

Table of Contents

K-1 Text Exemplars	14
Stories	14
Minarik, Else Holmelund. <i>Little Bear</i>	14
Eastman, P. D. <i>Are You My Mother?</i>	15
Seuss, Dr. <i>Green Eggs and Ham</i>	15
Lopshire, Robert. <i>Put Me in the Zoo</i>	15
Lobel, Arnold. <i>Frog and Toad Together</i>	15
Lobel, Arnold. <i>Owl at Home</i>	16
DePaola, Tomie. <i>Pancakes for Breakfast</i>	17
Arnold, Tedd. <i>Hi! Fly Guy</i>	17
Poetry	17
Anonymous. “As I Was Going to St. Ives.”	17
Rossetti, Christina. “Mix a Pancake.”	17
Fyleman, Rose. “Singing-Time.”	18
Milne, A. A. “Halfway Down.”	18
Chute, Marchette. “Drinking Fountain.”	18
Hughes, Langston. “Poem.”	18
Ciardi, John. “Wouldn’t You?”.....	18
Wright, Richard. “Laughing Boy.”	18
Greenfield, Eloise. “By Myself.”	18
Giovanni, Nikki. “Covers.”.....	18
Merriam, Eve. “It Fell in the City.”	19
Lopez, Alonzo. “Celebration.”	19
Agee, Jon. “Two Tree Toads.”	19
Read-Aloud Stories	20
Baum, L. Frank. <i>The Wonderful Wizard of Oz</i>	20
Wilder, Laura Ingalls. <i>Little House in the Big Woods</i>	20
Atwater, Richard and Florence. <i>Mr. Popper’s Penguins</i>	21
Jansson, Tove. <i>Finn Family Moomintroll</i>	21
Haley, Gail E. <i>A Story, A Story</i>	21
Bang, Molly. <i>The Paper Crane</i>	22
Young, Ed. <i>Lon Po Po: A Red-Riding Hood Story from China</i>	23
Garza, Carmen Lomas. <i>Family Pictures</i>	23
Mora, Pat. <i>Tomás and the Library Lady</i>	23
Henkes, Kevin. <i>Kitten’s First Full Moon</i>	24
Read-Aloud Poetry	25
Anonymous. “The Fox’s Foray.”	25
Langstaff, John. Over in the Meadow.	26
Lear, Edward. “The Owl and the Pussycat.”	27
Hughes, Langston. “April Rain Song.”.....	27
Moss, Lloyd. <i>Zin! Zin! Zin! a Violin</i>	27

Sample Performance Tasks for Stories and Poetry	28
Informational Texts	28
Bulla, Clyde Robert. <i>A Tree Is a Plant</i>	28
Ailiki. <i>My Five Senses</i>	29
Hurd, Edith Thacher. <i>Starfish</i>	30
Ailiki. <i>A Weed Is a Flower: The Life of George Washington Carver</i>	30
Crews, Donald. <i>Truck</i>	30
Hoban, Tana. <i>I Read Signs</i>	30
Reid, Mary Ebeltoft. <i>Let’s Find Out About Ice Cream</i>	31
“Garden Helpers.” <i>National Geographic Young Explorers</i>	31
“Wind Power.” <i>National Geographic Young Explorers</i>	31
Read-Aloud Informational Texts	31
Provensen, Alice and Martin. <i>The Year at Maple Hill Farm</i>	31
Gibbons, Gail. <i>Fire! Fire!</i>	31
Dorros, Arthur. <i>Follow the Water from Brook to Ocean</i>	32
Rauzon, Mark, and Cynthia Overbeck Bix. <i>Water, Water Everywhere</i>	33
Llewellyn, Claire. <i>Earthworms</i>	33
Jenkins, Steve, and Robin Page. <i>What Do You Do With a Tail Like This?</i>	33
Pfeffer, Wendy. <i>From Seed to Pumpkin</i>	33
Thomson, Sarah L. <i>Amazing Whales!</i>	34
Hodgkins, Fran, and True Kelley. <i>How People Learned to Fly</i>	34
Sample Performance Tasks for Informational Texts	36
Grades 2–3 Text Exemplars	37
Stories	37
Gannett, Ruth Stiles. <i>My Father’s Dragon</i>	37
Averill, Esther. <i>The Fire Cat</i>	37
Steig, William. <i>Amos & Boris</i>	38
Shulevitz, Uri. <i>The Treasure</i>	38
Cameron, Ann. <i>The Stories Julian Tells</i>	38
MacLachlan, Patricia. <i>Sarah, Plain and Tall</i>	38
Rylant, Cynthia. <i>Henry and Mudge: The First Book of Their Adventures</i>	39
Stevens, Janet. <i>Tops and Bottoms</i>	40
LaMarche, Jim. <i>The Raft</i>	40
Rylant, Cynthia. <i>Poppleton in Winter</i>	40
Rylant, Cynthia. <i>The Lighthouse Family: The Storm</i>	41
Osborne, Mary Pope. <i>The One-Eyed Giant</i> <i>(Book One of Tales from the Odyssey)</i>	41
Silverman, Erica. <i>Cowgirl Kate and Cocoa</i>	42
Poetry	43
Dickinson, Emily. “Autumn.”	43
Rossetti, Christina. “Who Has Seen the Wind?”	43
Millay, Edna St. Vincent. “Afternoon on a Hill.”	43

