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“To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.”

—COMMON CORE STATE
STANDARDS FOR ENGLISH
LANGUAGE ARTS, JUNE 2010

25 Complex Text Passages to Meet the Common Core: Literature and Informational Texts—Grade 2 includes complex reading passages with companion comprehension question pages for teaching the two types of texts—Literature and Informational—covered in the Common Core State Standards (CCSS) for English Language Arts. The passages and lessons in this book address the rigorous expectations put forth by the CCSS “that students read increasingly complex texts through the grades.” This book embraces nine of the ten CCSS College and Career Readiness Anchor Standards for Reading that inform solid instruction for literary and informational texts.

Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text; summarize key supporting details and ideas.
- 3 Analyze how and why individuals, events, and ideas develop and interact throughout a text.

Craft and Structure

- 4 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.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Range of Reading and Level of Text Complexity

- 10 Read and comprehend complex literary and informational texts independently and proficiently.

Passage 1 Raining Frogs? • page 26

Literature: Mystery

► **Focus** In this mystery that presents a puzzling event in nature, students practice identifying and reading dialogue.

► Teaching Tips

Before Reading

- Talk about what a mystery is. Invite students to give examples of mysteries they know.
- Discuss the title and the illustration. Encourage students to predict what this story will be about.

During Reading

- Guide readers to highlight vivid verbs as they read the mystery.
- Invite pairs to read the story aloud, alternating paragraphs. Guide students to notice the sentences in quotation marks and explain that this type of punctuation is a signal that someone is speaking. Encourage readers to use expression when reading dialogue.

After Reading

- Tell students that this fictional story is based on a true event that happened in 2005 in Odzaci, Serbia.
- Have students summarize the story in their own words. Encourage them to link Goran's illness with the strange sight of raining frogs.

Common Core Connections

RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10 • RF.2.3, RF.2.4 • L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6

Complexity Index

Quantitative:

Lexile 420

Qualitative	1	2	3	4	5
Meaning		*			
Structure		*			
Language		*			
Knowledge		*			

Reader & Task

- Students may be unfamiliar with the weather terms *heavy rain*, *windstorm*, and *tornado*.
- Challenge students to tell why Goran's mother wondered if he might be seeing things.

Passage 2 Sit, Stay, Read • page 28

Literature: Realistic Fiction

► **Focus** In this story, readers infer how a nonjudgmental visitor encourages a child to read aloud.

► Teaching Tips

Before Reading

- Pronounce each of the names that appear in this story. Highlight the silent *w* in *Wrigley*.
- Tell students that the real Sit-Stay-Read program began in Chicago schools to help children feel comfortable reading aloud. (Note: The name of this program is officially written as one word with initial capital letters, but it was changed in the student passage for easier readability.)

During Reading

- Ask students to study the illustration to figure out the meaning of the word *bandanna*.
- Challenge students to use context clues to figure out what the phrase, *noses a page*, in line 21 might mean.
- Point out to students that this story is written in the present tense.

After Reading

- Ask students to summarize the story and infer how reading aloud to Wrigley might help Zuri.

Common Core Connections

RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10 • RF.2.3, RF.2.4 • L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6

Complexity Index

Quantitative:

Lexile 460

Qualitative	1	2	3	4	5
Meaning	*				
Structure		*			
Language		*			
Knowledge	*				

Reader & Task

- Students may have difficulty pronouncing the proper names in the passage and may need prompting for the specific meanings of multiple-meaning words.
- Have students explain the purpose of the Sit-Stay-Read program and how it works in a classroom.

Passage 10 Chinese Calendar • page 44

Informational Text: Cultural Article/Annotated Diagram

► **Focus** This article requires readers to gather information that is presented graphically with text details in accompanying captions.

► **Teaching Tips**

Before Reading

- Explain that the Chinese calendar describes a cycle of 12 years. Each animal is linked with an entire year, for example the year of the Tiger. (Note: Some versions of the calendar include alternatives for certain animals, for example, goat instead of sheep, and boar for pig.)

During Reading

- Instruct students to read about the Rat first, and then move clockwise around the wheel.
- Most of the text consists of adjectives. Have students circle ones they may not know.

After Reading

- Have students find out the birth year of each member of their family. Then help them research the animal linked with each birth year. Talk about how well each person fits his or her sign.

Common Core Connections

RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10 • RF.2.3, RF.2.4
• L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6

Complexity Index

Quantitative:

Lexile 430

Qualitative	1	2	3	4	5
Purpose				*	
Structure					*
Language				*	
Knowledge				*	

Reader & Task

- Students from Chinese backgrounds may be able to offer additional information.
- Some students may have difficulty navigating the information as presented. (Note: In this passage, each section of captioned text is numbered, rather than individual lines of text.)
- Form groups of three or four students to play a kind of guessing game. In turn, each student asks a *Who am I?* question giving some or all of the traits of an animal in the Chinese calendar. Example: *I am chatty, well-liked, and skilled. Who am I?* (horse)

Passage 11 Word Wizard • page 46

Informational Text: Dictionary Entry

► **Focus** This selection presents students with a sample of a common reading challenge (multiple-meaning words) that can be solved by consulting a dictionary entry.

