

# Here's What You'll Get in the Where the Wild Things Are Super Pack

## 4 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

**Retelling and Summarizing**

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

**Summary**  
Max has caused a great deal of mischief in his house. His mother called him, "Wild Thing" and sent Max to bed without supper. That night Max's room grew into a forest. Max sailed to the land of the Wild Things. The Wild Things had terrible eyes and terrible claws. Max used his magic trick to tame the Wild Things. He became the king of all Wild Things but Max felt lonely. So he sailed back across the ocean and walked through the forest to his room where he wouldn't be lonely anymore.

**Link to What You Know**  
Have you ever been punished and sent to your room? What did you do while you were in your room?  
What do you like to pretend? Who do you pretend to be?  
Where do you pretend to go?  
What is one of the wildest dreams you've had? What's the setting? Who else was in the dream?

**Important Words to Know and Understand**  
**Mischief** - A way of playing that causes trouble or damage

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

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.  
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.  
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important facts, and vocabulary from the text.  
Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

©BookPagez.com

Guided Reading Level

### Retelling and Summarizing Lesson Plan

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

**Retelling and Summarizing**

**3 Retell and Summarize While Reading**  
Think about the important events that happened first, next, then, and last  
Notice the names of the characters and what they did

**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 5** - Max was sent to his room. Why? What did Max do to cause this to happen?  
**Page 12** - What did Max imagine when he was locked in his room? Describe what he saw. How did his room change?  
**Page 24** - What kinds of things did Max and the Wild Things do at the Wild Rumpus? Describe what they did first, next, and last.  
**Page 32** - The Wild Things do not want Max to leave. Why? What did they do as Max was leaving in his boat?  
**Page 37** - At the end, Max returned to his room. What did the setting look like when he got there? What was there that was not there before?

**4 Notice the Work You Did While Reading**  
Think  
Reflect  
Write

**Time to Reflect**  
**Think** - What type of information did you use when you retold and summarized **Where the Wild Things Are**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?  
**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** - Think about the characters, events, and the settings in **Where the Wild Things Are**. How does paying attention to the details help you to be a better reader?  
**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Where the Wild Things Are**. (Remember to include examples from the book!)

©BookPagez.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

**Making Inferences**

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

**3 Make Inferences While Reading**  
Use the clues in the text to make inferences about what is happening in the story. Write down your inferences in your notebook.  
**Page 5** - Max was sent to his room. Why? What did Max do to cause this to happen?  
**Page 12** - What did Max imagine when he was locked in his room? Describe what he saw. How did his room change?  
**Page 24** - What kinds of things did Max and the Wild Things do at the Wild Rumpus? Describe what they did first, next, and last.  
**Page 32** - The Wild Things do not want Max to leave. Why? What did they do as Max was leaving in his boat?  
**Page 37** - At the end, Max returned to his room. What did the setting look like when he got there? What was there that was not there before?

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

**4 Notice the Work You Did While Reading**  
Think  
Reflect  
Write

**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 Visualizing While Reading**  
Notice the words in the text that describe things, places, and events. Write down your visualizations in your notebook.  
**Page 5** - Max was sent to his room. Why? What did Max do to cause this to happen?  
**Page 12** - What did Max imagine when he was locked in his room? Describe what he saw. How did his room change?  
**Page 24** - What kinds of things did Max and the Wild Things do at the Wild Rumpus? Describe what they did first, next, and last.  
**Page 32** - The Wild Things do not want Max to leave. Why? What did they do as Max was leaving in his boat?  
**Page 37** - At the end, Max returned to his room. What did the setting look like when he got there? What was there that was not there before?

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

**4 Notice the Work You Did While Reading**  
Think  
Reflect  
Write

Making Inferences

Visualizing

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

**Understanding Text Structure**

**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 Understand Text Structure While Reading**  
Notice the words in the text that describe the structure of the story. Write down your observations in your notebook.  
**Page 5** - Max was sent to his room. Why? What did Max do to cause this to happen?  
**Page 12** - What did Max imagine when he was locked in his room? Describe what he saw. How did his room change?  
**Page 24** - What kinds of things did Max and the Wild Things do at the Wild Rumpus? Describe what they did first, next, and last.  
**Page 32** - The Wild Things do not want Max to leave. Why? What did they do as Max was leaving in his boat?  
**Page 37** - At the end, Max returned to his room. What did the setting look like when he got there? What was there that was not there before?

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

**4 Notice the Work You Did While Reading**  
Think  
Reflect  
Write

Understanding Text Structure

**Answer Key for Retelling and Summarizing with Where the Wild Things Are**

**Your Turn to Practice Retelling and Summarizing with Where the Wild Things Are**

**Page 5:** Max was sent to his room. Why? What did Max do to cause this to happen?  
**Page 12:** What did Max imagine when he was locked in his room? Describe what he saw. How did his room change?  
**Page 24:** What kinds of things did Max and the Wild Things do at the Wild Rumpus? Describe what they did first, next, and last.

