

Grades 2–3 Text Exemplars**Stories**

Gannett, Ruth Stiles. *My Father's Dragon*
 Averill, Esther. *The Fire Cat*
 Steig, William. *Amos & Boris*
 Shulevitz, Uri. *The Treasure*
 Cameron, Ann. *The Stories Julian Tells*
 MacLachlan, Patricia. *Sarah, Plain and Tall*
 Rylant, Cynthia. *Henry and Mudge: The First Book of Their Adventures*
 Stevens, Janet. *Tops and Bottoms*
 LaMarche, Jim. *The Raft*
 Rylant, Cynthia. *Poppleton in Winter*
 Rylant, Cynthia. *The Lighthouse Family: The Storm*
 Osborne, Mary Pope. *The One-Eyed Giant*
 (Book One of *Tales from the Odyssey*)
 Silverman, Erica. *Cowgirl Kate and Cocoa*

Poetry

Dickinson, Emily. "Autumn."
 Rossetti, Christina. "Who Has Seen the Wind?"
 Millay, Edna St. Vincent. "Afternoon on a Hill."
 Frost, Robert. "Stopping by Woods on a Snowy Evening."
 Field, Rachel. "Something Told the Wild Geese."
 Hughes, Langston. "Grandpa's Stories."
 Jarrell, Randall. "A Bat Is Born."
 Giovanni, Nikki. "Knoxville, Tennessee."
 Merriam, Eve. "Weather."
 Soto, Gary. "Eating While Reading."

Read-Aloud Stories

Kipling, Rudyard. "How the Camel Got His Hump."
 Thurber, James. *The Thirteen Clocks*
 White, E. B. *Charlotte's Web*
 Selden, George. *The Cricket in Times Square*
 Babbitt, Natalie. *The Search for Delicious*
 Curtis, Christopher Paul. *Bud, Not Buddy*
 Say, Allen. *The Sign Painter*

Read-Aloud Poetry

Lear, Edward. "The Jumblies."
 Browning, Robert. *The Pied Piper of Hamelin*
 Johnson, Georgia Douglas. "Your World."
 Eliot, T. S. "The Song of the Jellicles."
 Fleischman, Paul. "Fireflies."

Sample Performance Tasks for Stories and Poetry

- Students *ask and answer questions* regarding the plot of Patricia MacLachlan's *Sarah, Plain and Tall*, explicitly referring to the book to form the basis for their answers. [RL.3.1]
- Students *explain* how Mark Teague's *illustrations* contribute to what is conveyed in Cynthia Rylant's *Poppleton in Winter* to create the mood and emphasize aspects of characters and setting in the story. [RL.3.7]
- Students read *fables* and *folktales from diverse cultures* that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's *The Search for Delicious*, and paraphrase their central message, lesson, or moral. [RL.2.2]
- Students *describe the overall story structure* of *The Thirteen Clocks* by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end. [RL.2.5]
- When discussing E. B. White's book *Charlotte's Web*, students *distinguish their own point of view* regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator. [RL.3.6]
- Students *describe how the character* of Bud in Christopher Paul Curtis' story *Bud, Not Buddy* responds to a major event in his life of being placed in a foster home. [RL.2.3]
- Students read Paul Fleischman's poem "Fireflies," determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of *nonliteral language* (e.g., "light is the ink we use") and talking about how it suggests meaning. [RL.3.4]

Informational Texts

Aliki. *A Medieval Feast*
 Gibbons, Gail. *From Seed to Plant*
 Milton, Joyce. *Bats: Creatures of the Night*
 Beeler, Selby. *Throw Your Tooth on the Roof:
 Tooth Traditions Around the World*
 Leonard, Heather. *Art Around the World*
 Ruffin, Frances E. *Martin Luther King and the March on Washington*
 St. George, Judith. *So You Want to Be President?*
 Einspruch, Andrew. *Crittercam*
 Kudlinski, Kathleen V. *Boy, Were We Wrong About Dinosaurs*
 Davies, Nicola. *Bat Loves the Night*
 Floca, Brian. *Moonshot: The Flight of Apollo 11*
 Thomson, Sarah L. *Where Do Polar Bears Live?*

Read-Aloud Informational Texts

Freedman, Russell. *Lincoln: A Photobiography*
 Coles, Robert. *The Story of Ruby Bridges*
 Wick, Walter. *A Drop of Water: A Book of Science and Wonder*
 Smith, David J. *If the World Were a Village:
 A Book about the World's People*
 Aliki. *Ah, Music!*
 Mark, Jan. *The Museum Book:
 A Guide to Strange and Wonderful Collections*
 D'Aluisio, Faith. *What the World Eats*
 Arnosky, Jim. *Wild Tracks! A Guide to Nature's Footprints*
 Deedy, Carmen Agra. *14 Cows for America*

Sample Performance Tasks for Informational Texts

- Students read Alik's description of *A Medieval Feast* and demonstrate their understanding of all that goes into such an event by asking questions pertaining to *who, what, where, when, why, and how* such a meal happens and by answering using key details. [RI.2.1]
- Students describe the reasons behind Joyce Milton's statement that bats are nocturnal in her *Bats: Creatures of the Night* and how she supports the points she is making in the text. [RI.2.8]
- Students read Selby Beeler's *Throw Your Tooth on the Roof: Tooth Traditions Around the World* and identify what Beeler wants to answer as well as explain the main purpose of the text. [RI.2.6]
- Students determine the meanings of words and phrases encountered in Sarah L. Thomson's *Where Do Polar Bears Live?*, such as *cub, den, blubber, and the Arctic*. [RI.2.4]
- Students explain how the main idea that Lincoln had "many faces" in Russell Freedman's *Lincoln: A Photobiography* is supported by key details in the text. [RI.3.2]
- Students read Robert Coles's retelling of a series of historical events in *The Story of Ruby Bridges*. Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school. [RI.3.3]
- Students explain how the specific image of a soap bubble and other accompanying illustrations in Walter Wick's *A Drop of Water: A Book of Science and Wonder* contribute to and clarify their understanding of bubbles and water. [RI.2.7]
- Students use text features, such as the table of contents and headers, found in Alik's text *Ah, Music!* to identify relevant sections and locate information relevant to a given topic (e.g., rhythm, instruments, harmony) quickly and efficiently. [RI.3.5]