It's what we go to concerts for.

The minutes fly, the music ends,
And so, good-bye to our new friends.
But when they've bowed and left the floor,
If we clap loud and shout, "Encore!"
They may come out and play once more.

And that would give us great delight
Before we say a late good night.

Reprinted with the permission of Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division from ZIN! ZIN! ZIN! A VIOLIN by Lloyd Moss. Text Copyright © 1995 Lloyd Moss.

Sample Performance Tasks for Stories and Poetry

- Students (*with prompting and support from the teacher*) describe the relationship between key events of the overall story of *Little Bear* by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak. [RL.K.7]
- Students *retell* Arnold Lobel's *Frog and Toad Together* while demonstrating their understanding of a central message or lesson of the story (e.g., how friends are able to solve problems together or how hard work pays off). [RL.1.2]
- Students (*with prompting and support from the teacher*) compare and contrast the adventures and experiences of the owl in Arnold Lobel's *Owl at Home* to those of the owl in Edward Lear's poem "The Owl and the Pussycat." [RL.K.9]
- Students read two texts on the topic of pancakes (Tomie DePaola's *Pancakes for Breakfast* and Christina Rossetti's "Mix a Pancake") and distinguish between the text that is a *storybook* and the text that is a *poem*. [RL.K.5]
- After listening to L. Frank Baum's *The Wonderful Wizard of Oz*, students describe the characters of Dorothy, Auntie Em, and Uncle Henry, the setting of Kansan prairie, and major events such as the arrival of the cyclone. [RL.1.3]
- Students (*with prompting and support from the teacher*) when listening to Laura Ingalls Wilder's *Little House in the Big Woods* ask questions about the events that occur (such as the encounter with the bear) and answer by offering key details drawn from the text. [RL.1.1]
- Students identify the points at which different characters are telling the story in the *Finn Family Moomintroll* by Tove Jansson. [RL.1.6]
- Students identify words and phrases within Molly Bang's *The Paper Crane* that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed). [RL.1.4]

Informational Texts

Bulla, Clyde Robert. *A Tree Is a Plant*. Illustrated by Stacey Schuett. New York: HarperCollins, 2001. (1960)

A tree is a plant. A tree is the biggest plant that grows. Most kinds of trees grow from seeds the way most small plants do. There are many kinds of trees. Here are a few of them. How many do you know? [illustration is labeled with Maple, Conifer, Persimmon, Palms, Lemon, Willow]

This tree grows in the country. It might grow in your yard, too. Do you know what kind it is? This is an apple tree.

This apple tree came from a seed. The seed was small. It grew inside an apple. Have you ever seen an apple seed? Ask an adult to help you cut an apple in two. The seeds are in the center. They look like this.

Most apple trees come from seeds that are planted. Sometimes an apple tree grows from a seed that falls to the ground. The wind blows leaves over the seed. The wind blows soil over the seed.

