

# Grade 2 STAAR Power Pack

Pre-STAAR Foundations · Reading + Math

Free practice + cheat sheets + confidence-building tips for 2nd grade Reading and Math.

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## Section 1: Cover + Parent Note

### Garland 2nd Grade Pre-STAAR Power Pack

This pack is built to help 2nd graders grow stronger in Reading and Math before STAAR begins in 3rd grade.

Second grade is a bridge year. Your child is not taking STAAR yet. That matters. This year should not feel scary. It should help your child build reading confidence, number sense, careful thinking, and steady habits before next year's first STAAR test.

#### **A note from the parent who built this:**

I built this pack because I have my own kid coming up through STAAR and couldn't find a free, no-strings, no-tracking resource I actually trusted. So I made one. If it helps your family, share it with another.

— Chase, RISE Studio Labs

This Power Pack gives your child quick cheat sheets, original practice problems, strategy reminders, and a parent-friendly answer key. Some 2nd graders can read much of it alone. Some will do better with a parent reading beside them. Both are normal.

Use it in short sessions. Keep the tone calm. The goal is confidence, not pressure.

### The Big Goal

- Read a little stronger.
- Understand what stories and passages mean.
- Solve math step by step.
- Explain thinking in simple words.
- Build calm habits for next year.

## Good News

- Second grade is not a STAAR testing year.
- This is practice, not pressure.
- Mistakes help show what to practice.
- Reading gets easier with steady reps.
- Math makes more sense when kids draw it, count it, and talk it out.

## Parent Move

- Read directions together when needed.
- Use real objects when math feels hard.
- Praise effort and clear thinking.
- Keep practice short.
- Stop before tears or shutdown.

## Study Plan That Actually Works

Use this rhythm for one week:

- **10 minutes Reading**
- **10 minutes Math**
- **5 minutes review**
- Stop while your child still has energy.

A few calm minutes every day works better than one long stressful night.

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## Section 2: Know the Test Without the Stress

### What Pre-STAAR Means

STAAR starts in 3rd grade.

Second grade is not about test pressure. It is about building the skills that make 3rd grade feel less scary.

Your child is learning how to:

- Read longer words.
- Read with smoother fluency.
- Understand stories and facts.
- Find clues in a passage.

- Add and subtract bigger numbers.
- Understand place value.
- Count money.
- Tell time.
- Measure objects.
- Explain how they solved something.

## What Comes Next Year

In 3rd grade, students take STAAR Reading Language Arts and STAAR Mathematics.

That does not mean 2nd graders need to start worrying now.

It means this is a great year to practice strong basics.

## Question Types Your Child May Practice

This pack uses simple question types like:

- Multiple choice
- Short answer
- Fill-in-the-blank
- Word problems
- “Show your thinking”
- Table reading
- Time and money practice

## Subject Overview

Subject	What to Practice	Big Skills
Reading	Fluency, decoding, sequence, cause/effect, vocabulary, simple inference	Read and understand
Mathematics	Place value, addition, subtraction, fractions, time, money, measurement	Solve carefully and explain

## Fast Confidence Builder

Start small.

Try:

- One short passage

- Two reading questions
- Three math problems
- One quick high-five review

Build wins first.

### Before Practice

- Use a pencil.
- Keep scratch paper nearby.
- Read directions slowly.
- Let your child ask questions.
- Keep it calm.

### During Practice

- Ask: "What is the question asking?"
- Ask: "What clue helped you?"
- Draw a picture for math.
- Sound out hard words in chunks.
- Take breaks.

### After Practice

- Praise effort.
- Fix one mistake together.
- Do not review every missed item at once.
- End with something your child did well.

**Best parent line:** "You are practicing. You do not have to know it all yet."

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## Section 3: Reading

### Reading Cheat Sheet

Second grade readers are growing fast. They are learning to read longer words, understand longer stories, and explain what happened.

Reading is not just saying the words. Reading means thinking about the words.

## When You Read a Passage...

- Look at the title.
- Ask: "Who or what is this about?"
- Read slowly enough to understand.
- Stop after a paragraph.
- Ask: "What happened?"
- Look back in the text for proof.
- Use picture clues if there are pictures.
- Try your best on hard words.

