

Understanding the CRCT

Grade 2

CRCT – Reading

Domain 1: Vocabulary

Read, interpret, and take new vocabulary from various sources	Grade level words with multiple meanings, use context clues
ID antonyms (opposite) and synonyms (similar) and homophones (sound alike) and homographs (spelled the same, but mean something different)	Use words correctly
Use word parts	Suffixes, inflectional endings

Antonyms

big/small	heavy/light	short/tall
black/white	high/low	slow/fast
false/true	hot/cold	stop/go
fat/thin	left/right	strong/weak
flat/round	night/day	up/down
give/take	old/new	work/play
good/bad	out/in	wrong/right
happy/sad	real/fake	young/old

Synonyms

angry/mad	fresh/new	quick/speedy
beautiful/pretty	happy/content	scared/afraid
begin/start	hard/difficult	seek/search
child/kid	hide/cover	shout/yell
chilly/cold	huge/gigantic	soft/low
correct/right	hurry/rush	speak/talk
fake/pretend	laugh/chuckle	tag/tap
finish/end	look/see	try/attempt

Homographs

<p>Address Mail it to my new <i>address</i>. She will <i>address</i> the crowd.</p>	<p>Moped He rode his <i>moped</i> to work. He <i>moped</i> around the house.</p>	<p>Ruler Use the <i>ruler</i> to measure. They will elect a <i>ruler</i>.</p>
<p>Ball Have fun at the <i>ball</i>. Throw the <i>ball</i>.</p>	<p>Nail Hammer the <i>nail</i>. I clipped my <i>nail</i> too short.</p>	<p>Saw The <i>saw</i> is sharp. I <i>saw</i> my friend on the bus.</p>
<p>Duck The <i>duck</i> quacked. <i>Duck</i> under the rope.</p>	<p>Object A block is an <i>object</i>. I <i>object</i> to your behavior.</p>	<p>Tear Don't <i>tear</i> that piece of paper. A <i>tear</i> fell from her eye.</p>
<p>Light Turn out the <i>light</i>. He can carry the <i>light</i> bag.</p>	<p>Play Let's <i>play</i> volleyball. Yesterday I saw a <i>play</i>.</p>	<p>Wind Fly the kite in the <i>wind</i>. <i>Wind</i> the clock.</p>

Homophones

ant/aunt	hi/high	soared/sword
ate/eight	hole/whole	some/sum
be/bee	l/eye	son/sun
bear/bare	mail/male	stare/stair
blue/blew	meet/meat	tail/tale
cent/sent/scent	night/knight	there/they're/their
clothes/close	no/know	threw/through
deer/dear	not/knot	tide/tied
dew/do/due	one/won	to/too/two
flea/flee	pale/pail	tow/toe
flour/flower	pear/pair	waist/waste
four/for	plain/plane	we'll/wheel
groan/grown	principle/principal	week/weak
hair/hare	right/write	where/wear
hear/here	sail/sale	which/witch
heard/herd	sea/see	your/you're

Domain 2: Comprehension

- Apply vocabulary skills
- Acquire strategies to read, recall, comprehend, and explore text
- Identify and label elements of different types of texts: narratives, stories, poems, and fables
- Recognize main idea, supporting details, plot, setting, and character with a text
- Ability to recall facts, summarize, infer cause-and-effect, and predict
- Distinguish fantasy and reality

Read the following passage and answer the questions below.

On Your Feet

Look at your feet. What do you see? Do you have something on your feet? You probably do. You probably have shoes on your feet. People wear shoes to protect their feet. People have worn shoes for a long time. There are many kinds of shoes.

Long ago, people wore shoes because the ground could hurt their feet. The ground could have sharp rocks on it. The rocks could cut people's feet. The ground could also be very hot. The heat could burn people's feet. People wore shoes so their feet would not get cut or burned.

The first kinds of shoes were sandals. Sandals have straps that go over the feet. Sandals are made in different styles. Some are made from leather, and others are made from plant parts. People often wear sandals in hot places.

In cold places, people wear different shoes. They wear shoes made of leather. These shoes do not have straps. They need to cover the whole foot. They also come in different colors and sizes.

People still wear shoes to protect their feet. But they also want shoes to look nice. Some people still wear sandals. Others still wear shoes made from leather. Now people also wear shoes with high heels or shoes for playing sports. Some museums even show what shoes from different times look like. As long as people walk, they will need shoes for their feet.

