

# Informational Passages for Text Marking & Close Reading

20 Reproducible Passages With Text-Marking Activities That Guide Students to Read Strategically for Deep Comprehension

6 Sequence of Events Name Monique Date Nov. 1

### Teach a Dog a Trick

Read the training article. Then follow the directions in the Text Marking box.

You want to teach your dog to lie down on the floor. Your dog book has a plan you are going to try.

Your dog is sitting down looking at you. That's because you hold a treat in your hand. Here's what the book says to do.

- ① First, hold the treat near your dog's nose so he or she can smell it. This makes the dog very interested. Now say, "Down" as you move the treat straight down toward the floor. Most dogs really want that treat, so they will follow it.
- ② Next, pull the treat toward you along the floor.
- ③ When your pet finally lies down all the way, you reward it with the treat. It's good to practice like this every day.

Good dog!

**Text Marking**

Find the sequence of steps for training a dog to lie down.

- Draw boxes around the signal words.
- Underline the important steps.
- Number the steps in order.

Name Monique Date Nov. 1

### Teach a Dog a Trick

question. Give details from the article.

ets the dog to lie all the way down?  
the treat toward you along the floor  
the treat in your hand  
e dog the treat:  
e dog sit

answer? Trying to reach the treat makes the dog lie all the way down.

od dog!" when \_\_\_\_\_  
ts  C. it lies all the way down  
 D. it starts to follow the treat

wer? The photo gives me the hint is a "good dog" when it has down.

to train a dog?  
treats, so they want to be trick for a reward.

ow what to do to train the dog to lie down?  
ginning of the article that corner looked it up in a dog book.





# Informational Passages for Text Marking & Close Reading

GRADE 2

By Marcia Miller & Martin Lee

NEW YORK • TORONTO • LONDON • AUCKLAND • SYDNEY  
MEXICO CITY • NEW DELHI • HONG KONG • BUENOS AIRES

Teaching  
Resources

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# Introduction

The vast majority of what adults read—in books, magazines, or online—is nonfiction. We read news stories, memoirs, science pieces, sports articles, business e-mails and memos, editorials, arts reviews, health documents, assembly or installation instructions, advertisements, and catalogs. Informational reading, with its diverse structures, formats, and content-specific vocabulary, can be demanding.

Many students enjoy reading nonfiction, but navigating the wide variety of rich informational texts poses challenges for evolving readers. Students may lack sufficient background knowledge of a topic or be unfamiliar with specific vocabulary related to it. In addition, they may find some structures or features of nonfiction puzzling. This is why exposing students more frequently to complex informational texts and introducing them to active reading-comprehension strategies are now key components of successful reading instruction. Useful strategies, clearly taught, can empower readers to approach informational texts purposefully, closely, and independently. Such active tools provide students with a foundation for success not only in school, but for the rest of their lives.

## Connections to the Standards

The chart on page 9 details how the lessons in this book will help your students meet the more rigorous demands of today's reading standards for informational text.

## Text Marking: A Powerful Active-Reading Strategy

To improve their comprehension of complex informational texts, students must actively engage with the text. Careful and consistent text marking by hand is one valuable way to accomplish that. To begin with, by numbering paragraphs, students can readily identify the location of pertinent information when discussing a piece. By circling main ideas, underlining supporting details (such as definitions, descriptions, evidence, explanations, and data), and boxing key vocabulary, students interact directly with the material, making it more digestible in the process. But the true goal of teaching text marking is to help students internalize an effective close-reading strategy, not to have them show how many marks they can make on a page.

Purposeful text marking intensifies a reader's focus. It helps readers identify information as they read and recognize and isolate key details or connect relevant ideas presented in the text. For instance, boxing words like *first*, *then*, *next*, and *finally* can clarify the sequence of ideas or events in a passage. By circling expressions like *I think*, *I believe*, or *in my opinion*, students learn to discern opinions from facts. When students are asked to compare and contrast information in a passage, boxing signal words and phrases, such as *both*, *but*, or *however*, can make identifying similarities and differences more apparent. Words like *since*, *because*, and *as a result* signal cause-and-effect relationships that structure a piece. Furthermore, the physical act of writing by hand, in itself, helps students not only process what they read, but remember it as well.

## About the Passages

The 20 reproducible passages in this book, which vary in genres and forms, organizational structures, purposes, tones, and tasks, address eight key reading-comprehension skills, from identifying main ideas and details, and separating facts from opinions to summarizing and finding cause-and-effect relationships. Consult the table of contents to see the scope of skills, genres, forms, content areas, and Lexile scores of the passages. The Lexile scores fall within the ranges recommended for second graders. (The scores for grade 2, revised to reflect the more rigorous demands of today's higher standards, range from 380 to 650. This range addresses the variety commonly seen in typical second grade classrooms.)

Each passage appears on its own page, beginning with the title, the genre or form of the passage, and the main comprehension skill the passage addresses. Most of the passages include visual elements, such as photographs, illustrations, or diagrams, as well as typical text elements, such as boldface type and captions.

The passages are stand-alone texts and can be used in any order you choose. Feel free to assign passages to individuals, pairs, small groups, or the entire class, as best suits your teaching style. However, it's a good idea to preview each passage before you assign it, to ensure that your students have the skills needed to complete it successfully. (See the next page for a close-reading routine to model for students.)

## Reading-Comprehension Question Pages

Following each passage is a reproducible “Do More” page of text-dependent comprehension questions: two are multiple-choice questions that call for a single response and a brief, text-based explanation to justify that choice. The other two questions are open-response items. The questions address a range of comprehension strategies and skills. All questions share the goal of ensuring that students engage in close reading of the text, grasp its key ideas, and provide text-based evidence to support their answers. Have additional paper on hand so students have ample space to write complete and thorough answers.

An answer key (pages 54–63) includes annotated versions of each marked passage and sample answers to its related questions. Maintain flexibility in assessing student responses, as some markings and answers to open-response questions may vary. (Since students are likely to mark different places in the text for particular skills, the annotated versions in the answer key highlight a variety of possible responses.) Encourage students to self-assess and revise their answers as you review the text markings together. This approach encourages discussion, comparison, extension, reinforcement, and correlation to other reading skills.

17 | Problem & Solution Name \_\_\_\_\_ Date \_\_\_\_\_

### Lunchtime Hero

Read the news article.  
Then follow the directions in the Text Marking box.

Even a six-year-old kid can be a hero. First grader “Beanie” Mar was having lunch at school one day. Her friend Anyiah sat beside her, eating an apple. Anyiah suddenly began to choke. She pointed to her throat. The problem was that a piece of apple was stuck there. She couldn’t breathe!

Calmly, Beanie got up and stood behind Anyiah. She had the perfect solution in mind. Beanie put her arms around the scared girl. She centered her fist on Anyiah’s stomach. She sharply pressed in and up. Out popped the piece of apple! Anyiah could breathe again. Beanie had seen that life-saving move on TV. She used it to save her friend’s life.

**Text Marking**  
Find the problem and its solution.  
 Draw lines around the repeat words problem and solution.  
 Circle the problem.  
 Underline the solution.

Information Passage for Text Marking & Close Reading: Grade 2 © 2015 by Scholastic Teaching Resources

17 | Do More Name \_\_\_\_\_ Date \_\_\_\_\_

### Lunchtime Hero

Answer each question. Give details from the article.

1 Another word that means the same as **solution** is \_\_\_\_\_.  
 A. answer     B. hero     C. question     D. trouble  
What helped you answer? \_\_\_\_\_

2 How did Beanie know what to do to help Anyiah?  
 A. Beanie’s mother is a doctor.  
 B. Beanie eats many apples herself.  
 C. Beanie saw this move done on TV.  
 D. Anyiah told Beanie what to do.  
What helped you answer? \_\_\_\_\_

3 What was Anyiah’s problem? What caused it?  
\_\_\_\_\_

4 Look at the bottom picture. How does it fit the news article?  
\_\_\_\_\_

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17 | Problem & Solution Name \_\_\_\_\_ Date \_\_\_\_\_

### Lunchtime Hero

Read the news article.  
Then follow the directions in the Text Marking box.

Even a six-year-old kid can be a hero. First grader “Beanie” Mar was having lunch at school one day. Her friend Anyiah sat beside her, eating an apple. Anyiah suddenly began to choke. She pointed to her throat. The problem was that a piece of apple was stuck there. She couldn’t breathe!

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**Text Marking**  
Find the problem and its solution.  
 Draw lines around the repeat words problem and solution.  
 Circle the problem.  
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# Teaching Routine for Close Reading and Purposeful Text Marking

Any text can become more accessible to readers who have learned to bring various strategies, such as purposeful text marking, to the reading process. Here is one suggested routine that may be effective in your classroom.

## Preview

- **Engage prior knowledge** of the topic of the piece and its genre. Help students link it to similar topics or examples of the genre they may have read.
- **Identify the reading skill** for which students will be marking the text. Display or distribute the Comprehension Skill Summary Card that applies to the passage. Go over its key ideas. (See Comprehension Skill Summary Cards, page 8, for more.)

## Model (for the first passage, to familiarize students with the process)

- **Display the passage**, using an interactive whiteboard, document camera, or other resource, and provide students with their own copy. Preview the text with students by having them read the title and look at any photographs, illustrations, or other graphic elements.
- **Draw attention to the markings** students will use to enhance their understanding of the piece. Link the text marking box to the Comprehension Skill Summary Card for clarification.
- **Read aloud the passage** as students follow along. Guide students to think about the skill and to note any questions they may have on sticky-notes.
- **Mark the text together.** Begin by numbering the paragraphs. Then discuss the choices you make when marking the text, demonstrating and explaining how the various text elements support the skill. Check that students understand how to mark the text using the various icons and graphics shown in the text marking box.

