺☺              |
| Peanut Butter  | ☺☺☺☺               |
| Oatmeal Raisin | ☺☺                 |
| Sugar          | ☺☺☺                |

Each ☺ = 1 student

Favorite Cookies

**H**

| Cookie         | Number of Students |
|----------------|--------------------|
| Chocolate Chip | ☺☺☺☺☺☺             |
| Peanut Butter  | ☺☺☺☺☺              |
| Oatmeal Raisin | ☺☺☺                |
| Sugar          | ☺☺                 |

Each ☺ = 1 student

Favorite Cookies

**G**

| Cookie         | Number of Students |
|----------------|--------------------|
| Chocolate Chip | ☺☺☺☺☺☺             |
| Peanut Butter  | ☺☺☺☺☺              |
| Oatmeal Raisin | ☺☺                 |
| Sugar          | ☺☺☺                |

Each ☺ = 1 student

Favorite Cookies

**J**

| Cookie         | Number of Students |
|----------------|--------------------|
| Chocolate Chip | ☺                  |
| Peanut Butter  | ☺                  |
| Oatmeal Raisin | ☺                  |
| Sugar          | ☺                  |

Each ☺ = 1 student

5 How many more students picked chocolate chip cookie than oatmeal raisin cookie as their favorite cookie?

**A** 8

**B** 1

**C** 4

**D** 3

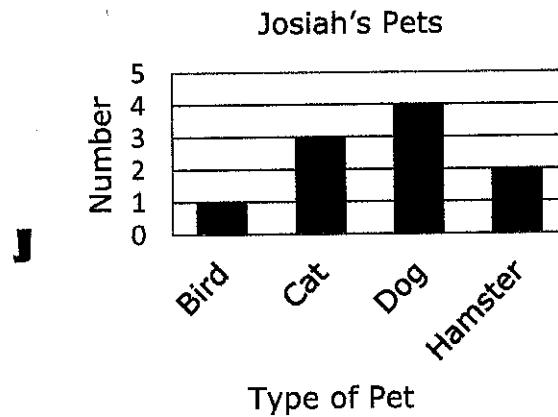
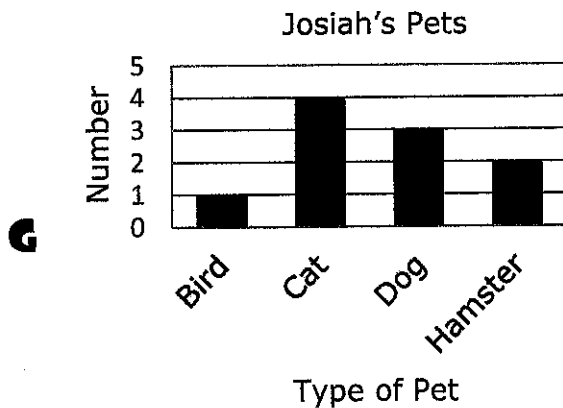
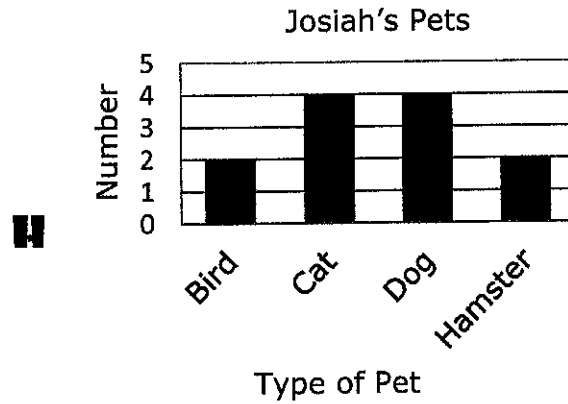
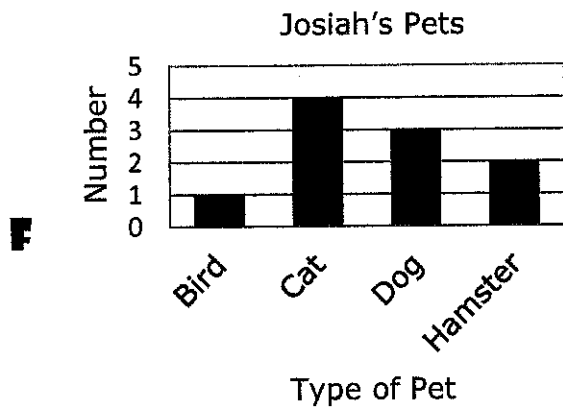
Use the data in the table to answer questions 6 and 7.

The table shows the number of different pets that Josiah has.

Josiah's Pets

| Type of Pet | Number of Pets |
|-------------|----------------|
| Bird        | 1              |
| Cat         | 3              |
| Dog         | 4              |
| Hamster     | 2              |

6 Which bar graph correctly represents the Josiah's pets?



7 How many pets does Josiah have?

**A** 4

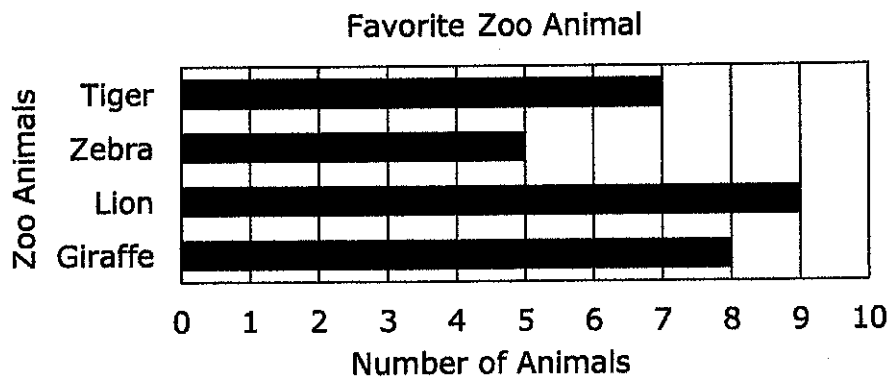
**B** 10

**C** 9

**D** 11

Use the data in the bar graph to answer questions 8 and 9.

After a field trip to the zoo, Mrs. Witherspoon asked her students what their favorite zoo animal was. The data is in the bar graph.



**8** How many students chose the tiger or lion as their favorite zoo animal?

**F** 16

**G** 2

**H** 17

**J** 12

**9** How many more students chose a giraffe than a zebra as their favorite zoo animal?

**A** 2

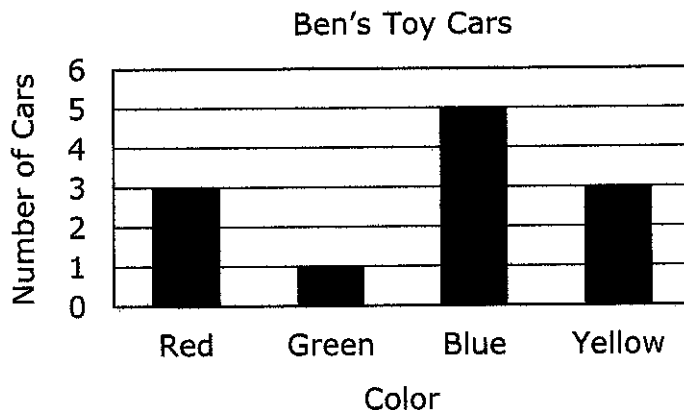
**B** 4

**C** 3

**D** 13

Use the data in the bar graph to answer questions 10 and 11.

The bar graph shows the number of each color of Ben's toy cars.



