

Directions: Read the following passage. Use information from the passage to answer the questions.

Raising a House

Many people want to own their own home, but some need help getting one. One group of volunteers figured out a great way to help. Here's how it works. The volunteers do the main work of building the house. That saves lots of money. A family promises to pay for it little by little, and they help build it too.

The work begins on a vacant lot. The volunteers and the family work together. Some people hammer, nail, and saw wood, and others paint walls and lay carpet. Where do the basic supplies come from? One business owner may give cement for a driveway, while another may give rain gutters or drains. A store may give a stove and refrigerator. A company may donate trees. Volunteers work on sunny days and rainy days. It's so exciting to see a house go up, and the family can't wait until it's ready.

Volunteers who build the house must be adults. Some young students help by raking vacant lots, painting, or raising money for the group. These volunteers do not get paid. They say, "We want to help a family have a good place to stay." Because of volunteers like these, many people all over the world have good homes!

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Text-Based Comprehension

Directions: Read the questions below and choose the best answer.

I. Part A

Why do some families want a house built by volunteers?

- A. because the house is nicer than other houses
- B. because the house is easier to pay for
- C. because they don't have to work on it
- D. because they don't have to pay for it

Part B

Which detail from the passage best helps you answer Part A?

- A. "Here's how it works. The volunteers do the main work of building the house."
- B. "It's so exciting to see a house go up, and the family can't wait until it's ready."
- C. "One business owner may give cement for a driveway, while another may give rain gutters or drains."
- D. "A family promises to pay for it little by little, and they help build it too."

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COMMON CORE STATE STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 8.** Describe how reasons support specific points the author makes in a text.



2. Draw a line connecting the main idea to the detail from the story that supports it.

Details

“Here’s how it works. The volunteers do the main work of building the house.”

Main Idea:

It takes many people to build a house.

“It’s so exciting to see a house go up, and the family can’t wait until it’s ready.”

“Volunteers who build the house must be adults.”

“Because of volunteers like these, many people all over the world have good homes!”

3. Why do the volunteers not get paid to build homes?
- A. They have to work on sunny and rainy days.
 - B. They get materials for free.
 - C. They are too young to earn money.
 - D. They want to help people have good homes at a low cost.

COMMON CORE STATE STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.



4. What conclusion can you draw from the following fact in the passage?

“Volunteers who build the house must be adults.”

- A. because young people are not trained builders
- B. because building is done while young people are at school
- C. because some parts of home building are dangerous
- D. because young people are not good helpers

5. Reread the sentence below. How does the author answer the following question from the passage?

“Where do the basic supplies come from?”

- A. The author lists all the people who help build the house.
- B. The author lists jobs the volunteers do to build the house.
- C. The author lists examples of items given by businesses.
- D. The author explains how the family feels about the house.

COMMON CORE STATE STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 8.** Describe how reasons support specific points the author makes in a text.



Vocabulary

Directions: Read the questions below and choose the best answer.

6. Part A

What is the meaning of “volunteers” in the passage?

- A. people who work for free
- B. people who give things to others
- C. people who charge little for their work
- D. people who build houses

Part B

Which sentence from the passage helps you understand the meaning of “volunteers”?

- A. “A store may give a stove and refrigerator.”
- B. “The volunteers do the main work of building the house.”
- C. “Volunteers work on sunny days and rainy days.”
- D. “These volunteers do not get paid.”

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COMMON CORE STATE STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 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.



7. Which word means about the same as the word “supplies” in the following sentence?

“Where do the basic supplies come from?”

- A. things
- B. materials
- C. properties
- D. tools

8. What does the phrase “raising money” mean as used in the passage?

- A. collecting funds for something
- B. lifting dollar bills in the air
- C. giving funds away
- D. putting dollars in a safe place

COMMON CORE STATE STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 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.

Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

Language 5. Demonstrate understanding of word relationships and nuances in word meanings.



9. What is the meaning of the word “donate” in the following sentence?

“A company may donate trees.”

- A. to plant or grow
- B. to search for
- C. to provide a gift
- D. to sell to others

10. Which word in the following sentence gives a clue to the meaning of “donate”? Circle your answer.

“One business owner may give cement for a driveway, while another may give rain gutters or drains.”

business give cement drains

COMMON CORE STATE STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 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.



Writing – Constructed Response

Write a story about one or more young people who help build a house. Who are the characters in your story? What jobs do they do to help? Use information from the passage in your story.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times.

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To the Teacher: Use the Writing Rubric on page T21 to assess children’s writing.

COMMON CORE STATE STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Writing 3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Writing 8.** Recall information from experiences or gather information from provided sources to answer a question.



Handwriting practice lines consisting of 15 sets of three horizontal lines (top solid, middle dashed, bottom solid).

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Directions: Read the following passage. Use information from the passage to answer the questions.

Harvest at Miller's Farm

It's a sunny summer afternoon at Miller's Farm. The Miller family works hard to harvest yellow corn, green beans, and peppers. Oliver and Dad pick corn, while Mom and Oliver's younger sister, Amber, wash dirt off beans.

Later that afternoon, a rain shower falls. "The shower is washing the vegetables, so I don't have to," laughs Amber. "I'm hungry after working all day. What's for dinner, Dad?"