## Top Skills to Watch

- Reading fluency
  - Multi-syllable words
  - Story sequence
  - Cause and effect
  - Main idea
  - Character feelings
  - Vocabulary in context
  - Simple inference
  - Text evidence
-

## RLA Power Moves

RLA Power Move	What It Means	Why It Helps
1. <b>Chunk big words</b>	Break a long word into smaller parts.	Big words get less scary.
2. <b>Read the question twice</b>	Know what you need to find.	It helps your brain hunt for clues.
3. <b>Look back in the text</b>	Find the sentence that proves it.	Good answers have proof.
4. <b>Tell what happened first, next, and last</b>	Put events in order.	Sequence helps stories make sense.
5. <b>Ask why it happened</b>	Look for cause and effect.	Many questions ask why something happened.
6. <b>Use clue words</b>	Look near a hard word.	The sentence can help explain the word.
7. <b>Say it in your own words</b>	Explain the answer simply.	If you can explain it, you understand it.

## Big Word Power

Some words have more than one part.

Examples:

- basket-ball
- rain-coat
- sun-shine
- play-ground
- care-ful
- help-ful
- un-happy

### Word Power Move

Cover part of the word.

Read one chunk.

Then read the next chunk.

Then put it together.

Example:

sun + shine = sunshine

## Fluency Power

Fluency means reading smoothly.

Good readers:

- Read at a steady pace.
- Notice punctuation.
- Reread when something does not make sense.
- Make the reading sound like talking.

### Fluency Power Move

If a sentence sounds weird, reread it.

That is not cheating. That is what good readers do.

## Sequence Power

Sequence means the order of events.

Look for:

- First
- Next
- Then
- After that
- Finally

### Sequence Power Move

Ask:

- What happened first?
- What happened next?
- What happened last?

## Cause and Effect Power

Cause is why something happened.

Effect is what happened.

Example:

Cause: It rained.

Effect: The game was canceled.

### **Cause/Effect Power Move**

Ask: "Why did this happen?"

### **Vocabulary in Context**

Sometimes you can figure out a word by reading nearby words.

Example:

Lena was **exhausted** after running across the playground. She sat down and rested.

Exhausted means very tired.

### **Vocabulary Power Move**

Look before and after the hard word.

The clue is usually close.

### **Simple Inference**

An inference is a smart guess using clues.

Example:

Jamal grabbed his umbrella before leaving.

You can infer it might rain.

### **Inference Power Move**

Use clues from the text plus what makes sense.

Do not guess from nowhere.

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## **Section 3B: Reading Practice Problems**

### **Passage: The Class Pet Helper**

Milo wanted to be the class pet helper more than anything.

The class had a small brown hamster named Pickle. Pickle slept in a cozy paper nest during reading time. At the end of each day, one student helped refill his water and check his food bowl.



On Monday, Ms. Reed pulled a name from the helper jar.

“Milo,” she said.

Milo sat up tall. Finally.

After lunch, he walked to Pickle’s cage. The food bowl was almost empty. The water bottle was low too. Milo filled the food bowl first. Then he tried to twist the water bottle back into place.

It slipped.

Water splashed across the table.

Milo froze.

“I messed it up,” he whispered.

Ms. Reed came over with paper towels. “Helpers make mistakes too,” she said. “What should we do next?”

Milo took a breath. He wiped the table. Then he filled the bottle again. This time, he twisted it slowly until it clicked.

Pickle climbed out of his nest and sniffed the food bowl.

Milo smiled.

On Tuesday, Ms. Reed asked if anyone remembered what good helpers do when something goes wrong.

Milo raised his hand. “They clean it up and try again.”

## Questions

1. Who is Pickle? *easy*
  - A. A teacher
  - B. A hamster
  - C. A student
  - D. A dog
2. What does Milo want at the beginning of the story? *easy*
  - A. To take Pickle home
  - B. To be the class pet helper
  - C. To read a book about hamsters
  - D. To clean the whole classroom
3. What happens after Milo tries to twist the water bottle into place? *easy*
  - A. Pickle runs away.
  - B. Ms. Reed leaves the room.
  - C. Water splashes across the table.
  - D. The food bowl breaks.