**10** How many more blue cars than red cars does Ben have?

**F** 8

**G** 4

**H** 5

**J** 2

**11** How many green or yellow cars does Ben have?

**A** 2

**B** 4

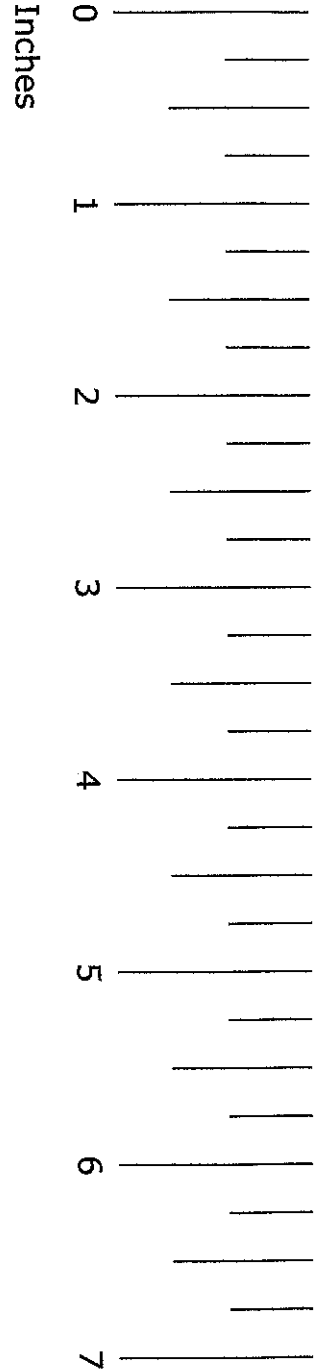
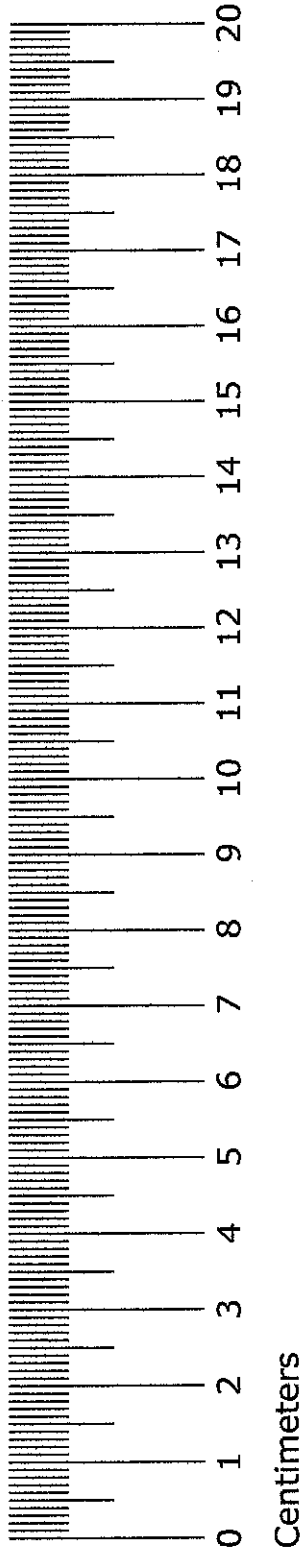
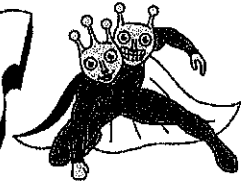
**C** 12

**D** 8





# SUPERSHEETS



## Grade 2 Reference Materials

Name \_\_\_\_\_

Standards covered:

ask and answering questions  
Sequencing a story  
Characters actions  
point of view  
illustrations  
context clues

# Basketball Buddies

1 Tony played on the basketball team at his school. He was very tall and lanky. His long arms and legs made it easy for him to dribble down the court and out-run the other team. He also was really good at three-point shots and lay-ups. This made Tony one of the best players on his team, The Lightning.

2 Mason, on the other hand, was short. His stubby arms made it hard to make three point shots. He never could quite get the ball all the way to the hoop. But, Mason was very fast. He could run up and down the court quicker than anyone else on the team.

3 One day, Tony and Mason went to playground after school. They played tag, swung on the swings, and even took turns seeing who could do the most pull ups on the monkey bars. Of course, Tony did more pull ups. This made Mason sad. Tony was so good at everything! Then, Mason had an idea. He suggested they see who could jump the farthest off the playground platform. Surely, Mason could do something better than Tony?

4 Mason jumped first. He landed squarely on his feet a few feet away from the playground platform. Then, Tony leapt into the air. Except, Tony didn't land squarely on his feet. He landed on his ankle and cried out in pain. Oh no! It looks like Tony was hurt!

5 The next week at practice, Tony came with crutches. He had sprained his ankle and wouldn't be able to play for two weeks. Everyone on the team was worried. How could they win without Tony? He was their top player! Mason felt responsible for Tony's injury. He had challenged Tony to jump off the platform in the first place.



7

The following week, The Lightning were set to play the best team in the league. Everyone on the team was nervous. With their best player on crutches, how could they win?

8

At half time, the other team was up by 10 points. Mason sat on the sidelines with Tony. "I'm sorry, Tony," whispered Mason. Tony looked up. "Why?" asked Tony. "If I hadn't told you to jump off the platform, we could have won this game!" replied Mason. Tony thought for a minute, then said, "Why, one of our best runners still has to play!" and gave Mason a pat on his shoulder. Mason knew what he had to do.

For the rest of the game, Mason worked to dribble the ball to the other team's basket. He wasn't the best at making baskets, but he was fast and the other team could barely keep up with him. By the last minute of the game, the score was tied 20-20.

Suddenly, someone passed the ball to Mason. There wasn't much time left. Mason quickly bounced the ball down the court. As soon as he moved into shooting range, he looked for a team mate to pass the ball too, but no one was in sight! All the players were blocked. Mason caught a glimpse of Tony cheering from the sidelines. This was Mason's chance. He closed his eyes and pushed the ball up toward the basket.

As the timer went off, all Mason could hear was a swoosh. Then the crowd cheered. Maybe Mason was just as good of a player as Tony after all.

**Directions-** Use the story, "Basketball Buddies" to answer the following questions.

1. Who is the story mainly about?
  - a. Tony and his team, The Lightning
  - b. Mason and his family
  - c. Tony and Mason
  - d. the basketball team, The Lightning

2. What question could be answered by reading paragraph 3?

- a. How does Tony hurt his ankle?
- b. Who won the game at the end of the story?
- c. How do Tony and Mason know each other?
- d. Where are Tony and Mason playing after school?

Part A

3. Read this sentence from the text.

Tony played on the basketball team at his school. He was very tall and lanky. His long arms and legs made it easy for him to dribble down the court and out run the other team.

What does the word, lanky mean in this sentence?

- a. long and skinny
- b. fat and round
- c. small and short
- d. strong

Part B

4. Which words from the sentence help you understand the meaning of lanky?

- a. "...played on..."
- b. "tall...long arms and legs..."
- c. "...basketball team..."
- d. "...made it easy..."

5. How does Mason feel about Tony at the beginning of the story?

- a. Mason thinks Tony is mean.
- b. Mason thinks Tony can do everything better than he can.
- c. Mason thinks Tony is funny.
- d. Mason thinks Tony is not his friend.

6. Why does the author include the illustration in the story, "Basketball Buddies" ?

- a. To help the reader understand what Tony and Mason look like.
- b. To show the reader what a basketball looks like.
- c. To help the reader understand how to play basketball.
- d. To show the reader what basketball uniforms look like.

7. How does Mason know he made a basket at the end of the story?

- a. Tony smiles at Mason.
- b. Mason closes his eyes.
- c. Mason hears a swoosh and the crowd cheers.
- d. Mason is able to dribble the ball down the court very fast.

8. How does the team react when Tony shows up to practice later in the week on crutches?

- a. The team is scared.
- b. The team is angry.
- c. The team is happy.
- d. The team is worried.

9. What happens right after Mason jumps off the playground platform?

- a. Mason makes a basket and wins the game.
- b. Tony jumps and hurts his ankle.
- c. Tony and Mason play tag.
- d. Tony and Mason swing on the swings.

10. In the story, "Basketball Buddies", Mason's feelings about himself and his friend Tony change. Explain how Mason's feelings about himself and his friend change from the beginning of the story to the end of the story. Be sure to include details from the text to support your answer.

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3 One day, Tony and Mason went to playground after school. They played tag, swung on the swings, and even took turns seeing who could do the most pull ups on the monkey bars. Of course, Tony did more pull ups. This made Mason sad. Tony was so good at everything! Then, Mason had an idea. He suggested they see who could jump the farthest off the playground platform. Surely, Mason could do something better than Tony?

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The following week, The Lightning were set to play the best team in the league. Everyone on the team was nervous. With their best player on crutches, how could they win?

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At half time, the other team was up by 10 points. Mason sat on the sidelines with Tony. "I'm sorry, Tony," whispered Mason. Tony looked up. "Why?" asked Tony. "If I hadn't told you to jump off the platform, we could have won this game!" replied Mason. Tony thought for a minute, then said, "Why, one of our best runners still has to play!" and gave Mason a pat on his shoulder. Mason knew what he had to do.

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As the timer went off, all Mason could hear was a swoosh. Then the crowd cheered. Maybe Mason was just as good of a player as Tony after all.

**Directions-** Use the story, "Basketball Buddies" to answer the following questions.

1. Who is the story mainly about?
  - a. Tony and his team, The Lightning
  - b. Mason and his family
  - c. Tony and Mason**
  - d. the basketball team, The Lightning



2. What question could be answered by reading paragraph 3?

- a. How does Tony hurt his ankle?
- b. Who won the game at the end of the story?
- c. How do Tony and Mason know each other?
- d. Where are Tony and Mason playing after school?**

Part A

3. Read this sentence from the text.

Tony played on the basketball team at his school. He was very tall and lanky. His long arms and legs made it easy for him to dribble down the court and out run the other team.