## Read

- **Display the passage for a shared reading experience.** Do a quick-read of the passage together to familiarize students with it. Then read it together a second time, pausing as necessary to answer questions, draw connections, or clarify words as needed. Then read the passage once more, this time with an eye to the text features described in the text marking box.
- **Invite students to offer ideas for additional markings.** These might include noting unfamiliar vocabulary, an idiom or phrase they may not understand, or an especially interesting, unusual, or important detail they want to remember. Model how to use sticky-notes, colored pencils, highlighters, question marks, or check marks.

## Respond

- **Have students read the passage independently.** This fourth reading is intended to allow students to mark the text themselves. It will also prepare them to discuss the piece and offer their views about it.
- **Have students answer the questions** on the companion Do More page. Depending on the abilities of your students, you might read aloud the questions to them, and then have them answer orally. Model how to look back at the text markings and other text evidence for assistance. This will help students provide complete and supported responses.

## Comprehension Skill Summary Cards

To help students review the eight reading-comprehension skills this book addresses and the specific terms associated with each, have them use the eight reproducible Comprehension Skill Summary Cards (pages 10–13). The boldface terms on each card are the same ones students will identify as they mark the text.

You might duplicate, cut out, and distribute a particular Comprehension Skill Summary Card before assigning a passage that focuses on that skill. Discuss the elements of the skill together to ensure that students fully grasp it. Encourage students to save and collect the cards, which they can use as a set of reading aids to refer to whenever they read any type of informational text. Or display the cards in a reading center in your classroom where they will be available at all times.

### Tips and Suggestions

- The text-marking process is versatile and adaptable. While numbering, boxing, circling, and underlining are the most common methods, you can personalize the strategy for your class if it helps augment the process. You might have students use letters to mark text; they can, for example, write MI to indicate a main idea, D to mark a detail, or F for fact and O for opinion. Whichever technique you use, focus on the need for consistency of marking.
- You may wish to extend the text-marking strategy by having students identify other aspects of writing, such as figurative language or confusing words, expressions, or idioms. Moreover, you can invite students to write their own notes and questions in the margins.

**Main Idea & Details**

Comprehension Skill

You read to find out things. Some things are more important than others.

- The **main idea** answers “Who (or What) is this about?”
- The **main idea** is the most important point in the paragraph. Look for a sentence that tells the main idea.
- **Details** add facts about the main idea. Details tell more about the main idea.

**Sequence of Events**

Comprehension Skill

When you read, look for the **order** in which things happen.

- **Events** are actions or things that happen.
- The **sequence** is the **order** in which events happen.
- **Signal words** give clues about the **sequence of events**.  
Examples: **first, second, next, then, now, later, after, last, and finally.**

**Compare & Contrast**

Comprehension Skill

When you read, think about how people, things, or ideas are alike. Also think about how they are different.

- To **compare** means to tell how things are the same or alike.
- To **contrast** means to tell how things are different.
- **Signal words** give clues that help you compare and contrast.  
Examples for comparing: **both, too, like, also, and in the same way.**
- Examples for contrasting: **but, only, however, unlike, and different.**

## Connections to the Standards

The lessons in this book support the College and Career Readiness Anchor Standards for Reading for students in grades K–12. These broad standards, which serve as the basis of many state standards, were developed to establish rigorous educational expectations with the goal of providing students nationwide with a quality education that prepares them for college and careers. The chart below details how the lessons align with specific reading standards for informational text for students in grade 2.

These materials also address language standards, including skills in the conventions of standard English, knowledge of language, and vocabulary acquisition and use. In addition, students meet writing standards as they answer questions about the passages, demonstrating their ability to convey ideas coherently, clearly, and with support from the text.

Reading Standards for Informational Text	Passages
<b>Key Ideas and Details</b>	
<ul style="list-style-type: none"><li>● Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</li><li>● Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.</li><li>● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li></ul>	<p>1–20</p> <p>2–20</p> <p>1–6, 8–17, 19, 20</p>
<b>Craft and Structure</b>	
<ul style="list-style-type: none"><li>● Determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area.</li><li>● Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li></ul>	<p>1–20</p> <p>1–5, 7–11, 13–17, 19, 20</p>
<b>Integration of Knowledge and Ideas</b>	
<ul style="list-style-type: none"><li>● Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li><li>● Describe how reasons support specific points the author makes in a text.</li></ul>	<p>1, 3, 5, 6, 8–17, 19, 20</p> <p>1–20</p>
<b>Range of Reading and Level of Text Complexity</b>	
<ul style="list-style-type: none"><li>● By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li></ul>	<p>1–20</p>

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## Main Idea & Details

You read to find out things. Some things are more important than others.

- The **main idea** answers “Who (or What) is this about?”
- The **main idea** is the most important point in the paragraph. Look for a sentence that tells the main idea.

- **Details** add facts about the main idea.  
Details tell more about the main idea.

Comprehension Skill

Comprehension Skill

## Sequence of Events

When you read, look for the **order** in which things happen.

- **Events** are actions or things that happen.
- The **sequence** is the **order** in which events happen.
- **Signal words** give clues about the **sequence of events**.  
Examples: **first, second, next, then, now, later, after, last, and finally.**

## Fact & Opinion

When you read, try to spot and separate facts from opinions.

- A **fact** is a statement you can prove. Facts are true.
- An **opinion** tells what someone believes or feels. Opinions vary because people have different beliefs or feelings.

**Signal words** give clues that help you tell facts from opinions.

Examples for facts: **proof, know, and found out.**

Examples for opinions: **believe, wish, like, agree, disagree, think, love, however, unlike, and different and feel.**

## Compare & Contrast

When you read, think about how people, things, or ideas are alike. Also think about how they are different.

- To **compare** means to tell how things are the same or alike.
- To **contrast** means to tell how things are different.

**Signal words** give clues that help you compare and contrast.

Examples for comparing: **both, too, like, also, and in the same way.**

Examples for contrasting: **but, only, however, unlike, and different.**

## Cause & Effect

When you read, think about why something happens. Also think about what happens because of it.

- A **cause** is why something happens.
- An **effect** is what happens.

## Context Clues

When you read, you may come to words you don't know. Other words nearby may help. Look for words that mean the same or opposite. Or use details to help you figure out the meaning.

- **Context** means all the words and sentences around an unknown word.
  - **Context clues** are hints that can help you figure out the meaning of an unknown word.
  - If you know the **cause**, try to understand the **effect**.
  - If you know the **effect**, try to figure out the **cause**.
  - **Signal words** give clues that link a cause and its effect.
- Examples: **because, since, so that, in order to, and as a result.**

## Problem & Solution

Sometimes you will read about problems and how they get fixed.

- A **problem** is a kind of trouble or puzzle.  
A problem needs to be fixed or solved.
- A **solution** is how to solve a problem.  
A solution makes things better.

Signal words are clues to a problem and its solutions.

Examples for problems: **question, need, and trouble.**

Examples for solutions: **answer, idea, plan, fix, result, and solve.**

## Summarize

To summarize what you have read, tell the topic or key idea and details in your own words.

- The **topic** is what you read about.
- Important **details** add more information.
- A **summary** should be short and clear. It should give only the most important details.

# Water All Around

Read the geography essay.

Then follow the directions in the Text Marking box.

What do you call a piece of land with water all around it? It is called an **island**.

Islands come in all sizes and shapes.

Some are in lakes or rivers. Others rise up out of the ocean. Some islands are flat and dry. Others are hilly and green with plants and trees. Some islands are large enough for cities and farms.

Others are as small as a backyard. Those islands are too tiny for people to live on.

## Text Marking

Find the main idea and two supporting details.



Circle the main idea of the paragraph.



Underline two supporting details.



An island

## Water All Around

► Answer each question. Give details from the essay.

1 Which word means the same as **totally**?

- A. almost     B. deeply     C. completely     D. watery

What helped you answer? \_\_\_\_\_

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2 What is TRUE about every island?

- A. It is flat and dry.     C. It rises up out of the ocean.  
 B. It has water all around it.     D. It is too tiny for people to live on.

What helped you answer? \_\_\_\_\_

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3 Look at the photo. How do you think visitors get to and from the island?

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4 On the back of this page, draw a picture of a sandy island.

Draw a tree on the island. Color the land tan and the water blue.

## A Gifted Child

Read the biographical sketch.

Then follow the directions in the Text Marking box.

Kim Ung-Yong was a baby **genius**.

The South Korean boy spoke his first words at only four months old. He had full conversations by six months. He also learned to read in Korean, German, Japanese, and English. He did all that by the time he was two!

Science was another great interest Kim Ung-Yong had. He took science classes at a college. But he was only three! He was invited to come to the United States when he was eight. Here, he solved rocket problems for the U.S. space agency. He did that challenging work for ten years.



Kim Ung-Yong at age three

### Text Marking

Find the main idea  
and supporting details.

Circle the main idea  
in each paragraph.

Underline a supporting  
detail for each  
main idea.

## A Gifted Child

► Answer each question. Give details from the biographical sketch.

- 1 A person who is a **genius** is very \_\_\_\_\_.
- A. young       B. smart       C. active       D. helpful

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2 At what age did Kim Ung-Yong begin to take college classes?
- A. four months     B. six months     C. two years     D. three years

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3 How old was Kim Ung-Yong when he left his job at the space agency?  
Explain how you got your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4 What do you think it means for a child to be **gifted**?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## No Teeth? No Problem

Read the nature article.

Then follow the directions in the Text Marking box.

The giant anteater has a perfect name. It's very big, and it eats ants—thousands of them a day. And it doesn't even have teeth!

