

Here's What You'll Get with the Princess in Black Book Club

Illustrations (Visual Elements) Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

Key Vocabulary by Chapter

Guided Reading Level



Discussion Questions by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		The Princess in Black By: Shannon Hale and Dean Hale Grade Level: 2 / Guided Reading Level: M
Discussion Questions and New	Meeting #4 Continued Chapter 9 New Vocabulary: Wad (page 56) - a small ball of soft material Spect (page 59) - to learn about something by looking at it carefully Indeed (page 61) - without any question; used to stress the truth of a statement	Chapter 10 Discussion Questions: 1. Why was the Princess in Black trying not to worry about Duchess Wigtower? What do you think was her biggest worry—the Duchess or the big blue monster? Why? Answer: The Princess in Black was trying not to worry about the Duchess because she was battling the big blue monster. Answers may vary. Sample answers include: I think that the Princess's biggest worry was to fight the big blue monster because he wanted to eat the goats. (page 62) 2. What was the Princess in Black's problem with the monster? How did she try to solve the problem? Answer: The Princess in Black couldn't push the monster into the hole because he was huge, heavy, and tied up. She tried to solve the problem by telling the monster to go back in the hole and asking nicely by saying "Please". (page 62) 3. Why did the Princess in Black thank the big blue monster? Why do you think she said, "Until next time"? Answer: The Princess in Black thanked the big blue monster because he rolled into the hole. Answers may vary. Sample answers include: I think that the Princess in Black knew that the big blue monster would try to eat the goats again. (page 65)

Book Club		The Princess in Black By: Shannon Hale and Dean Hale Grade Level: 2 / Guided Reading Level: M
Using Illustrations to Understand the Plot	Meeting #4 Continued Kick-off the Book Club Meeting (5-7 minutes) • Gather students—remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). • 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.	Time to Teach: Using Illustrations to Understand the Plot (7-10 minutes) • Invite students to share the illustration they used to complete their Picture This...Setting graphic organizer from Chapters 9-12. • Remind students that we are exploring the role of illustrations in <i>The Princess in Black</i> . So far, we have learned about how: • the text and illustrations work together to tell the story • details in the illustration tell the reader more about the characters • the illustrations can tell the reader more about the setting • Tell students we will now be examining how the illustrations help the reader understand the plot of the story. • Remind students that when we talk about the plot of the story, we are referring to the events that make up the story.

Book Club		The Princess in Black By: Shannon Hale and Dean Hale Grade Level: 2 / Guided Reading Level: M
 	Meeting #4 Continued Take Time to Reflect (2 minutes) • Distribute the Student Self-Evaluation Assessments . • Ask students to reflect on how they did in Book Club by completing the self-evaluation forms. • Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).	Reflection and Self-Evaluation Scheduling and Reader Responsibility
	Wrap Up the Book Club Meeting • Assign students to independently read Chapters 13-15. • While students are reading independently, they are responsible for choosing an illustration to use to complete their Picture This...Plot graphic organizer. • Determine as a group when to meet again. • Monitor students as they record the assignment on their Book Club Calendar.	

Introduce the Role of Illustrations in the Story

In a Story
 • Focus on the role of illustrations in the story.
 • Explain that the illustrations sometimes contain details that the text does not (just like in the activity they just completed). As a result, we can learn more about what's happening in the story and more about the characters by looking at the illustrations.

Using Illustrations to Learn about Characters

Using Illustrations to Learn About Characters
 • Gather students—remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
 • 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.

Using Illustrations to Learn About Settings

Using Illustrations to Learn About the Setting
 • Gather students—remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
 • 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.

Using Illustrations to Understand the Plot

Using Illustrations to Understand the Plot
 • Gather students—remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
 • 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.

Identifying How Illustrations Tell the Story

Identifying How Illustrations Tell the Story
 • Gather students—remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
 • 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.

Using Illustrations to Understand the Plot

Using Illustrations to Understand the Plot
 • Gather students—remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
 • 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.

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
The Princess in Black

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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
The Princess in Black

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Student Self-Evaluation Rubric

Name: _____

How I Did in The Princess in Black 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
The Princess in Black

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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
The Princess in Black

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with 2nd Grade Common Core Alignment

Book Club Assessment Materials

Focus Assessment for Illustrations (Visual Elements)

Name: _____

The Princess in Black
Book Club Focus Assessment

Illustrations

Directions: Use what you know about illustrations with *The Princess in Black* to answer each of the following questions.

What is the role of the illustrations in a story?

A To add details about the plot

B To add details to the characters and their actions

C To add details about the setting

D All of the above.

Describe an illustration from *The Princess in Black*. Tell how it helped you understand the story.

Give one example of how the illustrator shared important details about a setting in *The Princess in Black*.

The Princess in Black Book Club | ©BookPages.com

Practice with multiple choice questions

Short answer practice

Complete Common Core Assessment

Name: _____

The Princess in Black
CCSS Assessment

Score: _____

Directions: Use what you know about *The Princess in Black* to answer each of the following questions.

