

Using Text Features

Standard: RI.2.5 Know and use text features to locate key facts or information

This is part of a nonfiction book. Read it. Then use the text features to answer the questions.

Sea Otters

Staying Warm

Sea otters live in cold ocean water. A sea otter has very thick **fur**. Its fur keeps it warm and dry.

Eating

Sea otters eat crabs, clams, and sea urchins. An otter may use a rock as a **tool** to crack open a hard shell.

[Photo]

A sea otter floats on its back with a clam on its belly.

Glossary

fur: thick, soft hair on an animal

tool: a thing you use to do a job

Index

clams 3

fur 2

kelp 4

rocks 3

1. Write one heading from the page.

2. Find the two bold words. Write them here.

3. What does the caption tell you about the photo?

4. Which feature tells you what tool means? Circle one.

heading caption glossary index

5. On what page can you read about kelp? Which feature did you use?

6. You want to know what sea otters eat. Which heading helps you?

Multisyllabic Words

Standard: RF.2.3c Decode regularly spelled two-syllable words with long vowels

VC/CV: split between two consonants. The first vowel is short (nap / kin). V/CV: split after the first vowel. The first vowel is long (ro / bot).

Part A: Split it

Read each word. Write it in two parts with a line between the syllables.

Word	Split it	Word	Split it
pencil		frozen	
label		goblin	
velvet		humid	
begin		insect	
public		focus	
student		helmet	

Part B: Sort it

Write each word from Part A in the correct column.

VC/CV (first vowel is short)	V/CV (first vowel is long)

Part C: Use it

Write one sentence that uses one VC/CV word and one V/CV word from this page.

Narrative Writing: Sequence of Events

Standard: W.2.3 Recount a sequence of events and use temporal words to signal event order

Part A: Put it in order

Time-order words tell when things happen. Write 1, 2, 3, and 4 to show the order.

_____	Finally, we crawled into our sleeping bags and fell asleep.
_____	First, Dad and I carried the tent to a flat spot.
_____	Then we pounded the stakes into the ground.
_____	Next, we slid the poles through the tent.

Part B: Plan your own story

Think of a true story about something you did. Plan it in order. Start each box with a time-order word.

My story is about: _____

Word bank: First Next Then After that Later Finally At the end

First

How did it start? Who was there? Where were you?

Next

What happened next?

Then

What happened after that?

Finally

How did it end? How did you feel?

Author's Purpose (P.I.E.)

Standard: RI.2.6 Identify the main purpose of a text

Authors write for a reason. Remember P.I.E.

P = Persuade	I = Inform	E = Entertain
The author wants you to think or do something.	The author wants to teach you facts.	The author wants to tell a fun story.

Part A: Why did the author write it?

Read each text. Write P, I, or E. Then write one clue word or reason.

Text	P, I, or E?	Clue
1. Everyone should visit the new library. It has comfy chairs and the best books in town!		
2. A camel can go many days without drinking water. It stores fat in its hump.		
3. Pickles the pig wanted to fly, so she tied twelve balloons to her curly tail.		
4. Kids should get a longer recess because playing outside helps them stay healthy.		
5. The sun is a star. It gives Earth light and heat.		
6. The moon laughed so hard that it rolled right out of the sky.		

Part B: Be the author

7. Write one sentence to persuade a friend to read your favorite book.

8. Why should you know the author's purpose before you use a book for research?

Root Words & Context Clues

Standard: L.2.4a, L.2.4c Use sentence-level context and known root words as clues to meaning

Part A: Find the root word

A root word is the main word before a prefix or suffix is added. Circle the root word. Write it on the line.

rethink _____	colorful _____	teacher _____	unkind _____
loudly _____	dreamer _____	restless _____	unpack _____

1. Use the root word to help you. What does rethink mean?

2. What does restless mean?

Part B: Use context clues

Read each sentence. Underline the words that give a clue. Then write what the bold word means.