4. Why does Milo freeze? *medium*
- A. He thinks he made a mistake.
  - B. He sees Pickle sleeping.
  - C. He cannot find the helper jar.
  - D. He wants to eat lunch.
5. Which sentence best shows that Milo tries again? *easy*
- A. "Milo wanted to be the class pet helper more than anything."
  - B. "The food bowl was almost empty."
  - C. "This time, he twisted it slowly until it clicked."
  - D. "Pickle slept in a cozy paper nest."
6. What lesson does Milo learn? *medium*
- A. Hamsters do not need water.
  - B. Helpers should never touch water bottles.
  - C. When something goes wrong, clean it up and try again.
  - D. Students should not ask to be helpers.
7. What does the word "cozy" mean in the passage? *easy*
- A. loud and bright
  - B. warm and comfortable
  - C. broken and messy
  - D. empty and cold
8. Put these events in order. *medium* - A. Milo wipes the table. - B. Milo fills the food bowl. - C. Water splashes across the table. - D. Ms. Reed pulls Milo's name.

Which order is correct?

- A. D, B, C, A
- B. B, D, A, C
- C. D, C, B, A
- D. A, B, C, D

1. What can you infer about Ms. Reed? *medium*
- A. She wants Milo to learn from the mistake.
  - B. She is angry that Milo helped.
  - C. She does not like Pickle.
  - D. She wants to remove the helper jar.
2. Write a short answer: What makes Milo a good helper? Use one detail from the story. *medium*

## RLA Quick Strategies

### When You Get Stuck

- Reread the question.
- Look back at the passage.
- Find the sentence that helps.
- For sequence, say first, next, last.
- For cause and effect, ask why.
- For vocabulary, read the sentence around the word.
- For short answers, answer first and then give proof.

### RLA Power Move: Proof Check

Before choosing an answer, ask:

- Did this happen in the story?
  - Can I point to the clue?
  - Does this answer the question?
  - Is this a guess, or is it proven?
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## Section 4: Math

### Math Cheat Sheet

Second grade math is about building strong number sense.

You will work with bigger numbers, addition, subtraction, time, money, measurement, and simple fractions.

The biggest math move is to slow down and understand what the problem is asking.

## Math Power Moves

Math Power Move	Say This in Your Head	Why It Helps
<b>1. Read the problem twice</b>	“What do I need to find?”	Word problems have clues.
<b>2. Draw it</b>	“Can I draw tens, ones, coins, or a number line?”	Pictures help math make sense.
<b>3. Line up place value</b>	“Are the ones under ones and tens under tens?”	This helps addition and subtraction.
<b>4. Regroup carefully</b>	“Do I need to trade?”	Regrouping is just trading place values.
<b>5. Check the unit</b>	“Is the answer cents, minutes, inches, or objects?”	Units tell what the number means.
<b>6. Ask if it makes sense</b>	“Is my answer too big or too small?”	A quick check catches mistakes.

## Place Value Power

Place value tells what a digit is worth.

Example:

583 means:

- 5 hundreds
- 8 tens
- 3 ones

$$583 = 500 + 80 + 3$$

Second graders may work with numbers up to 1,200.

Example:

1,146 means:

- 1 thousand
- 1 hundred
- 4 tens

- 6 ones

### Place Value Power Move

Say the number in parts.

$$1,146 = 1,000 + 100 + 40 + 6$$

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### Addition Power

When adding bigger numbers:

- Line up ones.
- Line up tens.
- Line up hundreds.
- Add ones first.
- Regroup if needed.

Example:

$$248 + 137$$

Ones:  $8 + 7 = 15$

Write 5, carry 1 ten.

Tens:  $4 \text{ tens} + 3 \text{ tens} + 1 \text{ ten} = 8 \text{ tens}$

Hundreds:  $2 + 1 = 3$

Answer: 385

### Addition Power Move

Regrouping means trading 10 ones for 1 ten.

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### Subtraction Power

When subtracting bigger numbers:

- Line up place value.
- Start with ones.
- Regroup if the top number is too small.
- Check with addition.

Example:

$$402 - 168$$

You may need to regroup from hundreds to tens, then tens to ones.

### **Subtraction Power Move**

If you cannot subtract, trade.

A ten can become 10 ones.

