

Lesson Plans and Teaching Resources for All Are Welcome

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

All Are Welcome
By: Alexandra Penfold
Grade Level: 2 / Guided Reading Level: L

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

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

Summary

The best place to be is a place where you feel welcome. In *All Are Welcome* you will follow a group of children through their day at school. Their school is a place where everyone is welcome to be who they are, share their talents, and learn from one another. The children in this book care about one another. It is very important that everyone has a place at their school and feels welcome in their community.

Link to What You Know

- What does the word "welcome" mean to you?
- Is it ever okay to make people feel unwelcome? Why or why not?

Important Words to Know and Understand

Greet - To meet someone with friendly and polite words and actions

Uncover - To learn about something that was hidden or secret

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 and where or when the story takes place.

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.

©BookPagez.com

Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

All Are Welcome
By: Alexandra Penfold
Grade Level: 2 / Guided Reading Level: L

3 Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions
- Understand the text
- Stop from time to time. Ask yourself if you've found the answers to your questions

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.

Pages 3 and 4 - What are you wondering about the kids on these pages?

Pages 11 and 12 - The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture? How does stopping to wonder about this help you as a reader?

Pages 13 and 14 - Look closely at the kids on these pages. Is there anything you're wondering about any of the kids? Why is it important to stop and wonder about the kids on these pages?

Page 16 - There are some big words on this page. What are you wondering about the words on this page? Why is it important to ask questions about new words?

Fold Out Pages - Look at the illustration on these pages. What questions do you have about the pictures you see? How would knowing the answers to your questions help you as a reader?

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 *All Are Welcome*?

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.

Reflect - Think about the questioning work you did while reading *All Are Welcome*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your questions?

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

©BookPagez.com

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

All Are Welcome
By: Alexandra Penfold
Grade Level: 2 / Guided Reading Level: L

1 Making Inferences

- 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 Inferences While Reading

- Look for clues that let you know what the author might be thinking
- Stop the text to think about the clues
- Write

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- 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.

Pages 1 and 2 - Look at the children on these pages. Find a child that is looking nervous. How do you think the child in the picture is feeling? How do you think the author is feeling about the kids on these pages?

Pages 1 and 2 - Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 11 and 12 - Look at the picture. Based on what you see, how do you think the author is feeling about the kids on these pages?

Pages 13 and 14 - Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 13 and 14 - Look at the picture on these pages. What do you think the author is feeling about the kids on these pages?

Time to Reflect

Think - Which types of inferences did you make while reading *All Are Welcome*? Did you have any inferences to understand new words? Did you have any inferences to understand the author's feelings? Did you have any inferences to understand the author's feelings about the kids on these pages? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages?

Talk - Tell your reading partner about the best inference you made while reading *All Are Welcome*. How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages?

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

©BookPagez.com

All Are Welcome
By: Alexandra Penfold
Grade Level: 2 / Guided Reading Level: L

1 Making Connections

- 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

- Look for clues that let you know what the author might be thinking
- Stop the text to think about the clues
- Write

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- 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.

Pages 1 and 2 - Look at the children on these pages. Find a child that is looking nervous. How do you think the child in the picture is feeling? How do you think the author is feeling about the kids on these pages?

Pages 1 and 2 - Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 11 and 12 - Look at the picture. Based on what you see, how do you think the author is feeling about the kids on these pages?

Pages 13 and 14 - Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 13 and 14 - Look at the picture on these pages. What do you think the author is feeling about the kids on these pages?

Time to Reflect

Think - What connections did you make while reading *All Are Welcome*? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages?

Talk - Tell your reading partner about the best connection you made while reading *All Are Welcome*. How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages?

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

©BookPagez.com

Answer Key for Asking Questions with All Are Welcome

Pages 3 and 4
What are you wondering about the kids on these pages?
Answers: The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture? How does stopping to wonder about this help you as a reader?

Pages 11 and 12
The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture? How does stopping to wonder about this help you as a reader?

