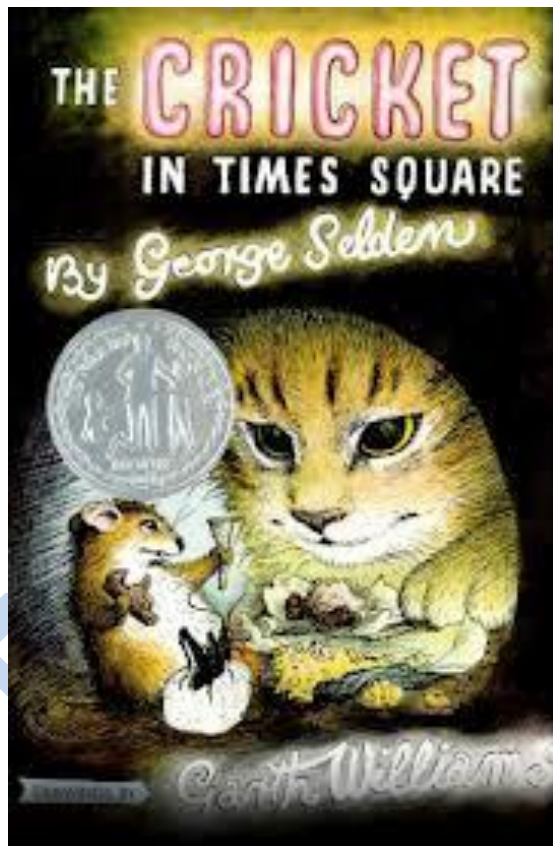


# Quarterly Exemplar Module

*2<sup>ND</sup> and 3<sup>RD</sup> Grades Text Exemplar Band*

*READ • WRITE • RESEARCH*



*4.9 GE/780 L/ Guided Reading Level S*

*This Quarterly Module Contains:*

- *Link to Audio Book*
- *Text-dependent Questions for Routine Writing*
- *Close Analytic Reading – Teacher and Student Edition*
- *Research Project /Writing Prompts/Resources*
- *CCSS & I CAN Statements*

.....Quarter Texts and Writing Types

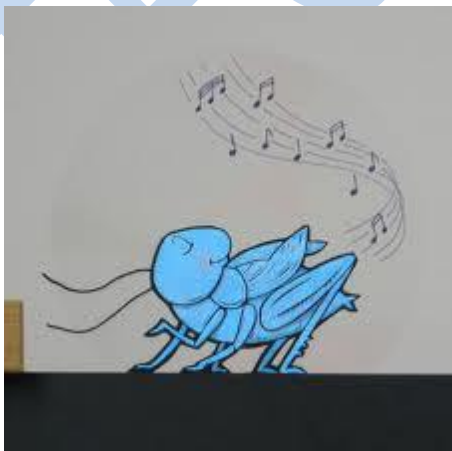
Extended Text	Short Text Suggestions	Writing Types-Essays
<p><b>Informational - 1</b>  <a href="#">The Cricket in Times Square</a> (E)</p> <p>This is an Exemplar Read-Aloud</p> <ul style="list-style-type: none"> <li>Teacher Reads Aloud from book OR</li> <li>Students listen to book (click on hyperlink above)</li> </ul>	<p><b>TOTAL 5-9</b>  <b>Literature 2-8</b>  <b>Science 1-2</b>  <b>Social Studies 1-2</b></p> <ul style="list-style-type: none"> <li>Basal/ELA Textbook Selections</li> <li><a href="#">Kid's Review of the book</a></li> <li><a href="#">PBS Video showing Times Square &amp; NYC</a></li> <li><a href="#">Top 50 Cities in Population</a></li> <li><a href="#">Interactive Map of Large US Cities</a></li> <li><a href="#">"Knoxville, Tn." Poem by N Giovanni (E)</a></li> <li><a href="#">"Your World" Poem (E)</a></li> <li><a href="#">Inspirational Video to follow "Your World" Poem</a></li> <li><a href="#">What the World Eats Video (E)</a> <ul style="list-style-type: none"> <li><a href="#">What Families Around the World Eat Video</a></li> </ul> </li> <li><a href="#">If the World Were a Village: A Book About the World's People (E)</a></li> </ul>	<p><b>Informative, Explanatory, Argumentative 2</b></p> <p><b>Narrative 2-3</b></p>