A hundred can become 10 tens.

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### **Fraction Power**

Second graders learn simple fractions.

Important fractions:

- halves
- thirds
- fourths

Fractions must be equal parts.

Examples:

- $1/2$  means 1 out of 2 equal parts.
- $1/3$  means 1 out of 3 equal parts.
- $1/4$  means 1 out of 4 equal parts.

### **Fraction Power Move**

Equal parts matter.

If the pieces are not equal, they are not fair fractions.

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### **Time Power**

Second graders tell time to the minute.

Remember:

- The short hand shows the hour.
- The long hand shows the minutes.
- Each number on the clock is 5 minutes.
- One hour has 60 minutes.

Examples:

- 3:00 means exactly 3 o'clock.
- 3:15 means 15 minutes after 3.
- 3:30 means half past 3.
- 3:45 means 45 minutes after 3.

### **Time Power Move**

Count by 5s around the clock.

Then count extra minutes if needed.

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### **Money Power**

Know your coins:

- Penny = 1 cent
- Nickel = 5 cents
- Dime = 10 cents
- Quarter = 25 cents

When counting coins:

1. Start with the biggest value.
2. Count quarters first.
3. Then dimes.
4. Then nickels.
5. Then pennies.

### **Money Power Move**

Count big coins first.

It is faster and easier.

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### **Measurement Power**

Measurement tells how long, heavy, or full something is.

You may measure:

- Length
- Weight

- Height
- Distance

Tools:

- Ruler
- Yardstick
- Measuring tape
- Scale

Common units:

- inches
- feet
- centimeters
- meters
- pounds
- ounces

### Measurement Power Move

Always use the unit.

12 inches is different from 12 feet.

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## Section 4B: Math Practice Problems

1. What is the value of the 7 in 874? *easy*

- A. 7
- B. 70
- C. 700
- D. 870

2. Which number is  $1,000 + 100 + 20 + 5$ ? *easy*

- A. 125
- B. 1,025
- C. 1,125
- D. 1,205

3. What is  $248 + 137$ ? *medium*

- A. 375
- B. 385



- C. 395  
D. 485
4. A bakery made 326 cookies. It sold 148 cookies. How many cookies were left? *medium*  
A. 178  
B. 188  
C. 222  
D. 274
5. Which shape is divided into fourths? *easy*  
A. A pizza cut into 2 equal pieces  
B. A sandwich cut into 3 equal pieces  
C. A brownie cut into 4 equal pieces  
D. A cake cut into 5 equal pieces
6. Sofia has 2 quarters, 1 dime, and 3 pennies. How much money does she have? *medium*  
A. 38 cents  
B. 53 cents  
C. 63 cents  
D. 73 cents
7. A pencil costs 47 cents. Ben pays with 50 cents. How much change should he get? *medium*  
A. 2 cents  
B. 3 cents  
C. 7 cents  
D. 13 cents
8. What time is 25 minutes after 4:00? *easy*  
A. 4:05  
B. 4:15  
C. 4:25  
D. 5:25
9. The clock shows 7:45. Which sentence is true? *medium*  
A. It is 45 minutes after 7.  
B. It is 45 minutes after 8.  
C. It is 7 minutes after 45.  
D. It is 15 minutes after 7.
10. A ribbon is 36 inches long. Mia cuts off 12 inches. How many inches are left? *easy*  
A. 12 inches  
B. 18 inches  
C. 24 inches  
D. 48 inches

11. A bag of apples weighs 5 pounds. A bag of oranges weighs 3 pounds. How many pounds do they weigh altogether? *easy*
- A. 2 pounds
  - B. 5 pounds
  - C. 8 pounds
  - D. 15 pounds
12. A class has 18 crayons in one box and 24 crayons in another box. Then 9 crayons break. How many good crayons are left? *medium*
- A. 33
  - B. 42
  - C. 51
  - D. 60
- 

## Math Quick Strategies

### When You Get Stuck

- Draw a picture.
- Use a number line.
- Count by tens and ones.
- Line up place value.
- Count coins from biggest to smallest.
- Check subtraction with addition.
- Ask: "What is the unit?"
- Reread the last sentence.