Pages 13 and 14
Look closely at the kids on these pages. Is there anything you're wondering about any of the kids? Why is it important to stop and wonder about the kids on these pages?

Page 16
There are some big words on this page. What are you wondering about the words on this page? Why is it important to ask questions about new words?

Answer Key for Identifying the Author's Purpose with All Are Welcome

Pages 1 and 2
The author is using a sequencing structure to tell the story. Why do you think the author chose to use this structure?

Pages 5 and 6
The author is using a sequencing structure to tell the story. Why do you think the author chose to use this structure?

Answer Key for Making Connections with All Are Welcome

Pages 1 and 2
Look at the children on these pages. Find a child that is looking nervous. How do you think the child in the picture is feeling? How do you think the author is feeling about the kids on these pages?

Pages 11 and 12
Look at the picture. Based on what you see, how do you think the author is feeling about the kids on these pages?

Pages 13 and 14
Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 13 and 14
Look at the picture on these pages. What do you think the author is feeling about the kids on these pages?

Answer Key for Making Inferences with All Are Welcome

Pages 1 and 2
Look at the children on these pages. Find a child that is looking nervous. How do you think the child in the picture is feeling? How do you think the author is feeling about the kids on these pages?

Pages 11 and 12
Look at the picture. Based on what you see, how do you think the author is feeling about the kids on these pages?

Pages 13 and 14
Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 13 and 14
Look at the picture on these pages. What do you think the author is feeling about the kids on these pages?

Answer Key for Understanding Text Structure with All Are Welcome

Pages 7 and 8
The author is using a sequencing structure to tell the things that happen at school. What did the students do first, next, and now?

Page 11
The author is using a description text structure to tell about lunchtime at school. What lunch food is the school?

Page 14
On this page, the author is using a problem and solution text structure to explain that their community is a "shelter from adversity." Adversity is a problem because it means being in a difficult situation. Why do you think some of the people in this book might need shelter from adversity?

©BookPagez.com

All Are Welcome
By: Alexandra Penfold
Grade Level: 2 / Guided Reading Level: L

1 Identifying the Author's Purpose

- 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 Identify the Author's Purpose While Reading

- Look for clues that let you know what the author might be thinking
- Stop the text to think about the clues
- Write

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- 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.

Pages 1 and 2 - Look at the children on these pages. Find a child that is looking nervous. How do you think the child in the picture is feeling? How do you think the author is feeling about the kids on these pages?

Pages 1 and 2 - Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 11 and 12 - Look at the picture. Based on what you see, how do you think the author is feeling about the kids on these pages?

Pages 13 and 14 - Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 13 and 14 - Look at the picture on these pages. What do you think the author is feeling about the kids on these pages?

Time to Reflect

Think - How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages?

Talk - Tell your reading partner about the best inference you made while reading *All Are Welcome*. How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages?

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

©BookPagez.com

All Are Welcome
By: Alexandra Penfold
Grade Level: 2 / Guided Reading Level: L

1 Understanding Text Structure

- 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 Understand Text Structure While Reading

- Look for clues that let you know what the author might be thinking
- Stop the text to think about the clues
- Write

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- 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.

Pages 1 and 2 - Look at the children on these pages. Find a child that is looking nervous. How do you think the child in the picture is feeling? How do you think the author is feeling about the kids on these pages?

Pages 1 and 2 - Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 11 and 12 - Look at the picture. Based on what you see, how do you think the author is feeling about the kids on these pages?

Pages 13 and 14 - Look at the picture on these pages. Pick one of the kids and think about that person. How do you think they are feeling? How do you think the author is feeling about the kids on these pages?

Pages 13 and 14 - Look at the picture on these pages. What do you think the author is feeling about the kids on these pages?

Time to Reflect

Think - How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages?

Talk - Tell your reading partner about the best connection you made while reading *All Are Welcome*. How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages? How do you think the author is feeling about the kids on these pages?

