

Here's What You'll Get with the Mercy Watson to the Rescue Book Club

Point of View Lesson Plans for 4 Book Club Meetings

4 Part Lesson Plans

Book Club		Mercy Watson to the Rescue By: Kate DiCamillo Grade Level: 2 / Guided Reading Level: K
Discussion Questions and New Vocabulary	Meeting #3 Continued Chapter 7 New Vocabulary: <ol style="list-style-type: none"> Chase (page 38) – the act of following and trying to catch a person, animal, etc. Dashing (page 38) – to run or move quickly or suddenly Wailed (page 42) – to make a long, high sound Chapter 8 Discussion Questions: <ol style="list-style-type: none"> Who called the fire department? Answer: Eugenia called the fire department. (page 44) There isn't a picture on pages 44 and 45, describe what you think Ned and Lorenzo see in the Lincoln sisters' yard. Answers will vary. Sample answers include: I think Ned and Lorenzo see Eugenia in her bathrobe, looking for her dog, chasing Mercy, and yelling. Who do you think Ned and Lorenzo hear crying for help? Answers will vary. Sample answers include: I think Ned and Lorenzo hear Mr. and Mrs. Watson crying for help. Chapter 8 New Vocabulary: <ol style="list-style-type: none"> Cleared (page 45) – not blocked by anything Belong (page 46) – used to say that someone or something should be in a particular place or situation Problems or difficulties (page 47) – problems or difficulties 	Guided Reading Level Specific Instructional Focus Step by Step Guided Mini Lesson
	Discussion Questions by Chapter Key Vocabulary by Chapter	

Book Club		Mercy Watson to the Rescue By: Kate DiCamillo Grade Level: 2 / Guided Reading Level: K
Introduce Point of View	Meeting #1 Continued Time to Teach (continued) <ul style="list-style-type: none"> With a confused look, say, "That's strange, are you guys SURE?" Ask the group, "How could this be? I promise, I showed them the same thing!" (Sample answers: Maybe they're lying, maybe they are confused on their shapes, maybe they forgot...) Reveal the prism and show it from all angles. Ask again, "How could they have seen the same thing, but had such different answers?" (Answer: Because you showed them it from a different side.) Explain to the students that a person's point of view depends on how they "look at" a situation. All three students were absolutely correct, even though their answers were different. Explain that in the story <i>Mercy Watson to the Rescue</i>, they will be investigating the different character's point of view and how the various characters respond to the same situation. Model How to Respond to Reading <ul style="list-style-type: none"> Tell students that we are going to practice tracking how different characters respond to the same event. Read Chapter 1 aloud to the group. Ask the group to describe the event that is happening. (Answer: Mr. and Mrs. Watson are tucking Mercy into bed at night. They sing her a song, kiss her goodnight, turn off the light, and leave.) Ask the group from who's point of view are pages 2 and 3 written? How do they know? (Answer: It is from Mercy's point of view. It talks about how she is feeling while her parents sing ("warm inside, as if she has just eaten hot toast with a great deal of butter on it" (page 2)) as well as how she is feeling when they leave ("She feels afraid" (page 3).) 	Guided Reading Level Specific Instructional Focus Step by Step Guided Mini Lesson
	Discussion Questions by Chapter Key Vocabulary by Chapter	

Book Club		Mercy Watson to the Rescue By: Kate DiCamillo Grade Level: 2 / Guided Reading Level: K
Meeting #2 Continued Take Time to Reflect (2 minutes) <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessment. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. Collect the evaluation forms (the forms will be sent home with students to track their progress across the Book Club). Wrap Up the Book Club Meeting <ul style="list-style-type: none"> Assign students to independently read Chapters 5 – 8. Ask students to choose one event from the assigned reading and explain it from two different characters' point of view. Be sure to include what each character does and how they feel during the same event. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar. 	Reflection and Self-Evaluation Scheduling and Reader Responsibility Sample Reader's Notebook Entry	Meeting #2 Continued Take Time to Reflect (2 minutes) <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessment. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. Collect the evaluation forms (the forms will be sent home with students to track their progress across the Book Club). Wrap Up the Book Club Meeting <ul style="list-style-type: none"> Assign students to independently read Chapters 5 – 8. Ask students to choose one event from the assigned reading and explain it from two different characters' point of view. Be sure to include what each character does and how they feel during the same event. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar.

