

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Grade 2 Lesson 16**

Use the story by Maryann Cocca-Leffler titled "Mr. Tanen's Tie Trouble" on pages 15-35 of your student reader to answer the questions.

*Directions*

Read the story. Then answer questions 1 and 2.

1. On page 18, why does Mr. Tanen say, "Now I'm in a real pickle"? Use two details from the story to support your response.

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2. How do the picture on pages 20-21 support the information in the story? Use two details from the story to support your response.

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## Exemplary Response - 2 Point

### Reading/Writing Standard(s)

**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.

**RL.2.3** Describe how characters in a story respond to major events and challenges.

**Grade 3 Stem Used (RL.3.3):** “Why does [character] do X? Use two details from the story to support your response.

1. On page 18, why does Mr. Tanen say, “Now I’m in a real pickle”? Use two details from the story to support your response.

### Possible Exemplary Response:

Mr. Tanen says, “Now I’m in a real pickle,” because he is facing a problem. The students at his school want a new playground. But, Mr. Tanen learns that there is not enough money to pay for a new playground. Then, two students, Alex and Kaylee, gave Mr. Tanen a jar with \$148.29 for the playground. Mr. Tanen doesn’t know what to do because he wants the students to have a playground, but he knows the school can’t afford one. He is afraid of disappointing the students.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point rubric

## Exemplary Response - 2 Point

### Reading/Writing Standard(s)

**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.

**RL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**Grade 3 Stem Used (RL.3.7):** How does the picture of “X” support the information in the passage? Use two details from the passage to support your response.

2. How does the picture on pages 20-21 support the information in the story? Use two details from the story to support your response.

### Possible Exemplary Response:

The picture on pages 20-21 supports the information in the story because it shows what Mr. Tanen decides to do to help pay for the playground. He decides to auction off his tie collection. The signs in the picture say that all ties must go. The mail carrier and other people are in the picture are reading the signs. Mr. Tanen wants all the town to know about the auction. He wants all of his ties to sell so that they can build a new playground.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point rubric

## Exemplary Response - 4 Point

### Reading/Writing Standard(s)

**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Grade 3 StemUsed (RL.3.3):**What does the reader learn about the kind of person [character] is? How do [character]'s actions show the kind of person s/he is? Use details from the story to support your response.

Use the story titled “Mr. Tanen’s Tie Trouble” by Maryann Cocca-Leffler to answer the following questions to answer the question below.

### Directions

Read the story. Then answer question 3.

3. What does the reader learn about the kind of person Mr. Tanen is? How do Mr. Tanen’s actions show the kind of person he is? Use details from the story to support your response.

In your response be sure to

- explain what kind of person Mr. Tanen is
- explain how Mr. Tanen’s action show the kind of person he is
- use details from the story to support your response

### Possible Exemplary Response:

In “Mr. Tanen’s Tie Trouble,” Mr. Tanen is a generous person. He shows this through his actions. For instance, when Mr. Tanen learns that there is not enough money to pay for a new playground, he decides to raise the money himself. He decides to sell his tie collection at an auction to raise money. This was hard for Mr. Tanen to do because he loved his ties, but he loved his students more. After the ties were sold, Mr. Tanen “swallowed hard,” because he would miss his ties. Sometimes he forgot that he sold them and opened his closet to take one out. Then he would remember with a “tinge of sadness” that he had sold all his ties to pay for the playground. This shows that he is generous because he gave up something that he loved to make his students happy.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 4-point rubric