This animal's head fits its needs. It has a **keen** sense of smell. It sniffs out an anthill with its powerful nose. Then it uses its sharp claws to open a hole in the anthill. Now its long, wormlike tongue gets busy. The anteater pokes its tongue deep into the hole. Ants stick to it. The anteater snaps its tongue back into its mouth. It scrapes the ants off and swallows them whole.

But feeding like this isn't easy. Ants sting the tongue. So the anteater must stop to rest it after a minute or so. It goes back later for more, after its tongue stops hurting.

**Text Marking**

Find the main idea and supporting details.

Circle the main idea in each paragraph.

Underline supporting details for each main idea.



A giant anteater



Its long tongue

## No Teeth? No Problem!

► Answer each question. Give details from the article.

1 Which is the most important topic of the article?

- A. living without teeth       C. kinds of tongues  
 B. insects that sting       D. giant anteaters

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 The author says that the giant anteater has a **keen** sense of smell.

Which word means about the same as **keen**?

- A. weak       B. strong       C. unusual       D. surprising

What in the text helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Why does the author say that the giant anteater has a perfect name?

\_\_\_\_\_  
\_\_\_\_\_

4 Look at the picture of the giant anteater. How do its body parts help it get food?

\_\_\_\_\_  
\_\_\_\_\_

# A New Book

Read the language arts article.

Then follow the directions in the Text Marking box.

It's your birthday, and gifts are waiting to be opened! You happily unwrap one. It's that new book about whales. You are delighted. You hold it up and pause. You remember what your teacher said about how to explore a book before you read it.

First, study the front and back covers. Read the title and the name of the author. Look at any pictures. Then, flip through the pages to see how they look. Peek at the **illustrations**. Do any grab your attention? Next, turn to the beginning pages of the book to see what's there. Maybe the author has written an introduction. Finally, scan the table of contents. What topics will you read about?

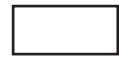
So, will you open another gift or will you start reading?



Reading a new book

## Text Marking

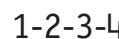
Find the sequence of steps for exploring a book.



Draw boxes around the signal words **first**, **then**, **next**, and **finally**.



Underline the important steps.



1-2-3-4 Number the steps for exploring a book in paragraph 2.

## A New Book

► Answer each question. Give details from the article.

1 Which is another word for **illustrations**?

- A. gifts       B. pages       C. whales       D. pictures

What helped you answer? \_\_\_\_\_

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2 What does the author say is the second thing to do when you explore a new book?

- A. Study the covers.       C. Check for an introduction.  
 B. Flip through the pages.       D. Look at the table of contents.

What helped you answer? \_\_\_\_\_

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3 According to the article, what can you learn from a table of contents?

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4 How does the table of contents help you explore a book before you read it?

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## Red, White, and Blue

Read the cooking article.

Then follow the directions in the Text Marking box.

Most kids enjoy a healthy snack when they get home from school.

Here is an idea for an easy snack you can make yourself. It tastes sweet and creamy. And it has the colors of the American flag.

First, tear a pita bread in half. Now, gently open up the pocket of each half. After that, spread some whipped cream cheese inside. You don't need to cover the whole inside. Use enough cream cheese so that the white shows.

Next, press some blueberries and strawberry slices into the pita pocket. You can make a pattern with the fruit. Or you can just tuck it in so it fits.

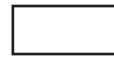
Good job! Enjoy your colorful snack.



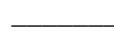
Which step is shown here?

### Text Marking

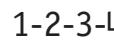
Find the sequence of steps for making a pita snack.



Draw boxes around the signal words **first**, **now**, **after**, and **next**.



Underline the important steps.



1-2-3-4 Number the steps in order.

## Red, White, and Blue

► Answer each question. Give details from the article.

1 Why does the title go with this article?

- A. Many snacks come in those colors.
- B. Those are the main colors of the snack.
- C. Those are the author's favorite colors.
- D. There is no way to tell.

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 What is the first step the author tells you to do?

- A. Enjoy a snack.
- C. Tear a pita bread in half.
- B. Spread cream cheese.
- D. Look at an American flag.

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 For which step does the author say you can make a pattern? Explain.

\_\_\_\_\_  
\_\_\_\_\_

4 Look at the photo. What should happen next?

\_\_\_\_\_  
\_\_\_\_\_

## Teach a Dog a Trick

Read the training article.

Then follow the directions in the Text Marking box.

You want to teach your dog to lie down on the floor. Your dog book has a plan you are going to try.

Your dog is sitting down looking at you. That's because you hold a treat in your hand. Here's what the book says to do.

First, hold the treat near your dog's nose so he or she can smell it. This makes the dog very interested. Now say, "Down" as you move the treat straight down toward the floor. Most dogs really want that treat, so they will follow it. Next, pull the treat toward you along the floor.

When your pet finally lies down all the way, you reward it with the treat.

It's good to practice like this every day.



Good dog!

### Text Marking

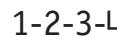
Find the sequence of steps for training a dog to lie down.



Draw boxes around the signal words.



Underline the important steps.



1-2-3-4 Number the steps in order.

## Teach a Dog a Trick

► Answer each question. Give details from the article.

1 Which step gets the dog to lie all the way down?

- A. Pulling the treat toward you along the floor
- B. Holding the treat in your hand
- C. Giving the dog the treat
- D. Having the dog sit

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 You would say, “Good dog!” when \_\_\_\_\_.

- A. the dog first sits
- C. it lies all the way down
- B. you show it the treat
- D. it starts to follow the treat

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Why do you use a treat to train a dog?

\_\_\_\_\_  
\_\_\_\_\_

4 How did the dog owner know what to do to train the dog to lie down?

\_\_\_\_\_  
\_\_\_\_\_

## About a Movie

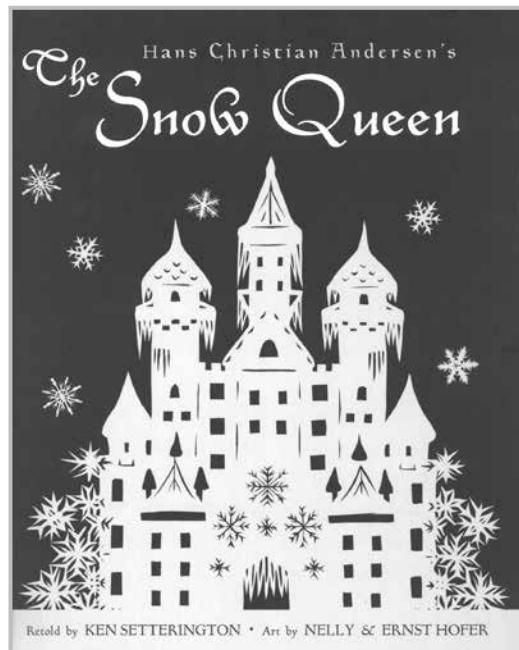
Read the movie review.

Then follow the directions in the Text Marking box.

My parents just took me to see *Frozen*. This cartoon movie was made in 2013. It is about two princesses. One is Elsa, and she has magical powers. She uses them to keep the kingdom cold. It is always winter there.

Elsa's sister is Anna. She wants to break the icy spell. So Anna joins up with a mountain man named Kristoff, his reindeer Sven, and a snowman called Olaf. They go on a long, dangerous journey to save the land. They face scary wolves, a snow monster, and a terrible storm.

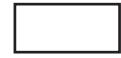
I think that this movie is perfect for kids of all ages. It is both sad and happy and has great characters. Plus, I really liked the ending. I believe that you will love this **thrilling** movie!



The book that the movie *Frozen* was based on

### Text Marking

Identify the facts and opinions in the movie review.



Draw boxes around

the signal words

**I think** and **I believe**.



Circle one fact.



Underline one opinion.

## About a Movie

► Answer each question. Give details from the movie review.

1 Which of the words below means the same as **thrilling**?

- A. cold       B. long       C. magical       D. exciting

What helped you answer? \_\_\_\_\_

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2 Who freezes the kingdom in *Frozen*?

- A. Anna       B. Elsa       C. Olaf       D. Sven

What helped you answer? \_\_\_\_\_

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3 What about the movie did the reviewer like?

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4 What do words like **I think** and **I believe** tell you?

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## The Little Donkey

Read the food essay.

Then follow the directions in the Text Marking box.

**Burrito** (buh-REE-toh) means “little donkey” in Spanish. But to most of us, it names a popular food. Burritos come from Mexico.

A burrito starts with a flour **tortilla** (tawr-TEE-uh). This round, flat bread may be softened by grilling or steaming. The tortilla is then wrapped around a filling. In my opinion, a burrito is the yummiest food ever.

Many burritos are filled with meat or beans. But some have other fillings. They might have rice, chicken, pork, or fish. Or they might have lettuce, salsa, cheese, or sour cream on top. I like all those things. So, I think that the more ingredients stuffed inside, the better a burrito tastes.

I have made myself hungry! How about you?



Burritos

### Text Marking

Identify the facts and opinions in the essay.



Draw boxes around the signal words

**In my opinion, I like,** and **I think.**



Circle two facts.



Underline two opinions.

## The Little Donkey

► Answer each question. Give details from the essay.

1 Which is an ingredient you could find in a burrito?

- A. milk       B. steam       C. chicken       D. donkey

What helped you answer? \_\_\_\_\_

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2 What is a tortilla made of?

- A. fish       B. flour       C. cheese       D. lettuce

What helped you answer? \_\_\_\_\_

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3 In the author's view, what makes the best burrito?

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4 In what way are ALL burritos alike?

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# Fix Our Playgrounds

Read the letter to the editor.

Then follow the directions in the Text Marking box.

To the Editor:

I think our playgrounds are amazing. They help kids enjoy fresh air, friends, and fun. But not all are safe. I believe it is very important to make them so.

