

Here's What You'll Get in the Last Stop on Market Street Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Last Stop on Market Street
By: Matt De La Peña
Grade Level: 2 / Guided Reading Level: M

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

Last Stop on Market Street follows CJ and Nana as they take the bus to Market Street. On this particular Sunday, CJ is feeling sorry for himself. He wonders to his nana why they don't have a car, like his friend Casey, so they wouldn't have to wait in the rain for the bus. He wonders why he doesn't have a fancy music player, like the other boys on the bus and, on and on. Nana patiently responds to each of his questions; gently encouraging CJ to see the beauty in the people and places around him. Will CJ ever be able to see what Nana sees?

Link to What You Know

- Tell about a special person in your life.
- Tell about a time when you didn't want to do something, but ended up being glad that you did it.

Important Words to Know and Understand

Shadows—Shapes made when something blocks the light

Aboard—Onto a vehicle such as a train or bus

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

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Guided Reading Level

Author's Purpose Lesson Plan

Identifying the Author's Purpose

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3

Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform or entertain you?

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 3—While leaving church, CJ questions his nana about having to wait for the bus in the rain and she patiently answers him. What do you think the author's trying to tell you about CJ and Nana so far?

Pages 5 to 11—CJ keeps asking questions and Nana calmly answers him. What do you think the author is trying to tell you with their conversations?

Page 14—The blind man gives Nana a compliment on her perfume and she responds with a laugh and a squeeze of his hand. Why do you think the author included this part of the story?

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Page 25—The story ends with CJ seeing familiar faces in the window and telling Nana that he's glad they came. What do you think the author's purpose for writing this story was?

Time to Reflect

Think—Matt De La Peña is the author of *Last Stop on Market Street*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk—Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect—Think about what you learned while reading *Last Stop on Market Street*. How does identifying the author's purpose help you as a reader?

Write—Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Last Stop on Market Street*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Visualizing

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

Visualize While Reading

- Notice the words in the text that describe people, places, things, or events
- Imagine what you see in your mind as you read
- Imagine what you hear in your mind as you read
- Imagine what you smell in your mind as you read
- Imagine what you feel in your mind as you read

2

Learn About Comprehension Strategies

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

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Determining Importance

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

Determine Importance While Reading

- Look for the most important information in the text
- Look for the most important information in the text
- Look for the most important information in the text
- Look for the most important information in the text

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Visualizing

Determining Importance

Synthesizing

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

Synthesize While Reading

- Look for the main idea or message of the text
- Look for the main idea or message of the text
- Look for the main idea or message of the text
- Look for the main idea or message of the text

2

Learn About Comprehension Strategies

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

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Notice the Work You Did While Reading

- Think
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Asking Questions

1

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- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3

Ask Questions While Reading

- Ask questions about the text
- Ask questions about the text
- Ask questions about the text
- Ask questions about the text

2

Learn About Comprehension Strategies

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

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Notice the Work You Did While Reading

- Think
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Synthesizing

Asking Questions

Answer Key for Identifying the Author's Purpose with Last Stop on Market Street

Your Turn to Practice Identifying the Author's Purpose with Last Stop on Market Street

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Answer Key for Visualizing with Last Stop on Market Street

Your Turn to Practice Visualizing with Last Stop on Market Street

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Answer Key for Determining Importance with Last Stop on Market Street

Your Turn to Practice Determining Importance with Last Stop on Market Street

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Answer Key for Synthesizing with Last Stop on Market Street

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Answer Key for Asking Questions with Last Stop on Market Street

Your Turn to Practice Asking Questions with Last Stop on Market Street

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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

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Visualizing
Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions
Title: _____

Question Sentence Starters

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

Question	Answer
Question	Answer
Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
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Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Assessments

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



Running Record					
Title: Last Stop on Market Street		Guided Reading Text Level: M		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
1	CJ pushed through the church doors, skipped down the steps.				
2	The outside air smelled like freedom, but it also smelled like rain, which freckled CJ's shirt and dripped down his nose.				
3	He ducked under his nana's umbrella, saying, "How come we gotta wait for the bus in all this wet?" "Trees get thirsty, too," his nana told him. "Don't you see that big one drinking through a straw?" CJ looked for a long time but never saw a straw. From the bus stop, he watched waterpools on flowerpots.				
Tested By: _____				©BookPagez.com	

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

Last Stop on Market Street CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Last Stop on Market Street</i> to answer each of the following questions.	
1. Where does this story take place?	
<input type="radio"/> A It takes place in a city. <input type="radio"/> B It takes place near the ocean. <input type="radio"/> C It takes place in a small neighborhood. <input type="radio"/> D It takes place at CJ's house.	
2. What is CJ's problem in <i>Last Stop on Market Street</i> ?	
<input type="radio"/> A CJ doesn't get along with his Nana. <input type="radio"/> B CJ is blind. <input type="radio"/> C CJ isn't happy about going to the soup kitchen. <input type="radio"/> D CJ wants a spotted dog.	
3. What effect does the man singing and playing the guitar have on CJ?	
<input type="radio"/> A The music makes him sad. <input type="radio"/> B It gives him the feeling of magic. <input type="radio"/> C It has no effect on him at all. <input type="radio"/> D The music makes him feel angry.	
4. Why does the author repeat the words, "laughed her deep laugh"?	
<input type="radio"/> A He repeats them to show that Nana is a happy person. <input type="radio"/> B He repeats them to make the reader laugh. <input type="radio"/> C He repeats them to scold CJ for complaining. <input type="radio"/> D He repeats them to show that Nana is shy.	
CCSS Assessment 2nd Grade Reading Standards for Literature	