What does the word, lanky mean in this sentence?

- a. long and skinny**
- b. fat and round
- c. small and short
- d. strong

Part B

4. Which words from the sentence help you understand the meaning of lanky?

- a. "...played on..."
- b. "tall...long arms and legs..."**
- c. "...basketball team..."
- d. "...made it easy..."

5. How does Mason feel about Tony at the beginning of the story?

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6. Why does the author include the illustration in the story, "Basketball Buddies" ?

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b. The team is angry.

c. The team is happy.

d. The team is worried.

9. What happens right after Mason jumps off the playground platform?

a. Mason makes a basket and wins the game.

b. Tony jumps and hurts his ankle.

c. Tony and Mason play tag.

d. Tony and Mason swing on the swings.

10. In the story, "Basketball Buddies", Mason's feelings about himself and his friend Tony change. Explain how Mason's feelings about himself and his friend change from the beginning of the story to the end of the story. Be sure to include details from the text to support your answer.

Suggested answer. Answer will vary.

At the beginning of the story, Mason feels like Tony is the best at everything. Mason feels that he can't do much because Tony beats him at everything on the playground. But, by the end of the story, his feelings change. Mason feels like he can play basketball well. He's happy to have Tony as a friend because he encouraged him to play well for the game.

Suggested grading:

1 Point for stating how Mason feels at the beginning of the story and at the end.

2 Points for stating how Mason's feelings change from beginning to end and give examples.

Name \_\_\_\_\_

Standards covered:

Ask and answer questions  
Sequence a story  
Character's actions  
Problem and solution  
Context clues

# The Missing Crayon

1 For school, Carla's parents bought her a special box of crayons. The box was big and had over 48 different colors. Carla loved to dump the crayons out on her desk and draw when she was done with her work.

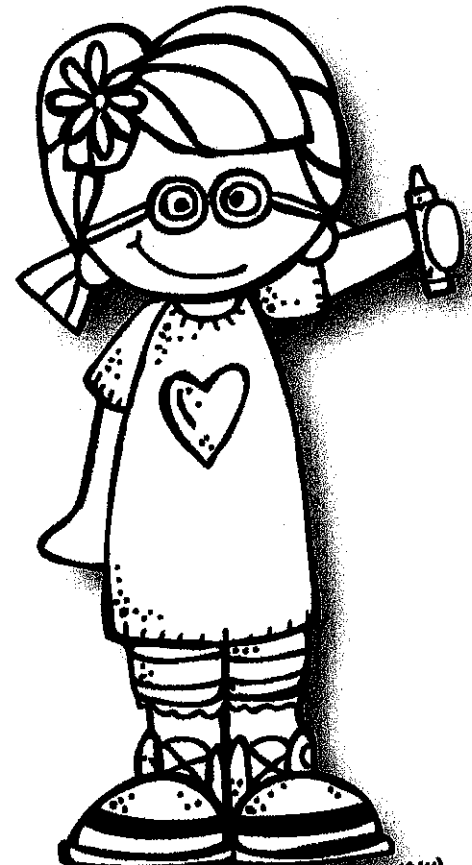
2 One day, Carla had finished her work early and pulled out her special crayons. She dumped the box out on her desk. Crayons went everywhere. Some even fell on the floor. In her notebook, she quickly sketched a dragon and a castle. She thought these drawings were the perfect characters for a new story she wanted to write.

3 Then, it was time to go to lunch. Carla quickly closed her notebook and began cleaning up the crayons on her desk. As she filled her box, she noticed that there was an empty space in the box. A crayon was missing! Someone had taken her crayon!

4 At lunch, all Carla could think about was the missing crayon. Who had taken it? She told her friend Nick about the missing crayon. Nick told Carla that he saw Maggie using a crayon before lunch. Maybe it was Carla's missing crayon? Carla was angry!

5 After lunch, Carla asked Maggie about her stolen crayon. Maggie wrinkled her face. She hadn't used Carla's crayon. Maggie had used a crayon from the teacher's tub.

6 Carla was even more upset about her missing crayon. If Maggie had not taken her crayon, then who did?



7

When Carla's class got back to the room, Maggie worked to help Carla find the crayon. Maggie asked the students at Carla's table about the missing crayon. Had they taken one of Carla's crayons?

8

Then, Carla stepped on something. She looked down. There was a dark blue crayon on the carpet. She looked at Maggie. Maybe someone hadn't taken her crayon after all.

**Directions-** Use the story, "The Missing Crayons" to answer the following questions.

1. Who is the story mainly about?
  - a. Nick and his friends
  - b. Carla and her friends, Nick and Maggie
  - c. Carla's teacher
  - d. Maggie
  
2. What happens FIRST in the story?
  - a. Carla steps on a blue crayon.
  - b. Carla asks Maggie about her missing crayon.
  - c. Nick tells Carla that Maggie was using her crayon.
  - d. Carla dumps her crayons on her desk, so she can draw a picture.

Part A

3. Read this sentence from the text.

"In her notebook, she sketched a dragon and a castle. She thought these drawings were the perfect characters for a new story she wanted to write."

What does the word, sketched mean in this sentence?

- a. to write
- b. to draw quickly
- c. to scribble
- d. to paint a picture

Part B

4. Which words from the text in question 3 help you understand the meaning of the word sketched?
  - a. "a dragon and a castle..."
  - b. "these drawings..."
  - c. "wanted to write..."
  - d. "the perfect characters..."
  
5. Where does the story mainly take place?
  - a. the playground
  - b. the lunchroom
  - c. Carla's classroom
  - d. Carla's house
  
6. What is Carla's problem in the story?
  - a. Carla thought someone took one of her crayons.
  - b. Nick told Carla that Maggie had her crayon.
  - c. Maggie helped Carla look for the missing crayon.
  - d. Carla was drawing a picture.
  
7. How is Carla's problem solved?
  - a. Carla asks Maggie about the missing crayon.
  - b. Nick helps Carla look for the missing crayon.
  - c. Maggie asks the students at Carla's table about the missing crayon.
  - d. Carla steps on a dark blue crayon on the floor.
  
8. How does Carla react when Nick tells her that Maggie was using a crayon in class?
  - a. She is sad.
  - b. She is happy.
  - c. She is angry.
  - d. She yells at Maggie.

9. Read the chart.

|                                                                            |
|----------------------------------------------------------------------------|
| Carla cleaned up and noticed one of her crayons was missing.               |
| At lunch, Nick told Carla that Maggie was using a crayon in the classroom. |
|                                                                            |
| Carla stepped on a dark, blue crayon on the floor.                         |

Choose the sentence that would best complete the chart above.

- a. Carla's parents gave Carla a special box of crayons.
- b. Carla worried about her missing crayon at lunch.
- c. Carla draws in her notebook.
- d. Maggie helps Carla look for the missing crayon.

10. At the end of the story, Carla wonders if anyone had taken her crayon after all. How do you know that no one took Carla's crayon? Use evidence from the text to support your answer.

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# The Missing Crayon

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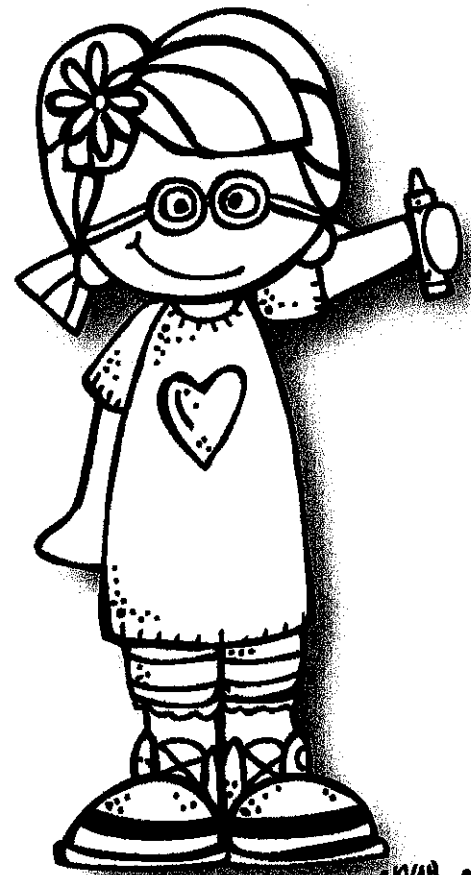
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7

When Carla's class got back to the room, Maggie worked to help Carla find the crayon. Maggie asked the students at Carla's table about the missing crayon. Had they taken one of Carla's crayons?