First off, playgrounds must have safer surfaces than hard cement. That is because falls are the most common playground accidents. Rubber or sand are good choices. We should also fix broken equipment to **avoid** danger.

But my opinion is that the most important thing to do is to have adults watching all the time. Adults can teach rules for playground safety. No shoving and no pushing are two examples. They can have kids take off scarves or necklaces. That is because these can get caught on equipment. Plus, adults would be there to help if something goes wrong.

Safety must come first.

Ellie Chang, Taos, NM



Playground with a soft surface

**Text Marking**

Identify the facts and opinions in the letter.

Draw boxes around three signal words.

Circle two facts.

Underline three opinions.

## Fix Our Playgrounds

► Answer each question. Give details from the letter to the editor.

- 1 The author talks about fixing “broken equipment to **avoid** danger.” When you **avoid** something, you are trying to \_\_\_\_\_.

- A. keep away from it       C. make it safer  
 B. make it happen       D. repeat it

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_

- 2 Which does the author say causes most playground injuries?

- A. broken equipment       C. bad weather  
 B. wearing scarves       D. falling

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_

- 3 Explain the author’s opinion of pushing and shoving.

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- 4 Look back at your markings. What does the author believe is the best way to make playgrounds safer?

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## Hamster or Gerbil?

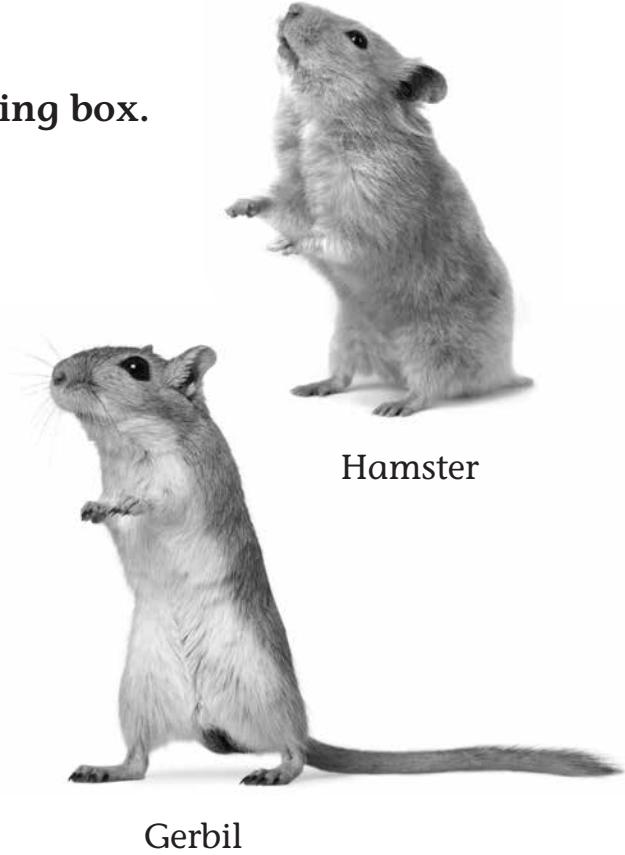
Read the science article.

Then follow the directions in the Text Marking box.

At first glance, hamsters and gerbils look alike. Both are soft and adorable rodents. Both make good pets. Can you tell them apart?

One way is to compare how they look. They can be the same size, but look at their tails. A hamster tail is short and stubby. But a gerbil tail is as long as the rest of its body. Now notice their heads. The hamster's head is round with chubby cheeks. But the gerbil's head is narrow, like a mouse's.

Or you could compare habits. A gerbil plays all day and sleeps at night. In contrast, a hamster sleeps during the day. Suppose you have one of each. If the sound of little feet running on a wheel wakes you up at night, you can probably blame your hamster.

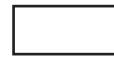


Hamster

Gerbil

### Text Marking

Compare and contrast hamsters and gerbils.



Draw boxes around the signal words **both**, **but**, and **in contrast**.



Circle one way they are alike.



Underline one way they are different.

## Hamster or Gerbil?

► Answer each question. Give details from the article.

1 Your “first glance” is when you \_\_\_\_\_ something for the first time.

- A. hear       B. think       C. touch       D. look at

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Which is NOT true about gerbils?

- A. Gerbils are rodents.       C. Gerbils have long tails.  
 B. Gerbils play at night.       D. Gerbils have narrow heads.

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Describe two ways that hamsters and gerbils look different.

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4 Explain one way that hamsters and gerbils act differently.

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## Soccer Ball or Volleyball?

Read the sports article.

Then follow the directions in the Text Marking box.

Soccer and volleyball are different sports. But the balls they use look alike. They are both round. Both balls are made of leather. Both are bigger than softballs but smaller than basketballs. Like softballs and basketballs, the surfaces of soccer balls and volleyballs have panels.

However, these two balls differ in size and weight. And they feel different. A volleyball is a bit smaller and lighter than a soccer ball. Soccer balls are harder than volleyballs. You could hurt your hand playing volleyball with the wrong one!

Another difference is that there is only one kind of soccer ball. But there are two kinds of volleyballs. One kind is used for indoor games. The other is meant for games played on the beach.



Soccer ball



Volleyball

**Text Marking**

Compare and contrast volleyballs and soccer balls.

Draw boxes around the signal words **both**, **however**, and **differ**.

Circle two ways they are alike.

Underline two ways they are different.

## Soccer Ball or Volleyball?

► Answer each question. Give details from the article.

- 1 Which word or words could replace **However** in paragraph 2 without changing the meaning of the sentence?

A. Also     B. But     C. In addition     D. Whenever

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_

- 2 Which is TRUE ONLY for volleyballs?

A. They are round.     C. They are made of leather.  
 B. They have panels.     D. There are two types of them.

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_

- 3 Which ball might be easier to catch? Explain.

\_\_\_\_\_  
\_\_\_\_\_

- 4 Look back at your markings. Think about the ideas in the article. Why might people mix up soccer balls and volleyballs?

\_\_\_\_\_  
\_\_\_\_\_

## Nails and Screws

Read the building essay.

Then follow the directions in the Text Marking box.

Are you building a table or putting up a shelf? There are many ways to **fasten** the parts together. One way is to use nails. Another is to use screws.

Nails and screws are both metal fasteners. They have a sharp point at one end and a “head” at the other end. Both come in many sizes. Builders use both screws and nails in their work. They pick whichever one is best for the job.

But nails and screws have differences. A nail has a smooth “body” and a flat head. You use a hammer to pound in a nail. By contrast, the body of a screw has a long ridge winding around it. Screw heads may be flat or dome shaped. They have slots where a screwdriver goes. That tool turns and tightens the screw.



How can you tell which is which?

### Text Marking

Compare and contrast nails and screws.



Draw boxes around the signal words.



Circle two ways they are alike.



Underline two ways they are different.

## Nails and Screws

► Answer each question. Give details from the essay.

1 Which is NOT a way to **fasten** building materials together?

- A. Use glue.     B. Use nails.     C. Use screws.     D. Use scissors.

What helped you answer? \_\_\_\_\_

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2 Which is a way that nails and screws are alike?

- A. They cost the same.  
 B. Both have one pointed end.  
 C. They are both easy to remove.  
 D. Each needs a hammer to make it go into something.

What helped you answer? \_\_\_\_\_

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3 Why is there a slot in the head of a screw?

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4 Look back at your markings. Think about the ideas in the essay.

In your own words, summarize the ways nails and screws are alike and different. Use another sheet of paper.

## A Twitchy Muscle

Read the biology article.

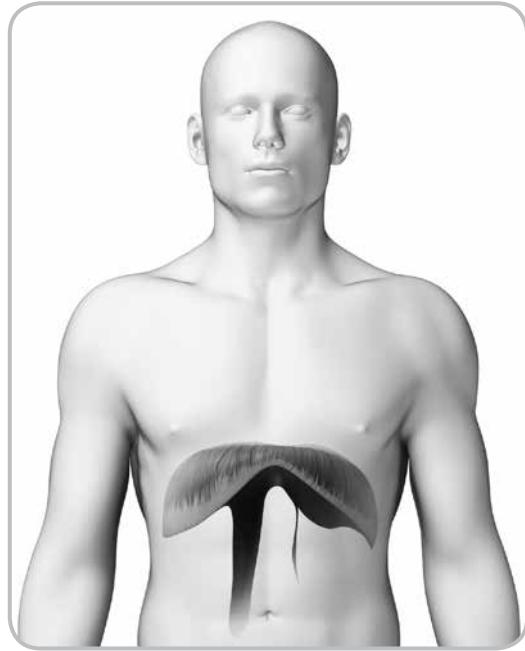
Then follow the directions in the Text Marking box.

Most people know how the hiccups feel. Your body jumps inside. A “Hic!” sound pops out of your mouth. The hics repeat, making it hard to speak or be quiet. They can embarrass you.

What is the cause of hiccups? It has to do with a muscle inside your body called the **diaphragm** (DIE-uh-fram). The diaphragm looks like a rounded dome. It stretches across your chest to help you breathe.

The diaphragm usually works well. It keeps air flowing smoothly in and out of your body. But the diaphragm sometimes gets stuck or irritated and can't work well. It twitches, which interrupts the flow of air. The effect is the hiccups.

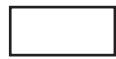
Luckily, hiccups are not serious. They usually go away on their own in a short time.



How the diaphragm looks inside the body

### Text Marking

Find the cause and effect.



Draw boxes around the signal words **cause** and **effect**.



Circle the cause.



Underline the effect.

## A Twitchy Muscle

► Answer each question. Give details from the article.