All winter the seed lies under the leaves and the soil. All winter the seed lies under the ice and snow and is pushed into the ground. Spring comes. Rain falls. The sun comes out and warms the earth. The seed begins to grow.

At first the young plant does not look like a tree. The tree is very small. It is only a stem with two leaves. It has no apples on it. A tree must grow up before it has apples on it. Each year the tree grows. It grows tall. In seven years it is so tall that you can stand under its branches. In the spring there are blossoms on the tree. Spring is apple-blossom time.

[...]

We cannot see the roots. They are under the ground. Some of the roots are large. Some of them are as small as hairs. The roots grow like branches under the ground. A tree could not live without roots.

Roots hold the trunk in the ground. Roots keep the tree from falling when the wind blows. Roots keep the rain from washing the tree out of the ground.

Roots do something more. They take water from the ground. They carry the water into the trunk of the tree. The trunk carries the water to the branches. The branches carry the water to the leaves.

Hundreds and hundreds of leaves grow on the branches. The leaves make food from water and air. They make food when the sun shines. The food goes into the branches. It goes into the trunk and roots. It goes to every part of the tree.

Fall comes and winter is near. The work of the leaves is over. The leaves turn yellow and brown. The leaves die and fall to the ground.

Now the tree is bare. All winter it looks dead. But the tree is not dead. Under its coat of bark, the tree is alive.

TEXT COPYRIGHT © 1981 BY CLYDE ROBERT BULLA. Used by permission of HarperCollins Publishers.

Aliki. *My Five Senses*. New York: HarperCollins, 1989. (1962)

I can see! I see with my eyes.

I can hear! I hear with my ears.

I can smell! I smell with my nose.

I can taste! I taste with my tongue.

I can touch! I touch with my fingers.

I do all this with my senses.

I have five senses.

When I see the sun or a frog or my baby sister, I use my sense of sight. I am seeing.

When I hear a drum or a fire engine or a bird, I use my sense of hearing. I am hearing.

When I smell soap or a pine tree or cookies just out of the oven, I use my sense of smell. I am smelling.

When I drink my milk and eat my food, I use my sense of taste. I am tasting.

When I touch a kitten or a balloon or water, I use my sense of touch. I am touching.

Sometimes I use all my senses at once.

Sometimes I use only one.

I often play a game with myself.

I guess how many senses I am using at that time.

When I look at the moon and the stars, I use one sense. I am seeing.

When I laugh and play with my puppy, I use four senses. I see, hear, smell, and touch.

When I bounce a ball, I use three senses. I see, hear, touch.

Sometimes I use more of one sense and less of another.

But each sense is very important to me, because it makes me aware.

To be aware is to see all there is to see...

hear all there is to hear...

smell all there is to smell...

taste all there is to taste...

touch all there is to touch.

Wherever I go, whatever I do, every minute of the day, my senses are working.

They make me aware.

COPYRIGHT © 1962, 1989 BY ALIKI BRANDENBERG. Used by permission of HarperCollins Publishers.

Hurd, Edith Thacher. *Starfish*. Illustrated by Robin Brickman. New York: HarperCollins, 2000. (1962)

Starfish live in the sea. Starfish live deep down in the sea. Starfish live in pools by the sea.

Some starfish are purple. Some starfish are pink.

This is the sunflower starfish. It is the biggest of all. Starfish have many arms. The arms are called rays. Starfish have arms, but no legs.

Starfish have feet, but no toes. They glide and slide on tiny tube feet. They move as slowly as a snail.

The basket star looks like a starfish, but it is a little different. It doesn't have tube feet. It moves with its rays. It has rays that go up and rays that go down.

Tiny brittle stars are like the basket star. They hide under rocks in pools by the sea.

The mud star hides in the mud. It is a starfish. It has tiny tube feet.

A starfish has no eyes. A starfish has no ears or nose. Its tiny mouth is on its underside. When a starfish is hungry, it slides and it glides on its tiny tube feet.

It hunts for mussels and oysters and clams. It feels for the mussels, it feels for the oysters. It feels for the clams. It feels for something to eat.

