

El Rancho Unified School District

Grade: <u>Two</u> Selection: 1 <u>The Art Lesson</u>		Theme: 6 Talent Show Theme Concept: Talented people work hard at what they love to do.	
Text Type: J Literary		Writing: J Informative/Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Evaluate	Setting	Fair (314)	Ruin (311)
Author's Viewpoint	Character	Gold (306)	Practice (295)
Summarize	Message	Woman (312)	Barber (297)
Problem	Details	Crayons (306)	Blew (303)
Resolution	Cause and Effect	Chalk (300)	
Plot	Describe	Powders (302)	
Events	Question	Copy (295)	
Sequence	Answer	Smock (304)	

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.

RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the 2 nd & 3 rd grade complexity band proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from 2 nd 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	Tommy's cousins told him not to copy. What do you think of that advise?	320
3	What conclusions can you draw about Miss Lander's from what the author is telling us? Use story and illustrations to prove your answer.	
2	How did some of the other characters in the story feel about Tommy's talent? Use the text and illustrations to support your answer.	

Performance Tasks (DOK 4)

Draw a job. Make a list of 5 things you like to do. Then choose one that you could as a job when you grow up. Draw a picture of yourself doing that job. Write a paragraph about what people need to do to get that job and how they get the job done.

Writing	Science/ Social Studies	Math
Use transition words to write a selection that explains: How to brush your teeth, how to make your bed, how to feed your pet etc.	Use the internet to research Carmen Lomas Garza, Tommie de Paola or a different artist. Make a list of 5 things you learned about that artist.	Create several patterns. Use crayons, tangram shapes, unifix cubes etc.

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: Two
 Selection: 2 Moses Goes to a Concert

Theme: 5 Talent Show
 Theme Concept: Talented people work hard at what they love to do.

Text Type:
) Literary

Writing: Summary Paragraph
 ◆ Narrative
 ◆ Opinion/Argumentative
 ◆ Informative/Explanatory

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Summarize	Setting	Heart (353)	Signs (334)
Noting details	Character	Mind (360)	Concert (338)
Captions	Message	Alphabet (328)	Orchestra (340)
Question	Details	Deaf (333)	Recovered (352)
Answer	Text	Vibration (333)	
Plot		Percussion (340)	
Events		Instruments (340)	
Sequence		Hearing (352)	

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.
RL.2.7	Use information gained from the illustrations and words in print to demonstrate understanding of 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 2 nd & 3 rd grade complexity band proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from 2 nd 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 #
2	What instruments might a percussionist play? Describe what a percussionist does as they play.	
1	Which details help you understand how Moses and his classmates were able to enjoy the concert?	
3	Compare Mr. Samuels to the teachers in The Art Lesson. Explain how they are alike and different.	

Performance Tasks (DOK 4)

The instruments the children played were all percussion instruments. Compare and contrast three instruments: guitar (string), drum (percussion), and flute (wind). Make a chart to display your instruments. Use captions to name your instruments. Add as many instruments as you can. Remember to draw them with the correct group.

Writing	Science/ Social Studies	Math
Write a journal entry telling about sounds that help them know what is happening around them and what cues they might use instead of they could not hear.	Study the hand alphabet from the selection (page 329). Practice spelling your name. Then sign the letters of your name to a partner.	Graph musical instruments/ orchestra.

Level: Emerging

Level: Expanding

Level: Bridging

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El Rancho Unified School District

Grade: Two
 Selection: 3 The School Mural

Theme: 6 Selection 3
 Theme Concept: Talented people work hard at what they love to do.

Text Type:
 J Literary

Writing: Compare/Contrast Paragraph
 J Informative/Explanatory

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Setting	Below (386)	Sketches (384)
Problem Solving	Character	Neighbor (391)	Banner (376)
Chapter titles/headings	Message	Should (373)	Bookmark (376)
Cause and Effect	Details	Event (373)	Article (388)
Resolution	Compare	Mural (375)	Reporter (388)
Plot	Contrast	Pride (388)	
Events	Summarize	Project (373)	
Sequence	Answer	Scene (384)	

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 questions before, during, and after reading 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 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.

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 2 nd & 3 rd grade complexity band proficiently, with scaffolding as needed at the high end of the range.	I can make meaning from 2 nd 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 is Mei Lee's idea?	
2	Infer why you think the children voted for Mei Lee's idea.	
3	Draw your own conclusions on how Tommie from The Art Lesson may have helped with the mural?	
3	Draw your own conclusions on how the adults felt about helping with the mural.	

Performance Tasks (DOK 4)

Write a newspaper article. In the story a reporter comes to the school to write about the school's mural. He writes an article titled "Children Show School Pride". What do you think he said? Write the article he might have written. Be sure to use details from the story.

Create your own cave painting of today for people in the future to see. Think of different things to show what life is like today and use symbols and drawings to represent these on your mural.

Writing	Science/ Social Studies	Math
The headline of the article from the selection was: Children Show School Pride. Think of other headlines the reporter could have used for the article.	The cave paintings from the story were among the earliest examples of cave painting. Use the internet to research hieroglyphics and cave painting from long ago.	Find walls in your classroom or school that might be good places for a mural. Estimate the height and length of the walls. Record your estimates. Then use a yardstick to measure. Record your measurements.

Level: Emerging	Level: Expanding	Level: Bridging

