

# TEXAS GRADE 2 READING

## Developmental Series Sample

**Objective 1:** The student will demonstrate a basic understanding of culturally diverse written texts.

### Knowledge and Skills Statement

**(2.9) Reading/comprehension:** The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

### Student Expectation

**(H)** The student is expected to produce summaries of text selections.

## ACTIVITY Let's Summarize!

### Materials

For each student:  
"Octopus Smarts"  
"Long Flights"

### Procedure

Distribute materials to students. Read "Octopus Smarts" aloud. Then, go back and reread paragraph 1. As a class, discuss and determine the main idea and most important details of paragraph 1. Write this as one sentence on the board. (People once wondered if the octopus was a sea monster, but today people wonder if the octopus is smart.) Reread paragraph 2, and discuss and determine its main idea and most important details. Write this information as one sentence on the board. (Octopuses copy people, play with toys, and solve mazes, so some people think octopuses are smart.) Then, reread paragraph 3 and discuss and determine its main idea and most important details. Write this as one sentence on the board. (Some people think octopuses are not smart because of the animals they are related to and the way they live.) Finally, reread the conclusion, and, if appropriate discuss and determine its main idea. (The octopus continues to be a mystery.)

Explain that a summary is a collection of the main ideas and most important details from the whole selection. Rewrite all the main ideas together as one paragraph. Add transition words if needed. (People once wondered if the octopus was a sea monster, but today people wonder if the octopus is smart. Since they copy people, play with toys, and solve mazes, many think octopuses are smart. Others think octopuses are not smart, though, because of the animals they are related to and the way they live. The octopus continues to be a mystery to people.)



Read "Long Flights" aloud. Then, have students repeat this procedure on their own using "Long Flights." When they have finished, discuss their work. Point out any summaries that might have too little or too much detail. Point out any that might have unnecessary information.

### **Answer Key**

(Summaries may vary.)

People tend to think that birds are weak and fragile, but really they are tough creatures. Many birds make long, hard flights twice a year as they go somewhere warm in the fall and then return home in the spring. Hunters, attacks from other birds, bad weather, and hunger make these trips dangerous for birds. They must be tough to survive these long flights.

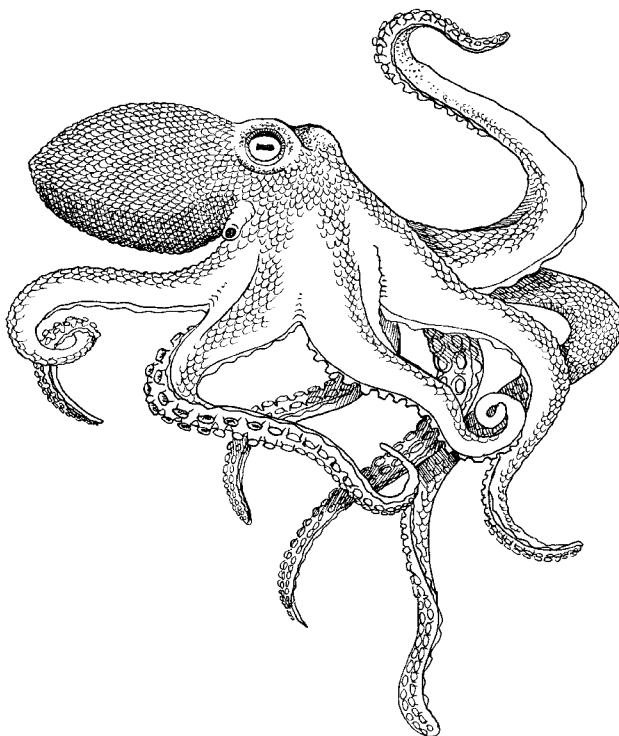
### **Enrichment**

Have students compose a short passage. Students trade their finished passage with a partner. Students then write a summary of their partner's passage.