3. The trail was so **steep** that we had to climb slowly and hold on to rocks.

4. Mom was **famished** after the long hike, so she ate two big sandwiches.

5. The glass vase is **fragile**, so hold it gently or it will break.

6. The **timid** puppy hid behind the couch when the guests came in.

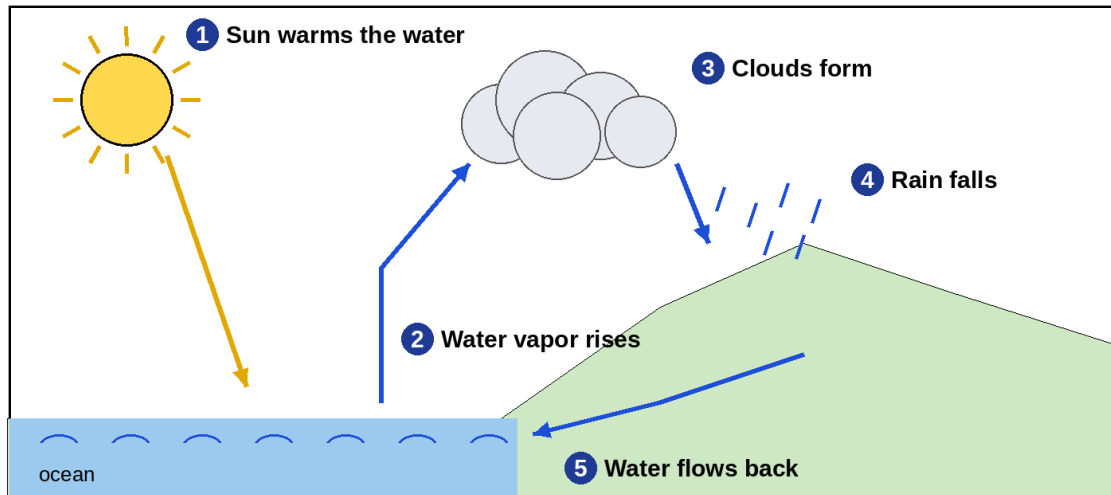
Images and Text Together

Standard: RI.2.7 Explain how specific images, such as a diagram, contribute to and clarify a text

Read the text. Look at the diagram. Then answer the questions.

Where Does Rain Come From?

The sun warms water in oceans, lakes, and puddles. Some of the water turns into a gas called water vapor. You cannot see it. The water vapor rises into the sky. High up, the air is cool, so the vapor turns back into tiny drops of water. The drops gather to make clouds. When the drops get big and heavy, they fall as rain or snow. The water flows into rivers and back to the ocean. Then it starts all over again. This is called the water cycle.



The water cycle

1. What do the words tell you about water vapor that the diagram cannot show?

2. Label 3 says Clouds form. Copy the sentence from the text that tells about this step.

3. The arrows in the diagram make a circle. What does that help you understand?

4. Why do you think the author used both words and a diagram?

Reading Rate & Expression

Standard: RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression

Read the story out loud three times to a partner. Change your voice for the talking parts, for ! and for ?.

Lunch by the Pond

Mateo and his aunt sat on a bench by the pond. They had cheese sandwiches and two red apples. "Look!" said Mateo. "A duck is swimming right to us!" The duck quacked loudly.

"Do you think it is hungry?" asked Aunt Rosa. "We should not give it bread. Bread is not good for ducks." Mateo nodded.

Just then, five little ducklings paddled out from the tall grass. "Wow! A whole family!" Mateo shouted. The mother duck led them in a line across the water. Mateo waved.

"See you next time, ducks!"

Partner check

After each read, your partner puts a check in each box that is true.

	Read 1	Read 2	Read 3
Smooth, like talking			
Not too fast, not too slow			
Voice changes for ! and ?			

1. Copy one sentence that ends with !. Read it with excitement.
- _____
2. Copy the question Aunt Rosa asks. How should your voice sound when you read it?
- _____
- _____
3. Partner: write one thing the reader did well.
- _____

Recall & Organize Information

Standard: W.2.8 Recall information from experiences or gather information from provided sources to answer a question

Use this page for your All About book. Write facts from three places: what you already know, what you read, and what you saw or did yourself.

My topic: _____

My question: _____

What I already knew
Write two facts you knew before you started.

What I learned from reading
Source (book title): _____ Write two facts in words, not sentences.

What I saw or did myself
Source: my observation. Write one or two things you saw, heard, or did.

Sort my facts

Write a heading for each section of your book. Write the number of each fact under the heading where it belongs.

Heading 1: _____	Heading 2: _____	Heading 3: _____

Describing Connections in Text

Standard: RI.2.3 Describe the connection between a series of steps in technical procedures in a text

Read the steps. Think about why each step comes before the next one.

How to Plant a Seed

You need: a paper cup, soil, a bean seed, and water.

1. First, fill the cup with soil. Leave a little room at the top.
2. Next, poke a hole in the soil with your finger. Make it as deep as your fingertip.
3. Then drop the seed into the hole and cover it with soil.
4. After that, water the soil until it is damp, but not soaking wet.
5. Last, set the cup by a sunny window. Plants need light to grow. Check the soil each day and add water when it feels dry. In about a week, a small sprout may push up.

1. What do you do right after you poke a hole in the soil?

2. Why do you need to poke the hole before you drop in the seed?

3. Why do you set the cup by a sunny window?

4. What might happen if you skip step 4? Use the word because.

5. Write the words the author uses to show the order of the steps.

6. Finish the chain: water and light → _____ → a sprout pushes up

Revise and Edit

Standard: W.2.5, L.2.1, L.2.2 Strengthen writing by revising and editing; use capitals, end marks, and correct spelling

Part A: Edit it

This paragraph has 7 mistakes: capital letters, end marks, and spelling. Find each mistake. Write the fix above it.

my dog Pepper likes to play in the yard. Evry morning she runs to the gate
and barks at the mail carrier She has a red ball that she carys everywhere.
last week Pepper found a frog under the steps. she did not no what to do!
Pepper just sat and watched it hop away.

Part B: Revise it

Make each sentence clearer. Add a detail that tells who, what kind, where, or when.

1. The dog ran.

2. We ate food.

Part C: My revision checklist

Use this checklist on your All About book. Check each box when you are done.

☐

Every sentence starts with a capital letter.

☐

Every sentence ends with a period, question mark, or exclamation point.

☐

I fixed words I know how to spell.

☐

I added at least one detail to make my writing clearer.

☐

I read my writing out loud to check that it makes sense.