

Grade 2 LESSON 19		“The Signmaker’s Assistant” by Tedd Arnold, pp. 127-149	
STANDARD 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 QUESTION FRAME	TEXT SPECIFIC QUESTION	POSSIBLE RESPONSES	
Which sentence from the passage shows a cause and effect relationship?	On pages 128-129, which sentence(s) from the passage shows a cause and effect relationship?	<ul style="list-style-type: none"> • “When he painted STOP, people stopped because the sign looked so important.” • “When he painted PLEASE KEEP OFF THE GRASS, they kept off because the sign was polite and sensible.” • “When he painted GOOD FOOD, they just naturally became hungry.” 	

STANDARD RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.		
GRADE 3 QUESTION FRAME	TEXT SPECIFIC QUESTION	POSSIBLE RESPONSES
Which best describes why these lines are important to the story? (they show, provide, give ...)	Read page 147. Why are these lines important to the story?	The lines on page 147 are important to the story because they show that the townspeople realize that Norman was not the only one to blame for the confusion around the new signs. The townspeople are also angry at themselves because they said “they were fools for obeying such signs without thinking.” The townspeople did what the signs said even when they knew they didn’t make sense.