Introduce Point of View	
<ul style="list-style-type: none"> With a confused look, say, "That's strange, are you guys SURE?" Ask the group, "How could this be? I promise, I showed them the same thing!" (Sample answers: Maybe they're lying, maybe they are confused on their angles, maybe they forgot...) Reveal the prism and show it from all angles. Ask again, "How could they have seen the same thing, but had such different answers?" (Answer: Because you showed them it from a different side.) Explain to the students that a person's point of view depends on how they "look at" a situation. All three students were absolutely correct, even though their answers were different. Explain that in the story <i>Mercy Watson to the Rescue</i>, they will be investigating the different character's point of view and how the various characters respond to the same situation. 	Introduce Point of View

Portraying Different Character's Point of View when Reading Aloud	
<ul style="list-style-type: none"> Review the conversation prompts on the Book Club Calendar. Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. 	Portraying Different Character's Point of View when Reading Aloud

Distinguishing Different Character's Point of View	
<ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, Calendar). Review the conversation prompts on the Book Club Calendar. Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. 	Distinguishing Different Character's Point of View

Identifying with One Character's Point of View	
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Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
Mercy Watson to the Rescue

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> • Choose at least one interesting, funny, or confusing part to share with your book club • Mark the part you want to share with a sticky note or write the page number in your notebook • Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> • Try not to interrupt! - wait your turn to share • Use respectful language • Listen carefully 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> • What part of the meeting made you feel good about yourself as a reader? • What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
Mercy Watson to the Rescue

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Student Self-Evaluation Rubric

Name: _____

How I Did in Mercy Watson to the Rescue Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in Book Club
I had my materials				
I shared my thinking				After I was responsible
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score
/ 27

A Note from Your Teacher

Book Club
Mercy Watson to the Rescue

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the connections you can make to the text.	Would you recommend this book? Why or why not?	Write about the character you like most / least. Explain why you feel the way you do.	Write about the ways a character changed in the story and why the character changed.
Write about the parts of the text that you found confusing or the things you're wondering about.	Write about the unfamiliar words you read. What do you think the words mean? Why?	Choose three events from the book. Write about what caused those events to happen.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to improve your comprehension.	Write about your favorite part. Explain why it's your favorite part.	Write about the author's message and use evidence from the text to support your thinking.	Identify the genre and explain how you know. Compare the text to other texts in the same genre.
Compare and contrast ideas from the book. Write about two characters, events, or settings the same or different.	Predict what might happen next and explain.	Write about the things a reader needs to know in order to understand the text.	Draw and label a picture of a setting described in the text.

Directions: Choose one of the After you've written your response, color in the square on the board above.

Book Club
Mercy Watson to the Rescue

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with 2nd Grade Common Core Alignment

Book Club Assessment Materials

Focus Assessment for Point of View

Name: _____ **Mercy Watson to the Rescue**
Book Club Focus Assessment

Point of View

Directions: Use what you know about point of view with *Mercy Watson to the Rescue* to answer each of the following questions.

Describe the difference between how Baby feels and how Eugenia feels about Mercy Watson living next door.

When Eugenia says, "Get out of my yard!" to Mercy, how do you think her voice would sound?

Do you agree with Eugenia's opinion that pigs belong on farms? Why or why not?

True or False: Mr. Watson and Eugenia both believe that Mercy is a "porcine wonder"?

From Mercy's perspective, what is Eugenia doing when she is running after Mercy?

When Mrs. Watson says, "She is amazing!", how do you think her voice would sound?

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Short answer practice

Practice with multiple choice questions

Complete Common Core Assessment

Name: _____ **Mercy Watson to the Rescue**
CCSS Assessment

Score: _____

Directions: Use what you know about *Mercy Watson to the Rescue* to answer each of the following questions.

Who believes that pigs should only live on farms.

One problem in this story is that the floor is breaking under Mr. and Mrs. Watson's bed while they are still in it! How are the Watsons saved?

Put the following events from *Mercy Watson to the Rescue* in order:

_____ The firefighters pick up the Watsons and save them from the falling bed.

_____ Mercy goes to find a snack.

_____ Eugenia called 911 and chases Mercy in the yard.

_____ Everyone sits down and eats buttered toast together while praising Mercy.

CCSS Assessment 2nd Grade Reading Standards for Literature | @BookPages.com

Answer Keys

One essential question for each of the 2nd grade Reading Literature standards

Answer Key **Mercy Watson to the Rescue**
CCSS Assessment

Directions: Use what you know about *Mercy Watson to the Rescue* to answer each of the following questions.

Who believes that pigs should only live on farms.

One problem in this story is that the floor is breaking under Mr. and Mrs. Watson's bed while they are still in it! How are the Watsons saved?

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CCSS Assessment 2nd Grade Reading Standards for Literature | @BookPages.com

Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 2.6
Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Levels	Beginning	Developing	Proficient	Secure
Correct	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct

Specific Skill: Was not able or is beginning to acknowledge differences in points of view. Is able to acknowledge differences in points of view. Is able to acknowledge differences in points of view most of the time. Is able to acknowledge differences in points of view all of the time.

Acknowledge Differences in Points of View:

If student is less than secure, he or she needs to work on the following:

- Identify a character's point of view.
- Portray different characters' point of view while reading aloud.
- Distinguish difference between characters' point of view.
- Identify with one character's point of view.