The starfish crawls over a clam. Its rays go over it. Its rays go under it. Its rays go all over the clam. The starfish pulls and pulls. It pulls the shells open. It eats the clam inside.

Sometimes a starfish loses a ray. A crab may pull it off. A rock may fall on it. But this does not hurt. It does not bother the starfish. The starfish just grows another ray.

In the spring when the sun shines warm, and the sea grows warm, starfish lay eggs. Starfish lay eggs in the water. They lay many, many, many tiny eggs. The eggs look like sand in the sea. The tiny eggs float in the water. They float up and down. They move with the waves and the tide, up and down, up and down.

Used by permission of HarperCollins Publishers.

Aliki. *A Weed is a Flower: The Life of George Washington Carver*. New York: Prentice Hall, 1965. (1965)

Crews, Donald. *Truck*. New York: HarperCollins, 1980. (1980)

This is a largely wordless book appropriate for kindergarten.

Hoban, Tana. *I Read Signs*. New York: HarperCollins, 1987 (1987)

This is a largely wordless book appropriate for kindergarten.

Reid, Mary Ebeltoft. *Let's Find Out About Ice Cream*. Photographs by John Williams. New York: Scholastic, 1996. (1996)

“Garden Helpers.” *National Geographic Young Explorers* September 2009. (2009)

Not all bugs and worms are pests.
Some help your garden grow.

Earthworms make soil rich and healthy.
This helps plants grow strong!

A ladybug eats small bugs.
The bugs can't eat the plants.
This keeps your garden safe.

A praying mantis eats any bug it can catch.
Not many bugs can get past this quick hunter!

This spider catches bugs in its sticky web.
It keeps bugs away from your garden.

Copyright © 2009 National Geographic. Used by permission.

“Wind Power.” *National Geographic Young Explorers* November/December 2009. (2009)

Wind is air on the move.
See what wind can do.

Wind can whip up some fun!

Wind starts with the sun.
The sun warms land and water.
The air above warms up too.

Warm air rises.
Cooler air rushes in.
That moving air is wind.

Wind is energy.
It can push a sailboat.

Look at the windmills spin!
They turn wind energy into electricity.
What else can wind do?

Copyright © 2009 National Geographic. Used by permission.

Read-Aloud Informational Texts

Provensen, Alice and Martin. *The Year at Maple Hill Farm*. New York: Simon & Schuster, 2001. (1978)

**Gibbons, Gail. *Fire! Fire!* New York: HarperCollins, 1987. (1984)
From “Fire! Fire! In the city...”**

In an apartment house, a breeze has blown a towel up into the flame of a hot stove. A fire begins. The smoke alarm screams.

A phone call alerts the fire-dispatch center. Instantly, a dispatcher calls the firehouse nearest the fire.

A loudspeaker blares out the address of the fire, and the firefighters go into action. They slide down brass poles to the ground floor, where the fire engines are, and hurry into their fire-fighting gear. Then they take their positions on their engines.

The big trucks roar out of the firehouse. Sirens scream and lights flash.

The fire engines arrive at the scene. The fire is bigger now. The fire chief is in charge. He decides the best way to fight this fire.

Hoses are pulled from the trucks. Each separate fire truck is called a “company.” Each separate company has an officer in charge. The fire chief tells each officer in charge what he wants the firefighters to do.

Firefighters are ordered to search the building to make sure no one is still inside. A man is trapped. A ladder tower is swung into action. The man is rescued quickly.

At the same time, an aerial ladder is taking other firefighters to the floor above the fire. Inside, the firefighters attach a hose to the building’s standpipe. Water is sprayed onto the fire to keep it from moving up through the apartment house.

Now the aerial ladder is swung over to the roof of the burning building. Firefighters break holes in the roof and windows to let out poisonous gases, heat, and smoke before they can cause a bad explosion. There’s less danger now for the firefighters working inside the building.

Firefighters are battling the blaze from the outside of the building, too. Fire hoses carry water from the fire hydrants to the trucks.

Pumps in the fire trucks control the water pressure and push the water up through the discharge hoses. Streams of water hit the burning building and buildings next door to keep the fire from spreading.

The fire is under control.

