

HOW TO USE THIS BOOK

180 Days of Reading for Second Grade offers teachers and parents a full page of daily reading comprehension and word-study practice activities for each day of the school year.

Easy to Use and Standards Based

These activities reinforce grade-level skills across a variety of reading concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each reading lesson, or as homework.

Every second-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State Standards
Days 1–3	
1–2	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it</i> or Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
3	Reading Foundational Skills Standard: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
4	Reading Anchor Standard 4: <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>
Day 4	
1	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
2–3	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
4–5	Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Day 5	
	Writing Anchor Standard 4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

People came to America long ago. They came before explorers landed. Native people lived across the land. The tribes lived a simple life. They took care of the land. It was their land, and they fought to keep it.

1. What is this text mostly about?

- (A) explorers
- (B) native people
- (C) land
- (D) a simple life

2. Where did native people live?

- (A) on the plains
- (B) on the coast
- (C) where the explorers landed
- (D) across America

3. What word has the same suffix as *lived*?

- (A) hive
- (B) love
- (C) proved
- (D) left

4. What is another word for *native*?

- (A) a person who comes from a certain place
- (B) a person who lives simply
- (C) a person who lives in the woods
- (D) a person who explores

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4
Total

Buffalo are also known as *bison*. Buffalo are quite large. They can weigh around 2,000 pounds. Buffalo are fast, even though they are so large. They are good swimmers. They used to roam in huge numbers. Now they are found in smaller herds.

1. Which title best describes the main idea?

- (A) Roaming Around
- (B) Large and Fast
- (C) Facts About Buffalo
- (D) Small Herds

2. Which fact is **not** mentioned in the text?

- (A) Buffalo were almost extinct because of hunting.
- (B) Buffalo can weigh around 2,000 pounds.
- (C) Buffalo are good swimmers.
- (D) Buffalo are also called bison.

3. Which suffix **cannot** be added to the root word *swim*?

- (A) *-er*
- (B) *-ly*
- (C) *-s*
- (D) *-able*

4. What is another word for *roam*?

- (A) wander
- (B) eat
- (C) herd
- (D) hunt

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Igloos are homes made from ice and snow. Inuit (IN-yoo-it) people live in them. Igloos are shaped like domes. Igloos are built in the arctic. There are not a lot of other materials to build with. Yet there is snow everywhere. Igloos are warm because the snow keeps warm air inside. Igloos can be big enough for one or two families.

1. What is the main topic?

- (A) the arctic
 (B) snow
 (C) Inuit people
 (D) igloos

2. What are igloos made of?

- (A) ice
 (B) snow
 (C) ice and snow
 (D) neither ice nor snow

3. Which word has the same suffix as the word *actually*?

- (A) acting
 (B) slowly
 (C) punctual
 (D) fly

4. Which is often in the shape of a *dome*?

- (A) a tent
 (B) a box lid
 (C) a swimming pool
 (D) a classroom

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

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Total

NAME: _____ DATE: _____

American Indian Homes

American Indians live in tribes. These tribes lived in different parts of the country. Long ago, they built homes that helped them survive. The homes were made with special materials. Native people used what they had.

American Indians lived in many different types of homes. Some lived in grass houses. Tribes that lived on large, grassy plains used the grass to build homes. They worked well in warm climates. These structures were up to forty feet tall!

Adobe homes were a different type of home. They were called *pueblos* (PWEB-lohz). These homes were made of clay and straw. They often had more than one story! They worked well for tribes who stayed in one place for a long time. Pueblos helped keep people cool in hot weather.

Plank houses worked well in cold climates. Tribes that lived in plank houses built them out of wood. They worked well in cold places with forests nearby. The people found tall trees in the forests to make planks. Plank houses were also permanent houses.

Some tribes traveled a lot, so they built homes that could be easily moved. A *teepee* was one type of temporary home. A teepee looks like a tent. It is made of buffalo hide. Tribes that hunted buffalo built these homes.



teepees

All the tribes had to be smart builders. They used the materials they had nearby. They built structures to survive the climate. They were quite successful in creating their own types of communities.

NAME: _____ DATE: _____

DIRECTIONS

Read "American Indian Homes" and then answer the questions.

1. Which example shows a connection to the text?

- (A) I have grass in my backyard.
- (B) Our house is built strong for hurricanes.
- (C) I make pottery with clay.
- (D) I have seen buffalo at the zoo.

2. What type of house works well in a cold climate?

- (A) a plank house
- (B) a blank house
- (C) a pink house
- (D) a plunk house

3. Based on context clues, what is a buffalo *hide*?

- (A) the skin
- (B) the teeth
- (C) the feet
- (D) the head

4. What do adobe and grass houses have in common?

- (A) They are both easy to move.
- (B) They are both made of grass.
- (C) They both work well in warmer climates.
- (D) They both use wood.

5. Which is the best summary of the text?

- (A) Plank houses were made from wood.
- (B) Tribes built homes that were easily moveable.
- (C) Tribes built houses that met their needs.
- (D) American Indians lived in teepees.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

____ / 5

Total

ANSWER KEY *(cont.)*

Week 27 *(cont.)*

Day 4

1. B
2. D
3. A
4. C
5. C

Day 5

Responses will vary.

Week 28

Day 1

1. A
2. C
3. C
4. D

Day 2

1. B
2. B
3. A
4. B

Day 3

1. D
2. C
3. B
4. A

Day 4

1. C
2. D
3. C
4. B
5. C

Day 5

Responses will vary.

Week 29

Day 1

1. D
2. C
3. D
4. D

Day 2

1. B
2. B
3. B
4. A

Day 3

1. A
2. B
3. C
4. D

Day 4

1. B
2. C
3. D
4. C
5. B

Day 5

Responses will vary.

Week 30

Day 1

1. B
2. D
3. C
4. A

Day 2

1. C
2. A
3. B
4. A

Day 3

1. D
2. C
3. B
4. A

Day 4

1. B
2. A
3. A
4. C
5. C

Day 5

Responses will vary.

Week 31

Day 1

1. B
2. B
3. C
4. D

Day 2

1. B
2. B
3. D
4. C

Day 3

1. D
2. C
3. C
4. D

Day 4

1. C
2. B
3. C
4. A
5. B

Day 5

Responses will vary.

Week 32

Day 1

1. C
2. B
3. D
4. B

Day 2

1. A
2. A
3. D
4. D

Day 3

1. C
2. B
3. C
4. C