### Math Power Move: Word Problem Check

Before solving, ask:

- Is this joining or taking away?
  - Am I counting money, time, objects, or length?
  - Do I need one step or two steps?
  - Does my answer make sense?
-

## Section 5: Test-Day Power Moves

### For Students

Second grade does not take STAAR yet.

But you can still practice strong test habits now.

### Brain Reset If You Get Stuck

- Breathe in slowly.
- Breathe out slowly.
- Put your finger on the question.
- Say: "I can try one step."
- Do the part you know first.

### Test-Day Power Moves

Power Move	What To Do
Start calm	You are practicing. You are learning.
Read slowly	Do not race through the words.
Look back	Reading answers should have clues.
Draw it	Math gets easier when you can see it.
Check the unit	Cents, minutes, inches, and objects are different.
Try again	Mistakes are part of learning.
Finish proud	Effort counts. Practice builds skill.

### Confidence Script

I am learning.

I can try hard things.

I can read the question again.

I can draw the math.

I can fix mistakes.

I know more than I think I know.

## Night Before Practice

- Get sleep.
- Pick a quiet place.
- Keep pencils ready.
- Do not cram.

## Morning Of Practice

- Eat breakfast.
- Drink water.
- Start with one easy win.
- Keep the mood calm.

## After Practice

- Take a break.
- Celebrate effort.
- Fix one mistake.
- Stop before it feels too heavy.

## Parent Notes

Your child is still building stamina. That is normal.

Good parent lines:

- "Let's try one together."
- "Show me how you thought about it."
- "That mistake tells us what to practice."
- "You are getting stronger."
- "We can stop after this page."

Avoid:

- "You should know this."
- "This is easy."
- "Why did you miss that?"
- "Next year will be hard if you do not get this."
- "Hurry up."

Kids learn better when they feel safe enough to make mistakes.

## Section 6: Quick Mixed Review

Use this page like flash practice. Cover the hint first. Let your child answer. Then uncover the hint and talk it through.

Type	Try This	Hint
Reading	What happened first?	Look at the beginning.
Reading	Why did the character do that?	Look for the reason.
Reading	What does this word mean?	Read the words around it.
Reading	What is the story mostly about?	Think big idea.
Reading	What clue proves your answer?	Look back in the text.
Math	What is the value of 6 in 462?	It is in the tens place.
Math	$134 + 248 = ?$	Line up place value.
Math	$500 - 275 = ?$	Regroup if needed.
Math	1 quarter + 1 dime = ?	$25 + 10$
Math	What time is 10 minutes after 2:00?	Count by minutes.
Math	Half means how many equal parts?	2 equal parts.

### Parent Move

Ask your child:

- “What strategy did you use?”
- “Where is the clue?”
- “Can you draw it?”
- “What does the unit mean?”
- “Can you teach it back to me?”

Teaching it back is powerful. If your child can explain it, they understand it better.

## Section 7: Answer Key

### Reading Answer Key

1. **Answer: B.**

**Why:** Pickle is the class hamster.

**This teaches:** Basic comprehension starts with identifying who or what the passage is about.

2. **Answer: B.**

**Why:** Milo wants to be the class pet helper.

**This teaches:** The beginning of a story often tells what the character wants.

3. **Answer: C.**

**Why:** After Milo tries to twist the bottle into place, water splashes across the table.

**This teaches:** Sequence questions ask what happened before or after.

4. **Answer: A.**

**Why:** Milo freezes because he thinks he messed up.

**This teaches:** Character feelings can be inferred from actions and words.

5. **Answer: C.**

**Why:** “This time, he twisted it slowly until it clicked” shows Milo tries again after the spill.

**This teaches:** Text evidence proves the answer.

6. **Answer: C.**

**Why:** Milo learns that helpers can clean up mistakes and try again.

**This teaches:** A simple lesson can be found by looking at what the character learns.

7. **Answer: B.**

**Why:** Pickle sleeps in a cozy paper nest, so cozy means warm and comfortable.

**This teaches:** Nearby words can help explain vocabulary.

8. **Answer: A, D, B, C, A.**

**Why:** Ms. Reed pulls Milo’s name first. Then Milo fills the food bowl. Then water splashes. Then Milo wipes the table.