5. How do you know that CJ's problem is solved? (RL.2.5)
<input type="radio"/> A He sees a beautiful rainbow. <input type="radio"/> B He reaches for Nana's hand. <input checked="" type="radio"/> C He says he is glad he came to the soup kitchen. <input type="radio"/> D Nana pats him on the head.
6. Who is telling the story? (RL.2.6)
<input type="radio"/> A Who is telling the story? <input type="radio"/> B Nana is telling the story. <input type="radio"/> C CJ and Nana are telling it together. <input checked="" type="radio"/> D Someone else is telling the story.
7. How do the illustrations help you to understand the setting of <i>Last Stop on Market Street</i> ? (RL.2.7)
<input type="radio"/> A The illustrations show waves crashing over the ocean. <input checked="" type="radio"/> B The illustrations show tall buildings that are close together. <input type="radio"/> C The illustrations show vegetable gardens growing. <input type="radio"/> D The illustrations show cows and pigs in a pasture.
8. How do you know <i>Last Stop on Market Street</i> is a story and not a poem? (RL.2.9)
<input type="radio"/> A It rhymes. <input type="radio"/> B It has illustrations. <input checked="" type="radio"/> C It is written in sentences and has a beginning, middle, and an end. <input type="radio"/> D It doesn't have dialogue.
9. Based on what you have read, what do you think CJ and Nana will do next Sunday after church? (RL.2.10)
<input checked="" type="radio"/> A They will take the bus to the soup kitchen. <input type="radio"/> B They will go home. <input type="radio"/> C They will buy a new car. <input type="radio"/> D They will get ice cream.
CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
When author's use words that compare two things that aren't alike but have something in common, we call it a **metaphor**. For example, here are two metaphors Matt De La Peña used in the story, **Last Stop on Market Street**. Draw a picture to show what you visualize when you read the words.

a big tree drinking through a straw

a bus that breathes fire

Directions:
Write your own metaphor about something you visualize when you look at an object. Draw a picture of your visualization in the cloud.

My metaphor: _____

Extension Activity | ©BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Last Stop on Market Street Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Last Stop on Market Street correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature RI.2.1 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral. RI.2.2 - Describe how characters in a story respond to major events and challenges. RI.2.3 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.9 - 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.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1 - 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: small;">Last Stop on Market Street CCSS Alignment ©BookPage.com</p>	<p>Last Stop on Market Street Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Last Stop on Market Street correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Reading: Literature RI.2.1 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral. RI.2.2 - Describe how characters in a story respond to major events and challenges. RI.2.3 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.9 - 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.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1 - 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: small;">Last Stop on Market Street CCSS Alignment ©BookPage.com</p>	<p>Last Stop on Market Street Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Last Stop on Market Street correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Asking Questions Lesson Plan and Resources</p> <p>Reading: Literature RI.2.1 - Ask and answer such questions as to what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.3 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.9 - 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.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1 - 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: small;">Last Stop on Market Street CCSS Alignment ©BookPage.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Last Stop on Market Street Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Last Stop on Market Street 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.2.4 - 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: small;">Last Stop on Market Street CCSS Alignment ©BookPage.com</p>

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>Last Stop on Market Street Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Last Stop on Market Street 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: small;">Last Stop on Market Street CCSS Alignment ©BookPage.com</p>

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Last Stop on Market Street Super Pack

5 Comprehension Strategy Practice Pages

Visualizing Practice Page

Tu turno para practicar: Visualizar
con Last Stop on Market Street (Última parada en la calle del mercado)

Página 2:
Está lloviendo cuando CJ salta por las escaleras de la iglesia. ¿Qué palabras te dicen cómo se veía la lluvia en la camisa de CJ?

¿Qué visualizas cuando lees estas palabras?

Página 3:
Nana le pregunta a CJ si puede ver el gran árbol bebiendo con una pajita. ¿Qué quiere decir ella con esto?

Página 15:
Nana le dice a CJ que algunas personas miran el mundo con sus oídos. Cierra tus ojos. ¿Qué puedes "ver" cuando escuchas?

Nombre: _____ ©BookPagez.com

Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Visualizar
con Last Stop on Market Street (Última parada en la calle del mercado)

Página 18:
CJ cierra los ojos y escucha la música del hombre. ¿Qué es una cosa que CJ puede visualizar mientras escucha?
Las respuestas varían. Podrían incluir: Puede ver puestas de sol (olas rompiendo, mariposas bailando libres).

¿Cómo te ayuda esto a entender la historia?
Las respuestas varían. Podrían incluir: Esto me ayuda a entender la historia porque estas son cosas que CJ no ve en su vida cotidiana, pero lo hacen feliz.