Research Project	Writing Suggestions
<p><b>Individual/Small Group/Paired Research Project</b></p> <p>Present an informal oral presentation about one of the following topics: Include details about population, weather, food, top attractions....            You may also use the links listed above.</p> <ul style="list-style-type: none"> <li>Places I'd like to Visit in the United States</li> <li>If I could travel anywhere, I would travel to...</li> </ul> <p>Presentations may include:</p> <ul style="list-style-type: none"> <li>Podcast/Video/Power Point</li> <li>Text with facts (your own book)</li> <li>Images depicting the setting and scenes</li> </ul>	<p><b>Write a Essay on one of the following prompts: (Narrative 2-3, Informative/Explanatory/Argumentative 2)</b></p> <ul style="list-style-type: none"> <li>Write an adventure story about the friends or make-believe characters you would take on a trip with you.</li> <li>Living in a big city is better than living in the country</li> <li>Living in the country is better than living in a big city</li> <li>Chester the Cricket had a great adventure to Times Square. Here is his story.</li> <li>Do you think Bellini's newsstand could have become successful without Chester's help? Why or why not?</li> <li>Choose the character from the story you think is the most reliable and dependable and write a short essay arguing your opinion.</li> </ul> <p>Routine Writing Suggestions:            Identify the speaker and explain the meaning of the quote.</p> <p>Chapter 2: "Please, Mama, I want to keep him for a pet."            Chapter 5: "That was a perfect middle C."            Chapter 7: "I'm sleeping on money inside the palace. He said. "It's a dream come true."            Chapter 11: "Keep it up! Keep it up...She's a sucker for sad songs."            Chapter 15: "The bells gone, You and I and the cricket were the only ones that knew where it was."</p>

**Fundamental Skills for Reading, Writing, and Research – Embedded in the Exemplar Module**

RL 1-7	RI 1-10	RF 3,4	W 1-3, 5-8, 10 3 <sup>rd</sup> Grade add 4	L 3-6 (1 & 2 to be specified by teacher)	SL 1-6
<b>Cite Evidence</b>	<b>Analyze Content</b>	<b>Study &amp; Apply Grammar</b>	<b>Study &amp; Apply Vocabulary</b>	<b>Conduct Discussions</b>	<b>Report Findings</b>
RL/RI 1	RL/RI 2-9 SL 2 SL 3	L 1 a, b, c, d L 2 a, b, L 3a, SL 6	L 4 a, b, c, d L 5 b, c L 6	SL 1	SL 4 SL 5 SL 6

Suggested Time Frame	Recommendations for Pacing during each Quarter
<b>1 – 4 weeks</b>	Designated DAILY Read Aloud Time: (separate from reading block time) Read <i>The Cricket in Times Square</i> Aloud to students or if they have their own copy of the text, have them read along with you.
<b>2 weeks</b>	When finished reading <i>The Cricket in Times Square</i> , replace 2 weeks of reading block time with the Exemplar Module (Close Reading, Research Project).
<b>6 weeks</b>	During each 9 week period: <ul style="list-style-type: none"> <li>• Read 5-9 short texts (basal selections, exemplar selections, suggestions from Exemplar Module)</li> <li>• Routine Writing from short texts (short responses, note-taking)</li> <li>• Essay Writing (2) from short texts (argumentative, informative, explanatory)</li> <li>• Narrative Writing (2-3) from short texts</li> </ul>
<b>1 week</b>	Skill Review and Assessment



