

# Here's What You'll Get in the Alexander and the Terrible, Horrible, No Good, Very Bad Day Super Pack

## 3 Comprehension Strategy Lesson Plans and Practice Pages

### Asking Questions Lesson Plan

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**  
By: Judith Viorst  
Grade Level: 2 / Guided Reading Level: 1

**Asking Questions**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**Summary**  
**Alexander and the Terrible, Horrible, No Good, Very Bad Day** is the story of a boy who is having a very bad day. Alexander knew it was going to be a bad day when he woke up with gum in his hair and tripped over his skateboard while getting out of bed. Find out what happens when his day goes from bad to worse and discover why Alexander is ready to move to Australia by the time he goes to bed.

**Link to What You Know**  
• Think of a time when your friend was having a bad day. What did you do to make them feel better?  
• Name three things that could ruin your day.

**Important Words to Know and Understand**  
**Car sick** - Feeling sick while riding in a car because of the movement of the vehicle  
**Sneakers** - A shoe with a rubber sole, also called gym shoes, tennis shoes, or trainers

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you are confused

**Why Readers Ask Questions While Reading**  
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about, where or when the story takes place.

At last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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### Guided Reading Level

### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Asking Questions Lesson Plan

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**Asking Questions**

**3**  
**Synthesizing While Reading**  
✓ Notice the words an author uses to describe people, places, things, and events  
✓ Look at the mental images match the pictures in the book?

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 2** - What do you know about Alexander's day so far? What are you wondering about Alexander?

**Page 12** - What are you wondering at this point in the story? What questions can you ask about Alexander and his friends?

**Page 17** - What do you notice about Alexander's family? What are you wondering about Alexander at this point in the story?

**Page 24** - What questions can you ask about Alexander's mood? Is his mood making his day better or worse? How do you know?

**Page 29** - If you could ask Alexander any question, what would it be? Why do you want to know the answer to your question?

**4**  
**Notice the Work You Did While Reading**  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think** - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

**Talk** - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

**Write** - Write about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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**Alexander and the Terrible, Horrible, No Good, Very Bad Day**  
By: Judith Viorst  
Grade Level: 2 / Guided Reading Level: 1

**Making Connections**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Make Connections While Reading**  
✓ Think about the text you read  
✓ Know what to do when you are confused

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
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### Making Connections

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**  
By: Judith Viorst  
Grade Level: 2 / Guided Reading Level: 1

**Retelling and Summarizing**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Retell and Summarize While Reading**  
✓ Think about the text you read  
✓ Know what to do when you are confused

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you are confused

**4**  
**Notice the Work You Did While Reading**  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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### Retelling and Summarizing

**Answer Key for Retelling and Summarizing**  
with Alexander and the Terrible, Horrible, No Good, Very Bad Day

**Page 4:** What do you know about Alexander's day so far? Name of at least 3 things that have made his day terrible.

**Page 12:** Name all of the problems that Alexander had that day. What did he do to solve them?

**Page 20:** Tell what happened to Alexander after school. What did he do on an afternoon like he hoped?

**Page 24:** Name all of the characters that you've met so far. What do you call them? What do they do?

**Page 29:** What do you think Alexander's mood is like? Why do you think so?

**Answer Key for Making Connections**  
with Alexander and the Terrible, Horrible, No Good, Very Bad Day

**Page 2:** What connections can you make so far? Think about a time when you had a terrible day. What was it like? How did you feel? What did you do?

**Page 12:** What do you notice about Alexander's family? What are you wondering about Alexander at this point in the story?

**Page 17:** What do you notice about Alexander's family? What are you wondering about Alexander at this point in the story?

**Page 24:** What questions can you ask about Alexander's mood? Is his mood making his day better or worse? How do you know?

**Page 29:** If you could ask Alexander any question, what would it be? Why do you want to know the answer to your question?

**Answer Key for Asking Questions**  
with Alexander and the Terrible, Horrible, No Good, Very Bad Day

**Page 2:** What do you know about Alexander's day so far? What are you wondering about Alexander?

**Page 12:** What are you wondering at this point in the story? What questions can you ask about Alexander and his friends?

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### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 3 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

**Making Connections**

Title: \_\_\_\_\_

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text to Self ☐ Text to Text ☐ Text to World

Draw a picture of your connection in the box below:

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

**Asking Questions**

Title: \_\_\_\_\_

Question Sentence Starter

I wonder...	Why didn't I...	How does...
I am confused about...	I am curious about...	I am not sure why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer


Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.





Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

## Vocabulary Connections Resources

## Important Words to Know and Understand in Alexander and the Terrible, Horrible, No Good Very Bad Day Word List

<p><b>Alexander and the Terrible, Horrible, No Good, Very Bad Day</b></p> <p>By: Judith Viorst</p> <p>Grade Level: 2 / Guided Reading Level: L</p>	
<p><b>Vocabulary Connections</b></p>	
<p><b>Important Words to Know and Understand in "Alexander and the Terrible, Horrible, No Good, Very Bad Day "</b></p>	
<p><b>Australia</b> One of the seven continents on Earth</p>	
<p><b>Carpool</b> A group of people who regularly share a car when they are going to and from a specific place</p>	
<p><b>Casick</b> Feeling sick while riding in a car because of the movement of the vehicle</p>	
<p><b>Junior</b> A person who is younger or in a lower rank than another person</p>	
<p><b>Sneakers</b> A shoe with a rubber sole also called gym shoes, tennis shoes, or trainers</p>	
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<p><b>Alexander and the Terrible, Horrible, No Good, Very Bad Day</b>  <b>Vocabulary Connections</b></p>		
<p>By: Judith Viorst          Grade Level: 2 / Guided Reading Level: L</p>		
<p><b>Australia</b></p> 	<p><b>Carpool</b></p> 	<p><b>Carsick</b></p> 
<p><b>Junior</b></p> 	<p><b>Sneakers</b></p> 	

Picture Vocabulary Sorting Cards | ©BookPagez.com

## Word and Picture Sorting Cards

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**  
 By: Judith Viorst

**Vocabulary Connections**  
 Grade Level: 2 / Guided Reading Level: L

**Step by Step Directions:**  
 1. Cut out the bottom line.  
 2. Fold on the solid line.  
 3. Stick, tape or staple the top of each card. Close.

<b>Australia</b>	<b>Carpool</b>	<b>Carsick</b>
One of the seven continents on Earth	A group of people who regularly share a car when they are going to and from a specific place	Feeling sick while riding in a car because of the movement of the vehicle

<b>Junior</b>	<b>Sneakers</b>	
A person who is younger or in a lower rank than another person	A shoe with a rubber sole also called gym shoes, tennis shoes, or trainers.	

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**  
 By: Judith Viorl  
 Grade Level: 2 / Guided Reading Level: L

### Vocabulary Connections

Australia is a/an noun verb adverb adjective	Carpool is a/an noun verb adverb adjective	Car sick is a/an noun verb adverb adjective
<b>Definition of Australia:</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<b>Definition of Carpool:</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<b>Definition of Car sick:</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>
<b>Australia looks like this:</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<b>Carpool looks like this:</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<b>Car sick looks like this:</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>
<b>Australia reminds me of:</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<b>Carpool reminds me of:</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<b>Car sick reminds me of:</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>
<b>I saw this word in</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<b>I saw this word in</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<b>I saw this word in</b> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>

**Step by Step Directions:**

1. Read the book and find the words in the story.

2. Write the words in the story on the lines.

3. Write the words in the story on the lines.

4. Write the words in the story on the lines.

5. Write the words in the story on the lines.

6. Write the words in the story on the lines.

7. Write the words in the story on the lines.

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Interactive Vocabulary Notebook Cards | [@BookPage.com](#)

## Interactive Vocabulary Notebook Cards

### Word Games

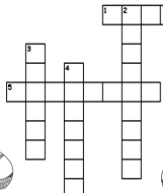
with Words from Alexander and the Terrible, Horrible, No Good, Very Bad Day



### Word Games

like, Humble, No Good, Very Bad Day


**Word Bank**  
 AUSTRALIA  
 CARPOOL  
 CARSICK  
 JUNIOR  
 SNEAKERS


Use each clue to decide where each vocabulary word goes in the crossword puzzle



to decide where each word goes in the crossword puzzle





**Across**

1. A word for when people share a **car ride** is \_\_\_\_\_
5. Another word for **shoes** is \_\_\_\_\_

**Down**

2. A **continent** beginning with the letter **A** is \_\_\_\_\_
3. A word that means **young person** is \_\_\_\_\_
4. A word for when you **feel sick in the car** is \_\_\_\_\_

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

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Answer Key | ©book7pages.com


## Word Games and Answer Key

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**  
**Vocabulary Connections**

Grade Level: 2 / Guided Reading Level: L

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**

By Judith Viorst




A new word that I learned in this book is:

It's like...

It means...