The fire is out. The firefighters clean up the rubble. Back at the firehouse, they clean their equipment and make an official report on the fire.

COPYRIGHT © 1984 BY GAIL GIBBONS. Used by permission of HarperCollins Publishers.

Dorros, Arthur. *Follow the Water from Brook to Ocean*. New York: HarperCollins, 1993. (1991)

After the next big rain storm, put your boots on and go outside. Look at the water dripping from your roof. Watch it gush out of the drainpipes. You can see water flowing down your street too.

Water is always flowing. It trickles in the brook near your house.

Sometimes you see water rushing along in a stream or in a big river.

Water always flows downhill. It flows from high places to low places, just the way you and your skateboard move down a hill.

Sometimes water collects in a low spot in the land – a puddle, a pond, or a lake. The water’s downhill journey may end there. Most of the time, though, the water will find a way to keep flowing downhill. Because water flows downhill, it will keep flowing until it can’t go any lower. The lowest parts of the earth are the oceans. Water will keep flowing until it reaches an ocean.

Where does the water start? Where does the water in a brook or a stream or a river come from? The water comes from rain. And it comes from melting snow. The water from rain and melting snow runs over the ground. Some of it soaks into the ground, and some water is soaked up by trees and other plants. But a lot of the water keeps traveling over the ground, flowing downhill.

The water runs along, flowing over the ground. Trickles of water flow together to form a brook. A brook isn’t very deep or wide. You could easily step across a brook to get to the other side.

The brook flows over small stones covered with algae. Algae are tiny plants. They can be green, red, or brown. Green algae make the water look green. Plop! A frog jumps into the brook. A salamander wiggles through leafy

water plants. Slap! A trout's tail hits the water. Lots of creatures live in the moving water.

COPYRIGHT © 1991 BY ARTHUR DORROS. Used by permission of HarperCollins Publishers.

Rauzon, Mark, and Cynthia Overbeck Bix. *Water, Water Everywhere*. San Francisco: Sierra Club, 1994. (1994)

Llewellyn, Claire. *Earthworms*. New York: Franklin Watts, 2002. (2002)

Jenkins, Steve, and Robin Page. *What Do You Do With a Tail Like This?* Orlando: Houghton Mifflin, 2003. (2003)

What do you do with a nose like this?

If you're a platypus, you use your nose to dig in the mud.

If you're a hyena, you find your next meal with your nose.

If you're an elephant, you use your nose to give yourself a bath.

If you're a mole, you use your nose to find your way underground.

If you're an alligator, you breathe through your nose while hiding in the water.

What do you do with ears like these?

If you're a jackrabbit, you use your ears to keep cool.

If you're a bat you "see" with your ears.

If you're a cricket, you hear with ears that are on your knees.

If you're a humpback whale, you hear sounds hundreds of miles away.

If you're a hippopotamus, you close your ears when you're under water.

What do you do with a tail like this?

If you're a giraffe, you brush off pesky flies with your tail.

If you're a skunk, you lift your tail to warn that a stinky spray is on the way.

If you're a lizard, you break off your tail to get away.

If you're a scorpion, your tail can give a nasty sting.

If you're a monkey, you hang from a tree by your tail.

What do you do with eyes like these?

If you're an eagle, you spot tiny animals from high in the air.

If you're a chameleon, you look two ways at once.

If you're a four-eye fish, you look above and below the water at the same time.

If you're a bush baby, you use your large eyes to see clearly at night.

If you're a horned lizard, you squirt blood out of your eyes.

What do you do with feet like these?

If you're a chimpanzee, you feed yourself with your feet.

If you're a water strider, you walk on water.

If you're a blue-footed booby, you do a dance.

If you're a gecko, you use your sticky feet to walk on the ceiling.

If you're a mountain goat, you leap from ledge to ledge.

What do you do with a mouth like this?

If you're a pelican, you use your mouth as a net to scoop up fish.

If you're an egg-eating snake, you use your mouth to swallow eggs larger than your head.

If you're a mosquito, you use your mouth to suck blood.

If you're an anteater, you capture termites with your long tongue.

If you're an archerfish, you catch insects by shooting them down with a stream of water.