1 Which is TRUE about the hiccups?

- A. Hiccups are caused by too much sleep.
- B. Hiccups usually go away by themselves.
- C. Hiccups are a dangerous health problem.
- D. Hiccups help you breathe smoothly.

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 The **diaphragm** is a kind of \_\_\_\_\_.

- A. muscle
- B. illness
- C. bone
- D. sound

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 What is the main job of the diaphragm in your body?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 Why do you think some people feel embarrassed by the hiccups?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Earthquake!

Read the current events article.

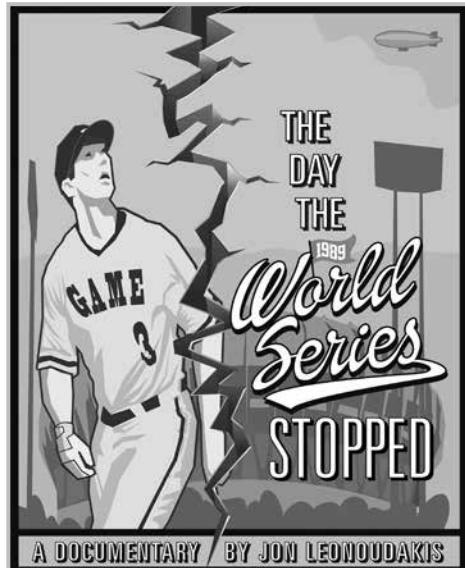
Then follow the directions in the Text Marking box.

Thousands of fans fill Candlestick Park in San Francisco. A handful of ballplayers are on the field. They are stretching, chatting, and warming up. The start of Game 3 of the 1989 World Series between the Giants and the Oakland Athletics is moments away. Excitement fills the air.

Suddenly, everything changes. The huge stadium begins to rumble and swing. Lights go out. Cracks form and chunks of concrete fall from the upper deck. **Alarmed** fans head for the exits. What happened?

What happened is that rock beneath the Earth's surface had suddenly moved. Then the ground began to shake. San Francisco was having a major earthquake!

Bridges buckled and buildings swayed. Highways collapsed. The earthquake caused a halt in the World Series. The games didn't start up again for ten days.



Poster for a movie about the 1989 earthquake

**Text Marking**

Find the cause and effects of the earthquake.

Draw boxes around the signal words.

Circle the cause.

Underline the effects.

## Earthquake!

► Answer each question. Give details from the article.

1 The word **alarmed** probably means \_\_\_\_\_.

- A. excited       B. loud       C. afraid       D. quiet

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Which was NOT an effect of the earthquake?

- A. People lost interest in baseball.       D. Game 3 was delayed.  
 B. The stadium had to be repaired.       C. Bridges had to be fixed.

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Why did fans at the stadium want to leave?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 What makes earthquakes so dangerous?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Gyotaku

Read the art history essay.

Then follow the directions in the Text Marking box.

Before cameras were invented, anglers found a clever way to keep track of fish they caught. They made fish prints! The process was easy. Anglers used fresh fish, washable ink, and rice paper. After making a print, they cleaned off all the ink with water. This made the fish fine to sell or eat. Would you like to make a fish print? Here's how.

1. Rinse and dry the fish. Lay it flat on a towel.
2. Open out its fins and tail. Hold them in place with bits of clay or tape.
3. Use a brush or sponge to coat the fish with ink.
4. Lay rice paper down on top of the inked fish. Rice paper is soft but strong.
5. Slowly rub along the paper from the fish's head to tail. This transfers the ink from the fish to the paper.
6. Gently lift off the paper and let the ink dry.



*Gyotaku* (Ghee-oh-TAK-oo) is the Japanese word for “fish printing.”

### Text Marking

Use context clues to unlock word meanings.

Circle the words **anglers** and **transfers**.

              Underline context clues for each word.

## Gyotaku

► Answer each question. Give details from the essay.

1 Another word for **anglers** is \_\_\_\_\_.

- A. artists     B. cameras     C. cleaners     D. fishermen

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Why do you open out the fish's fins and tails when making a print?

- A. to get more details in the print     C. to hold the fish still  
 B. to calm the fish down     D. to make the fish easier to clean

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 What led people to invent the art of fish printing?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 Some people call *gyotaku* “transfer printing.” What gets **transferred** in this art?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## A Musical Shape

Read the music essay.

Then follow the directions in the Text Marking box.

You know that triangles are figures with three sides. But there is another type of triangle. This other kind is used to make music.

The musical triangle is a steel rod bent into three equal sides. It is a percussion instrument. Like all percussion instruments, triangles must be hit to make music. One corner of the triangle is open. That space allows the instrument to ring clearly.

A player doesn't hold the triangle directly. Hands on the metal would block the sound. Instead, the triangle hangs from a loop made of leather or string.

The player holds the loop about chest high to let the triangle float in the air. Triangle players hold a metal bar called a beater in their other hand. They tap this pencil-like object against the triangle to play it. Ring, ring!



Playing a triangle

### Text Marking

Use context clues to unlock word meanings.

Circle the words **percussion**, **instrument**, and **beater**.

Underline context clues for each word.

## A Musical Shape

► Answer each question. Give details from the essay.

- 1 In this essay, the word **instrument** is something used to \_\_\_\_\_.  
○ A. do math ○ B. block sound ○ C. make music ○ D. form a loop

What helped you answer? \_\_\_\_\_

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- 2 Which of these would be another good title for this essay?  
○ A. Beat It! ○ C. Three Sides of Math  
○ B. Girls and Music ○ D. A Percussion Instrument

What helped you answer? \_\_\_\_\_

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- 3 Why can't triangle players hold their instrument directly?

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- 4 What is true about ALL percussion instruments?

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## Lunchtime Hero

Read the news article.

Then follow the directions in the Text Marking box.

Even a six-year-old kid can be a hero. First grader “Beanie” Mar was having lunch at school one day. Her friend Aniyah sat beside her, eating an apple. Aniyah suddenly began to choke. She pointed to her throat. The problem was that a piece of apple was stuck there. She couldn’t breathe!

Calmly, Beanie got up and stood behind Aniyah. She had the perfect solution in mind. Beanie put her arms around the scared girl. She centered her fist on Aniyah’s stomach. She sharply pressed in and up. Out popped the piece of apple! Aniyah could breathe again. Beanie had seen that life-saving move on TV. She used it to save her friend’s life.



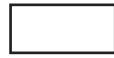
Elspeth “Beanie” Mar, at left, and Aniyah Rigmaiden



This photo shows what Beanie did to help save Aniyah.

### Text Marking

Find the problem and its solution.



Draw boxes around the signal words

**problem** and **solution**.



Circle the problem.



Underline the solution.

## Lunchtime Hero

► Answer each question. Give details from the article.

1 Another word that means the same as **solution** is \_\_\_\_\_.

- A. answer       B. hero       C. question       D. trouble

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_

2 How did Beanie know what to do to help Aniyah?

- A. Beanie's mother is a doctor.  
 B. Beanie eats many apples herself.  
 C. Beanie saw this move done on TV.  
 D. Aniyah told Beanie what to do.

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_

3 What was Aniyah's problem? What caused it?

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4 Look at the bottom picture. How does it fit the news article?

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## Bad Timing

Read the business letter.

Then follow the directions in the Text Marking box.

The owner of a store got this letter from a young **customer**.

To Willy's Watch Store:

I just bought my first wristwatch at your store. I used my birthday money to buy it. I picked a My-Time, model #WW08, in blue. I know how to tell time and I really like this watch. But it's not working. It has a brand new battery, so that's not the problem. Something else must be wrong.

My dad suggests two ideas for how you can solve my problem. One solution is for me to return the watch and get my money back. Another plan is for you to let me trade this watch for another one that works.

Please help me. I hope to hear from you soon.

Yours truly,

Grace Bayley, age 8

### Text Marking

Find the problem and its solutions.

- |                          |                                     |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Draw boxes around the signal words. |
| <input type="circle"/>   | Circle the problem.                 |
| <u>      </u>            | Underline two solutions.            |

## Bad Timing

► Answer each question. Give details from the letter.

- 1 A **customer** of a store is a person who \_\_\_\_\_.  
○ A. owns it   ○ B. lives there   ○ C. shops there   ○ D. works there

What helped you answer? \_\_\_\_\_

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- 2 Which best describes Grace's problem?  
○ A. She can't tell time.   ○ C. Her watch cost too much.  
○ B. Her watch isn't working.   ○ D. She doesn't like her watch.

What helped you answer? \_\_\_\_\_

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- 3 Look back at your markings. What solutions does Grace's dad suggest?

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- 4 Why do you think Grace's letter is polite, not angry?

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## A Sweets Story

Read the history article.

Then follow the directions in the Text Marking box.

An old candy store has a new life.

America's oldest working candy store  
is back.

In 1863, Shane's opened on  
Market Street in Philadelphia. For  
many years this sweet shop served  
tasty treats to happy customers.

Shane's was famous for many candy  
creations. "Irish potatoes" were one.

These weren't potatoes at all. They  
were globs of cream cheese mixed  
with coconut. Cinnamon sprinkled on  
top made them look brown.

But over time, business fell off.

The shop got run down. Then two brothers came to the rescue.

Ryan and Eric Berley owned an ice cream shop down the street.

They decided to give Shane's a make-over. They fixed and painted it  
to look like it once did. They filled its shelves with hundreds of handmade  
candies. Hooray for the new Shane's!



Shelves of candy at Shane's

### Text Marking

Summarize the text.



Circle the topic.



Underline two important  
details.

## A Sweets Story

► Answer each question. Give details from the article.

1 When business “falls off,” it means that a store gets \_\_\_\_\_.

- A. fewer customers       C. a new life  
 B. more customers       D. new shelves

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 “Irish potatoes” were a kind of \_\_\_\_\_.