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



Step by Step Directions: 1. Read Alexander and the Terrible, Horrible, No Good, Very Bad Day. 2. Read the Vocabulary Connections. 3. Complete the Vocabulary Card. 4. Add the Vocabulary Words to the Vocabulary Words Bank. 5. Add a Definition.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©HoopPages.com

## Vocabulary Word Extension Activities

<b>Vocabulary Connections</b>	<b>Name:</b>																																																																																																																													
<p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>Write a word from your reading that is new to you in the first column.</li> <li>Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.</li> <li>Explain why you think your definition makes sense based on the context clues in the last.</li> <li>Write the dictionary definition.</li> <li>Place a check mark in the last column if the dictionary definition matches what you thought the word meant.</li> </ol>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Visualize</b></p> <p>Draw a picture to illustrate the meaning of the word.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Connect to Your Life</b></p> <p>When or where have you seen it, heard it, felt it, smelled it, or tasted it?</p> </div>																																																																																																																													
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## Personalized Vocabulary Bookmark

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**  
By: Judith Viorst  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Instructional Focus:**  
Compound Words

**Background:**  
Compound words are formed when two separate words are joined together to form a new word with a new meaning.

**Examples:**

skateboard
carsick
railroad
downstairs
breakfast
sailboat

**Materials and Preparation:**

- A Copy of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- Chart Paper
- Compound Words Print
- Sorting Cards (1 set per student)
- Match Up Score Sheet
- Match Up Directions
- Compound Words Riddle
- Optional - Word Detective worksheet
- Optional - 2 Colors of Ink

**Step 1: Introduce the Focus of Word Work**

**Introduce Compound Words**

- Draw the students' attention to the chart paper.
- Explain that Compound words are formed when two separate words are joined together to form a new word with a new meaning.
- Write the words *skate* and *board* on the chart paper. Ask the students to identify the compound word that results when you combine *skate* and *board*. Write *skateboard* on the chart paper.
- Ask the students to think of other words that follow the pattern. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the consonant blend pattern. Record words that follow the pattern on the chart paper.

**Sample Anchor Chart**

Word	Part 1	Part 2
skateboard	skate	board
carsick	car	sick
railroad	rail	road
downstairs	down	stairs
breakfast	break	fast
sailboat	sail	boat

**Step 2: Connect Word Work to Reading**

**Compound Words in the Text**

- Tell the students that the book they will be reading today has a lot of compound words.
- Show them the first two pages of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.
- Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the compound words (*skateboard, undercover, breakfast*). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for compound words but remind them to be polite and not to interrupt you while you read.
- Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

**Examples of Compound Words Found in the Text:**

skate	board
break	fast
under	cover
show	beny
cup	cakes
six	teen
Sail	boat

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**  
By: Judith Viorst  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with precut cards).
- Explain that the words on their cards are parts of the compound words in the book.
- Model how to play **Match Up**.
- Divide students into pairs and allow them to play **Match Up** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing **Match Up**.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Compound Words Riddles Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for compound words in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

**Match Up Student Directions**

**Materials:**  
Sorting Cards

**Players:**  
2 or more

**Directions:**

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place each card face down in front of all players.
- The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- Continue taking turns. Whoever has the most matches at the end of the game wins.

**Tip**  
Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Guided Word Work Practice | ©BookPagez.com

Extension Activity

**Word Detective: Compound Words**  
Extension Activity

**Directions:**  
Be a word detective!

Be on the lookout for compound words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

**Compound Words Riddle**  
Word Work Practice Page

**Directions:**  
Read each riddle. Use the compound words in the word bank to solve each riddle.

**Word Bank**

bedbugs	carpool	poundcake	wildcat
frolic	watchdog	daybreak	summertime
reshore	fingerals	sundown	springtime

- Where do cars go when it gets hot? \_\_\_\_\_
- What do you get if you cross a pig with a snowman? \_\_\_\_\_
- How does the government know what people say in their sleep? \_\_\_\_\_
- What time is it when you have to find the sum of two numbers? \_\_\_\_\_
- What do you get if you cut off a lion's mane while he's sleeping? \_\_\_\_\_
- What does the dogcatcher give dogs on their birthdays? \_\_\_\_\_
- What horses swim the best? \_\_\_\_\_
- What kind of dog has the most ticks? \_\_\_\_\_
- How did the car owner feel when his car ran him over? \_\_\_\_\_
- What kind of nail are carpenters afraid of? \_\_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com



# Bonus Activity and Running Record Assessment

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

**Directions:**  
In the book **Alexander and the Terrible, Horrible, No Good, Very Bad Day**, Alexander tells about one of the worst days of his life. Show how well you listened to his story by completing the activity below.

**True or False**  
Read each sentence below. Write a "T" for "true" next to the sentence if it is something that happened in the book. Write an "F" for "false" if it was not in the story.

\_\_\_\_\_ Alexander's new shoes were white with blue stripes.

\_\_\_\_\_ Alexander's teacher liked his invisible castle.

\_\_\_\_\_ The elevator door closed on Alexander's foot.