Excerpted from WHAT DO YOU DO WITH A TAIL LIKE THIS? By Steve Jenkins and Robin Page. Copyright © 2003 by Steve Jenkins and Robin Page. Used by Permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Pfeffer, Wendy. *From Seed to Pumpkin*. Illustrated by James Graham Hale. New York: HarperCollins, 2004. (2004)

When spring winds warm the earth, a farmer plants hundreds of pumpkin seeds.

Every pumpkin seed can become a baby pumpkin plant. Underground, covered with dark, moist soil, the baby plants begin to grow.

As the plants get bigger, the seeds crack open. Stems sprout up. Roots dig down. Inside the roots are tubes. Water travels up these tubes the way juice goes up a straw.

In less than two weeks from planting time, green shoots poke up through the earth.

These shoots grow into tiny seedlings. Two leaves, called seed leaves, uncurl on each stem. They reach up toward the sun.

Sunlight gives these leaves energy to make food. Like us, plants need food to grow. But green plants do not eat food as we do. Their leaves make it.

To make food, plants need light, water, and air. Leaves catch the sunlight. Roots soak up rainwater. And little openings in the leaves let air in. Using energy from the sun, the leaves mix the air with water from the soil to make sugar. This feeds the plant.

Soon broad, prickly leaves with jagged edges unfold on the stems.

The seed leaves dry up. Now the new leaves make food for the pumpkin plant.

Each pumpkin stem has many sets of tubes. One tube in each set takes water from the soil up to the leaves so they can make sugar. The other tube in each set sends food back down so the pumpkin can grow.

The days grow warmer. The farmer tends the pumpkin patch to keep weeds out. Weeds take water from the soil. Pumpkin plants need that water to grow.

Text copyright © 2004 by Wendy Pfeffer. Used by permission of HarperCollins Publishers.

Thomson, Sarah L. *Amazing Whales!* New York: HarperCollins, 2006. (2005)

A blue whale is as long as a basketball court. Its eyes are as big as softballs. Its tongue weighs as much as an elephant.

It is the biggest animal that has ever lived on Earth – bigger than any dinosaur.

But not all whales are this big. A killer whale is about as long as a fire truck. Dolphins and porpoises are whales too, very small whales. The smallest dolphin is only five feet long. That’s probably shorter than your mom.

There are about 80 kinds of whales. All of them are mammals. Dogs and monkeys and people are mammals, too. They are warm-blooded. This means that their blood stays at the same temperature even if the air or water around them gets hot or cold.

Mammal babies drink milk from their mothers. Whale babies are called calves.

And mammals breathe air. A whale must swim to the ocean’s surface to breathe or it will drown. After a whale calf is born, its mother may lift it up for its first breath of air.

A whale uses its blowholes to breathe. It can have one blowhole or two. The blowholes are on the top of its head. When a whale breathes out, the warm breath makes a cloud called a blow. Then the whale breathes in. Its blowholes squeeze shut. The whale dives under the water. It holds its breath until it comes back up.

When sperm whales hunt, they dive deeper than any other whale. They can hold their breath for longer than an hour and dive down more than a mile.

Deep in the ocean, where the water is dark and cold, sperm whales hunt for giant squid and other animals.

Some whales, like sperm whales, have teeth to catch their food. They are called toothed whales. Other whales have no teeth. They are called baleen whales. (Say it like this: bay-LEEN.) Blue whales and humpback whales are baleen whales. They have strips of baleen in their mouths. Baleen is made of the same stuff as your fingernails. It is strong but it can bend.

A baleen whale fills its mouth with water. In the water there might be fish or krill. Krill are tiny animals like shrimp. The whale closes its mouth. The water flows back out between the strips of baleen.

The fish or krill are trapped inside its mouth for the whale to eat.

Some whales, like killer whales, hunt in groups to catch their food. These groups are called pods. A whale mother and her children, and even her grandchildren sometimes live in one pod.

Used by permission of HarperCollins Publishers.

Hodgkins, Fran, and True Kelley. *How People Learned to Fly*. New York: HarperCollins, 2007. (2007)

When you see a bird flying, do you dream about flying too?