Book Club
Mercy Watson to the Rescue

CCSS.ELA-LITERACY.RL.2.6 Mercy Watson to the Rescue Book Club | @BookPages.com

Running Record

Title: *Mercy Watson to the Rescue* Guided Reading Text Level: K 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)

Page	Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
	E	SC	E	SC	E	SC
1						
2						

INFORMATION USE: E = Error, SC = Self-Correction, M = Missing, S = Structure/Spine, V = Visual

CCSS.ELA-LITERACY.RF.2.4 Mercy Watson to the Rescue Book Club | @BookPages.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
Mersey Watton to the Rescue Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Mersey Watton to the Rescue correlate with the following English Language Arts Common Core State Standards for second grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.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 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.3 Describe how characters in a story respond to major events and challenges.
RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.4 Analyze differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.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.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.
RF.2.6 Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1a Follow agreed-upon rules for discussions (e.g., getting the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.
SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.
SL.4 Produce complete sentences when appropriate to task and situations in order to provide requested detail of clarification.
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).
Mersey Watton to the Rescue CCSS Alignment BookPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
Mersey Watton to the Rescue Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Mersey Watton to the Rescue 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-life 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 adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Mersey Watton to the Rescue CCSS Alignment BookPages.com

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre esto ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Traiga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanezca en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? Registre su tarea de lectura en su calendario del Club de Libro. Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Mercy Watson to the Rescue Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Lí la tarea.				Antes Yo pienso, estoy de acuerdo o no estoy de acuerdo con el Club de libros.
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				Durante Yo participé en el Club de libro.
Tenía mis materiales.				
Compartí mi pensamiento.				Después Yo participé en el Club de libro.
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				
Nota		Una nota de tu maestro		
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escribe sobre las conexiones que puede hacer con el texto.</p> <p>¿Recomendarías este libro? ¿Por qué o por qué no?</p>	<p>Escribe sobre el personaje que más te gusta / menos. Explica por qué te sientes de la manera en que lo haces.</p>	<p>Escribe sobre las formas en que un personaje cambió en la historia y por qué el personaje cambió.</p>		
<p>Escribe sobre las partes del texto que encontré confusas o sobre las cosas que se está preguntando.</p>	<p>Escribe sobre las palabras desconocidas que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>Elige tres eventos del libro. Escribe sobre qué causó que sucedieran los eventos.</p>		
<p>Escribe sobre las estrategias de lectura que usó para mejorar su comprensión.</p>	<p>Escribe sobre tu parte favorita. Explica por qué es tu parte favorita.</p>	<p>Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.</p>		
<p>Compara y contrasta ideas del libro. Escribe sobre dos personajes, eventos o configuraciones que son iguales o diferentes.</p>	<p>Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.</p>		
<p>Elige una de las opciones de respuesta de la pizarra. Escribe tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, colorea en el recuadro de la tabla de arriba.</p>	<p>RL.2.4 Escribe sobre las conexiones que puede hacer con el texto.</p> <p>RL.2.1 Escribe sobre las partes del texto que encontré confusas o sobre las cosas que se está preguntando.</p> <p>RL.2.10 Escribe sobre las estrategias de lectura que usó para mejorar su comprensión.</p> <p>RL.2.5 Compara y contrasta ideas del libro. Escribe sobre dos personajes, eventos o configuraciones que son iguales o diferentes.</p> <p>RL.2.5 Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>RL.2.7 ¿Recomendarías este libro? ¿Por qué o por qué no?</p> <p>RL.2.10 Escribe sobre las palabras desconocidas que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p> <p>RL.2.5 Escribe sobre tu parte favorita. Explica por qué es tu parte favorita.</p> <p>RL.2.1 Predice lo que podría suceder a continuación y explica por qué su predicción tiene sentido.</p> <p>RL.2.4 Busca un lugar en el libro que te haga sentir algo (feliz, triste, enojado). Explica por qué te sientes de la manera en que lo hiciste.</p>	<p>RL.2.3 Escribe sobre el personaje que más te gusta / menos. Explica por qué te sientes de la manera en que lo haces.</p> <p>RL.2.1 Elige tres eventos del libro. Escribe sobre qué causó que sucedieran los eventos.</p> <p>RL.2.2 Escribe sobre el mensaje del autor y use evidencia del texto para apoyar su pensamiento.</p> <p>RL.2.10 Escribe sobre las cosas que un lector necesita saber para entender el texto.</p>	<p>RL.2.3 Escribe sobre las formas en que un personaje cambió en la historia y por qué el personaje cambió.</p> <p>RL.2.4 ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> <p>RL.2.7 Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.</p> <p>RL.2.7 Dibuja y etiqueta una imagen de una configuración descrita en el texto.</p> <p>RL.2.2 ¿Cuál es el hecho o idea más importante que lees hoy? ¿Por qué piensas eso?</p>

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with 2nd Grade Common Core Alignment