\_\_\_\_\_ The dentist found a cavity in Alexander's mouth.

\_\_\_\_\_ Alexander had broccoli for dinner.

\_\_\_\_\_ There was kissing on TV.

\_\_\_\_\_ Alexander has a brother named Anthony.


\_\_\_\_\_ Alexander's mother packed cookies for lunch.

\_\_\_\_\_ Alexander wants to move to Africa.

\_\_\_\_\_ Alexander loves his railroad-train pajamas.

\_\_\_\_\_ The mickey mouse nightlight burned out.

\_\_\_\_\_ Alexander found a prize in his cereal box.



Extension Activity | ©BookPagez.com

## Bonus Extension Activity

**Running Record**  
Title: **Alexander and the Terrible, Horrible, No Good, Very Bad Day** Guided Reading Text Level: L Word Count: 100

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

Accuracy Rate: (# of words correct/100 words) \_\_\_\_\_

Error Rate: (# of incorrect words/100 words) \_\_\_\_\_

Self-Correction Rate: (# of words self-corrected/100 words) \_\_\_\_\_

Time: (in seconds) \_\_\_\_\_ Words Per Minute: (100/seconds read x 60) \_\_\_\_\_

	Easy 95%-100% Accuracy	Instructional 90%-94% Accuracy	Hard 50%-89% Accuracy
	E = Errors SC = Self-Correction S = Structure/Syntax V = Visual		
		COUNT	INFORMATION USED
		E SC	E MSV SC MSV
Page 2	I went to sleep with gum in my mouth and now there's gum in my hair and when I got out of bed this morning I tripped on the skateboard and by mistake I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day.		
Page 3	At breakfast Anthony found a Corvette Sting Ray car kit in his breakfast cereal box and Nick found a Junior Undercover Agent code ring in his breakfast cereal box but in my breakfast cereal box all I found *...		

**Analysis and Comments:**

Tested By: \_\_\_\_\_ ©BookPagez.com

## Running Record Assessment

# Complete Common Core Alignment

**Common Core State Standards Correlation**

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Alexander and the Terrible, Horrible, No Good, Very Bad Day" correlate with the following English Language Arts Common Core State Standards for second grade.

**Reading and Summarizing Lesson Plan and Resources**

Reading: Literature  
**RL.2.1** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**RL.2.3** - Describe how characters in a story respond to major events and challenges.  
**RL.2.4** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  
**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.2.9** - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  
**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills  
**RF.2.1** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing  
**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening  
**SL.2.1b** - Build on others' talk in conversations by linking their comments to the remarks of others.  
**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
**SL.2.3** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language  
**L.2.4** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Alexander and the Terrible, Horrible, No Good, Very Bad Day CCSS Alignment | ©BookPagez.com

**Common Core State Standards Correlation**

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Alexander and the Terrible, Horrible, No Good, Very Bad Day" correlate with the following English Language Arts Common Core State Standards for second grade.

**Making Connections Lesson Plan and Resources**

Reading: Literature  
**RL.2.1** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**RL.2.9** - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  
**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills  
**RF.2.1** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing  
**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening  
**SL.2.1b** - Build on others' talk in conversations by linking their comments to the remarks of others.  
**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
**SL.2.3** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language  
**L.2.4** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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**Common Core State Standards Correlation**

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Alexander and the Terrible, Horrible, No Good, Very Bad Day" correlate with the following English Language Arts Common Core State Standards for second grade.

**Asking Questions Lesson Plan and Resources**

Reading: Literature  
**RL.2.1** - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.  
**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.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills  
**RF.2.1** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing  
**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening  
**SL.2.1b** - Build on others' talk in conversations by linking their comments to the remarks of others.  
**SL.2.2** - Ask for clarification and further explanation as needed about the topics and texts under discussion.  
**SL.2.3** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
**SL.2.3** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language  
**L.2.4** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Alexander and the Terrible, Horrible, No Good, Very Bad Day CCSS Alignment | ©BookPagez.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Alexander and the Terrible, Horrible, No Good, Very Bad Day" correlate with the following English Language Arts Common Core State Standards for second grade.

**Vocabulary Lesson Plan and Resources**

Language  
**L.2.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.  
**L.2.4b** - Identify real connections between words and their use (e.g., describe foods that are spicy or juicy).  
**L.2.4** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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## Vocabulary Connections Common Core Alignment

**Common Core State Standards Correlation**

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Alexander and the Terrible, Horrible, No Good, Very Bad Day" correlate with the following English Language Arts Common Core State Standards for second grade.

**Word Work Lesson Plan and Resources**

Reading: Foundational Skills  
**RF.2.1** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

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## Word Work Common Core Alignment