8

Then, Carla stepped on something. She looked down. There was a dark blue crayon on the carpet. She looked at Maggie. Maybe someone hadn't taken her crayon after all.

**Directions-** Use the story, "The Missing Crayons" to answer the following questions.

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  - c. Nick tells Carla that Maggie was using her crayon.
  - d. Carla dumps her crayons on her desk, so she can draw a picture.**

Part A

3. Read this sentence from the text.

"In her notebook, she sketched a dragon and a castle. She thought these drawings were the perfect characters for a new story she wanted to write."

What does the word, sketched mean in this sentence?

- a. to write
- b. to draw quickly**
- c. to scribble
- d. to paint a picture

Part B

4. Which words from the text in question 3 help you understand the meaning of the word sketched?
- a. "a dragon and a castle..."
  - b. "these drawings..."**
  - c. "wanted to write..."
  - d. "the perfect characters..."
5. Where does the story mainly take place?
- a. the playground
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  - c. Carla's classroom**
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- a. Carla thought someone took one of her crayons.**
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  - d. Carla steps on a dark blue crayon on the floor.**
8. How does Carla react when Nick tells her that Maggie was using a crayon in class?
- a. She is sad.
  - b. She is happy.
  - c. She is angry.**
  - d. She yells at Maggie.

9. Read the chart.

Carla cleaned up and noticed one of her crayons was missing.

At lunch, Nick told Carla that Maggie was using a crayon in the classroom.

Carla stepped on a dark, blue crayon on the floor.

Choose the sentence that would best complete the chart above.

- a. Carla's parents gave Carla a special box of crayons.
- b. Carla worried about her missing crayon at lunch.
- c. Carla draws in her notebook.
- d. Maggie helps Carla look for the missing crayon.**

10. At the end of the story, Carla wonders if anyone had taken her crayon after all. How do you know that no one took Carla's crayon? Use evidence from the text to support your answer.

Answers may vary.

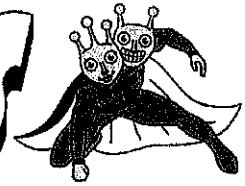
I know that no one took Carla's crayon because the crayon she stepped on was hers. It states in paragraph 2 that when she dumped her crayons, the crayons went every where, and some fell on the floor. When she cleaned up her crayons, she didn't look on the floor. This means that her missing crayon is probably the crayon on the floor.

Scoring suggestion:

- 1 Point- student states that the crayon on the floor is Carla's.
- 2 Points- student states that the crayon on the floor is Carla's and gives evidence from the text to support answer.



# SUPERSHEETS



**HERO:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## Zain and Anoki

- 1 "I am sure I will win," shouted Zain as he pulled his toy box from under his bed. He looked through it and took out a blue balloon with green polka dots all over. "I will blow it into a big balloon, and it will go higher in the sky."
- 2 Anoki looked at the little blue balloon. "Mine will go higher in the sky. It's special," said Anoki. He tugged at the string of his big foil balloon, and it swooped down. Zain blew up his balloon. It was as big as Anoki's.
- 3 The two friends went out to the backyard. It was breezy. They let go of their balloons. Up and up went the balloons. The boys looked on. Then, the breeze stopped. Zain's balloon floated away. Anoki's went higher and higher in the sky.
- 4 Zain was sad. "Don't be sad, my friend," said Anoki. "Mine was filled with a special gas. It had to go higher. We both win." Zain understood and smiled.

**1** Who looks through the toy box?

- A Zain
- B Anoki
- C Both Zain and Anoki
- D First Anoki, then Zain

**2** How does Zain feel at the beginning of this story?

- F He is upset because Anoki's balloon is special.
- G He feels unsure that he will win.
- H He is jealous of Anoki's big foil balloon.
- J He feels sure that he will win.

**3** Where are the two friends?

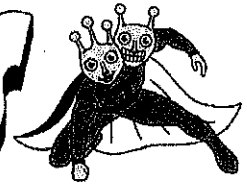
- A At Anoki's house
- B At Zain's house
- C At a park
- D At their school

**4** What does Anoki tell Zain that makes him happy?

- F Anoki tells Zain that he wins.
- G Anoki tells Zain that his balloon is special.
- H Anoki tells Zain that they both win.
- J Anoki tells Zain that they are still friends.

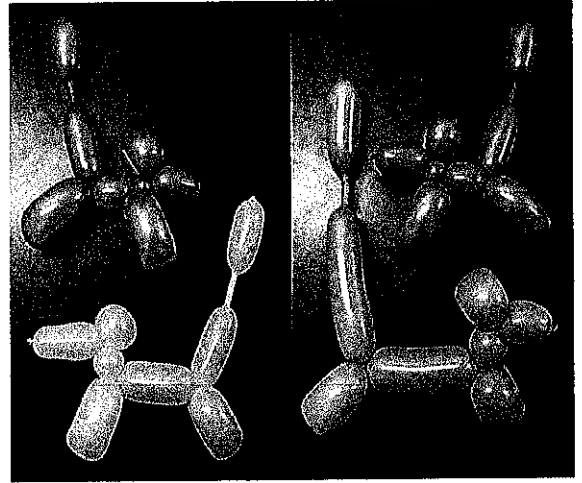


# SUPERSHEETS



## Balloon Animals

- 1 Making balloon animals is an art. If you can blow up, tie, and twist a balloon, you can shape it into any animal. You can make a poodle, a frog, or even a unicorn.
- 2 Use long balloons to shape into animals. These can be easily twisted and folded into different shapes. First, blow up a balloon and tie off its end. Next, twist the balloon a few times to divide it into parts. Then, twist and fold different parts of the balloon to shape it into an animal. The trick is to learn and practice how to make a good twist and the correct fold.

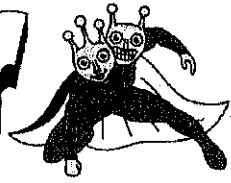


By Danilo Batista on Unsplash

- 5 Why are long balloons used to make animals?
  - A Long balloons are more beautiful.
  - B Filling them with air is easier.
  - C Twisting long balloons is easier
  - D It is easier to tie them together.
- 6 What do you need to practice most to make great balloon animals?
  - F Blowing up balloons
  - G Making good twists and folds
  - H Making different ties
  - J Holding the balloon correctly
- 7 What is the second step in making a balloon animal?
  - A *twist the balloon a few times*
  - B *blow up a balloon*
  - C *twist and fold different parts*
  - D *shape it into an animal*
- 8 What type of animals can you make from balloons?
  - F Any type of animal
  - G Only poodles, frogs, and unicorns
  - H Animals with long tails
  - J Only animals with different colors



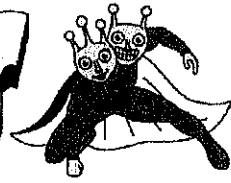
# SUPERSHEETS



| Item | Standard | Rationales |                                                                                                                                                                                                                                                   |
|------|----------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | RL.2.3   | A          | The story says Nick knew he should have started on the project weeks ago. However, he does not get started until it is close to being due. He puts off things until the last minute.                                                              |
|      |          | B          | The story says Nick had not listened to his mother. She had asked him every night about the work left to do. He has not listened to his mother's advice.                                                                                          |
|      |          | C          | The story says Nick wants to get a perfect grade on his big homework. The story does not say he gets good grades in every class.                                                                                                                  |
|      |          | D          | The story does not say anything about whether or not Nick does what his teachers ask him to do. The story only says Nick does not do as his mother asks him to do.                                                                                |
| 2    | RL.2.3   | F          | In this story, Nick needs help from his mother. The story does not say if he wants to help his mother.                                                                                                                                            |
|      |          | G          | In this story, Nick needs help from his mother. The story does not have details about Nick's teachers.                                                                                                                                            |
|      |          | H          | By the end of the story, Nick has no choice but to start the project. He asks his mother for help because he has decided to start working on the project.                                                                                         |
|      |          | J          | By the end of paragraph 1, Nick asks his mother for help. He does not want to start the project, but he realizes he has to do it. He knows he needs his mother's help to finish it.                                                               |
| 3    | RL.2.3   | A          | Nick's mother does not say anything that indicates she is upset with her son. She offers to help right away.                                                                                                                                      |
|      |          | B          | In paragraph 2, Nick's mother says, "Let's get to it." She is ready to help Nick and has been waiting for him to ask her.                                                                                                                         |
|      |          | C          | In this story, Nick's mother keeps asking him for updates on his homework. She seems to know Nick might put off work until the last minute. She knows Nick will ask for help and waits for him to ask. She seems to understand her son very well. |
|      |          | D          | In this story, Nick's mother gives him advice and asks him for project updates. She offers to help him and waits for him to ask. She most likely helps him a lot.                                                                                 |
| 4    | RL.2.7   | F          | Nick's stomach feels upset because he is worried about the project. However, it is not his main conflict.                                                                                                                                         |
|      |          | G          | Nick's head feels hot because he is worried about the project. However, it is not his main conflict.                                                                                                                                              |
|      |          | H          | Nick wants to get a perfect grade. However, that is not his main conflict in the story.                                                                                                                                                           |
|      |          | J          | Nick's main conflict is that he has waited too long and now has little time to do his project.                                                                                                                                                    |
| 5    | RL.2.7   | A          | Nick doesn't want to start the project; however, he still acts on it by asking for help. Nick doesn't stop working on the project.                                                                                                                |
|      |          | B          | Toward the end of the story, Nick asks his mother for help. This is how he attempts to solve his problem of having too little time for his project.                                                                                               |
|      |          | C          | The story doesn't have details that show Nick takes care of his headache.                                                                                                                                                                         |
|      |          | D          | The story doesn't have details that show Nick tells his mother that he is sorry.                                                                                                                                                                  |



