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Common Core State Standards

The lessons and activities included in *Nonfiction Reading Comprehension for the Common Core, Grade 2* meet the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All right reserved.) For more information about the Common Core State Standards, go to *http://www.corestandards.org/* or visit *http://www.teachercreated.com/standards/*.

Informational Text Standards	
Key Ideas and Details	**Pages**
CCSS.ELA.RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	10-47
Craft and Structure	**Pages**
CCSS.ELA.RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	10-47
Range of Reading and Level of Text Complexity	**Pages**
CCSS.ELA.RI.2.10. By the end of year, read and comprehend informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10-47
Foundational Skills Standards	
Phonics and Word Recognition	**Pages**
CCSS.ELA.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	10-47
Fluency	**Pages**
CCSS.ELA.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	10-47
Language Standards	
Conventions of Standard English	**Pages**
CCSS.ELA.L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11-47
CCSS.ELA.L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11-47
Knowledge of Language	**Pages**
CCSS.ELA.L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	10-47
Vocabulary Acquisition and Use	**Pages**
CCSS.ELA.L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.	10-47
Writing Standards	
Research to Build and Present Knowledge	**Pages**
CCSS.ELA.W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	10-47

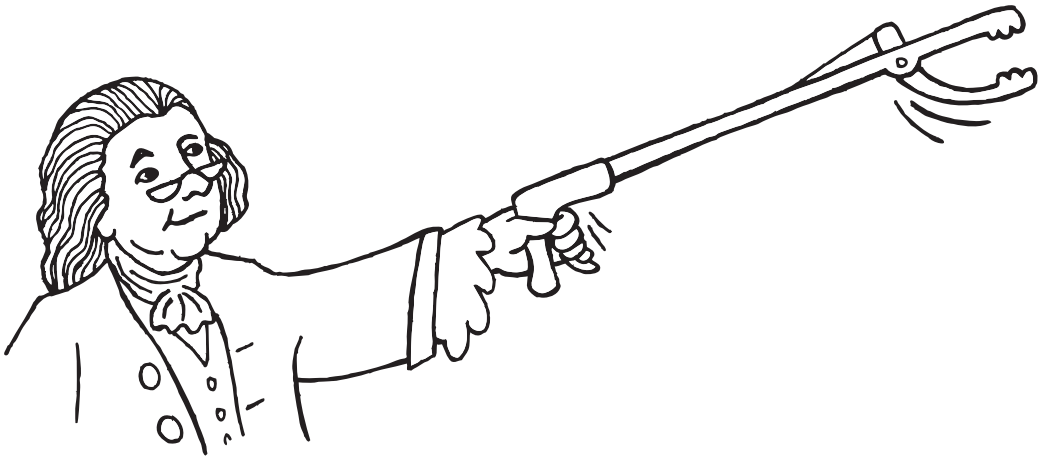
Biographical Passage #2

The Man Who Did So Much

Benjamin Franklin is a famous American. He lived long ago, and he did many things. He helped make laws. He wrote books. He was a great leader. He even started the U.S. Post Office. He must have been busy! That didn't stop him from also being a great inventor.

Here is a list of just some of his inventions or discoveries:

1. **Swim Fins** — He made flippers to swim with. They were worn on your hands, not your feet. Ben invented these when he was just 11 years old!
2. **Electricity** — Ben studied electricity. He helped people understand what it was all about.
3. **The Gulf Stream** — The Gulf Stream is like a fast-moving road in the ocean. It makes ships move faster or slower. Ben studied this strong *current*. Then, he mapped it.
4. **"Long Arm"** — Have you ever wanted something that was hard to reach? Ben made a long stick with a grasping end. That way he could reach for things high up.



Answer the following questions about the story "The Man Who Did So Much." The weights show you how hard you will need to work to find each answer.