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

©BookPagez.com

Identifying the Author's Purpose

Understanding Text Structure

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

All Are Welcome: Asking Questions

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

All Are Welcome: Asking Questions

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

All Are Welcome: Asking Questions

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

All Are Welcome: Asking Questions

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

All Are Welcome: Asking Questions

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

All Are Welcome: Asking Questions

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

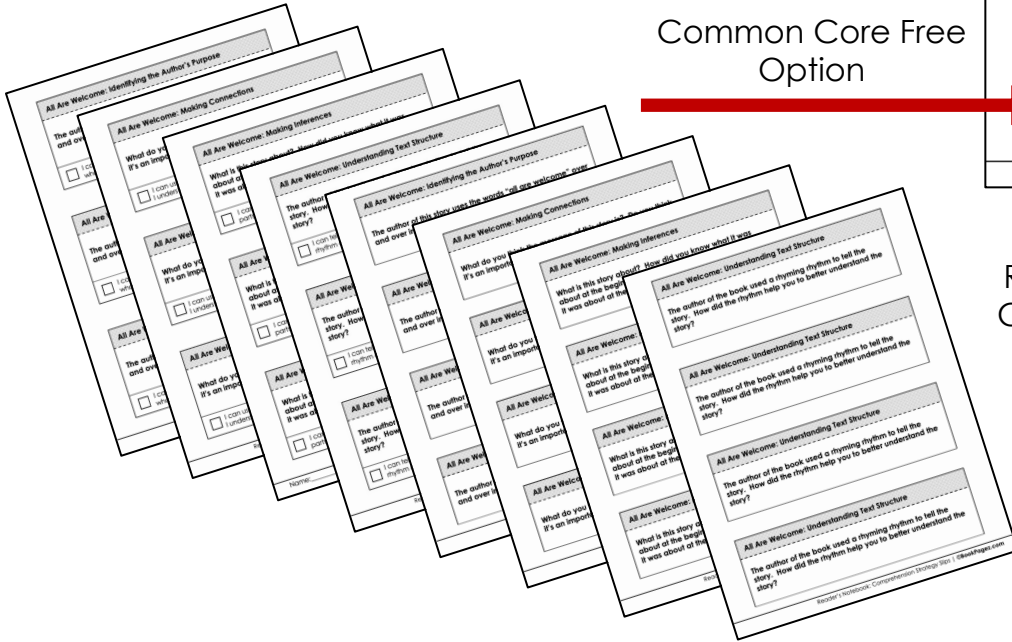
All Are Welcome: Asking Questions

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Asking Questions

Title:

Question Sentence Starters

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

Question	Answer
Question	Answer
Question	Answer
Question	Answer

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identifying the Author's Purpose

Title:

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Title:

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

What type of connection did you make?

Text-to-Text Text-to-World Text-to-Self

Draw a picture of your connection in the box below.

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Title:

What the Text Says	What I Know	What I Can Infer
Use text clues in the text or pictures.	What do you know about the story?	Details, thoughts, Cause, Setting

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Title:

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	
	Page:	

Text Structures You Might See While Reading:

Description	Sequence	Cause and Effect

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Identifying the Author's Purpose

Making Connections

Making Inferences

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

All Are Welcome
By: Alexandra Penfold
Grade Level: 2 / Guided Reading Level: L

Word Work

Instructional Focus:
Rhyming Words

Background:
Recognizing rhyming patterns helps to develop decoding skills. Rhyming patterns in words can have the same or similar order to be rhymes.

Examples:

cat	drank
sat	crank
pat	sank
mat	thank
hat	stank

Materials and Preparation:

- A Copy of *All Are Welcome*
- Chart Paper and Markers
- I Have...Who Has...? Cards
- Rhyming Words Practice Page
- Optional - Word Detective Worksheet
- Optional - Sticky Notes

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

All Are Welcome
By: Alexandra Penfold
Grade Level: 2 / Guided Reading Level: L

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out the I Have...Who Has...? Cards.
- Read the directions to students and model how to play if necessary.
- NOTE:** There are enough cards for 32 players. You may need to distribute more than one card to some students or play the cards yourself if you have less than 32 students. Alternatively, you may pair students if you have more than 32 students.
- Play the game.