► **Teaching Tips**

Before Reading

- Present a list of easy-to-read, multiple-meaning words, such as *bat*, *count*, *hide*, or *jam*. Invite students to come up with sentences for each meaning of these words.

During Reading

- Before students read lines 10–20, discuss the format of the dictionary entry. Help them identify the kinds of information presented and the different styles used to organize the details.
- Explain to students that meanings are usually listed from most to least common.

After Reading

- Provide dictionaries to pairs of students. Present sentences that use a multiple-meaning word. Have pairs determine which of the meanings fits each usage.

Common Core Connections

RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.10 • RF.2.3, RF.2.4 • L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6

Complexity Index

Quantitative:

Lexile 440

Qualitative	1	2	3	4	5
Purpose			*		
Structure			*		
Language			*		
Knowledge			*		

Reader & Task

- Students may not have had sufficient practice using a dictionary.
- Pair off students. Have one partner make up a sentence using any of the meanings of *mine*. The other partner identifies the correct meaning in that sentence. Then have partners switch roles.

Raining Frogs?

What is odd about what Goran sees?

1 Winds blew dark clouds across
2 the sky. Goran, in bed with the flu,
3 watched from his window. He expected
4 heavy rain. But instead of water, he
5 saw tiny frogs falling!

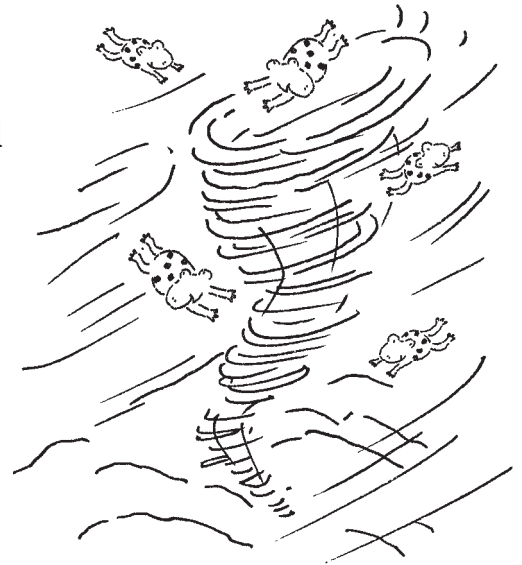
6 Goran wondered if fever made him
7 see things. He called for his mother,
8 who hurried in. "Mama, can it rain
9 frogs?" he asked.

10 His mother touched his hot
11 forehead. "Your fever makes you dream
12 things. I will bring you cold water to help you feel better."

13 On her way to the kitchen, Mama stopped. She saw tiny
14 frogs hopping everywhere outside. They were crossing the
15 road, jumping on the porch, and leaping in her garden.
16 People were out looking at the frogs. Mama called, "Are
17 they real?"

18 "Yes!" one said. "This is a windstorm. Winds can spin
19 very fast, like a tornado. These winds probably passed over
20 ponds with baby frogs in them. The wind sucked up the
21 water and the frogs in it. When the wind calmed down,
22 everything fell from the sky. So we did have falling frogs!"

23 Mama returned to Goran's room. "Darling, your
24 forehead is warm but your eyes are clear. You did see frogs
25 falling like rain."



Raining Frogs?

▶ Answer each question. Give evidence from the mystery.

1 Why is Goran in bed (line 2)?

- A. He cannot walk. C. He wants to see frogs.
 B. He doesn't feel well. D. He likes to read in bed.

What helped you pick your answer? _____

2 Which best describes how a tornado moves?

- A. It flashes. B. It leaps. C. It rumbles. D. It twirls.

How did you pick your answer? _____

3 Why did Mama touch Goran's forehead (lines 10 and 11)? _____

4 Why is this story a mystery? Explain. _____

Sit, Stay, Read

What is the meaning of the title?

1 It's Zuri's day to read to
2 Wrigley. Wrigley is a dog in
3 the Sit-Stay-Read program. He
4 knows to stay quietly beside
5 Zuri as she reads. Zuri has read
6 this week's book many times
7 and knows all the hard words.

8 Soon a wet black nose
9 appears at the door. It's
10 Wrigley! He enters with his
11 owner. Wrigley wears a green
12 bandanna. Zuri shakes Mr. Lim's hand and tickles
13 Wrigley under his chin. She leads her guests to a cozy
14 corner. Wrigley sits on a folded towel. Zuri sits beside
15 him, with Mr. Lim nearby.

16 "Thanks for coming, Wrigley. Today I will read you
17 *Why Is Blue Dog Blue?* I'll show the pictures, too." The dog
18 lies down, and Zuri begins.

19 Even if Zuri misses a word, Wrigley still listens. Zuri
20 describes the pictures to him and links them to the story.
21 She grins when Wrigley noses a page. But she never
22 worries about reading to Wrigley because he is so patient.

23 After she finishes, Zuri cups one hand. Mr. Lim puts a
24 dog treat in it. Zuri holds the treat near Wrigley. "Great
25 listening, Wrigley. Good dog!"