# SUPERSHEETS



| Item | Standard | Rationales |                                                                                                                                                                                                                                      |
|------|----------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6    | RL.2.3   | F          | Only later in the story does Jiya get to listen to bedtime stories. Not being able to listen to bedtime stories is not Jiya's worry.                                                                                                 |
|      |          | G          | Jiya ends up sharing a room with Granny and liking it. This is to solve her problem of having to share a room with her brother. When Jiya doesn't want to give her room to Granny, she hasn't considered sharing a room with Granny. |
|      |          | H          | The first paragraph says Jiya's main worry is that she will not sleep well if she shares a room with Sam. That is why she doesn't want to give her room to Granny.                                                                   |
|      |          | J          | The story has no details that point to Jiya's wish that she wants Granny to share a room with Sam. The story only talks about Jiya sharing a room--first the possibility with Sam, then with Granny as a solution.                   |
| 7    | RL.2.3   | A          | The story tells us Jiya doesn't want to share a room with her brother because he might wake her up at night. There are not enough details in the story to say Jiya loves Sam a lot.                                                  |
|      |          | B          | The last sentence in the first paragraph says Jiya loves Granny. The last sentence of the story says Jiya has fun with Granny all summer. Jiya most likely really likes Granny.                                                      |
|      |          | C          | The story tells us Jiya sleeps in her room in a sleeping bag all summer. We do not know if she traveled a lot in the day time or if she traveled at all in the summer.                                                               |
|      |          | D          | The story tells us that Granny tells Jiya bedtime stories. The story does not say that Jiya tells stories.                                                                                                                           |
| 8    | RL.2.7   | F          | Jiya's conflict is that she does not want to share a room with her brother. The first paragraph says that Jiya has to share a room with Sam, and she finds it hard.                                                                  |
|      |          | G          | The story doesn't mention that Jiya dislikes sharing a room with Granny. She ends up enjoying sharing a room with Granny as shown in paragraph 3.                                                                                    |
|      |          | H          | The story has no details that show whether or not Jiya stays home all summer.                                                                                                                                                        |
|      |          | J          | Part of Jiya's conflict is that she doesn't want to share a room with Sam because he cries and talks in his sleep. But not wanting to hear him talk in his room is not her main conflict.                                            |
| 9    | RL.2.7   | A          | In paragraph 3, summer has come to an end. The end of the story doesn't show the beginning of summer.                                                                                                                                |
|      |          | B          | The beginning of the story shows that Jiya loves her Granny. Jiya doesn't begin to love Granny at the end of the story.                                                                                                              |
|      |          | C          | In paragraph 3, the last sentence shows Jiya has fun with Granny all summer.                                                                                                                                                         |
|      |          | D          | Jiya did not consider giving her room to Sam at the end, or at any other point, in the story.                                                                                                                                        |
| 10   | RL.2.7   | F          | Jiya doesn't solve her own problem. Granny helps solve it.                                                                                                                                                                           |
|      |          | G          | Granny offers a solution to Jiya's problem by giving her a sleeping bag. Jiya sleeps in the sleeping bag in her room and doesn't have to share a room with Sam.                                                                      |
|      |          | H          | The story doesn't mention Sam doing anything about Jiya's problem.                                                                                                                                                                   |
|      |          | J          | Granny offers a solution to Jiya's problem by giving her a sleeping bag. She is the one who solves the problem.                                                                                                                      |



# SUPERSHEETS



**HERO:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## Zain and Anoki

- 1 "I am sure I will win," shouted Zain as he pulled his toy box from under his bed. He looked through it and took out a blue balloon with green polka dots all over. "I will blow it into a big balloon, and it will go higher in the sky."
- 2 Anoki looked at the little blue balloon. "Mine will go higher in the sky. It's special," said Anoki. He tugged at the string of his big foil balloon, and it swooped down. Zain blew up his balloon. It was as big as Anoki's.
- 3 The two friends went out to the backyard. It was breezy. They let go of their balloons. Up and up went the balloons. The boys looked on. Then, the breeze stopped. Zain's balloon floated away. Anoki's went higher and higher in the sky.
- 4 Zain was sad. "Don't be sad, my friend," said Anoki. "Mine was filled with a special gas. It had to go higher. We both win." Zain understood and smiled.

**1** Who looks through the toy box?

- A Zain
- B Anoki
- C Both Zain and Anoki
- D First Anoki, then Zain

**2** How does Zain feel at the beginning of this story?

- F He is upset because Anoki's balloon is special.
- G He feels unsure that he will win.
- H He is jealous of Anoki's big foil balloon.
- J He feels sure that he will win.

**3** Where are the two friends?

- A At Anoki's house
- B At Zain's house
- C At a park
- D At their school

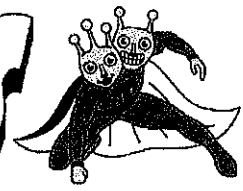
**4** What does Anoki tell Zain that makes him happy?

- F Anoki tells Zain that he wins.
- G Anoki tells Zain that his balloon is special.
- H Anoki tells Zain that they both win.
- J Anoki tells Zain that they are still friends.



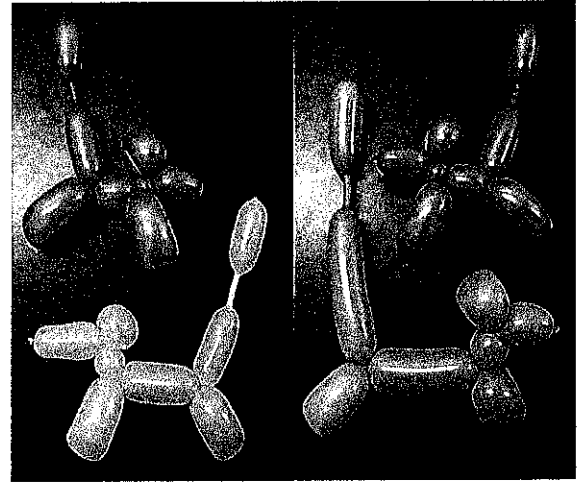


# SUPERSHEETS



## Balloon Animals

- 1 Making balloon animals is an art. If you can blow up, tie, and twist a balloon, you can shape it into any animal. You can make a poodle, a frog, or even a unicorn.
- 2 Use long balloons to shape into animals. These can be easily twisted and folded into different shapes. First, blow up a balloon and tie off its end. Next, twist the balloon a few times to divide it into parts. Then, twist and fold different parts of the balloon to shape it into an animal. The trick is to learn and practice how to make a good twist and the correct fold.



