

SPECTRUM[®]

Reading

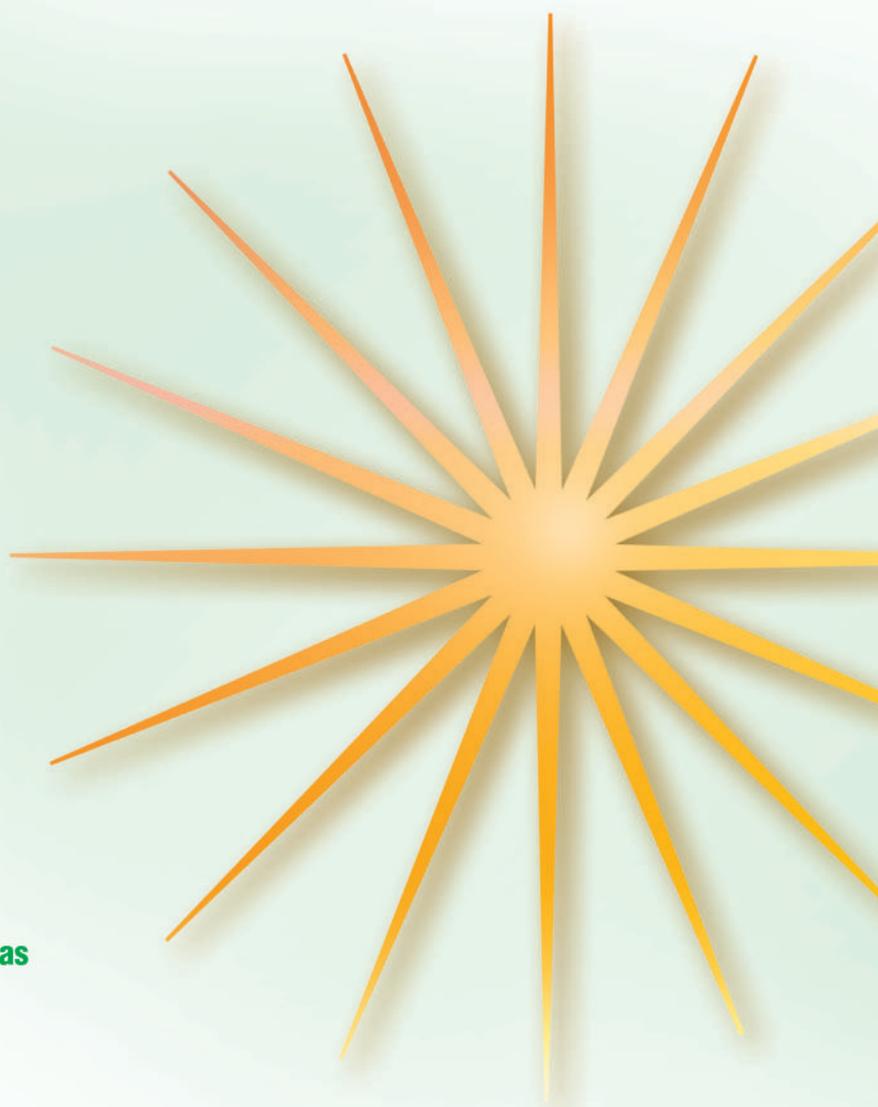
GRADE

2



Focused Practice for Reading Comprehension

- Fiction and non-fiction passages
- Main idea and story structure
- Integration of knowledge and ideas
- Key ideas and details
- Answer key



SPECTRUM®

Reading

Grade 2

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Dad's First Day

Read to see why Dad is upset.

¹ I think Dad is nervous. At breakfast, he almost poured milk into his orange juice instead of into his cereal bowl! Mom doesn't seem worried. She knows why Dad is a little upset. Today is his first day at a new job.

² My dad builds bridges. Some of them look heavy and strong. Others look light, as if they are just hanging in the air. Dad says the light bridges are just as strong as the heavy ones.

³ Dad is an excellent bridge builder, even at home. Once, we almost filled my whole room with bridges. We used boxes, blocks, pots, pans, and even the dog's dish. It was great.

⁴ I know Dad has tons of great bridge ideas, so he shouldn't be nervous. I guess he just wants to practice making one more bridge before he goes to work.



1. What kinds of bridges does Dad build?

2. Why is Dad nervous?

3. How does the boy know that Dad is nervous?

4. What kind of bridge did the boy and Dad make at home?

5. From whose point of view is the story told?

6. The last line of the story says that Dad is going to make one more bridge at home. What does he use to make it?

7. Is the first sentence of the story a fact or an opinion?



Bridges

What kinds of bridges are there?

¹ Have you ever stepped on a stone to get across a puddle or stream? If you have, you were using a bridge.

² Bridges are different sizes and shapes. Some bridges have straight “legs,” or supports, called beams. Other bridges have curved supports, called arches. Still others actually hang from strong steel ropes, or cables, that are strung above the surface of the

bridge. The cables are then attached to the land on either end of the bridge.

³ Most bridges go over water, but some bridges were made to carry water. About 2,000 years ago, the Romans built this kind of bridge. One such bridge, in France, had three levels. Water flowed in the top level, and people and carts traveled on the two lower levels.