1. Look at the title of the passage. What does the author think of Benjamin Franklin?

Ⓐ that he was lazy
Ⓑ that he was a good cook
Ⓒ that he did a lot of different things
Ⓓ that he was a good fireman

2. What did Benjamin Franklin create?

Ⓐ paper
Ⓑ television
Ⓒ the U.S. Post Office
Ⓓ pencils

3. In the way it is used in the story, what does the word *current* mean?

Ⓐ a path of fast-moving water
Ⓑ a bolt of eletricity
Ⓒ a piece of fruit
Ⓓ something that is happening now

4. What piece of clothing were Benjamin Franklin's swim fins most like?

Ⓐ pants Ⓑ belt Ⓒ shoes Ⓓ gloves

On the lines below, write your own question based on "The Man Who Did So Much." Circle the correct picture on the left to show the level of the question you wrote.

_____

_____

_____

_____

On a separate piece of paper . . .

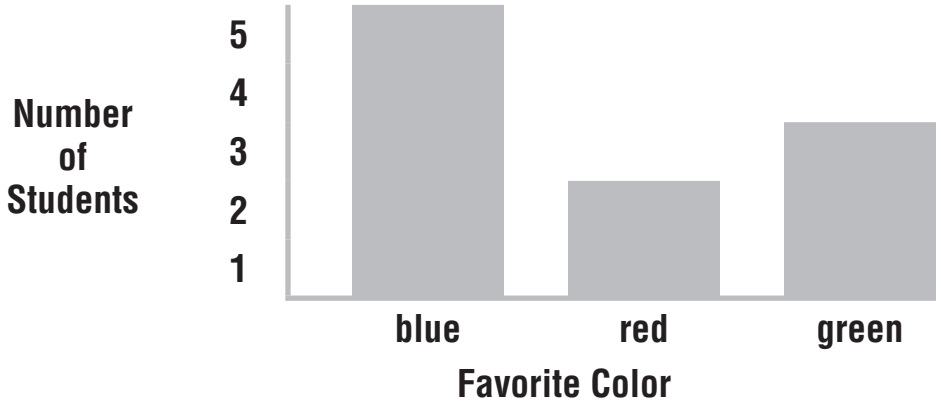
- Write a sentence that includes the word *invention*.
- Think of a new invention that nobody has ever thought of before! Describe it.

Informational Passage #3

How to Create a Poll

Let's say you are interested in finding out how many people have a pet. It would be easy to do this if you created a poll. A poll is a list of questions you ask people. You do this to find out their opinions. The people give you answers. You can use their answers to make a picture of the math. This kind of picture is called a graph.

Let's say you want to find out how many students like blue, how many like green, and how many like red. You interview, or ask, 10 students. Five students say they like blue, two students say they like red, and the rest say they like green. You make a graph of these answers. The graph might look like this:



The line that goes across is horizontal. It is called the *x*-axis. It shows us the three choices: blue, red, and green. The line that goes up and down is vertical. It is called the *y*-axis. It shows the number of students that were polled.

So the next time you need to find out how people feel about a problem, you can use a poll. First, come up with a question. Then, interview a group of people. Then, create a graph so you can see a picture of the numbers.

Answer the following questions about the story "How to Create a Poll." The weights show you how hard you will need to work to find each answer.

1. In what direction does a horizontal line go?

Ⓐ diagonally
Ⓑ up and down
Ⓒ across
Ⓓ in a circle

2. In what direction does a vertical line go?

Ⓐ up and down
Ⓑ across
Ⓒ in a circle
Ⓓ diagonally

3. Based on the graph, which statement is true?

Ⓐ Only two students like blue.
Ⓑ More students like green than blue.
Ⓒ More students like green than red.
Ⓓ The same number of students like red and green.

4. Which equation adds up to 10?

Ⓐ 4 + 2 + 3
Ⓑ 5 + 2 + 3
Ⓒ 2 + 3 + 6
Ⓓ 3 + 5 + 4

On the lines below, write your own question based on "How to Create a Poll." Circle the correct picture on the left to show the level of the question you wrote.

_____

_____

_____

_____

On a separate piece of paper . . .

- Write a sentence that includes the word *interview*.
- Interview five people about their favorite color. Then, show your answer by drawing a graph of the results.