It's Mr. Miller's turn to cook. "We'll eat vegetables from our farm!" he answers. The Millers enjoy a healthful meal of beans, corn, and pasta with tomato sauce.

"Will we sell all our vegetables tomorrow at Sunburst Market?" Amber asks.

"Sure!" says Dad. "People need fresh vegetables." The next morning, the Millers load their truck and drive to town. They display baskets of food in a booth at Sunburst Market. People at the market buy fruit, jams, and cheese. A crowd forms at Miller's Farm Stand. "People say our vegetables are fresher than others," says Oliver. The Millers are bursting with pride.

At last, the market closes. Amber sees only empty baskets. "Our harvest was a huge success!" Amber announces happily.

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Text-Based Comprehension

Directions: Read the questions below and choose the best answer.

II. Part A

What can you conclude about Amber from the following paragraph?

“Later that afternoon, a rain shower falls. ‘The shower is washing the vegetables, so I don’t have to,’ laughs Amber. ‘I’m hungry after working all day. What’s for dinner, Dad?’”

- A. She does not like to work.
- B. She likes vegetables for dinner.
- C. She does not like rain.
- D. She likes to make jokes.

Part B

Which detail from the story best helps you answer Part A?

- A. “laughs Amber”
- B. “a rain shower falls”
- C. “I’m hungry”
- D. “working all day”

COMMON CORE STATE STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Literature 3.** Describe how characters in a story respond to major events and challenges.



12. What is one main message of the story? Underline your answer.

Farmers do not like their jobs.

It is good to work together.

Few fruits are sold at farm stands.

There are many types of vegetables.

13. Which of the vegetables did **not** come from the Miller's farm?

A. tomatoes

B. beans

C. corn

D. peppers

COMMON CORE STATE STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Literature 2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.



14. What is the best summary of the story's ending?
- A. Amber is sad that the baskets are empty.
 - B. The Millers finish picking vegetables.
 - C. Everyone goes home after the market.
 - D. The Millers sell all their food at the market.
15. A conclusion you can draw from the passage is that the Millers have the best vegetables. Which detail from the passage does **not** help support this conclusion?
- A. "People at the market buy fruit, jams, and cheese."
 - B. "A crowd forms at Miller's Farm Stand."
 - C. "'People say our vegetables are fresher than others,' says Oliver."
 - D. "Amber sees only empty baskets."

COMMON CORE STATE STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Literature 5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.



Vocabulary

Directions: Read the questions below and choose the best answer.

16. Part A

Which word means about the same as “harvest” in the following sentence?

“The Miller family works hard to harvest yellow corn, green beans, and peppers.”

- A. prepare
- B. plant
- C. gather
- D. find

Part B

Which word from the sentences around “harvest” gives a clue to the meaning of “harvest”?

- A. pick
- B. works
- C. wash
- D. cook

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COMMON CORE STATE STANDARDS

Language 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. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.



17. What does the word “crowd” mean in the following sentence?

“A crowd forms at Miller’s Farm Stand.”

- A. an organized line of people
- B. people at a sports event
- C. people standing close together
- D. a big number of people

18. What is the best meaning of the word “healthful” in the following sentence?

“The Millers enjoy a healthful meal of beans, corn, and pasta with tomato sauce.”

- A. uncooked
- B. good for you
- C. tasty
- D. full of vegetables

COMMON CORE STATE STANDARDS

Language 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. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.



19. What does the phrase “bursting with pride” mean in the sentence below? Write an X on the line next to your answer.

“The Millers are bursting with pride.”

_____ very pleased

_____ suddenly busy

_____ overly tired

_____ loudly bragging

20. What does the word “load” mean as used in the following sentence?

“The next morning, the Millers load their truck and drive to town.”

- A. to give a lot of something
- B. to add to a computer’s memory
- C. to increase the weight of something
- D. to put into or onto something

COMMON CORE STATE STANDARDS

Language 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. **Language 5.** Demonstrate understanding of word relationships and nuances in word meanings.



Writing – Constructed Response

The Millers eat a healthful dinner. What foods came from their farm? What foods did they not grow?

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To the Teacher: Use the Writing Rubric on page T21 to assess children’s writing.

COMMON CORE STATE STANDARDS

Writing 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **Writing 8.** Recall information from experiences or gather information from provided sources to answer a question.



Writing – Extended Response

You have read selections about people working together to reach a goal.

- “Raising a House”
- “Harvest at Miller’s Farm”

Volunteers work together to build houses for people. The Miller family works together to harvest food from their farm. How are the volunteers and the Millers alike? How are they different? What goals do they have? How do they divide the work? Write a paragraph to answer these questions.

In your paragraph, use details from the texts. Check your writing for correct grammar, usage, spelling, capitalization, and punctuation.

To the Teacher: Tell children they may use the space on this page to plan their writing. Then have them write their responses on the following pages. Use the Writing Rubric on page T22 to assess children’s writing.

COMMON CORE STATE STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 9.** Compare and contrast the most important points presented by two texts on the same topic. **Writing 2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **Writing 8.** Recall information from experiences or gather information from provided sources to answer a question. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Handwriting practice lines consisting of 12 sets of three horizontal lines (top solid, middle dashed, bottom solid).



Handwriting practice lines consisting of 12 sets of three horizontal lines (top solid, middle dashed, bottom solid).

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