**This teaches:** Sequence means putting events in the correct order from the story.

9. **Answer: A.**

**Why:** Ms. Reed helps Milo think about what to do next instead of just getting upset.

**This teaches:** Inference uses clues from the story.

10. **Sample Answer:** Milo is a good helper because he cleans up the water and tries again. The story says he wipes the table and fills the bottle again. This shows he does not quit after making a mistake.

**This teaches:** A short answer should answer the question and use one detail from the story.

## Math Answer Key

1. **Answer: B. 70.**

**Why:** In 874, the 7 is in the tens place, so it means 70.

**This teaches:** Place value tells what each digit is worth.

2. **Answer: C. 1,125.**

**Why:**  $1,000 + 100 + 20 + 5 = 1,125$ .

**This teaches:** Expanded form shows a number in parts.

3. **Answer: B. 385.**

**Why:**  $248 + 137 = 385$ . Add ones, tens, and hundreds carefully.

**This teaches:** Regrouping may be needed when adding larger numbers.

4. **Answer: A. 178.**

**Why:**  $326 - 148 = 178$ . You can check by adding  $178 + 148 = 326$ .

**This teaches:** Subtraction can be checked with addition.

5. **Answer: C.**

**Why:** Fourths means 4 equal pieces.

**This teaches:** Fractions must have equal parts.

6. **Answer: C. 63 cents.**

**Why:** 2 quarters = 50 cents. 1 dime = 10 cents. 3 pennies = 3 cents.  $50 + 10 + 3 = 63$ .

**This teaches:** Count coins from greatest value to least value.

7. **Answer: B. 3 cents.**

**Why:**  $50 - 47 = 3$ .

**This teaches:** Making change means subtracting the cost from the amount paid.

8. **Answer: C. 4:25.**

**Why:** 25 minutes after 4:00 is 4:25.

**This teaches:** Time can be counted forward by minutes.

9. **Answer: A.**

**Why:** 7:45 means 45 minutes after 7.

**This teaches:** The hour comes first, and the minutes come after the colon.

10. **Answer: C. 24 inches.**

**Why:**  $36 - 12 = 24$ .

**This teaches:** Measurement problems still use addition or subtraction.

11. **Answer: C. 8 pounds.**

**Why:**  $5 + 3 = 8$ .

**This teaches:** Weight problems need the unit in the answer.

12. **Answer: A. 33.**

**Why:** First add  $18 + 24 = 42$  crayons. Then subtract 9 broken crayons.  $42 - 9 = 33$ .

**This teaches:** Some word problems need more than one step.

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## Section 8: 7-Day Parent Action Plan

### Day 1: Reading – Fluency and Rereading

- Read one short passage.
- Have your child reread one tricky sentence.
- Ask: “What happened in this part?”
- Keep it short.

### Day 2: Math – Place Value

- Write 5 numbers up to 1,200.
- Ask your child to name hundreds, tens, and ones.
- Use base-ten blocks or drawings if helpful.

### Day 3: Reading – Sequence and Cause/Effect

- Read one story.
- Ask: “What happened first, next, and last?”
- Ask: “Why did that happen?”

### Day 4: Math – Addition and Subtraction

- Solve 3 addition problems with regrouping.
- Solve 3 subtraction problems with regrouping.
- Check one subtraction answer with addition.

### Day 5: Reading – Vocabulary and Inference

- Pick 3 interesting words from a passage.
- Use sentence clues to figure them out.
- Ask one “What can you infer?” question.

### Day 6: Math – Time, Money, Fractions, Measurement

- Count coins from biggest to smallest.
- Tell 3 times on a clock.



- Identify halves, thirds, or fourths.
- Measure one object.

### Day 7: Light Confidence Review

- No heavy studying.
  - Review Power Moves.
  - Read something fun.
  - Praise effort.
  - Get good sleep.
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## Section 9: Keep Going

There are more practice questions, daily missions, flashcards, and review tools waiting at [staartest.app/grade2](https://staartest.app/grade2).

No account needed. Free forever.

Use this printable pack for quick home review. Then use the website for extra practice and confidence reps. Second grade is not a STAAR testing year, but it is a powerful year for building reading confidence, number sense, and calm study habits before 3rd grade.

You've got this.

One question at a time.