- A. toy       B. candy       C. vegetable       D. ice cream

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 What does it mean for a candy store to get “a new life”?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 Look back at your markings. Write a short summary of the main idea of this article. Use another sheet of paper.

## Hopi Kachinas

Read the culture essay.

Then follow the directions in the Text Marking box.

The Hopi people of Arizona believe in many gods and spirits. They pay respect to them by carving special dolls out of wood. These painted dolls are called **kachinas** (kuh-CHEE-nuhz).

Kachinas honor the spirits of animals, such as owls, bears, and butterflies. They also honor the spirits of natural objects, like trees, mountains, and water.

Kachinas are used to teach Hopi children about their culture. They are also used to ask the spirits for things the Hopi may need. For example, some kachinas are made to ask for good health. Others might be designed to ask for rain or for a good harvest.

Kachinas are dolls. But they are not toys. They are works of fine art created by master artists. Many are on display in museums.



Hopi kachina doll

### Text Marking

Summarize the text.



Circle the topic.



Underline three important details.

## Hopi Kachinas

► Answer each question. Give details from the essay.

1 Which is NOT true about kachinas?

- A. They are toys.       C. They honor spirits.  
 B. They are carved.       D. They are works of art.

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 What are kachinas made out of?

- A. animals       B. spirits       C. wood       D. rain

What helped you answer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Look at the photo. What animal spirit do you think the artist is showing? Explain.

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4 Look back at your markings. Write a short summary of the essay. Explain how Hopi kachinas are used. Use another sheet of paper.

# Answer Key

1 Main Idea & Details Name \_\_\_\_\_ Date \_\_\_\_\_

## Water All Around

Read the geography essay.  
Then follow the directions in the Text Marking box.

What do you call a piece of land with water all around it? It is called an **island**.

Islands come in all sizes and shapes. Some are in lakes or rivers. Others rise up out of the ocean. Some islands are flat and dry. Others are hilly and green with plants and trees. Some islands are large enough for cities and farms. Others are as small as a backyard. Those islands are too tiny for people to live on.

**Text Marking**

Find the main idea and two supporting details.

Circle the main idea of the paragraph.

Underline two supporting details.



An island

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## Sample Text Markings

### Passage 1: Water All Around

1. C; Sample answer: The sentence before said that the land has “water all around it.” *Totally* means *completely*.

2. B; Sample answer: It was the only fact that is true for ALL islands.

3. Sample answer: I think they must take a boat to it.

4. Check children’s drawings.

2 Main Idea & Details Name \_\_\_\_\_ Date \_\_\_\_\_

## A Gifted Child

Read the biographical sketch.  
Then follow the directions in the Text Marking box.

Kim Ung-Yong was a baby **genius**. The South Korean boy spoke his first words at only four months old. He had full conversations by six months. He also learned to read in Korean, German, Japanese, and English. He did all that by the time he was two!

Science was another great interest. Kim Ung-Yong had **He took science classes at a college**. But he was only three! He was invited to come to the United States when he was eight. Here, he solved rocket problems for the U.S. space agency. He did that challenging work for ten years.

**Text Marking**

Find the main idea and supporting details.

Circle the main idea in each paragraph.

Underline a supporting detail for each main idea.



Kim Ung-Yong at age three

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## Sample Text Markings

### Passage 2: A Gifted Child

1. B; Sample answer: The details about Kim Ung-Yong’s early years show that he was very smart.

2. D; Sample answer: It says in paragraph 2 that he took science classes at a college when he was three.

3. Sample answer: He was 18 years old. I figured this out because he started at the space agency when he was 8, and worked there for 10 years.  $8 + 10 = 18$ .

4. Sample answer: I think *gifted* means being really good at things that make a child stand apart from others his age.

## No Teeth? No Problem

Read the nature article.

Then follow the directions in the Text Marking box.

The giant anteater has a perfect name. It's very big, and it eats ants—thousands of them a day. And it doesn't even have teeth! This animal's head fits its needs. It has a **keen** sense of smell. It sniffs out an anthill with its powerful nose. Then it uses its sharp claws to open a hole in the anthill. Now its long, wormlike tongue gets busy. The anteater pokes its tongue deep into the hole. Ants stick to it. The anteater snaps its tongue back into its mouth. It scrapes the ants off and swallows them whole. But feeding like this isn't easy. Ants sting the tongue. So the anteater must stop to rest it after a minute or so. It goes back later for more, after its tongue stops hurting.



A giant anteater



Its long tongue

**Text Marking**

Find the main idea and supporting details.

- Circle the main idea in each paragraph.
- Underline supporting details for each main idea.

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## A New Book

Read the language arts article.

Then follow the directions in the Text Marking box.

It's your birthday, and gifts are waiting to be opened! You happily unwrap one. It's that new book about whales. You are delighted. You hold it up and pause. You remember what your teacher said about how to explore a book before you read it.



Reading a new book

① First, study the front and back covers. Read the title and the name of the author. Look at any pictures. Then, flip through the pages to see how they look. Peek at the **illustrations**. Do any grab your attention? Next, turn to the beginning pages of the book to see what's there. Maybe the author has written an introduction. Finally, scan the table of contents. What topics will you read about?

So, will you open another gift or will you start reading?

**Text Marking**

Find the sequence of steps for exploring a book.

- Draw boxes around the signal words first, then, next, and finally.
- Underline the important steps.

1-2-3-4 Number the steps for exploring a book in paragraph 2.

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## Sample Text Markings

### Passage 3: No Teeth? No Problem!

1. D; Sample answer: Every paragraph gave information about giant anteaters.

2. B; Sample answer: In the next sentence, it says that the anteater has a powerful nose. **Strong** means about the same thing.

3. Sample answer: The name tells exactly what the animal is. It is big and eats ants.

4. Sample answer: The long pointy snout is good for getting into the anthills. The long sticky tongue helps grab ants.

## Sample Text Markings

### Passage 4: A New Book

1. D; Sample answer: The next sentence asks if they grab your attention so that sounds like it would be pictures. Also the other answers don't make sense.

2. B; Sample answer: In paragraph 2, it's the second thing the author talks about.

3. Sample answer: You can learn which topics the author is going to write about in the book.

4. Sample answer: It helps give you an idea of what the book is about, what topics are included, and if it will be interesting.

## Red, White, and Blue

Read the cooking article.

Then follow the directions in the Text Marking box.

Most kids enjoy a healthy snack when they get home from school.

Here is an idea for an easy snack you can make yourself. It tastes sweet and creamy. And it has the colors of the American flag.

- 1 First, tear a pita bread in half. Now,
- 2 gently open up the pocket of each half.
- 3 After that, spread some whipped cream cheese inside. You don't need to cover the whole inside. Use enough cream cheese so that the white shows.
- 4 Next, press some blueberries and strawberry slices into the pita pocket. You can make a pattern with the fruit. Or you can just tuck it in so it fits.

Good job! Enjoy your colorful snack.



Which step is shown here?

**Text Marking**

Find the sequence of steps for making a pita snack.

Draw boxes around the signal words **first**, **now**, **after**, and **next**.

Underline the important steps.

1-2-3-4 Number the steps in order.

### Sample Text Markings

#### Passage 5: Red, White, and Blue

1. B; Sample answer: The article is all about making a healthy snack with foods that have those colors.

2. C; Sample answer: This is what it says after the signal word *first*.

3. Sample answer: Step 4 says you can make a pattern with the fruit, like red/blue, red/blue.

4. Sample answer: The picture shows the finished snack. Next you would eat it!

## Teach a Dog a Trick

Read the training article.

Then follow the directions in the Text Marking box.

You want to teach your dog to lie down on the floor. Your dog book has a plan you are going to try.

Your dog is sitting down looking at you. That's because you hold a treat in your hand. Here's what the book says to do.

- 1 First, hold the treat near your dog's nose so he or she can smell it. This makes the dog very interested. Now, say, "Down" as you move the treat straight down toward the floor. Most dogs really want that treat, so they will follow it.
- 2 Next, pull the treat toward you along the floor.
- 4 When your pet finally lies down all the way, you reward it with the treat.



Good dog!

**Text Marking**

Find the sequence of steps for training a dog to lie down.

Draw boxes around the signal words.

Underline the important steps.

1-2-3-4 Number the steps in order.

It's good to practice like this every day.

### Sample Text Markings

#### Passage 6: Teach a Dog a Trick

1. A; Sample answer: Trying to reach the treat is what makes the dog lie all the way down.

2. C; Sample answer: The photo gives me the hint that the dog is a "good dog" when it has learned to lie down.

3. Sample answer: Most dogs love treats, so it makes them interested and gets them to work to learn the trick for a reward.

4. Sample answer: It says at the beginning of the article that the dog owner looked it up in a dog book.

## About a Movie

Read the movie review.

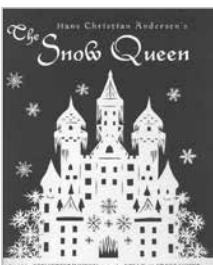
Then follow the directions in the Text Marking box.

My parents just took me to see *Frozen*.

This cartoon movie was made in 2013. It is about two princesses. One is Elsa, and she has magical powers. She uses them to keep the kingdom cold. It is always winter there.

Elsa's sister is Anna. She wants to break the icy spell. So Anna joins up with a mountain man named Kristoff, his reindeer Sven, and a snowman called Olaf. They go on a long, dangerous journey to save the land. They face scary wolves, a snow monster, and a terrible storm.

I think that this movie is perfect for kids of all ages. It is both sad and happy and has great characters. Plus, I really liked the ending. I believe that you will love this **thrilling** movie!



The book that the movie *Frozen* was based on

### Text Marking

Identify the facts and opinions in the movie review.