By Danilo Batista on Unsplash

- 5 Why are long balloons used to make animals?
  - A Long balloons are more beautiful.
  - B Filling them with air is easier.
  - C Twisting long balloons is easier
  - D It is easier to tie them together.
- 6 What do you need to practice most to make great balloon animals?
  - A Blowing up balloons
  - B Making good twists and folds
  - C Making different ties
  - D Holding the balloon correctly
- 7 What is the second step in making a balloon animal?
  - A *twist the balloon a few times*
  - B *blow up a balloon*
  - C *twist and fold different parts*
  - D *shape it into an animal*
- 8 What type of animals can you make from balloons?
  - A Any type of animal
  - B Only poodles, frogs, and unicorns
  - C Animals with long tails
  - D Only animals with different colors



# SUPERSHEETS



| Item | Standard | Rationales |                                                                                                                                                                  |
|------|----------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | RL.2.1   | A          | It is mentioned in paragraph 1 that it was Zain who pulled out the toy box and looked through it for a balloon.                                                  |
|      |          | B          | Anoki did not look through the toy box. Paragraph 1 mentions it was Zain.                                                                                        |
|      |          | C          | Anoki did not look through the toy box. Paragraph 1 mentions it was only Zain.                                                                                   |
|      |          | D          | Anoki did not look through the toy box. Paragraph 1 mentions it was only Zain.                                                                                   |
| 2    | RL.2.1   | F          | Zain is not upset. He is confident that he will win.                                                                                                             |
|      |          | G          | Zain is confident that he will win. He says that in paragraph 1.                                                                                                 |
|      |          | H          | Zain is not jealous of Anoki's balloon. Paragraph 2 mentions that his balloon is as big as Anoki's.                                                              |
|      |          | J          | Paragraph 1 mentions Zain saying that he is sure that his balloon will go higher and he will win.                                                                |
| 3    | RL.2.1   | A          | The two friends are not at Anoki's house. Paragraph 1 mentions that Zain pulls out the toy box from under his bed, suggesting they are at Zain's house.          |
|      |          | B          | Paragraph 1 mentions that Zain pulls out the toy box from under his bed, suggesting that it is Zain's house.                                                     |
|      |          | C          | The two friends are not at a park. Paragraph 1 mentions that Zain pulls out the toy box from under his bed, suggesting they are at Zain's house.                 |
|      |          | D          | The two friends are not at their school. Paragraph 1 mentions that Zain pulls out the toy box from under his bed, suggesting they are at Zain's house.           |
| 4    | RL.2.1   | F          | Anoki does not tell Zain that he wins.                                                                                                                           |
|      |          | G          | Anoki tells Zain that his balloon is filled with special gas. However, Zain is happy to know that they both win, not because Anoki's balloon is special.         |
|      |          | H          | Paragraph mentions that Zain smiles when Anoki tells him that they both win.                                                                                     |
|      |          | J          | Anoki does not tell Zain that they are still friends.                                                                                                            |
| 5    | RI.2.1   | A          | Paragraph 2 mentions that long balloons are used to make animals because it is easier to twist and fold them, and not because they are more beautiful.           |
|      |          | B          | Paragraph 2 mentions that long balloons are used to make animals because it is easier to twist and fold them, and not because they are easier to blow.           |
|      |          | C          | Paragraph 2 mentions that long balloons are used because it is easier to twist and fold them.                                                                    |
|      |          | D          | Paragraph 2 mentions that long balloons are used to make animals because it is easier to twist and fold them, and not because it is easier to tie them together. |



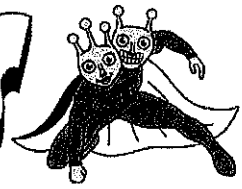
# SUPERSHEETS



| Item | Standard | Rationales |                                                                                                                                                                                                               |
|------|----------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6    | RI.2.1   | F          | The text does not mention blowing up balloons as a skill to practice. Paragraph 2 mentions that an important skill in making balloon animals is to learn and practice making good twists and folds.           |
|      |          | G          | Paragraph 2 mentions that an important skill in making balloon animals is to learn and practice making good twists and folds.                                                                                 |
|      |          | H          | The text does not mention making different ties as a skill to practice. Paragraph 2 mentions that an important skill in making balloon animals is to learn and practice making good twists and folds.         |
|      |          | J          | The text does not mention holding the balloon correctly as a skill to practice. Paragraph 2 mentions that an important skill in making balloon animals is to learn and practice making good twists and folds. |
| 7    | RI.2.1   | A          | Paragraph 2 mentions that after blowing up and tying off a balloon, the next step is to twist the balloon a few times.                                                                                        |
|      |          | B          | Blowing up a balloon is the first step in making a balloon as mentioned in paragraph 2.                                                                                                                       |
|      |          | C          | Twisting and folding different parts of a balloon is mentioned in paragraph 2 as the step that comes after twisting the balloon a few times.                                                                  |
|      |          | D          | This is the final step in making balloon animals as mentioned in paragraph 2.                                                                                                                                 |
| 8    | RI.2.1   | F          | Paragraph 1 mentions that any type of animal can be made from balloons, if the person knows how to blow, tie, and twist a balloon.                                                                            |
|      |          | G          | Paragraph 1 mentions these animals only as examples. Additionally, Paragraph 1 states that any type of animal can be made from balloons, if the person knows how to blow, tie, and twist a balloon.           |
|      |          | H          | The text does not mention animals with long tails.                                                                                                                                                            |
|      |          | J          | The text does not mention that only animals with different colors can be made from balloons.                                                                                                                  |



# SUPERSHEETS



**HERO:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

## Mystery at the North Pole

- 1 Are polar bears white? Or orange? Or yellow? What color is their fur? Surprise! Polar bears' fur has no color. It is clear and hollow like a straw. Then, how do they look white or other colors?
- 2 Polar bears live in the Arctic, near the North Pole. They may show different colors at different times of the day. On a bright day, their fur reflects white sunlight. For this reason, they appear bright white. Their white fur helps them hide in the snow. When the day is cloudy, polar bears may look gray. When the sun rises or sets, their fur shows shades of yellow and orange.
- 3 What is more surprising about polar bears is that they have black skin under their thick fur. It helps them absorb sunlight. The black skin and thick fur protect polar bears from cold.

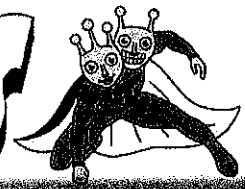


By McMahon on Unsplash

- 1 Based on the text, which is NOT true about polar bears?
  - A Polar bears live in the Arctic.
  - B Polar bears stay warm in thick fur.
  - C Polar bears' fur is see-through.
  - D Polar bears have white skin.
- 2 Which of these is the image an example of?
  - A A photograph
  - B A chart
  - C A drawing
  - D A graph
- 3 Which sentence supports the image?
  - A Polar bears are easily spotted in the snow.
  - B Polar bears turn dark in sunlight.
  - C Polar bears fit in with ice and snow.
  - D Polar bears have thick brown hair.
- 4 What does the image show that the text does not include?
  - A Polar bears can stand on two legs.
  - B Polar bears eat fish and seals.
  - C Polar bears sleep during the winter.
  - D Polar bears hunt animals on land.



# SUPERSHEETS

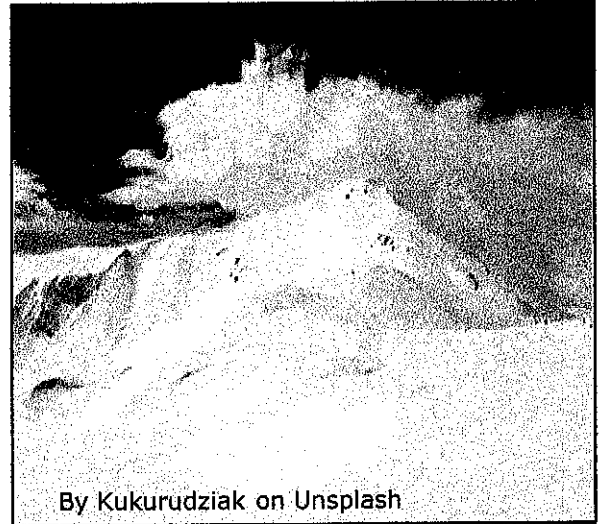


## A Strange Desert

- 1 Hot air blowing over dry sand comes to the mind when we think about the word "desert." Yet there are places on Earth that are dry as deserts and cold as ice. Nature is amazing!

### The Largest, Coldest Desert

- 2 One such place is the continent of Antarctica. It is covered with a thick layer of ice. Antarctica is the largest desert on Earth. It is also the driest and coldest place. Cold winds blow at amazing speeds here. In summers, it gets sunlight 24 hours a day. It is so cold that the ice never melts. In winters, the continent receives no sunlight at all. Antarctica has no lakes, rivers, or trees.



By Kukurudziak on Unsplash

### Who Lives in Antarctica?

- 3 No human lives in Antarctica. Only some animals like penguins, seals, and some birds make their home in the coldest desert. They live on the edge of the land.

- 5 Paragraph 2 tells the reader about—

- A the trees that grow in Antarctica
- B the weather in Antarctica
- C the animals in Antarctica
- D how people live in Antarctica

- 6 What does the photo add to the text?