1. **What does the word *sharp* mean in this sentence?**

The ground could have sharp rocks.

- A. clever
- B. quick
- C. cutting

2. **Which word sounds the same as *wear*?**

- A. were
- B. worn
- C. where

3. **Why would someone MOST LIKELY wear sandals during the summer?**

- A. The ground could be hot.
- B. Leather keeps feet warm.
- C. Special shoes are needed for sports.

4. **What kinds of shoes do people wear in cold places?**

- A. shoes with straps
- B. shoes with high heels
- C. shoes that cover the whole foot

5. **Why did people start wearing shoes?**
 - A. to make their feet look pretty
 - B. to be able to play sports better
 - C. to keep their feet from getting hurt

6. **What is this passage MOSTLY about?**
 - A. why people wear shoes
 - B. how people make shoes
 - C. where people buy shoes

7. **Which sentence tells an important reason for wearing shoes?**
 - A. People have worn shoes for a long time.
 - B. Now, people wear shoes with high heels.
 - C. People wear shoes so their feet will not get cut or burned.

8. **What is the MOST LIKELY reason why museums have shoes on display?**
 - A. to show how shoes have changed over time
 - B. to help people decide what kind of shoes to buy
 - C. to tell people why it is important to protect their feet

9. **Why did the author MOST LIKELY write this passage?**
 - A. to teach people how to make shoes
 - B. to describe all the different types of shoes
 - C. to explain why people started wearing shoes

Solutions:

- | | |
|------|------|
| 1. C | 6. A |
| 2. B | 7. C |
| 3. A | 8. A |
| 4. C | 9. C |
| 5. C | |

CRCT~ Language Arts

Domain 1: Grammar and Phonics

- Identify and work with words to form complex sentences
- Understand and apply conventions of English
- Correctly use nouns, possessive pronouns (his, her), personal pronouns (he, she, we)
- Spelling grade-level words in the context of a sentence
- Correct formatting with capitalization, commas, periods, and quotation marks.

1. What is the correct spelling of the word that completes the sentence?

The clown made me _____.

- A. smile
- B. smlie
- C. smil

2. Which word in the sentence needs a capital letter?

Can you go out to the farm on monday?

- A. you
- B. farm
- C. monday

3. Which sentence uses commas correctly?

- A. Do you like circles, squares, or triangles?
- B. Do you like circles, squares or, triangles?
- C. Do you like circles squares, or triangles?

4. Which sentence uses quotation marks correctly?

- A. "I can't wait until recess, the girl shouted."
- B. "Lee told her friend," I made you a brownie.
- C. Jim told his teacher, "I saw a jellyfish on the beach."

5. Which word in the sentence refers to both Susan and Kim?

When Susan and Kim went to the library together, they found a great book.

- A. and
- B. went
- C. they

6. What is the noun in the sentence?

They flower is yellow.

- A. The
- B. flower
- C. yellow

7. Which sentence uses a transition word?

- A. Next, we will clean up the yard.
- B. Monday, March 3, is my snack day.
- C. Our class will visit a museum in Atlanta, Georgia.

8. Which is the BEST way to make the two sentences into one sentence?

We always put onions in our stew. We always put carrots in our stew.

- A. We always put onions in our stew and carrots in our stew.
- B. We always put onions in our stew and also carrots.
- C. We always put onions and carrots in our stew.

Use the information in the box to answer the question.

squash:

1. A vegetable.
2. To make something flat.
3. A game played with a small ball and paddles.

9. Which definition of *squash* is used in the sentence?

Walter loves to put squash in his salad.

- A. definition 1
- B. definition 2
- C. definition 3

10. In which chapter would Marla MOST LIKELY find information about feeding her pet?

Table of Contents

Chapter 1: Kinds of Pets.....	page 2
Chapter 2: Taking Care of Your Pet.....	page 8
Chapter 3: Naming Your Pet.....	page 12
Chapter 4: Training Your Pet.....	page 15

- A. Chapter 1
- B. Chapter 2
- C. Chapter 4

Solutions:

1. A
2. C
3. A
4. C
5. C
6. B
7. A
8. C
9. A
10. B

CRCT~ Math

- Understand place value and relationships in addition and subtraction
- Use simple multiplication concepts
- Measure length and perimeter of objects with appropriate units
- Classify shapes and recognize relationships
- Tell time
- Count back change in coins and bills
- Collect, analyze, and interpret data from graphs and Venn diagrams

Practice problems 47-50