**Answer Key for Making Inferences with Where the Wild Things Are**

**Your Turn to Practice Making Inferences with Where the Wild Things Are**

**Page 5:** When Max says, "I'll Eat You Last!" you can gather clues about the way Max treats his mother. How do you think Max treats his mother? Is he a good boy or a bad boy? Why do you think so?  
**Page 14:** Make an inference about Max. How do you think Max found his private boat? Is Max really sailing across the ocean? Why do you think so?  
**Page 24:** Think about the clues about the Wild Rumpus. What do you think Max and the Wild Things did?  
**Page 37:** Notice the way that Max controls the Wild Things. He does several things in sequence. What does he do first, next, and last to tame the wild things?  
**Page 37:** How does the author compare and contrast Max's experience with that of the wild things? How are they the same? How are they different?  
**Page 37:** The problem is that Max feels lonely and wants to be with someone who loves him. What solution does the author use to help Max solve the problem?

**Answer Key for Visualizing with Where the Wild Things Are**

**Your Turn to Practice Visualizing with Where the Wild Things Are**

**Page 10:** Try to visualize what Max's room might look like as the forest grows. Use your imagination to help you visualize. What do you see in your mind?  
**Page 18:** Try to visualize the Wild Things. What do you see in your mind? Which words help you visualize? Point to the words.  
**Page 32:** Try to visualize the Wild Things. What do you see in your mind? Which words help you visualize? Point to the words.  
**Page 37:** Visualize what Max looks like as he realizes that his supper is hot and waiting for him. What do you see in your mind?

**Answer Key for Understanding Text Structure with Where the Wild Things Are**

**Your Turn to Practice Understanding Text Structure with Where the Wild Things Are**

**Page 10:** What descriptive text does the author use to show what is happening in the story so far? How do the pictures match the descriptive text?  
**Page 11:** What is the way that Max controls the Wild Things? He does several things in sequence. What does he do first, next, and last to tame the wild things?  
**Page 37:** How does the author compare and contrast Max's experience with that of the wild things? How are they the same? How are they different?  
**Page 37:** The problem is that Max feels lonely and wants to be with someone who loves him. What solution does the author use to help Max solve the problem?

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Where the Wild Things Are: Understanding Text Structure

How is this book different from other books you've read?  
Do you get more information about the story from the words or the pictures?

Give an example of a place in the book where the pictures tell you more than the words.

☐ I can use words and pictures to help me tell about the characters, setting and plot.

CCSS: RL.2.7

Where the Wild Things Are: Understanding Text Structure

How is this book different from other books you've read?  
Do you get more information about the story from the words or the pictures?

Give an example of a place in the book where the pictures tell you more than the words.

☐ I can use words and pictures to help me tell about the characters, setting and plot.

CCSS: RL.2.7

Where the Wild Things Are: Understanding Text Structure

How is this book different from other books you've read?  
Do you get more information about the story from the words or the pictures?

Give an example of a place in the book where the pictures tell you more than the words.

☐ I can use words and pictures to help me tell about the characters, setting and plot.

CCSS: RL.2.7

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

Common Core Free Option

Where the Wild Things Are: Understanding Text Structure

How is this book different from other books you've read?  
Do you get more information about the story from the words or the pictures?

Give an example of a place in the book where the pictures tell you more than the words.

Where the Wild Things Are: Understanding Text Structure

How is this book different from other books you've read?  
Do you get more information about the story from the words or the pictures?

Give an example of a place in the book where the pictures tell you more than the words.

Where the Wild Things Are: Understanding Text Structure

How is this book different from other books you've read?  
Do you get more information about the story from the words or the pictures?

Give an example of a place in the book where the pictures tell you more than the words.

Where the Wild Things Are: Understanding Text Structure

How is this book different from other books you've read?  
Do you get more information about the story from the words or the pictures?

Give an example of a place in the book where the pictures tell you more than the words.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

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

What is this book about?

Is it fiction or non-fiction?

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

First	Next	Then
After that	Then	Last

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

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

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

Retelling and Summarizing

**Making Inferences**

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

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the story?	Directions, thoughts, clues, setting.