- F Many animals live in Antarctica.
- G Antarctica is warm in the summer.
- H Rain is common in Antarctica.
- J Clouds form over Antarctica.

- 7 What is true about the photo?

- A It shows a cover of thick snow.
- B It shows a windy day in Antarctica.
- C It shows dark clouds in the sky.
- D It shows melting snow in Antarctica.

- 8 Which is true based on the section titled "Who Lives in Antarctica?"?

- F Antarctica is the largest desert.
- G Few animals live in Antarctica.
- H Antarctica is unlike other deserts.
- J It does not rain in Antarctica.



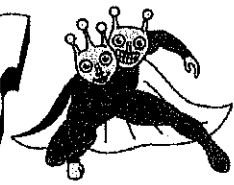
# SUPERSHEETS



| Item | Standard | Rationales |                                                                                                                                                                                                                                                      |
|------|----------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | RI.2.5   | A          | This is a true statement mentioned in paragraph 2.                                                                                                                                                                                                   |
|      |          | B          | This is a true statement mentioned in paragraph 3.                                                                                                                                                                                                   |
|      |          | C          | This is a true statement mentioned in paragraph 1.                                                                                                                                                                                                   |
|      |          | D          | This statement is not true. Paragraph 3 states that polar bears have black skin under their thick fur.                                                                                                                                               |
| 2    | RI.2.5   | F          | The image is a photograph captured with a camera.                                                                                                                                                                                                    |
|      |          | G          | The image is not a chart. It is a photograph captured with a camera.                                                                                                                                                                                 |
|      |          | H          | The image is not a drawing. It is a photograph captured with a camera.                                                                                                                                                                               |
|      |          | J          | The image is not a graph. It is a photograph captured with a camera.                                                                                                                                                                                 |
| 3    | RI.2.5   | A          | Paragraph 2 states that polar bears' white fur helps them blend in with the white snow around them. They cannot be easily spotted in the snow.                                                                                                       |
|      |          | B          | Polar bears do not turn dark in sunlight. Paragraph 2 mentions their fur reflects sunlight, making them seem white.                                                                                                                                  |
|      |          | C          | Paragraph 2 states that polar bears' white furs help them blend in with the white snow around them.                                                                                                                                                  |
|      |          | D          | Polar bears' fur is not brown. Paragraph 1 mentions their fur has no color but looks white in sunlight.                                                                                                                                              |
| 4    | RI.2.5   | F          | The image shows a polar bear standing on its legs.                                                                                                                                                                                                   |
|      |          | G          | Although polar bears eat fish and seals, the image does not show that.                                                                                                                                                                               |
|      |          | H          | Although polar bears sleep during the winter, the image does not show that.                                                                                                                                                                          |
|      |          | J          | Although polar bears hunt animals on land, the image does not show that.                                                                                                                                                                             |
| 5    | RI.2.5   | A          | Paragraph 2 mentions trees do not grow in Antarctica.                                                                                                                                                                                                |
|      |          | B          | Paragraph 2 mentions that Antarctica is the coldest and driest place in the world. It also states it receives continuous sunlight in summers and none in winters. It gets high speed winds. These details describe weather conditions at Antarctica. |
|      |          | C          | Paragraph 2 does not mention any animals.                                                                                                                                                                                                            |
|      |          | D          | Paragraph 2 does not mention how people live in Antarctica.                                                                                                                                                                                          |



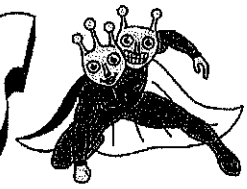
# SUPERSHEETS



| Item | Standard | Rationales |                                                                                                                                                                                                                                                      |
|------|----------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6    | RI.2.5   | F          | The photo shows thick snow covering the land and white clouds forming over Antarctica. It does not show any animals.                                                                                                                                 |
|      |          | G          | The photo shows thick snow covering the land and white clouds forming over Antarctica. It does not show that Antarctica is warm in the summer. Additionally, paragraph 2 states that snow never melts, suggesting it never gets warm in Antarctica.  |
|      |          | H          | The photo shows thick snow covering the land and white clouds forming over Antarctica. It does not show any rain. Additionally, paragraph 2 mentions that it is the driest place on Earth, indicating it receives none to very little precipitation. |
|      |          | J          | The photo shows thick snow covering the land and white clouds forming over Antarctica. It adds to the text by mentioning clouds - a detail not mentioned in the text.                                                                                |
| 7    | RI.2.5   | A          | The photo shows a blanket of thick snow covering the land.                                                                                                                                                                                           |
|      |          | B          | Although paragraph 2 mentions high speed winds in Antarctica are common, one cannot tell it's windy from the photo.                                                                                                                                  |
|      |          | C          | The photo shows white not dark clouds forming over Antarctica.                                                                                                                                                                                       |
|      |          | D          | The photo does not show melting snow. Additionally, paragraph 2 mentions that snow never melts in Antarctica.                                                                                                                                        |
| 8    | RI.2.5   | F          | This detail is mentioned in the section titled "The Largest, Coldest Desert."                                                                                                                                                                        |
|      |          | G          | The section titled "Who Lives in Antarctica?" states that very few animal species live on the continent.                                                                                                                                             |
|      |          | H          | This detail is not mentioned in the section titled "Who Lives in Antarctica."                                                                                                                                                                        |
|      |          | J          | This detail is not mentioned in the section titled "Who Lives in Antarctica."                                                                                                                                                                        |



# SUPERSHEETS



**HERO:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## The Flying Fox

- 1 The flying fox is a special kind of animal. However, it is not a fox. It has a face like a fox, a pointy nose and big eyes. Its body is covered with fur. It belongs to the bat family and is sometimes called a fruit bat. It is the largest of all bats. Unlike other bats, the flying fox has excellent eyesight. It can see in the light as well as in the dark. It also has a good sense of smell.
- 2 The flying fox lives in warm and rainy areas. It makes its home in trees as well as in caves. It lives near water. It eats fruits, flowers, and nectar. The flying fox helps in growing new trees by spreading seeds from fruits that it eats.



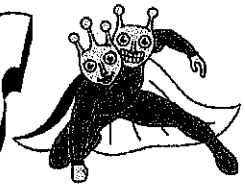
By Geoff Brooks on Unsplash

- 1 What is the main idea of paragraph 1?
  - A The flying fox looks like a fox.
  - B The flying fox is a bat that can see.
  - C Bats are special animals that can fly.
  - D The flying fox is a fox that can fly.
- 2 What is paragraph 2 mostly about?
  - A Where the flying fox lives and what it eats
  - B Where the flying fox lives
  - C What the flying fox eats
  - D The trees that grow from seeds spread by the flying fox
- 3 Which detail supports the main idea?
  - A The flying fox eats insects.
  - B The flying fox does not use its eyes.
  - C The flying fox has dark fuzzy fur.
  - D The flying fox is smaller than a bat.
- 4 Which detail supports how the flying fox is different from other bats?
  - A *The flying fox is a special kind of animal.*
  - B *It lives near water.*
  - C *However, it is not a fox.*
  - D *It can see in the light as well as in the dark.*





# SUPERSHEETS



## A Berry Important Question

- 1 Do you know that a strawberry is not a berry? More surprising is that a banana is a berry.
- 2 A fruit grows from a flower. Inside the flower, there are special parts that make seeds. To be called a berry, a fruit should grow from a flower with only one such special part. It also must have a soft peel, a soft flesh, and two or more seeds. That is what makes the banana a berry. It grows from a flower with only one special part, has a soft peel, a soft pulp, and contains many seeds. Its seeds are so small that people do not notice them.
- 3 Strawberries are a type of fruit, but they are not berries. They grow from flowers that have many special parts instead of just one. Each flower grows many fruits that are joined together. The little hard pieces on strawberries that people usually call seeds are a type of dry fruit. The seeds are inside the dry fruit.



5 What is the main idea of the text?

- A A banana is a berry, and a strawberry is not a berry.
- B Both bananas and berries are fruit.
- C There are many different types of berries.
- D A fruit is different from a berry.