Do you run with your arms out, imagining that you're soaring among the clouds? Do you make paper airplanes? Do you fly kites?

If you do, you aren't alone. For thousands of years, people have dreamed of being able to fly.

They watched birds and bats soar.

They imagined people and other animals that could fly and told stories about them.

They designed machines that they thought would be able to fly.

They had many ideas. As they tried each new idea, they learned a lot.

They learned about gravity. Gravity is the force that keeps everything on the Earth's surface. Because of gravity, things have weight.

If there were no gravity, people, dogs, cats, and everything else would go floating off into space. Gravity keeps us on the ground, even if we would rather be flying.

People also learned about air. Air is made of tiny particles called molecules. When you walk or run, you push through air molecules. They push back on you, too, even though you don't really feel the push unless the wind blows.

People learned that wind could push a kite into the sky.

When air molecules push back on a moving object, that is a force called drag. You can feel drag for yourself. Hold out your arms. Now spin around. Feel the push of air on your arms and hands? That's drag. Like gravity, drag works against objects that are trying to fly.

Kites were useful and fun, but people wanted more. They wanted to fly like birds.

Birds had something that kites didn't: Birds had wings.

People made wings and strapped them to their arms. They flapped their arms but couldn't fly.

They built gliders, light aircraft with wings. Some didn't work, but some did.

The gliders that worked best had special wings. These wings were arched on both the top and the bottom. The air pulled the wings from above and pushed the wings from below. When the wings went up, so did the glider! Arched wings help create a force called lift. Lift is the force that keeps birds and gliders in the air.

Most gliders have long, thin wings. The wings create enough lift to carry the aircraft and its passengers. Gliders usually ride currents of air the same way a hawk soars.

Gliders are very light, and long wings and air currents can give them enough lift to fly. But to carry more than just a passenger or two, an aircraft needs a lot more lift. The question is: How do you create more lift?

The engine is the answer!

The engine is a machine that changes energy into movement. The forward movement that an airplane needs to fly is called thrust. More thrust makes an airplane move forward faster. Moving faster creates more lift. And with more lift, an airplane can carry more weight. So an aircraft with an engine can carry passengers or cargo.

In 1903 the Wright brothers figured out how to get wings and an engine to work together in order to give an airplane enough thrust to fly. They made the first powered flight at Kitty Hawk, North Carolina.

Since then, people have made airplanes that can fly faster than sound can travel. They have made airplanes that can fly all the way around the world without stopping.

Today, thousands of people travel in airplanes every day. People really have learned how to fly!

Used by permission of HarperCollins Publishers.

Nivola, Claire A. Planting the trees of Kenya: the story of Wangari Maathai. New York: Farrar, Straus & Giroux, 2008. (2008)

Sample Performance Tasks for Informational Texts

- Students *identify* the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in *support* of his *point* about the function of roots in germination. [RI.1.8]
- Students identify Edith Thacher Hurd as the *author* of *Starfish* and Robin Brickman as the *illustrator* of the text and *define* the role and materials *each* contributes to the *text*. [RI.K.6]
- Students (*with prompting and support from the teacher*) read “Garden Helpers” in *National Geographic Young Explorers* and demonstrate their understanding of *the main idea of the text*—not all bugs are bad—by *retelling key details*. [RI.K.2]
- After listening to Gail Gibbons’ *Fire! Fire!*, students *ask questions* about how firefighters respond to a fire and *answer* using *key details* from the *text*. [RI.1.1]
- Students *locate key facts or information* in Claire Llewellyn’s *Earthworms* by *using various text features* (*headings, table of contents, glossary*) found in the *text*. [RI.1.5]
- Students *ask and answer questions* about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page’s *What Do You Do With a Tail Like This?* [RI.K.4]
- Students use the *illustrations* along with *textual details* in Wendy Pfeffer’s *From Seed to Pumpkin* to *describe the key idea* of how a pumpkin grows. [RI.1.7]
- Students (*with prompting and support from the teacher*) *describe the connection between* drag and flying in Fran Hodgkins and True Kelley’s *How People Learned to Fly* by performing the “arm spinning” experiment described in the *text*. [RI.K.3]