Página 24:
Observe las cosas que CJ ve mientras caminan por Calle de Mercado. ¿Su visualización coincide con la ilustración?
Las respuestas varían. Podrían incluir: No, mi visualización no coincide con la ilustración.

¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Visualicé más de las palabras que no son parte de la ilustración. No hay farolas rotas o sombras de gatos en la ilustración.

Nombre: _____ Answer Key | ©BookPagez.com

Identifica el propósito del autor
con Last Stop on Market Street (Última parada en la calle del mercado)

Tu turno para practicar: Identifica el propósito del autor
con Last Stop on Market Street (Última parada en la calle del mercado)

Página 3:
Al salir de la lluvia y ella dice sobre...
Las respuestas son: separamos, tiempo, trata de

Página 5 a 11:
CJ sigue haciendo preguntas y el autor está tratando de...
Las respuestas son: queja mi, Nana está, dé cuenta

Página 14:
El ciego le hace un apretón de la mano. ¿Por qué historia?
Las respuestas son: mostrar, quería mi, cumplido

Nombre: _____

Author's Purpose

Determinar la importancia
con Last Stop on Market Street (Última parada en la calle del mercado)

Tu turno para practicar: Determinar la importancia
con Last Stop on Market Street (Última parada en la calle del mercado)

Página 2:
Mire la imagen. ¿Esta historia...
Las respuestas son: edificios, de ella

Página 15:
CJ se ha quedado a Nana haciéndole preguntas y deseando cosas que él no tiene. ¿Cuál crees que es su queja más importante?

Página 18:
CJ se siente feliz cuando escucha la música del hombre. ¿Por qué era importante para él cerrar los ojos mientras escuchaba?

Página 22:
CJ pregunta por qué esa parte de la ciudad está tan sucia. ¿Qué crees que le dice Nana con la forma en que responde a su pregunta?

¿Por qué es importante saber esto?

Nombre: _____ ©BookPagez.com

Determining Importance

Hacer preguntas
con Last Stop on Market Street (Última parada en la calle del mercado)

Tu turno para practicar: Hacer preguntas
con Last Stop on Market Street (Última parada en la calle del mercado)

La portada:
Lea el título sobre el libro. ¿Qué hay en la...
Las respuestas son: porque que

Página 5:
CJ le pregunta a entender...
Las respuestas son: comprendo

Página 11:
CJ le pregunta a Nana por qué no tienen auto. ¿Cómo te ayuda a entender a CJ?
Las respuestas son: Nana

Páginas 11 a 12:
CJ le pregunta a su nana: "¿Por qué siempre tenemos iglesia?". ¿Cuál es una pregunta que tienes después de...
Las respuestas son: esta pregunta, siento l

¿Cómo te ayudarán las respuestas a estas preguntas la historia?

Nombre: _____

Asking Questions

Sintetizar
con Last Stop on Market Street (Última parada en la calle del mercado)

Tu turno para practicar: Sintetizar
con Last Stop on Market Street (Última parada en la calle del mercado)

Página 5:
CJ y Nana están esperando el autobús en la lluvia después de la iglesia. ¿Qué sabes de CJ hasta ahora?
Las respuestas son: esperando

Página 10:
CJ y Nana suben al autobús y ven a todas las demás personas en sus asientos. ¿Qué has aprendido sobre Nana hasta ahora?
Las respuestas son: alegre, una som

Página 11:
CJ se compara con otros chicos que conoce y con los que ve en la calle. ¿Cómo se siente?
Las respuestas son: una som

Nombre: _____ ©BookPagez.com

Synthesizing

Writing About Reading with Optional CCSS Alignment

“I Can” Statement written in Spanish

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

5 Comprehension Strategy Graphic Organizers

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para persuadir
 Para informar
 Para entretener

¿Qué piensas que el autor quería que pensarías mientras lees este libro?

Dibuja la cosa más importante en que el autor le ha pensado mientras lees.

Indicaciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author’s Purpose

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de lo que imaginas en el espacio abajo.

Escribe algunas de las palabras que la autora empleó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Anota qué palabras de haber dibujado todas las palabras que te ayudaron a visualizar.

Indicaciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

Determinar la importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Indicaciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Hacer preguntas
Título: _____

Muéstreme para empesarse una emoción

Quiero saber... ¿por qué no...? ¿Cómo... ¿cómo...?

Me confundí... Estoy curioso... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Indicaciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Pero ahora pienso...

Indicaciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Cuando el autor usa palabras que comparan dos cosas que no son iguales pero tienen algo en común, lo llamamos una **metáfora**. Por ejemplo, aquí hay dos metáforas que Matt De La Peña usó en la historia, **Última parada en la calle del mercado**. Haz un dibujo para mostrar lo que visualizas cuando lees las palabras.

un gran árbol bebiendo a través de una paja

un bus que respira fuego

Direcciones:

Escribe tu propia metáfora sobre algo que visualices cuando miras un objeto. Haz un dibujo de tu visualización en la nube.

Mi metáfora: _____