6 What is paragraph 3 mostly about?

- F What type of a fruit a banana is
- G How many seeds a strawberry has
- H How strawberries grow
- J Why a strawberry is not a berry

7 Which detail suggests that banana is a berry?

- A special parts that make seeds
- B a soft peel, a soft pulp, and contains many seeds
- C seeds are inside the dry fruit
- D many special parts instead of just one

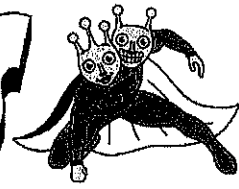


# SUPERSHEETS

| Item | Standard | Rationales |                                                                                                                                         |
|------|----------|------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1    | RL.2.7   | A          | The sentence tells you the characters are with other kids. It doesn't tell you when the story takes place.                              |
|      |          | B          | The sentence tells you Jen and Jon are at a crowded place. But it doesn't tell when the story takes place.                              |
|      |          | C          | The first sentence tells the reader when the story takes place. A cold day describes the setting.                                       |
|      |          | D          | The sentence does not tell you where the characters are or when the story takes place.                                                  |
| 2    | RL.2.7   | F          | The sentence is not about when Jen and Jon decide to go home.                                                                           |
|      |          | G          | The sentence tells you Jen and Jon are ready for dinner which takes place at the end of the day. It tells you when Jen and Jon go home. |
|      |          | H          | The sentence doesn't tell you when Jen and Jon decide to go home.                                                                       |
|      |          | J          | The sentence doesn't tell you when Jen and Jon decide to go home.                                                                       |
| 3    | RL.2.7   | A          | The sentence doesn't tell you when or where the story takes place.                                                                      |
|      |          | B          | The sentence tells you it has been raining. That tells you when the story takes place.                                                  |
|      |          | C          | The sentence doesn't tell you when or where the story takes place.                                                                      |
|      |          | D          | The sentence doesn't tell you when or where the story takes place.                                                                      |
| 4    | RL.2.7   | F          | When the girls have their picnic, it is rainy. The girls have a stand-up picnic to avoid being dirtier.                                 |
|      |          | G          | Sandwiches are not messy. The girls have a stand-up picnic to avoid being dirtier.                                                      |
|      |          | H          | The girls have a stand-up picnic to avoid being dirtier. Standing up does not affect the taste of the sandwiches.                       |
|      |          | J          | Because the girls have muddy mat and wet feet, the girls most likely do not sit on the mat. The girls have a stand-up picnic instead.   |
| 5    | RL.2.7   | A          | The time of the events change in the story. The setting changes from a sunny day to a rainy day.                                        |
|      |          | B          | We do not know if the picnic ends at night. We do not know if the story begins in the morning or the afternoon.                         |
|      |          | C          | The time of the events change in the story. The setting changes from a sunny day to a rainy day.                                        |
|      |          | D          | The change in the setting affects the girls picnic. Therefore, the change in the setting affects the story's events.                    |



# SUPERSHEETS



**HERO:**

**DATE:**

## The Rush

1 Nick stared at the green folder for five minutes. He knew he should have started on the project weeks ago. He wanted to get a perfect grade on his big homework. Nick had not listened to his mother. She had asked him every night how much work he had left to do. "I will get it done," Nick had said. Now, he did not have enough time. His stomach felt upset. His head felt hot. Nick had to start the project that was due Friday. "Mom, I need help," Nick said in a small voice.

2 "I was waiting for you to ask," Nick's mother said. "Let's get to it."

1 What can you tell about Nick?

A He puts off things until the last minute.

C He gets good grades in every class.

B He listens to his mother's advice.

D He does what his teachers ask him to do.

2 By the end of the story, Nick—

F wants to help his mother.

H decides he will not do the work.

G wants his teacher's help.

J knows what he needs to do.

3 Based on the story, Nick's mother—

A is upset with him.

C does not understand him.

B wants to help him.

D never helps him.

4 What is the main conflict in the story?

F Nick's stomach feels upset.

H Nick wants to get a perfect grade.

G Nick thinks his head feels hot.

J Nick has little time to do his project

5 How does Nick fix his problem?

A He stops working on the project.

C He takes medicine for his head.

B He asks his mother for help.

D He tells his mother he is sorry.

## Summer Problem Solved

1 Jiya did not want to give her room to Granny for the summer. Jiya had to share a room with her baby brother. Sometimes, Sam cried at night. Sam also talked in his sleep. Jiya loved Granny, but this was hard.

2 "Do you want to sleep in a sleeping bag?" Granny asked. "I brought you a mermaid one. You can still sleep in your own room."

3 Jiya loved the sleeping bag as soon as she saw it. She loved the sparkles and the purple sequins. "You are the best," Jiya said. Jiya fell asleep to a bedtime story every night. She had fun with Granny all summer.

6 Jiya does not want to give her room to Granny because—

- F she wants to hear bedtime stories.
- G she wants to share a room with her.
- H she will have to share a room with Sam.
- J she wants Granny to sleep in Sam's room.

7 What can you tell about Jiya?

- A She loves Sam a lot.
- B She likes Granny.
- C She travels a lot in summer.
- D She tells many stories.

8 What is Jiya's main conflict?

- F She does not want to share a room with Sam.
- G She does not want to stay home all summer.
- H She does not want to share a room with Granny.
- J She does not want to hear Sam talk in his room.

9 What happens at the end of the story?

- A Jiya starts her summer holidays.
- B Jiya starts to love Granny.
- C Jiya has fun with Granny.
- D Jiya gives her room to Sam.

10 Who solves the problem?

- F Jiya
- G Granny
- H Sam
- J Nobody



# SUPERSHEETS



| Item | Standard | Rationales |                                                                                                                                                                            |
|------|----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | RI.2.2   | A          | This is a detail supporting the main idea. It does not convey the main idea of paragraph 1.                                                                                |
|      |          | B          | This sentence accurately captures the main idea of paragraph 1 as it states that flying foxes belong to the bat family, however, they do not have poor eyesight like bats. |
|      |          | C          | The text is not about bats. It is about the flying fox which is a type of bat.                                                                                             |
|      |          | D          | The flying fox is not a fox as explained in paragraph 1. It is a member of the bat family.                                                                                 |
| 2    | RI.2.2   | F          | Paragraph 2 provides details related to the habitat and feeding habits of the flying fox.                                                                                  |
|      |          | G          | It is only one detail in paragraph 2 about the flying fox. It does not convey what the paragraph is mostly about.                                                          |
|      |          | H          | It is only one detail in paragraph 2 about the flying fox. It does not convey what the paragraph is mostly about.                                                          |
|      |          | J          | It is only one detail in paragraph 2 about the flying fox. It does not convey what the paragraph is mostly about.                                                          |
| 3    | RI.2.2   | A          | This detail is inaccurate. Paragraph 2 states that the flying fox eats fruits, flowers, and nectar.                                                                        |
|      |          | B          | This detail is inaccurate. Paragraph 1 states that the flying fox can see in the light as well as in the dark.                                                             |
|      |          | C          | This detail supports the text by providing more information about the description of the flying fox.                                                                       |
|      |          | D          | This detail is inaccurate. Paragraph 1 states that the flying fox is the largest of all bats.                                                                              |
| 4    | RI.2.2   | F          | This detail does not reveal a difference between the flying fox and other bats.                                                                                            |
|      |          | G          | This detail does not reveal a difference between the flying fox and other bats.                                                                                            |
|      |          | H          | This detail states that, despite its name, the flying fox is not a fox. It does not show a difference between the flying fox and other bats.                               |
|      |          | J          | This detail highlights one major difference between the flying fox and other bats. Other bats have poor eyesight, whereas the flying fox is able to see well.              |
| 5    | RI.2.2   | A          | This sentence accurately captures the main idea of the text as it states that a banana is a berry whereas a strawberry is not a berry.                                     |
|      |          | B          | This detail does not convey the main idea of the text.                                                                                                                     |
|      |          | C          | The text does not mention different types of berries. It focuses on the banana as a berry.                                                                                 |
|      |          | D          | This is a general detail supporting the main idea. It does not convey the main idea of the text, which focuses on distinguishing bananas from strawberries.                |



# SUPERSHEETS



| Item | Standard | Rationales |                                                                                                                                                                |
|------|----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6    | RI.2.2   | F          | Paragraph 3 does not mention bananas.                                                                                                                          |
|      |          | G          | Paragraph 3 mentions that strawberries are a type of fruit. It does not mention how many seeds a strawberry has.                                               |
|      |          | H          | That strawberries grow from flowers with many special parts is only a supporting detail in paragraph 3. It does not convey what the paragraph is mostly about. |
|      |          | J          | Paragraph 3 provides details related to why a strawberry is not classified as a berry.                                                                         |
| 7    | RI.2.2   | A          | This detail does not suggest that banana is a berry. It only mentions parts of a flower that make seeds.                                                       |
|      |          | B          | This detail suggests that the banana has these characteristics to be classified as a berry.                                                                    |
|      |          | C          | This detail does not suggest that banana is a berry. It mentions a detail about strawberry seeds.                                                              |
|      |          | D          | This detail does not suggest that banana is a berry. It mentions a detail about flowers that have several parts to make seeds.                                 |