Why did Duchess Wigtower make an unexpected visit to Princess Magnolia?

A She wanted to eat scones and drink hot chocolate.

B She was hiding from the big blue monster.

C She wanted to discover Princess Magnolia's secret.

D She wanted to ride Fimblepants.

The back cover of *The Princess in Black* reads, "Stopping monsters is no job for a prim and perfect princess in pink." Do you agree with this statement? Why or why not? What do you think the author's message in *The Princess in Black* is?

Choose the words that best completes the following sentence: Duff the Goat Boy could best be described as _____ and _____.

A unhappy, lonely

B frightening, loud

C creative, imaginative

D noisy, suspicious

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 2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Levels of Proficiency	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Illustrations (Visual Elements)	Was not able or is beginning to demonstrate how illustrations contribute to a story.	Is able to demonstrate how illustrations contribute to a story some of the time.	Is able to demonstrate how illustrations contribute to a story most of the time.	Is able to demonstrate how illustrations contribute to a story all of the time.

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

- Examine illustrations for details that aren't in the text.
- Describe how illustrations support the plot of the story by showing character emotions, actions, and the setting of events.
- Identify that illustrations provide details about the characters through their facial expressions and action.
- Understand that illustrations help the reader learn about the setting of the story.
- Explain how the illustrations and text work together to help the reader understand the story.

Book Club
The Princess in Black

CCSS.ELA-LITERACY.RL.2.7 The Princess in Black Book Club | ©BookPages.com

Answer Key

The Princess in Black
CCSS Assessment

Directions: Use what you know about *The Princess in Black* to answer each of the following questions.

How do the illustrations work with the text to help you understand *The Princess in Black*?

Answers will vary. Sample answers may include: The illustrations add details to the setting, characters, and plot that are not in the text that help me to understand the story.

Compare and contrast Princess Magnolia (aka the Princess in Black) with another princess from a different story (e.g. Cinderella, Aurora, Elsa)

Princess Magnolia fights monsters. But Princess Cinderella... Cinderella was peaceful. They both wore glass slippers and gowns.

Which of the following best describes the genre of *The Princess in Black*?

A Nonfiction

B Biography

C Fantasy

D Mystery

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

Answer Keys

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

Running Record

Title: *The Princess in Black* 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) _____

Page	Accuracy			COUNT	INFORMATION USED
	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy		
1					
2					

Tested By: _____ ©BookPages.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in The Princess in Black Word List

Vocabulary Connections **The Princess in Black**
By: Shannon Hale and Dean Hale
Grade Level: 2 / Guided Reading Level: M

Important Words to Know and Understand in The Princess in Black

Amiss (page 56)
Something that is not correct

Disguise (page 72)
To pretend to be something else

Inspect (page 59)
To learn about something by looking at it carefully

Minced (page 7)
To walk with quick, short steps in a way that does not seem natural and that is often meant to be funny

Nibbled (page 55)
To eat slowly with small bites

Plopped (page 66)
To sit or lie down heavily

Prim (page 11)
Having a very neat appearance

Scepter (page 40)
A decorated stick that is carried by a king or queen

Snuffing (page 31)
To breathe loudly

Tiara (page 56)
A small, decorated crown worn by women or girls on special occasions

Vocabulary Word List | @BookPages.com

Vocabulary Connections **The Princess in Black**
By: Shannon Hale and Dean Hale
Grade Level: 2 / Guided Reading Level: M

Amiss	Disguise	Inspect
Something that is not correct	To pretend to be something else	To learn about something by looking at it carefully
Minced	Nibbled	Plopped
To walk with quick, short steps in a way that does not seem natural and that is often meant to be funny	To eat slowly with small bites	To sit or lie down heavily

Definition Vocabulary Sorting Cards | @BookPages.com

Vocabulary Connections **The Princess in Black**
By: Shannon Hale and Dean Hale
Grade Level: 2 / Guided Reading Level: M

Prim	Scepter	Snuffing
Having a very neat appearance	A decorated stick that is carried by a king or queen	To breathe loudly
Tiara	A small, decorated crown worn by women or girls on special occasions	

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections **The Princess in Black**
By: Shannon Hale and Dean Hale
Grade Level: 2 / Guided Reading Level: M

Amiss is a/an noun verb adverb adjective Definition of Amiss :	Disguise is a/an noun verb adverb adjective Definition of Disguise :	Inspect is a/an noun verb adverb adjective Definition of Inspect :
Amiss looks like this:	Disguise looks like this:	Inspect looks like this:
Amiss reminds me of:	Disguise reminds me of:	Inspect reminds me of:
I saw this word in:	I saw this word in:	I saw this word in:

Interactive Vocabulary Notebook Cards | @BookPages.com

Word Games
with Words from **The Princess in Black**

Directions: Trace the words below. Then arrange the words in ABC order on the space provided.

prim
tiara
amiss
disguise
inspect

1. _____
2. _____
3. _____
4. _____
5. _____

Directions: Fill in the correct words to complete the sentence.