Step 4: Independent Word Work Practice

Practice Page

- Distribute Rhyming Words practice page to each student.
- Review the first set of rhyming words.
- Instruct students to complete the page.
- Circulate to monitor students as 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 rhyming 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) 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

Extension Activity

I Have... Who Has...?
Rhyming Words

<p>We Are Starting!</p> <p>I have bell.</p> <p>Who has a word that rhymes?</p>	<p>I have tell.</p> <p>Who has clock?</p>
<p>I have clock.</p> <p>Who has a word that rhymes?</p>	<p>I have rock.</p> <p>Who has care?</p>
<p>I have care.</p> <p>Who has a word that rhymes?</p>	<p>I have bare.</p> <p>Who has arm?</p>
<p>I have arm.</p> <p>Who has a word that rhymes?</p>	<p>I have farm.</p> <p>Who has face?</p>

Interactive Exploration with Rhyming Words | @BookPagez.com

Word Detective: Rhyming Words
Extension Activity

Directions:
Be a word detective!
Be on the lookout for rhyming words while you read. Write the rhyming words that you find along with the title of the book where you found the words, the page, and the sentence with the words.

Word	Book Title	Page	Sentence

Word Work Extension Activity | @BookPagez.com

Rhyming Words
Word Work Practice Page

Directions:
Read the words in each row below. Cross off the word that does not rhyme. The first one has been done for you.

1. Ran	Can	Ham
2. Mine	Side	Ride
3. Box	Rode	Socks
4. Hot	Mat	Fat
5. New	Flew	Fly
6. Sit	Kite	Spit
7. Red	Blue	New
8. Cross	Toss	Kiss
9. Ball	Spill	All
10. Look	Book	Rake

Independent Word Work Practice | @BookPagez.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record					
Title: All Are Welcome		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 M = Meaning S = Structure/Syntax V = Visual				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
2	Pencils sharpened in their case. Bells are ringing, let's make haste. School's beginning, dreams to chase. All are welcome here.				
3	No matter how you start your day. What you wear when you play.				
4	Or if you come from far away. All are welcome here.				
5	In our classroom safe and sound. Fears are lost and hope is found.				
6	Raise your hand, we'll go around. All are welcome here.				

©BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)



All Are Welcome CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>All Are Welcome</i> to answer each of the following questions.	
1. Where does this story mostly take place?	
<input type="radio"/> A At a school in the city <input type="radio"/> B At a school in the country <input type="radio"/> C At a home school <input type="radio"/> D None of the above	
2. What message did the author want to share in the book <i>All Are Welcome</i> ?	
<input type="radio"/> A Everyone is welcome in her home. <input type="radio"/> B Everyone can live in our country. <input type="radio"/> C Everyone should feel safe and accepted. <input type="radio"/> D Everyone can make music and art whenever they want.	
3. What do the characters in the story do at lunch?	
<input type="radio"/> A They make fun of each other's food. <input type="radio"/> B They share different kinds of bread. <input type="radio"/> C They have a food fight. <input type="radio"/> D They all buy their lunch.	
4. Why did think the author repeated the words "all are welcome here" throughout the book?	
<input type="radio"/> A To make the book fun to read <input type="radio"/> B To make her message stand out <input type="radio"/> C She couldn't think of any other words to write <input type="radio"/> D She was writing a poem	