- Draw boxes around the signal words **I think** and **I believe**.
- Circle one fact.
- Underline one opinion.

## Sample Text Markings

### Passage 7: About a Movie

1. D; Sample answer: The author says that this movie is about a dangerous journey with a lot of adventures.
2. B; Sample answer: In the first paragraph, it says that Elsa keeps the kingdom cold.
3. Sample answer: The reviewer liked the characters, the excitement, the happy and sad parts, and the ending.
4. Sample answer: These words tell you that the author is giving an opinion.

## The Little Donkey

Read the food essay.

Then follow the directions in the Text Marking box.

**Burrito** (buh-REE-toh) means "little donkey" in Spanish. But to most of us, it names a popular food. Burritos come from Mexico.

A burrito starts with a flour **tortilla** (tawr-TEE-uh). This round, flat bread may be softened by grilling or steaming. The tortilla is then wrapped around a filling. In my opinion, a burrito is the yummiest food ever.

Many burritos are filled with meat or beans. But some have other fillings. They might have rice, chicken, pork, or fish. Or they might have lettuce, salsa, cheese, or sour cream on top. I like all those things.

So, I think that the more ingredients stuffed inside, the better a burrito tastes.

I have made myself hungry! How about you?



### Text Marking

Identify the facts and opinions in the essay.

- Draw boxes around the signal words **In my opinion**, **I like**, and **I think**.
- Circle two facts.
- Underline two opinions.

## Sample Text Markings

### Passage 8: The Little Donkey

1. C; Sample answer: Chicken is one of the fillings the author lists in paragraph 3.
2. B; Sample answer: It says so in the first sentence of paragraph 2. All the other choices are fillings or toppings.
3. Sample answer: Paragraph 3 says that the author likes all the fillings, so the more things inside a burrito, the better the author likes it.
4. Sample answer: It says in paragraph 2 that all burritos are made of flour tortillas that get wrapped around one or more ingredients.

## Fix Our Playgrounds

Read the letter to the editor.

Then follow the directions in the Text Marking box.

To the Editor:

I think our playgrounds are amazing.

They help kids enjoy fresh air, friends, and fun. But not all are safe. I believe it is very important to make them so.

First off, playgrounds must have safer surfaces than hard cement. That is because falls are the most common playground accidents. Rubber or sand are good choices. We should also fix broken equipment to avoid danger.

But my opinion is that the most important thing to do is to have adults watching all the time. Adults can teach rules for playground safety.

No shoving and no pushing are two examples. They can have kids take off scarves or necklaces. That is because these can get caught on equipment. Plus, adults would be there to help if something goes wrong.

Safety must come first.

Ellie Chang, Taos, NM



Playground with a soft surface

**Text Marking**

Identify the facts and opinions in the letter.

- Draw boxes around three signal words.
- Circle two facts.
- Underline three opinions.

### Sample Text Markings

#### Passage 9: Fix Our Playgrounds

1. A; Sample answer: Danger is something you want to stay away from.

2. D; Sample answer: In paragraph 2, the author says that “falls are the most common playground accidents.”

3. Sample answer: The author is against pushing and shoving. I know this because the author gave those as examples of bad things kids do that adults can help stop.

4. Sample answer: In the last paragraph, the author says that having adults there all the time is the best way to make playgrounds safer.

## Hamster or Gerbil?

Read the science article.

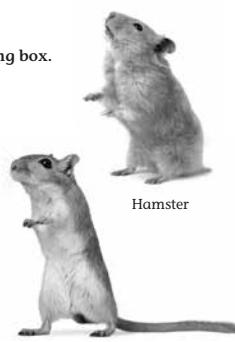
Then follow the directions in the Text Marking box.

At first glance, hamsters and gerbils look alike. Both are soft and adorable rodents. Both make good pets. Can you tell them apart?

One way is to compare how they look. They can be the same size, but look at their tails. A hamster tail is short and stubby. But a gerbil tail is as long as the rest of its body. Now notice their heads. The hamster's head is round with chubby cheeks. But the gerbil's head is narrow, like a mouse's.

Or you could compare habits.

A gerbil plays all day and sleeps at night. In contrast, a hamster sleeps during the day. Suppose you have one of each. If the sound of little feet running on a wheel wakes you up at night, you can probably blame your hamster.



Hamster

**Text Marking**

Compare and contrast hamsters and gerbils.

- Draw boxes around the signal words **both**, **but**, and **in contrast**.
- Circle one way they are alike.
- Underline one way they are different.

### Sample Text Markings

#### Passage 10: Hamster or Gerbil?

1. D; Sample answer: The first paragraph used *glance* and then *look alike*.

2. B; Sample answer: In paragraph 3, it says that gerbils play all day and sleep at night.

3. Sample answer: Hamsters have short tails but gerbils have long ones. And hamsters have round chubby faces but gerbils have narrow faces.

4. Sample answer: Gerbils sleep at night, but hamsters sleep during the day.

## Soccer Ball or Volleyball?

Read the sports article.

Then follow the directions in the Text Marking box.

Soccer and volleyball are different sports. But the balls they use look alike. They are both round. Both balls are made of leather. Both are bigger than softballs but smaller than basketballs. Like softballs and basketballs, the surfaces of soccer balls and volleyballs have panels.

However, these two balls differ in size and weight. And they feel different. A volleyball is a bit smaller and lighter than a soccer ball. Soccer balls are harder than volleyballs. You could hurt your hand playing volleyball with the wrong one!

Another difference is that there is only one kind of soccer ball. But there are two kinds of volleyballs. One kind is used for indoor games. The other is meant for games played on the beach.



**Text Marking**

Compare and contrast volleyballs and soccer balls.

- Draw boxes around the signal words **both**, **however**, and **differ**.
- Circle two ways they are alike.
- Underline two ways they are different.

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### Sample Text Markings

#### Passage 11: Soccer Ball or Volleyball?

1. B; Sample answer: *But* is the only one that shows contrast.
2. D; Sample answer: The other choices are true for volleyballs and soccer balls.
3. Sample answer: It says in paragraph 2 that a volleyball is lighter and smaller, and soccer balls are harder, so I think it might be easier to catch a volleyball.
4. Sample answer: Both kinds of balls are made of leather. Also, people might not notice that volleyballs are a little smaller, lighter, and not as hard as soccer balls.

## Nails and Screws

Read the building essay.

Then follow the directions in the Text Marking box.

Are you building a table or putting up a shelf? There are many ways to **fasten** the parts together. One way is to use nails. Another is to use screws.



How can you tell which is which?

**Text Marking**

Compare and contrast nails and screws.

- Draw boxes around the signal words.
- Circle two ways they are alike.
- Underline two ways they are different.

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### Sample Text Markings

#### Passage 12: Nails and Screws

1. D; Sample answer: Even though the essay doesn't talk about glue, I know that glue can be used to hold things together, but scissors are for cutting, not putting together.
2. B; Sample answer: It says in paragraph 2 that nails and screws have a sharp point at one end. A hammer is used only with nails, and the essay doesn't talk about the other choices.
3. Sample answer: In paragraph 3, it says a slot is where a screwdriver fits in so you can turn and tighten the screw.
4. Sample answer: Both nails and screws can be used to fasten things together. Both are made of metal, come in many sizes, and have a point at one end. But they have different kinds of heads, and only screws have ridges.

## A Twitchy Muscle

Read the biology article.

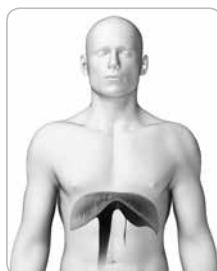
Then follow the directions in the Text Marking box.

Most people know how the hiccups feel. Your body jumps inside. A "Hic!" sound pops out of your mouth. The hiccups repeat, making it hard to speak or be quiet. They can embarrass you.

What is the cause of hiccups? It has to do with a muscle inside your body called the **diaphragm** (DIE-uh-fram). The diaphragm looks like a rounded dome. It stretches across your chest to help you breathe.

The diaphragm usually works well. It keeps air flowing smoothly in and out of your body. But the diaphragm sometimes gets stuck or irritated and can't work well. It twitches, which interrupts the flow of air. The effect is the hiccups.

Luckily, hiccups are not serious. They usually go away on their own in a short time.



How the diaphragm looks inside the body

Text Marking	
Find the cause and effect.	
<input type="checkbox"/>	Draw boxes around the signal words <b>cause</b> and <b>effect</b> .
<input type="circle"/>	Circle the cause.
<u>Underline</u> the effect.	

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## Earthquake!

Read the current events article.

Then follow the directions in the Text Marking box.

Thousands of fans fill Candlestick Park in San Francisco. A handful of ballplayers are on the field. They are stretching, chatting, and warming up. The start of Game 3 of the 1989 World Series between the Giants and the Oakland Athletics is moments away. Excitement fills the air.

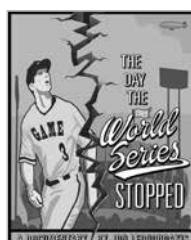
Suddenly, everything changes. The huge stadium begins to rumble and swing. Lights go out. Cracks form and chunks of concrete fall from the upper deck. Alarmed fans head for the exits. What happened?

What happened is that rock beneath the Earth's surface had suddenly moved.

Then the ground began to shake. San Francisco was having a major earthquake!

Bridges buckled and buildings swayed. Highways collapsed.

The earthquake caused a halt in the World Series. The games didn't start up again for ten days.



Poster for a movie about the 1989 earthquake

Text Marking	
Find the cause and effects of the earthquake.	
<input type="checkbox"/>	Draw boxes around the signal words.
<input type="circle"/>	Circle the cause.
<u>Underline</u> the effects.	