## Focus Standards and I CAN Statements for Quarter.....

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening	Language Standards
RL. 2 RL. 5 RL. 7	RI. 2 RI. 5 RI. 7	W. 2 a, b, c, d, e W. 4 W. 5 W. 9 a, b W. 10	SL. 1 a-d SL. 2 -6	L. 1 c L. 2 a, b L. 3 a, b L. 4 b L. 5b
<p>I can determine the theme and explain how it is portrayed through details.</p> <p>I can summarize a text and leave out my personal opinion.</p> <p>I can explain how a particular chapter/scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>I can compare and contrast the experience of reading a text to viewing or listening to the same text.</p>	<p>I can determine the main idea of a text and explain how it is supported by key details.</p> <p>I can summarize informational text while leaving out my personal opinion.</p> <p>I can analyze how a sentence/chapter fits into the structure of a text and contributes to the development of the ideas.</p> <p>I can utilize media or graphics to develop a coherent understanding of a topic.</p>	<p>I can write an informative piece, which examines a topic and conveys ideas, where I:</p> <ul style="list-style-type: none"> <li>-introduce a topic, organize ideas with appropriate structure, including formatting and graphic when useful,</li> <li>-use facts, definitions, details, and quotations, or other examples to develop a topic,</li> <li>-use appropriate transitions to clarify relationships among ideas,</li> <li>-use precise language and vocabulary to explain a topic,</li> <li>-establish and maintain a formal style, and</li> <li>-provide a concluding statement or section,</li> </ul> <p>I can use evidence from informational text to support analysis, reflections and research in my writing.</p>	<p>I can review ideas expressed and demonstrate understanding of multiple perspectives presented during the discussion.</p> <p>I can interpret information presented in diverse formats and explain how it contributes to the topic under study.</p>	<p>I can correct inappropriate shifts in pronoun number and person.</p> <p>I can use common Greek and Latin affixes and roots to figure out word meanings.</p> <p>I can use the relationships between words to better understand each word's meaning.</p>

Text Dependent Questions	Evidence-Based Answers for Routine Writing of Short Responses					
Where are the animals when they first meet each other? What is it like there?	A subway news stand with a three legged stool and a high shelf above the stool.					
This might be a good place to start a setting chart, as the setting will be very strange to most children who read this story.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Setting</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Matchbox at Times Square New York</td> </tr> <tr> <td style="text-align: center;">Drain Pipe</td> </tr> <tr> <td style="text-align: center;">Corner of Times Square</td> </tr> <tr> <td style="text-align: center;">Matchbox</td> </tr> </tbody> </table>	Setting	Matchbox at Times Square New York	Drain Pipe	Corner of Times Square	Matchbox
Setting						
Matchbox at Times Square New York						
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Matchbox						
What is Tucker Mouse like? What <i>characteristics</i> does Tucker Mouse have? Describe Tucker's action that shows these characteristics.	Tucker is <b>curious</b> because he starts a conversation with a stranger. He's <b>lively and excitable</b> because he <b>leaps and dashes</b> . He's <b>friendly and kind</b> because he shares food with Chester. He <b>eavesdrops</b> because he likes to listen to humans. He's <b>messy</b> because his nest is a jumble of odds and					

	ends.
“Wistfully” is a beautiful word that means to think back on something that makes you sad. Why does the author say Chester was speaking “wistfully” when Tucker asked where his home was?	Chester thinks back on the feeling of safety of his home and now he feels alone. So he is longing for home, and sad about it, but also wants to express how much he loves his home, all at the same time.
What does Tucker Mouse do right away that helps Chester feel better? How do you know Chester starts to feel better?	He talks to him and shares food with him, offering him kindness when he is scared and alone. “He was touched that a mouse he had known only a few minutes would share his food with him.”
How do we know that Tucker Mouse likes to eat? Cite specific words (quotes) from the story with page numbers	Tucker Mouse moaned with pleasure at the thought of all that food. “Imagine!” Tucker exclaimed, “Trapped under roast beef sandwiches! Well. There are worse fates.”
Cautiously means to do something in a very careful way. Why does Chester jump back into the matchbox and then <b>cautiously</b> lift his head and look behind him?	Chester sees a cat. He knows that cats and mice are natural enemies. “And directly between these forepaws, in the very jaws of his enemy, sat Tucker Mouse.”
What is Tucker’s reaction to seeing the cat? Did this surprise you?	Tucker says, “he’s my best friend. Come out from the matchbox.” Answers will vary, but students should make a reference to something earlier in the story if they say no, since their own knowledge would lead them to be surprised.
How does Chester make the chirping sound? What musical instrument is played in a similar way?	He rubs his wings together. A violin.
Harry the cat says, “Too bad you couldn’t have found more successful friends.” “They’re going broke fast. I fear for the future of this newsstand.”.Re-read this section. Why does he say this?	Successful people will have businesses that are money makers. “Going broke” means to not make money in the business. He is worried for the future of the newsstand because the friends are not successful in business.
Once the three friends emerge from the drain pipe, what do they see and hear? Describe the scene in detail.	<ul style="list-style-type: none"> <li>• Towers seem like mountains of light in the night sky</li> <li>• Neon signs are blazing</li> <li>• Reds, blues, greens and yellows flashed</li> <li>• Air was full of the roar of traffic</li> <li>• hum of human beings</li> <li>• The sight was too terrible and beautiful for a cricket</li> </ul>
But what does Chester see as he looks up? How did it change the way he feels? How did you find this answer?	<ul style="list-style-type: none"> <li>• He sees a star that looks just like the star over Connecticut</li> <li>• “It made him feel better to think that there was one familiar thing” (Note to teacher: you should point out to your students how very much information they can get from the picture of this scene)</li> </ul>
List the events that start on the stump where Chester was sitting in Connecticut until he lands on the pile of dirt in the subway.	<ul style="list-style-type: none"> <li>• He falls asleep in a picnic basket and gets trapped under sandwiches.</li> <li>• He gets carried far from his stump when the family leaves to return to New York by car and then by train.</li> <li>• After the second train ride, he took a flying leap and he landed in a dirt pile in the subway station in Times Square.</li> <li>• He meets the Bellinis, Tucker, and Harry They show him Times Square and the stars.</li> </ul>

