El Rancho Unified School District

Grade: <u>Two</u>
Selection: 1 <u>Brothers and Sisters</u>

Type of Text:
   J Informational Text

Theme: 5 Family Time
Theme Concept: <u>People in a family learn from and help one another.</u>

Selection Writing:
   J Opinion/Argumentative

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Evaluate	Time line	Middle (138)	Enemies (134)
Generalizations	Details	Trouble (131)	Great-aunt (144)
Information	Message	Uncle (142)	Grown-up (142)
Question	Summarize	Newborn (128)	
Answer	Text	Distract (131)	
Opinion		Twins (135)	
Evaluate		Pest (138)	
Generalizations		Teenage (140)	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
Reading: Informational Text		
RI.2.1	Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.	I can ask and answer questions to show what I learned in an informational text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can identify the main idea of paragraphs in an informational text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can find the meaning of new words in 2nd grade informational texts.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	I can identify the main idea of an informational text.

RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science with grade 2/3 complexities proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from 2nd grade informational texts. I can read above grade level texts with scaffolding and support.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	How is the relationship between Will's father and brother the same as when they were young? How do you think it is different?	
3	Compare two or more of the families in this selection. How are they alike? How are they different?	146
1	Name some things that Sujathi and Jessica have in common with Laura and Emma.	

Performance Tasks (DOK 4)

Research family trees on the internet. Make a list of family words. Write the names for each person and decide how the people are related. Create your own family tree. (CH 5-1)

Writing	Science/ Social Studies	Math
Write a journal entry telling how you settle disagreements with siblings.	Make a list of the things that siblings need to share with each other.	Create a timeline of your life. Add year labels indicating special events in your life. (Birth, pre-school, first tooth, etc.)

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: <u>Two</u> Selection: 2 Jalapeno Bagels	Theme: 5 Family Time Theme Concept: People in a family learn from and help one another.

Type of Text:
  J   Literary text
	Selection Writing:
	  J Narrative

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Setting	Early (160)	Recipe (166)
Follow Directions	Character	Hair (168)	International (159)
Details	Message	Instead (165)	Knead (160)
Problem	Text	Bakery (159)	Flaky (163)
Resolution	Cause and Effect	Culture (159)	Mixture (175)
Plot	Summarize	Customers (163)	Dessert (165)
Events	Recount	Dough (160)	Batch (165)
Sequence		Ingredients (160)	Slotted spoon (169)

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	I can ask and answer questions that help me understand the meaning of a text.
RL.2.3	Describe how characters in a story respond to major events and challenges.	I can describe how characters in a story solve problems and overcome challenges.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	I can describe the structure of a story.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can identify different characters' points of view in a story. I can speak in different voices to match the characters' dialogue when I read aloud.

RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can use pictures from text to describe a story's characters, setting and plot.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the 2nd & 3rd grade complexity band proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from 2nd grade stories and poem. I can read above-grade literary texts with scaffolding and support.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	What other treats did Pablo think about taking to school before he chose Jalapeno Bagels?	
3	Critique why a family business would be difficult to run.	
2	Explain ways you can be helpful in the classroom.	

Performance Tasks (DOK 4)

Research two different countries. What are the languages people speak? What food do they grow or eat? What are some popular foods? Presentation ideas: Make a poster that shows pictures and facts about the countries, give an oral report using index cards, create a picture book of each country. (Challenge Handbook 5-3)

Writing	Science/ Social Studies	Math
Write a paragraph about something you did with your family.	Make an international day poster. Think of favorite family foods. (TE 179)	Compare the recipes for chango bars and jalapeno bagels. Which recipe uses more flour? Which recipe uses more salt? How much more? (TE 179)

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: <u>Two</u>
Selection: 3 Carousel

Theme: 5 Family Time
Theme Concept: People in a family learn from and help one another.

Text Type:
    ʃ Literary

Writing: Thank you letter
    ʃ Narrative

    ʃ Opinion/Argumentative

    ʃ Informative/Explanatory

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Predict	Setting	Aunt (186)	Promised (192)
Infer	Character	Million (189)	Definitely (186)
Making judgments	Message	Pair (190)	Sighed (187)
Problem	Details	Angry (198)	Frills (187)
Resolution	Summarize	Fussed (190)	Pearly (186)
Plot	Cause and Effect	Groaned (190)	Frothy (190)
Events	Sequence	Grumbled (187)	Tutu (190)
Sequence		Grumpily (189)	Scurried (190)

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RL.2.3	Describe how characters in a story respond to major events and challenges.	I can retell a story using important details from the text. I can determine the important message, lesson or moral in a story.
RL.2.5	I can retell a story using important details from the text. I can determine the important message, lesson or moral in a story.	I can retell a story using important details from the text. I can determine the important message, lesson or moral in a story.

RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can identify characters' points of view in a story. I can speak in different voices to match the characters' dialogue when I read aloud.
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	Reading: Informational Text	

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1/2	What does Alex tell the zebra? Explain why she says this.	202
1	Why do Alex and her father apologize to each other?	210
3	Compare Pablo from Jalapeno Bagels to Alex. How are they alike? How are they different?	216
2	Use context clues to show how Alex felt after she broke the gift from her father.	

Performance Tasks (DOK 4)

Create ideas for a special amusement park with your classmates. Make a chart with three columns: name, favorite ride, notes about the ride. Design a map of your park with all the rides on a poster. Label each ride with fun names. Give your park a catchy name.

Writing	Science/ Social Studies	Math
Write a personal narrative about a gift that you have given or received. Write a story about your gift.	Use the animals from Carousel to classify which of the 5 types of vertebrates they are. Then add one more animal to your each class of vertebrate.	Ask ten classmates which animal from the story was their favorite. Draw a bar graph showing the results. Then create at least three word problems using your data.

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: <u>Two</u>
Selection: 4 <u>Thundercake</u>

Theme: 5 Family Time
Theme Concept: <u>People in a family learn from and help one another.</u>

Text Type:
  J   Literary

Writing: Story Paragraph
  J   Narrative

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Sequence of Events	Setting	Air (231)	Thunder (226)
Monitor	Character	Child (231)	Weather (226)
Clarify	Message	Heavy (231)	Stammered (231)
Problem	Describe	Hour (234)	Cooed (231)
Resolution	Cause and Effect	Bolt (232)	Penned (232)
Plot	Details	Horizon (226)	
Events	Question	Lightning (231)	
Summarize	Answer	Rumbled (244)	

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	Reading: Informational Text	

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	What events in the selection helped the little girl to realize that she really was brave?	
1	Why do you think the grandmother wants the girl to go outside?	256
3	Develop an argument to prove the grandma's actions were helpful in solving the girl's fear of thunder.	

Performance Tasks (DOK 4)
Prepare a weather report for one week. Make a chart with seven columns for each day of the week. Draw a weather symbol for each day. Predict the upcoming weather. Pretend you are a meteorologist and give a weather report to the class using your chart.

Writing	Science/ Social Studies	Math
Choose a storm word from the story. Create an Acrostic poem for your word. Edit and revise your work.	Record the temperature for each day for one week. Make a graph using your results.	Use the results from your temperature graph to find the range and the mode of the various temperatures.

Level: Emerging	Level: Expanding	Level: Bridging