

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.

Nina's teacher had it all wrong. The principal did, too. She was not talking during the fire drill. She was totally silent. She followed the rules. Nina's teacher must have misheard the voice. Nina thought she confused her with Jada. So Nina had to say something. She wanted to stand up for herself.

1. Who is the main character?

- (A) the principal
- (B) the teacher
- (C) Jada
- (D) Nina

2. What is the text mostly about?

- (A) Nina standing next to Jada
- (B) Nina's teacher and principal being wrong
- (C) Nina getting in trouble for something she didn't do
- (D) Nina talking during the fire drill

3. Which suffix could be added to the root word *stand*?

- (A) *-ed*
- (B) *-tion*
- (C) *-er*
- (D) *-ing*

4. What does the author mean when she says that Nina wanted to *stand up for herself*?

- (A) Nina has to walk alone.
- (B) Nina has to grow taller.
- (C) Nina has to stand up.
- (D) Nina has to speak up about the truth.

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

Monica had the quietest voice. "I cannot hear you!" people would say. "Why don't you speak up?" people would ask, but Monica liked to be quiet because it helped her feel calm inside. She knew that she could speak up if she needed to. Otherwise, she was okay with being the quiet one in the class.

1. Why does Monica like to be quiet?

- (A) because she has nothing to say
- (B) because it helps her feel calm inside
- (C) because she does not know how to speak up for herself
- (D) because she is a mouse

2. What is the text mostly about?

- (A) voice lessons
- (B) being okay with who you are
- (C) a classroom
- (D) secrets

3. Which two words make the contraction *don't*?

- (A) does not
- (B) do not
- (C) don it
- (D) did not

4. What does being *calm inside* refer to in the text?

- (A) feeling peaceful
- (B) having a calm stomach
- (C) having a quiet brain
- (D) feeling cold

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Kevin really liked his reading buddy, Ted, who was in fifth grade. Kevin was in second grade. Their classes met each Friday. Each second-grader was paired up with a fifth-grader. They read together. Kevin had fun with Ted. He saw him on the playground. Kevin never worried that he would be teased by the older boys.

1. Who are Kevin and Ted?

- (A) reading buddies
- (B) brothers
- (C) classmates
- (D) enemies

2. What does the text tell you about what reading buddies are?

- (A) They are kids who take reading tests together.
- (B) They are two kids from two different grades who read together.
- (C) They are two kids who hate to read and play together.
- (D) They are friends who have a reading group.

3. Which suffix could be added to the root word *pair*?

- (A) *-tion*
- (B) *-ly*
- (C) *-ing*
- (D) *-er*

4. Which word means *worried*?

- (A) predicted
- (B) said
- (C) full
- (D) concerned

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

NAME: _____ DATE: _____

No More Bullying

Two girls followed Sam home from school. He was walking by himself because his brother was home sick. He could hear the girls behind him. They were giggling and saying rude things. It felt like they were getting closer and closer.

Sam did not know why the girls were teasing him. He barely knew them, though one of the girls lived around the corner. Sam even thought she might be friends with his brother. Why was she being so mean to him? Sam started to walk quickly.

He rounded the corner to his street. His house was five houses away. He could see his car and his mailbox. He was so close. He began to jog.

The girls jogged after him, but then Sam surprised them when he stopped running and turned around. "Why are you following me?" he yelled. "I don't like it, and I think you are bullying me."

The girls stopped in their tracks. "Bullying?" one asked. "No, we aren't. We are just having fun."

"What you are doing is not funny to me," said Sam. "Please stop and leave me alone!"

"Okay, sorry, Sam," the girls muttered. They looked sad, but Sam was glad. He had taught them a lesson. What might seem fun can make someone else uncomfortable, and that is not okay. Sam walked into his house, hoping they would not bother him, or anyone else, again.



NAME: _____ DATE: _____

DIRECTIONS

Read "No More Bullying" and then answer the questions.

1. Who might make a connection to the text?

- (A) any younger brother
- (B) anyone who has been bullied
- (C) any boy
- (D) a girl who has walked home

2. What does Sam do as he gets near home?

- (A) jig
- (B) jag
- (C) jog
- (D) jug

3. What does it mean to make someone *uncomfortable*?

- (A) make someone yell
- (B) make someone walk fast
- (C) make someone feel sad
- (D) make someone worry and feel uneasy

4. What is the problem?

- (A) Sam's brother is sick.
- (B) Sam is angry.
- (C) Sam is bothered by the girls.
- (D) Sam gets lost walking home.

5. Which gives the best summary of the text?

- (A) Sam is followed and teased on his way home.
- (B) Sam stands up for himself and tells the bullies to leave him alone.
- (C) Sam walks home alone.
- (D) Sam yells at some other kids.

SCORE

1. 😊 😞

2. 😊 😞

3. 😊 😞

4. 😊 😞

5. 😊 😞

____ / 5

Total

NAME: _____ DATE: _____

SCORE

___ / 4



Reread the text "No More Bullying."



Think about how Sam chose to confront his bullies.



Write about what you would do if you were being teased as you walked home.

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