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

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

Making Inferences

**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 drew all of the words that helped you visualize.

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

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

Visualizing

**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	Problem and Solution	Cause and Effect

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

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

Understanding Text Structure

# Vocabulary Connections Resources

## Important Words to Know and Understand in Where the Wild Things Are Word List

**Vocabulary Connections**

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

**Important Words to Know and Understand in "Where the Wild Things Are"**

**Gnashed**  
To grind your teeth together often to show that you are angry or upset!

**Mischief**  
A way of playing that causes trouble or damage

**Private**  
Belonging to one person or group

**Supper**  
A light meal or snack eaten late in the evening

**Wild**  
Acting with little control in a very enthusiastic, excited or dangerous way

Vocabulary Word List | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

Gnashed	Mischief	Private
Supper	Wild	

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

Gnashed	Mischief	Private
To grind your teeth together often to show that you are angry or upset	A way of playing that causes trouble or damage	Belonging to one person or group
Supper	Wild	
A light meal or snack eaten late in the evening	Acting with little control in a very enthusiastic, excited or dangerous way	

Definition Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections**

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

<b>Gnashed is a/an</b> noun verb adverb adjective Definition of Gnashed:	<b>Mischief is a/an</b> noun verb adverb adjective Definition of Mischief:	<b>Private is a/an</b> noun verb adverb adjective Definition of Private:
Gnashed looks like this:	Mischief looks like this:	Private looks like this:
Gnashed reminds me of:	Mischief reminds me of:	Private reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games**  
with Words from Where the Wild Things Are

**Directions:**  
Unscramble each of the words. Then find each word in the word search below.

- CSHFHIEH (playful misbehavior)
- EPTVAIR (personal or exclusive)
- RPPEUS (a light meal in the evening)
- ILDW (uncontrolled)
- DEHSANG (grind one's teeth together)
- ILDW WILD (uncontrolled)
- DEHSANG GNASHED (grind one's teeth together)

**Word Bank**  
GNASHED  
MISCHIEF  
PRIVATE  
SUPPER  
WILD

**Word Bank**  
GNASHED  
MISCHIEF  
PRIVATE  
SUPPER  
WILD

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

Answer Key | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

**Where the Wild Things Are**  
By Maurice Sendak

A new word I learned in this book is: \_\_\_\_\_

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

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

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

**Directions:**  
1. Write a word from your reading that is new to you in the first column.  
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.  
3. Explain why you think your definition makes sense based on the context clues in the text.  
4. Write the dictionary definition.  
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

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

Independent Word Exploration | ©BookPages.com

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

### Word Work

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

**Instructional Focus:**  
Beginning Consonant Sounds (w, s, m)

**Background:**  
The first sound one hears in a word is the beginning sound. A consonant is any letter that is not a vowel. We will focus on the beginning consonant sounds w, s, and m.

**Examples:**

W
wag
wet
wig
will
win
wish

**Materials and Preparation:**

- A Copy of *Where the Wild Things Are*
- Chart Paper
- Battle of the Wild Things
- Beginning Sound Tic-Tac-Toe
- Optional - Word Detective
- Optional - 3 Colors of Ink

### Word Work

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

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

**Introduce Beginning Consonant Sounds**

- Explain to children that words begin with different letter sounds. Many words begin with the same letter sound. Today, the class will focus on the beginning consonant sounds of w, m, and s.
- Explain that the beginning sound is the first word you hear in a word. A consonant is any letter that is not a vowel. Ask children to give some examples of consonants.
- Explain that today you will be focusing on three consonants. Write the letters w, m, and s at the top of a sheet of chart paper, so each letter has its own column. Explain that the book you will be reading today will have many words that begin with the consonants w, m, and s.
- Write the following words in the first column on the chart paper: wag, won, will, and wish. Have the students say the words with you as you point to them, emphasizing the beginning sound. Ask children to call out other examples of words that begin with the w sound. Write them in the w column.
- Write the following words in the second column on the chart paper: mink, men, mice, map. Have the students say the words with you as you point to them, emphasizing the beginning sound. Ask children to call out other examples of words that begin with the m sound. Write them in the m column.
- Write the following words in the third column on the chart paper: sock, sit, sat, sun. Have the students say the words with you as you point to them, emphasizing the beginning sound. Ask children to call out other examples of words that begin with the s sound. Write them in the s column.

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

**Beginning Consonant Sounds in the Text**

- Tell the students that the book they will be reading today has many words with the beginning consonant sounds w, m, and s.
- Show them the first page of *Where the Wild Things Are*. Tell the students to listen carefully and look at the words while you read. Ask the students to raise their hand when they hear a word that begins with the w, m, or s sound.
- After reading, ask the students to recall words with each beginning sound from the page (e.g., **w**ore, **w**olf, **s**uit, **m**ade, **M**ax, **m**ischief). Write the words to the chart paper, in the column with the matching beginning sound.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Where the Wild Things Are*.