**Close Analytic Reading**  
**The Cricket in Times Square**  
**Teacher Edition**

- 1) Students read the passage independently (mark words/phrases needing further explanation)
- 2) Teacher or fluent reader reads passage aloud to the class (check for understanding of bold Tier 2 Academic words).
- 3) Discuss and write answers to the questions in the form of notes, annotations, or a formal response.

Selected Passage for Close Reading	Definitions and Text-Dependent Questions
<p>Tucker Mouse had been watching the Bellinis and listening to what they said. Next to <u>scrounging</u>, <u>eaves-dropping</u> on human beings was what he enjoyed most. That was one of the reasons he lived in the Times Square subway station.</p> <p>As soon as the family disappeared, he <b>darted</b> out across the floor and scooted up to the <b>newsstand</b>. At one side the boards had separated and there was a wide space he could jump through. He'd been in a few times before—just <b>exploring</b>. For a moment he stood under the three-legged stool, letting his eyes get used to the darkness. Then he jumped up on it.</p> <p>“Psst!” he whispered. “Hey, you up there—are you awake?” There was no answer.  “Psst! Psst! Hey!” Tucker whispered again, louder this time. From the shelf above came a <b>scuffling</b>, like little feet feeling their way to the edge. “Who is that going ‘psst’?” said a voice.</p> <p>“It’s me,” said Tucker. “Down here on the stool.”  A black head, with two shiny black eyes, <u>peered</u> down at him. “Who are you?”  “A mouse,” said Tucker. “Who are you?”</p> <p>“I’m Chester Cricket, said the cricket. He had a high, musical voice. Everything he said seemed spoken in an unheard <b>melody</b>. “My name’s Tucker,” said Tucker Mouse. “Can I come up?” “I guess so,” said Chester Cricket. “This isn’t my house anyway.”</p> <p>Tucker jumped up beside the cricket and looked him all over. “A cricket,” he said <u>admiringly</u>. “So you’re a cricket. I never saw one before.”</p> <p>“I’ve seen mice before,” the cricket said. “I knew quite a few back in Connecticut.”  “Is that where you’re from?” asked Tucker.  “Yes,” said Chester. “I guess I’ll never see it again,” he added <u>wistfully</u>.</p>	<p><i>To gather things like scraps</i></p> <p><i>to listen secretly to others' private conversation</i></p> <p><b>(Q1) Why does Tucker Mouse like living in the subway station?</b></p> <p><b>(Q2) Describe how Tucker got into the newsstand citing words from the paragraph.</b></p> <p><b>(Q3) What did Tucker see looking down on him?</b></p> <p><b>(Q4) Cite words in the paragraph that tell you Chester is a friendly cricket.</b></p> <p><i>To hold in high-esteem</i></p> <p><b>(Q5) Who has traveled the most, the cricket or the mouse? Cite the sentence.</b></p> <p><i>Thinking back on something sad</i></p>

**Close Analytic Reading**  
**The Cricket in Times Square**  
**Student Edition**



- 1) Read the passage independently (mark words/phrases needing further explanation)
- 2) Listen as the teacher reads passage aloud
- 3) Discuss and write answers to the questions in the form of notes, annotations, or a formal response.

Selected Passage for Close Reading	Definitions and Text-Dependent Questions
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