Spectrum Reading [Grade 2](#)

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1. This passage is mostly about

_____ old bridges.

_____ kinds of bridges.

_____ making bridges.

2. The author wrote this selection to

_____ make you laugh.

_____ help you learn.

3. Think about what you already know about bridges. What are bridges for?

4. This passage tells about another use for bridges. What is it?

5. Are all bridges made by humans? What might a natural bridge be made of?

6. How are bridges with arches and beams different?

7. *The Golden Gate Bridge is the prettiest bridge in the U.S.* Is this a fact or an opinion?

Bridges to Remember

Read to find out what is special about these bridges.

¹ Some people do not like to drive across bridges. They look straight ahead and try to hold their breath until they get to the other side. Good luck if those people are driving in Louisiana. There is a 24-mile-long bridge there! It takes about half an hour to get across.

² If you like to look way, way down when you cross a bridge, you should go to Colorado.

A bridge there stands more than a thousand feet above a river. A 75-story building could fit under that bridge!

³ If you do not like to look down, get in the middle lane of a bridge in Australia. It has eight lanes for cars, two train tracks, a bike path, and a sidewalk.

⁴ Finally, if you like crowds and bridges, go to India. A bridge there carries 100,000 cars and trucks every day, plus thousands of walkers.



1. How does the text help you understand how long a 24-mile-long bridge is?

2. How does the text help you understand how high the bridge in Colorado is?

3. If you do not like to look over the side of a bridge, why would the bridge in Australia be a good one to cross?

4. Why is the bridge in India a bridge to remember?

5. Name three things, other than cars, that cross bridges in the selection.

6. What do some people do if they are nervous on a bridge?

Moving Out Day

Read to see how Emily feels about moving.

¹ *There goes another box, thought Emily. All my stuff is in boxes. It's all getting squashed together.*

² Mom stood on the front steps. "Oh, be careful with that one!" she cried. The movers nodded as they went past. *All my stuff is in boxes, thought Mom. It might all get broken.*

³ Dad came out of the garage. "Wow, this is a heavy

one! It might break everything else." Mom and Emily frowned.

⁴ An hour later, the boxes were still going past. One box had holes in it. Emily had made the holes so her stuffed animals could get some air.

⁵ Finally, they all watched the movers close up the truck. *Ka-thunk* went the big doors. Dad gave Emily a little hug. "One empty house and one full truck. That's a good day's work."



1. What do Mom and Emily worry about?

2. Circle the word that best tells how Emily feels about her stuffed animals.

hopeless

caring

harsh

3. What word best tells how Mom feels? Circle it.

relaxed

worried

careless

4. How do you think Dad feels about moving day?

5. What clues in the story help you know how Dad feels?

6. How do you think Emily will feel when the move is complete? Explain.

7. Why did Emily put holes in one of the boxes?

8. How does the picture on page 8 add to your understanding of the story?



Moving In Day

What does Emily think of her new home?

¹ “Emily, would you go turn on the lights, please?” asked Mom. “The movers will need to see when they bring our stuff in.”

² “Sure, Mom.” Emily was happy to check out the new house. She turned on twelve lights and then went back to Mom.

³ “Why don’t you help me unpack this box?” asked Mom.

⁴ “Sure, Mom,” said Emily.

⁵ Mom and Emily lifted out shapes wrapped in newspaper. One was the cookie jar. Another was a mug. Then, Mom unwrapped a roll of paper.

⁶ “Oh, look, Emily! It’s the picture you drew last summer!” Emily saw the picture she had made of her family. They were all smiling. The picture made Emily smile, even here in the new house.

⁷ Mom smiled, too. “Let’s put it on the refrigerator,” they said together. And they did.



1. Why was Emily happy to go turn on the lights?

2. How did the picture make Emily feel?

3. How did Emily feel about her new house?

4. Write **1**, **2**, and **3** by these sentences to show what happened first, next, and last.

_____ Emily turned on the lights.

_____ Mom and Emily put a picture on the refrigerator.

_____ Mom and Emily unpacked a box.

5. How would you feel about moving to a new home? Why?

6. Do you think Emily's mom understands how Emily feels? Explain.



Boxes, Books, and More

How do Emily's feelings about the new house change?

¹ Emily pushed a box across the floor. Her room was so empty! She didn't like it. Her old room had been pink. This one was just plain white.

² Emily's mom poked her head in. "Do you need any help?"

³ "No, I'm okay, Mom. I'm going to unpack my books first."

⁴ "That sounds good," said Mom. "I'll just make up your bed. Okay?"

⁵ "Thanks, Mom." Emily put the biggest books on the bottom shelf. She put the medium books on the middle shelf. She put the smallest books on the top shelf. It took a long time because she stopped to read some of them along the way.

⁶ Emily stepped back. All of her books were in place. Her quilt was on her bed. Everything looked just right.



1. This story is mostly about

_____ Emily's new room.

_____ how busy Mom is.

_____ Emily's toys.

2. At the beginning of the story, what does Emily think about her new room?

3. What does Emily think of her room at the end of the story?

4. What happened to change Emily's feelings?

5. How does Emily organize her books?

6. How does Mom help Emily with her room?

7. What do you think Emily will do next in the story? Make a check mark next to your answer.

_____ Go on a bike ride

_____ Unpack more things in her room

_____ Call her grandma