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## Sample Text Markings

### Passage 13: A Twitchy Muscle

1. B; Sample answer: It's the only answer that the article talks about.

2. A; Sample answer: The second sentence in paragraph 2 says that it is a muscle.

3. Sample answer: It says in paragraph 3 that it helps keep air flowing smoothly in and out as you breathe.

4. Sample answer: I think that since hiccups make it hard to speak or keep quiet, some people feel embarrassed. Others might stare or laugh at a person with hiccups.

## Sample Text Markings

### Passage 14: Earthquake!

1. C; Sample answer: The earthquake was scary, so *afraid* is the best answer.

2. A; Sample answer: The article says that the stadium was damaged and bridges buckled, so they needed to be repaired. Also, the last paragraph says that the World Series didn't start up again for ten days, so game 3 was delayed. But I don't think people lost interest in baseball.

3. Sample answer: They were afraid of getting hurt or trapped and wanted to get away from the danger.

4. Sample answer: When the earth rumbles and moves, it can cause a lot of damage to buildings, streets, and bridges. People can get hurt or worse.

## Gyotaku

Read the art history essay.

Then follow the directions in the Text Marking box.

Before cameras were invented, anglers found a clever way to keep track of fish they caught. They made fish prints! The process was easy. Anglers used fresh fish, washable ink, and rice paper. After making a print, they cleaned off all the ink with water. This made the fish fine to sell or eat. Would you like to make a fish print? Here's how.

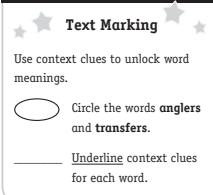


Gyotaku (Ghee-oh-TAK-oo) is the Japanese word for "fish printing."

1. Rinse and dry the fish. Lay it flat on a towel.
2. Open out its fins and tail. Hold them in place with bits of clay or tape.
3. Use a brush or sponge to coat the fish with ink.
4. Lay rice paper down on top of the inked fish. Rice paper is soft but strong.
5. Slowly rub along the paper from the fish's head to tail. This transfers the ink from the fish to the paper.

6. Gently lift off the paper and let the ink dry.

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### Sample Text Markings

#### Passage 15: Gyotaku

1. D; Sample answer: Later in the sentence that uses this word, it says "fish they caught."
2. A; Sample answer: A makes the most sense. If you didn't open the fins and tail, you might not see them clearly.
3. Sample answer: Fishermen wanted to keep track of fish they caught, but they didn't have cameras then.
4. Sample answer: I think *transfer* means to move or go from one place to another. The directions tell you to put ink on the fish, lay rice paper on it, then rub along the paper. This transfers the ink from the fish to the paper.

## A Musical Shape

Read the music essay.

Then follow the directions in the Text Marking box.

You know that triangles are figures with three sides. But there is another type of triangle. This other kind is used to make music.

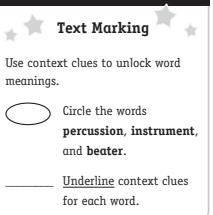
The musical triangle is a steel rod bent into three equal sides. It is a percussion instrument. Like all percussion instruments, triangles must be hit to make music. One corner of the triangle is open. That space allows the instrument to ring clearly.

A player doesn't hold the triangle directly. Hands on the metal would block the sound. Instead, the triangle hangs from a loop made of leather or string.

The player holds the loop about chest high to let the triangle float in the air. Triangle players hold a metal bar called a beater in their other hand. They tap this pencil-like object against the triangle to play it. Ring, ring!



Playing a triangle



### Sample Text Markings

#### Passage 16: A Musical Shape

1. C; Sample answer: The essay tells about a triangle, an instrument that makes music.
2. D; Sample answer: D is the only choice that gets at the main idea of the essay.
3. Sample answer: If the player holds the triangle by one of its sides, the sound will get blocked.
4. Sample answer: It says in paragraph 2 that all percussion instruments make their sounds by being hit.

## Lunchtime Hero

**Read the news article.**

Then follow the directions in the Text Marking box.

Even a six-year-old kid can be a hero. First grader "Beanie" Mar was having lunch at school one day. Her friend Aniyah sat beside her, eating an apple. Aniyah suddenly began to choke. She pointed to her throat. The problem was that a piece of apple was stuck there. She couldn't breathe!

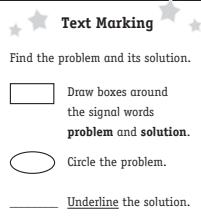
Calmly, Beanie got up and stood behind Aniyah. She had the perfect solution in mind. Beanie put her arms around the scared girl. She centered her fist on Aniyah's stomach. She sharply pressed in and up. Out popped the piece of apple! Aniyah could breathe again. Beanie had seen that life-saving move on TV. She used it to save her friend's life.



Elspeth "Beanie" Mar, at left, and Aniyah Rigmaiden



This photo shows what Beanie did to help save Aniyah.



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## Sample Text Markings

### Passage 17: Lunchtime Hero

**1. A;** Sample answer: The solution is the answer Beanie came up with to help her friend.

**2. C;** Sample answer: At the end of the article, the author says that Beanie had seen that life-saving move on TV.

**3.** Sample answer: Aniyah's problem was that she began to choke and couldn't breathe. This happened because a piece of apple got stuck in her throat.

**4.** Sample answer: It shows someone helping a person who must be choking. The helper is standing behind the person and is squeezing the object out by pushing in with her fist. That's just what Beanie did to help Aniyah.

## Bad Timing

**Read the business letter.**

Then follow the directions in the Text Marking box.

The owner of a store got this letter from a young **customer**.

To Willy's Watch Store:

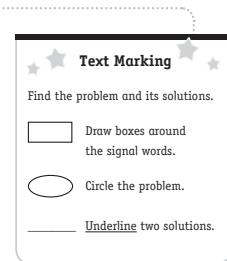
I just bought my first wristwatch at your store. I used my birthday money to buy it. I picked a My-Time model \*WW08, in blue. I know how to tell time and I really like this watch. But it's not working. It has a brand new battery, so that's not the problem. Something else must be wrong.

My dad suggests two ideas for how you can solve my problem. One solution is for me to return the watch and get my money back. Another plan is for you to let me trade this watch for another one that works.

Please help me. I hope to hear from you soon.

Yours truly,

Grace Bayley, age 8



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## Sample Text Markings

### Passage 18: Bad Timing

**1. C;** Sample answer: The letter says Grace Bayley bought her watch at the store. That means she shopped there.

**2. B;** Sample answer: This is the reason she wrote the letter. She is unhappy that her watch isn't working.

**3.** Sample answer: Her dad suggests having Grace return the watch to get her money back. Or she could trade the watch for another one that does work.

**4.** Sample answer: Maybe Grace thinks it's better to be nice so the people at the store will want to help her.

## A Sweets Story

Read the history article.

Then follow the directions in the Text Marking box.

An old candy store has a new life.  
America's oldest working candy store  
is back.

In 1863, Shane's opened on  
Market Street in Philadelphia. For  
many years this sweet shop served  
tasty treats to happy customers.

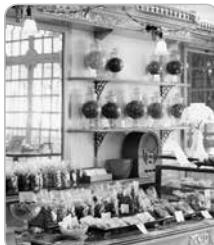
Shane's was famous for many candy  
creations. "Irish potatoes" were one.  
These weren't potatoes at all. They  
were globs of cream cheese mixed  
with coconut. Cinnamon sprinkled on  
top made them look brown.

But over time, business fell off.

The shop got run down. Then two brothers came to the rescue.

Ryan and Eric Berley owned an ice cream shop down the street.

They decided to give Shane's a make-over. They fixed and painted it  
to look like it once did. They filled its shelves with hundreds of handmade  
candies. Hooray for the new Shane's!



Shelves of candy at Shane's

**Text Marking**  
Summarize the text.  
Circle the topic.  
Underline two important details.

## Sample Text Markings

### Passage 19: A Sweets Story

1. A; Sample answer: I think this is what happened to Shane's. People stopped coming, the shop was no longer busy, and then it got run down.
2. B; Sample answer: The author says that Irish Potatoes are a candy made of cream cheese, coconut, and cinnamon.
3. Sample answer: I think it means that the old, rundown store got fixed up and became popular again.
4. Sample answer: This article is about how two brothers fixed up a famous, old candy store to make it look like it used to so customers would come back.

## Hopi Kachinas

Read the culture essay.

Then follow the directions in the Text Marking box.

The Hopi people of Arizona believe  
in many gods and spirits. They pay  
respect to them by carving special dolls  
out of wood. These painted dolls are  
called **kachinas** (kuh-CHEE-nuhz).

Kachinas honor the spirits of  
animals, such as owls, bears, and  
butterflies. They also honor the spirits  
of natural objects, like trees, mountains,  
and water.

Kachinas are used to teach Hopi  
children about their culture. They are  
also used to ask the spirits for things  
the Hopi may need. For example, some  
kachinas are made to ask for good

health. Others might be designed to ask for rain or for a good harvest.

Kachinas are dolls. But they are not toys. They are works of fine art  
created by master artists. Many are on display in museums.



Hopi kachina doll

**Text Marking**  
Summarize the text.  
Circle the topic.  
Underline three important details.

## Sample Text Markings

### Passage 20: Hopi Kachinas

1. A; Sample answer: In the last paragraph, the author says that kachinas are dolls but are not toys.
2. C; Sample answer: The essay says kachinas are carved from wood.
3. Sample answer: I think this kachina shows a kind of bird, maybe an owl. I see it has feathers and big eyes, but a person's body.
4. Sample answer: The essay is about kachinas, wooden dolls that are carved by the Hopi people. They are used to teach Hopi culture, to make wishes, and to pay respect to Hopi gods and spirits.

# Notes