Sit, Stay, Read

▶ Answer each question. Give evidence from the story.

1 Who is Mr. Lim?

- A. He is a dog.
- B. He is an author.
- C. He is Zuri's teacher.
- D. He is Wrigley's owner.

What helped you pick your answer? _____

2 Which word best describes Wrigley?

- A. wet
- B. hungry
- C. patient
- D. ticklish

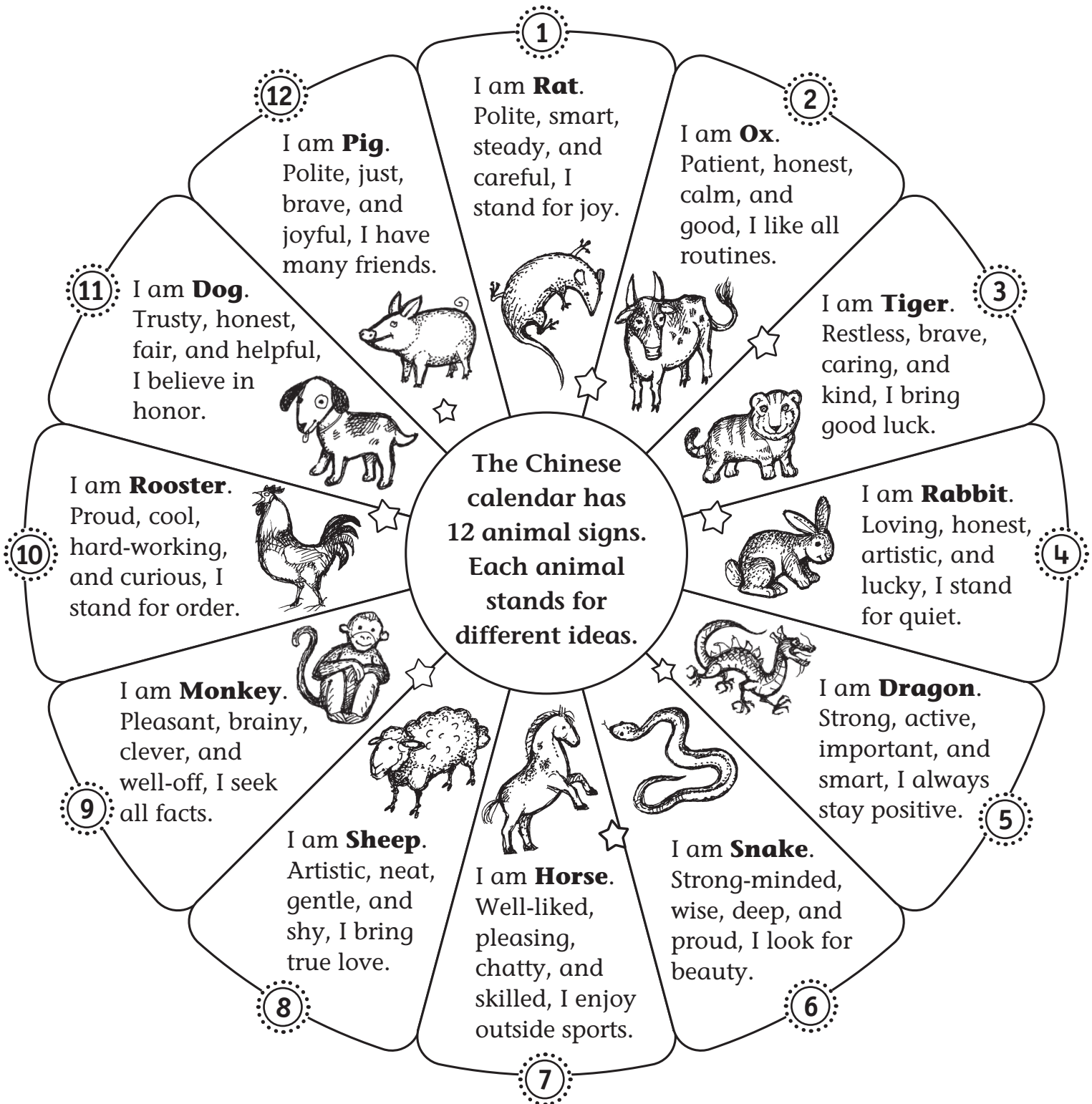
How did you pick your answer? _____

3 Explain what Zuri tries to do for Wrigley when she *links* the pictures to the story (lines 19 and 20).

4 Describe what might make a corner cozy (lines 13 and 14). _____

Chinese Calendar

What do the animals stand for in the Chinese calendar?



Chinese Calendar

▶ Answer each question. Give evidence from the article.

1 Which animal in the Chinese calendar is friendly?

- A. Rat
 B. Rabbit
 C. Monkey
 D. Pig

What helped you pick your answer? _____

2 What do Rabbit and Sheep have in common?

- A. Both are honest.
 C. Both are artistic.
 B. Both are gentle.
 D. Both are strong.

How did you pick your answer? _____

3 What is something good about Tiger (section 3)? _____

What might be a problem for Tiger? _____

4 Who is someone you know who could have been born in the Year of the Monkey. Explain why.
