

Name: _____

Date: _____

Grade 2 Lesson 18

Use the story by Monica Brown titled “My Name is Gabriela” on pages 91-109 of your student reader to answer the questions below.

Directions

Read the story. Then answer questions 1 and 2.

1. Why did Gabriela teach herself to read? Use two details from the text to support your response.

2. How are the paragraphs on pages 100 and 103 alike? Use two details from the story to support your response.

Exemplary Response - 2 Point

Reading/Writing Standard(s)

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Grade 3 Stem Used Why does [character] do X? Use two details from the story to support your response.

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1. Why does Gabriela teach herself to read? Use **two** details from the text to support your response.

Possible Exemplary Response:

Gabriela taught herself to read because she wanted to read other people's words and stories. She loved words and wanted to read stories and write poems about a lot of different things. Gabriela liked how words expressed feelings and could make sounds. Reading let her play with words.

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.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.

Grade 3 Stem Used: How are paragraphs # through # alike? Use two details from the story/article to support your response.

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|---|
| <p>2. How are the paragraphs on pages 100 and 103 alike? Use two details from the story to support your response.</p> |
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Possible Exemplary Response:

The paragraphs on pages 100 and 103 are alike because they are both about Gabriela as a teacher. On page 100 she pretended to be the teacher and taught Pedro to write his ABCs. On page 103 Gabriela talked about becoming a real teacher and writer in Chile.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point rubric

Exemplary Response - 4 Point

Reading/Writing Standard(s)

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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 by Monica Brown titled "My Name is Gabriela" on pages 91-109 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 Gabriela is? How do Gabriela's actions show the kind of person she is? Use details from the story to support your response.

In your response be sure to

- explain the kind of person Gabriela is
- explain how her actions show the kind of person she is
- use details from the story to support your response

Possible Exemplary Response:

In "My Name Is Gabriela," Gabriela is creative. Gabriela loves sounds, words, and stories. Her activities and stories show her creativity.

When she was young Gabriela liked to daydream and play make believe and write. She daydreamed about zebras with polka dots and played school. She wrote poems and told stories about happy and sad times.

Gabriela was creative when she grew up. She became a writer. She wrote happy poems, sad poems, and stories about mothers and children and fisherfolk. She also wrote about animals like parrots, peacocks and lions.

Gabriela was creative both as a young girl and as an adult. Her actions show her creativity.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point rubric