The little girl is wearing a lovely _____.

The coach will _____ the playing field for safety.

Name: _____

Answer Key | @BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections **The Princess in Black**
By: Shannon Hale and Dean Hale
Grade Level: 2 / Guided Reading Level: M

The Princess in Black
By Shannon Hale and Dean Hale

A new word that I learned in this book is: _____
It means: _____
I found it on page _____.

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word _____

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | @BookPages.com

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
The Princess in Black Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with The Princess in Black 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.4 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.5 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for about a topic or when reading dialogue aloud.
RL.7 – Use information gathered 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.2.3 – Show and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.2.3 – Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.2.1 – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2 – Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.3 – Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.4 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.5 – 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.2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or 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).

Book Club Common Core Alignment

Common Core State Standards Correlation
The Princess in Black Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with The Princess in Black correlate with the following English Language Arts Common Core State Standards for second grade.
Vocabulary Lesson Plan and Resources
Language
L.2.4 – Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.5 – Identify real-life connections between words and their use (e.g., describe foods that are easy or hard).
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).

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 di cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿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
<ul style="list-style-type: none"> Lee el texto asignado. Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. 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.). 	<ul style="list-style-type: none"> Venga al Club de Libro a tiempo y listo para comenzar la discusión. Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Píde ayuda si la necesitas. Permanezca en el tema. Haz contacto visual con las personas en tu Club de Libro. 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 	<ul style="list-style-type: none"> 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

Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

Cómo lo hice en el The Princess in Black Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del Club de Libro
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				
Tenía mis materiales.				Durante la reunión del Club de Libro
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				Después de la reunión del Club de Libro
Me tomé el tiempo para reflexionar.				
Se cuándo y dónde me prepararé para la próxima reunión.				

Nota: _____ Una nota de tu maestro

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Nombre: _____

Escribe sobre las conexiones que puede hacer con el texto.	¿Recomendarías este libro? ¿Por qué o por qué no?	Escribe sobre el personaje que más te gusta / menos. Explica por qué te sientes de la manera en que lo haces.	Escribe sobre las formas en que un personaje cambió en la historia y por qué el personaje cambió.
Escribe sobre las partes del texto que encontró confusas o sobre las cosas que se está preguntando.	Escribe sobre las palabras desconocidas que lees. ¿Qué crees que significan las palabras? ¿Por qué?	Elija tres eventos del libro. Escribe sobre qué causó que sucedieran los eventos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Escribe sobre las estrategias de lectura que usó para mejorar su comprensión.	Escribe sobre tu parte favorita. Explica por qué es tu parte favorita.	Escribe sobre el mensaje del autor y use evidencia del texto para apoyar su pensamiento.	Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.
Compara y contrasta ideas del libro. Escribe sobre dos personajes, eventos o configuraciones que son iguales o diferentes.			

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Nombre: _____

RL.2.4 Escribe sobre las conexiones que puede hacer con el texto.	RL.2.7 ¿Recomendarías este libro? ¿Por qué o por qué no?	RL.2.3 Escribe sobre el personaje que más te gusta / menos. Explica por qué te sientes de la manera en que lo haces.	RL.2.3 Escribe sobre las formas en que un personaje cambió en la historia y por qué el personaje cambió.
RL.2.1 Escribe sobre las partes del texto que encontró confusas o sobre las cosas que se está preguntando.	RL.2.10 Escribe sobre las palabras desconocidas que lees. ¿Qué crees que significan las palabras? ¿Por qué?	RL.2.1 Elija tres eventos del libro. Escribe sobre qué causó que sucedieran los eventos.	RL.2.4 ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
RL.2.10 Escribe sobre las estrategias de lectura que usó para mejorar su comprensión.	RL.2.5 Escribe sobre tu parte favorita. Explica por qué es tu parte favorita.	RL.2.2 Escribe sobre el mensaje del autor y use evidencia del texto para apoyar su pensamiento.	RL.2.7 Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.
RL.2.6 Compara y contrasta ideas del libro. Escribe sobre dos personajes, eventos o configuraciones que son iguales o diferentes.	RL.2.1 Predice lo que podría suceder a continuación y explica por qué su predicción tiene sentido.	RL.2.10 Escribe sobre las cosas que un lector necesita saber para entender el texto.	RL.2.7 Dibuja y etiqueta una imagen de una configuración descrita en el texto.
RL.2.5 Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	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.	RL.2.10 ¿Qué aprendiste sobre ti como lector hoy? ¿Qué hizo que aprendieras lo que hiciste?	RL.2.2 ¿Cuál es el hecho o idea más importante que lees hoy? ¿Por qué piensas eso?

Directions:
Elija 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, colorear en el recuadro de la tabla de arriba.

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with 2nd Grade Common Core Alignment