## Octopus Smarts

- 1 Long ago, people told sea-monster stories. In these tales, the octopus was a beast with snakes for arms. Many folks thought sea monsters were real and wondered if the octopus was one of them. Today people know the octopus is not a monster. Now people have a new question. People wonder if the octopus is smart or not.
- 2 There are reasons to think the octopus is smart. Some octopuses in zoos learned how to open food jars after seeing people do it. Other octopuses seem to play with float toys. One bounced its toy in the water. It seems the octopus was curious about the toy. It takes smarts to be curious. Some people think it takes smarts to solve a maze and remember the path. Octopuses have done that, too. Some people do not wonder if the octopus is smart. They wonder how smart it is.



- 3 Other people are not sure the octopus is smart. Not all octopuses bounce float toys. Opening jars and solving mazes seem like smart tricks, but some folks want more proof. These folks have good reasons. Clams and oysters are closely related to the octopus. Clams and oysters are not smart at all, so these people say that octopuses should not be smart either. Then there is the octopus's short, simple life. Octopuses live alone and only for a few years. Most smart animals live a long time in groups. People, dogs, and apes are examples.
- 4 Long ago, people wondered whether the octopus was a sea monster. Today they know the answer to that question is no. Now, people wonder whether or not the octopus is smart. Someday, an answer may be found to this question, too. For now, though, this strange animal remains a mystery.



## Long Flights

- 1        Birds have tricked many of us. They did not mean to, but they did. We have come to think of birds as weak and fragile. Maybe that's because most birds are little. Their feathers are soft, and their songs are gentle. Well, birds are much tougher than most people think.
  
- 2        Many birds make a tough flight twice a year. When fall brings chilly weather, many birds leave for somewhere warm. They fly far away. These birds that fly far work hard. Some flap their wings all day long. Others fly through storms. It takes a lot of strength to fly this way. In the spring, the birds return home. They work hard again.
  
- 3        Birds face danger on their long trips. Some are shot at by hunters. Others are attacked by other birds like hawks or eagles. Many fight bad weather. Flying against a strong wind can make a bird too tired to go on. It may have to land somewhere scary where there is no food. Not all birds finish their trip. Those that do are certainly not weak or fragile!
  
- 4        We see birds in trees or hear them chirping. We do not, however, get to see them during their long, tough flights. If we did, we would not think they are weak. Birds did not mean to trick us. Somehow, they did.



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(Passage 1 of 6)

## Farm Noises

- 1        Many creatures live on farms. There are chickens that cluck, pigs that oink, and cows that moo. On a few farms, there is also a robot that buzzes and whirs. Sure, a robot is not a creature, but this robot belongs on the farm. It milks cows. This robot does not look like a person. It is a big machine with fancy parts. A few farmers are learning to like this robot, and so are their cows.
  
- 2        A cow-milking robot is a help to some farmers. The robot milks cows on its own. This means less work for farmers. Also, the robot milks cows when the cows are most full of milk. Farmers do not always do that. With the robot, farmers get more milk. What's more, the robot does not talk back or act lazy. How is that for great help?
  
- 3        Cows like the robots, too. Cows like to be milked at certain times. That is when the robot milks them. This helps cows stay healthy. The cows wear a collar that tells the robot when it is milking time. The robot milks one cow at a time. It milks them when they come to the barn to eat. The cows no longer need to stand around and wait in milking stations. That's a reason to be happy.



- 4 It may seem odd to have a robot on a farm. Robots seem like they belong with other machines, not cows. The robot's hums and whirs do not sound like other farm noises. Robots, cows, and farmers make a good team, though. When a team works well together, the rest matters little.
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(Question 1 of 6)

- 1 Which of these is the best summary of the selection?
- A On some farms, there is a robot that milks cows. The robot helps farmers. The robot also helps cows. Robots, farmers, and cows make a great team.
  - B Robots that milk cows help farmers. The robots work on their own. They help farmers get more milk. The robots do not even talk back or act lazy.
  - C There are many noises on a farm. On some farms a robot makes noise. This is a cow-milking robot. It is a fancy machine with big parts.
  - D There are robots that milk cows. Cows like these robots. The robots milk the cows at the best times. The robots milk the cows in a barn. This makes cows happy.

