

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

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

**Grade 2 Lesson 17**

Use the story titled "Luke Goes to Bat" by Rachel Isadora on pages 52-73 in your student reader to answer the questions below.

*Directions*

Read the story. Then answer questions 1 and 2.

1. How are the paragraphs on page 57 important to the story? Use two details from the text to support your response.

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2. How does the picture on page 72 support the information in the passage? 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.

**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.

**Grade 3 Stem Used (RL.3.5):** “How is paragraph # important to [story]? Use two details from the story to support your response.

pp. 56-57

1. How are the paragraphs on page 57 important to the story? Use two details from the text to support your response.

### Possible Exemplary Response:

The paragraphs on page 57 are important to the story because they describe how Luke wanted to hit a homerun like his favorite player, Jackie Robinson. At night, Luke would go up to the roof to listen to the sounds from Ebbet’s Field. He would hear the crowd get excited and imagine that Jackie had hit a homerun. This inspired Luke.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point rubric.

## Exemplary Response - 2 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.

**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.

### pp. 53-72

2. How does the picture on page 72 support the information in the passage? Use two details from the story to support your response.

### Possible Exemplary Response:

The picture on page 72 shows Luke hitting a baseball. This picture supports the information in the story by showing that Luke’s hard work paid off. He practiced baseball so he could play with the big kids. After Luke struck out in his first baseball game, his grandma told him “not everyone plays like Jackie Robinson all the time.” When Luke saw Jackie Robinson get two strikes and then hit a homerun, Luke’s grandma said, “See, you can’t give up. Even Jackie Robinson’s got to keep trying.” Luke promises not to give up. The last picture shows that Luke did end up hitting the baseball.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point rubric

## Exemplary Response - 4 Point

### Reading/Writing Standard(s)

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

**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.

**Stem Used:** 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 "Luke Goes to Back" by Rachel Isadora on pages 52-73 of your student reader to answer the question below.

### Directions

Read the story. Then answer question 3.

3. What does the reader learn about the kind of person Luke is? How do Luke'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 the kind of person Luke is
- explain how his actions show the kind of person he is
- use details from the story to support your response

**Possible Exemplary Response:**

In “Luke Goes to Bat,” the reader learns that Luke is a very determined boy. At the beginning of the story, Luke wants to play stickball with the other boys. He is told that he will have to wait until he is older. Luke practices throwing a ball next to the deli. He practices his swing over and over. He also runs up and down the block. Luke imagines hitting a homerun like Jackie Robinson.

In the middle of the story, Luke gets to play in a game. Luke thinks he will show the bigger boys that he can play well. But Luke strikes out. He is told, “You stink.” Then Luke’s grandma takes him to see Jackie Robinson play. Jackie has two strikes and then hits a homerun. Luke’s grandma tells him that he has to keep trying just like Jackie Robinson.

At the end of the story, Luke imagines Jackie Robinson telling him, “Your grandma was right. You can’t give up.” Luke whispers, “I won’t.” Luke doesn’t give up and ends up hitting the baseball. Luke’s actions show that he is determined.

**Possible Details to Include:**

- Other relevant text-based details

**Score Points:**

Apply 4-point rubric