CCSS Assessment 2nd Grade Reading Standards for Literature

5. What did you learn about the characters at the beginning and the end of this story? (RL.2.5)
<input type="radio"/> A The characters were afraid to go to school. <input type="radio"/> B The characters liked their bus driver. <input checked="" type="radio"/> C The characters wanted everyone to feel welcome. <input type="radio"/> D The characters liked to have recess.
6. What would one of the characters in the book do if they saw someone being bullied? (RL.2.6)
<input type="radio"/> A They would get a teacher to help. <input type="radio"/> B They would try to stop the bully. <input type="radio"/> C They would be kind to the kid being bullied. <input checked="" type="radio"/> D All of the above.
7. Why did the illustrator use such bright colors to make the pictures in <i>All Are Welcome</i> ? (RL.2.7)
<input checked="" type="radio"/> A To show that the kids are happy <input type="radio"/> B Because she likes bright colors <input type="radio"/> C To grab the reader's attention <input type="radio"/> D Because kids like bright colors
8. Which of the following is not a message of this story? (RL.2.9)
<input type="radio"/> A People should respect one another. <input type="radio"/> B People should do good things for their community. <input checked="" type="radio"/> C People should not share their talents with others. <input type="radio"/> D People should not make fun of others.
9. What genre is <i>All Are Welcome</i> ? (RL.2.10)
<input type="radio"/> A Biography <input type="radio"/> B Mystery <input checked="" type="radio"/> C Realistic Fiction <input type="radio"/> D Science Fiction

CCSS Assessment 2nd Grade Reading Standards for Literature | ©BookPagez.com

Answer Key



Skills Worksheet

Name: _____

Directions:
The children in the book *All Are Welcome* think it is very important for all the people in their community to feel safe and accepted. Their school is a place where everyone is welcome to be who they are, share their talents, and learn from one another.

Sharing the stories of who we are can help everyone feel welcome!

- Complete the pages below to create a book that tells your story.
- Cut the pages out and glue or staple them together to make a book.
- Share your story with someone in your community.

○

○

○

○

○

Glue your name card here

is Welcome Here

1. Write your name on the name card
2. Decorate your name card
3. Cut out your name card and glue it to the cover of your book

©BookPagez.com

Writing

Complete Common Core and TEKS Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>All Are Welcome Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>All Are Welcome</i> correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Adding Questions Lesson Plan and Resources</p> <p>Reading: Literature RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - 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.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.10 - Ask for clarification and further explanation as needed about the topics and issues. 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.</p> <p>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).</p> <p style="text-align: right; font-size: x-small;">All Are Welcome CCSS Alignment ©BookPagez.com</p>	<p>All Are Welcome Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>All Are Welcome</i> correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Using Pictures Lesson Plan and Resources</p> <p>Reading: Literature RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 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 poems in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - 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.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - 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.</p> <p>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).</p> <p style="text-align: right; font-size: x-small;">All Are Welcome CCSS Alignment ©BookPagez.com</p>	<p>All Are Welcome Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>All Are Welcome</i> correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Big Structure Lesson Plan and Resources</p> <p>Reading: Literature 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.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading the dialogue aloud. 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 poems in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - 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.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - 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.</p> <p>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).</p> <p style="text-align: right; font-size: x-small;">All Are Welcome CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>All Are Welcome Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>All Are Welcome</i> correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.6 - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.6a - Identify reliable connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.6 - 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).</p> <p style="text-align: right; font-size: x-small;">All Are Welcome CCSS Alignment ©BookPagez.com</p>	<p>All Are Welcome Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>All Are Welcome</i> correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - 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.</p> <p style="text-align: right; font-size: x-small;">All Are Welcome CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections Alignment

Word Work Alignment

Skill Worksheet

Name: _____

Directions:

The children in the book **All Are Welcome** think it is very important for all the people in their community to feel safe and accepted. Their school is a place where everyone is welcome to be who they are, share their talents, and learn from one another.

Sharing the stories of who we are can help everyone feel welcome!

- Complete the pages below to create a book that tells your story.
- Cut the pages out and glue or staple them together to make a book.
- Share your story with someone in your community.

○ ○ ○ ○ ○	<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;">Glue your name card here</div> <h1>is Welcome Here</h1>
-----------------------	---

1. Write your name on the name card
2. Decorate your name card
3. Cut out your name card and glue it to the cover of your book

©BookPagez.com

Writing