**Examples of Beginning Consonant Sounds Found in the Text:**

w	m	s
wagon	mink	sock
wolf	men	suit
waved	mice	sat
wore	map	sun
wish	men	said
will	mink	said
win	mink	said
wish	mink	said

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

### Word Work

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Give each child a set of letters w, m, and s. Ask them to cut the letters apart.
- Split the class into groups of three. Assign one student to be the Word Reader and the other two students to be the Wild Things in battle.
- Give each Word Reader a **Battle of the Wild Things Word Page**. Ask the team of 3 to cut apart the words so they are in small strips.
- Begin Play: Be sure that each Wild Thing has a set of the letters w, m, and s in front of them.
- Instruct the Word Reader to call out one of the words strips. The Wild Things must identify the beginning consonant sound and show it with their letter cards. As quickly as possible, they should use their hands to cover the two letters that do not represent the beginning sound, leaving the correct letter showing. For example, if the word is wild, the wild things should cover the letters m and s, leaving the w showing.
- The Word Reader must decide which Wild Thing answered the quickest. That Wild Thing may keep the word strip. If it is a tie, the Word Reader may keep the strip in the pile to read again. Continue play until all word strips are used. Count the strips to see which Wild Thing has the most.
- Change the groups so different Wild Things battle, and rotate roles so each Word Reader has a chance to be a Wild Thing.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Beginning Sound Tic-Tac-Toe Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

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

**Group Discussion**

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

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

### Battle of the Wild Things (Letter Page)

Interactive Activity

**Directions:**  
Cut out the each card below.

w	s	m
w	s	m
w	s	m
w	s	m

Guided Word Work Practice | ©BookPagez.com

Extension Activity

### Word Detective: Beginning Consonants

Extension Activity

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

Word	Book Title	Page	Sentence

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

### Beginning Sound Tic-Tac-Toe

Word Work Practice Page

**Directions:**  
Look at each tic-tac-toe board. Read each word on the board. Draw a straight line to connect three words that have the same beginning consonant sound.

wanted	said	where	sent	with	magic
so	wild	Max	mischief	waved	mother
wore	stop	mischief	someone	most	made

  

was	most	weeks	staring	with	were
sailed	suit	supper	smelled	walls	world
start	magic	so	Max	wolf	mother

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



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

**Directions:**  
In the book **Where the Wild Things Are**, Max gets in trouble for acting like a wild thing. Draw your own wild thing and fill in the blanks to tell about it.

My wild thing has \_\_\_\_\_ eyes,  
\_\_\_\_\_ teeth and \_\_\_\_\_ claws.  
My wild thing likes to \_\_\_\_\_.  
My wild thing gets angry when \_\_\_\_\_.  
My wild thing makes this sound, " \_\_\_\_\_."

Extension Activity | ©BookPagez.com

## Running Record

Title: Where the Wild Things are      Guided Reading Text Level: J      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) \_\_\_\_\_

<b>Easy</b> 95 %- 100% Accuracy	<b>Instructional</b> 90 %- 94% Accuracy	<b>Hard</b> 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	The night Max wore his wolf suit and made mischief of one kind				
3	and another				
5	His mother called him "WILD THING!" and Max said, "I'LL EAT YOU UP!" So he was sent to bed without eating anything.				
7	That very night in Max's room a forest grew				
9	And grew -				
11	and grew until his ceiling hug with vines and the walls became the world all around.				
13	and an ocean tumbled by with a private boat for Max and he sailed off through the night and day.				
15	and in and out of weeks and almost over a year to where the wild things..."				

**Analysis and Comments:** \_\_\_\_\_

©BookPagez.com

## Running Record Assessment

## Common Core State Standards Correlation

Where the Wild Things Are Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Where the Wild Things Are" correlate with the following **Common Core State Standards**, standards for second grade.

### Reading and Summarizing Lesson Plan and Resources

**Reading: Literature**

- RL.2-2**—Recount stories, including fables and folktales from diverse cultures, and determine their central messages, themes, and morals.
- RL.2-3**—Describe how characters in a story respond to major events and challenges.
- RL.2-4**—Describe the overall structure of a story, including identifying how the beginning introduces the story and the ending concludes the action.
- RL.2-7**—Compare and contrast characters, settings, events, and points of view within and across stories, dramas, and informational texts.
- RL.2-10**—In the end of the story read and comprehend literature, including stories and poetry, in which the plot is not completely resolved profitably, with scaffolding as needed at the high end of the language range.

**Reading: Foundational Skills**

- RF.2-2**—Show and explain grade-level phonics and word analysis skills in decoding words.
- RF.2-4**—Read with sufficient accuracy and fluency to support comprehension.

**Writing**

- W.2-1**—Use oral information from experience or research gathered from provided sources to answer a question.

**Speaking and Listening**

- SL.2-1**—Join group discussions or conversations by speaking your opinion to the members of the group, and use the new idea or details from a short read as information presented orally or through other media.
- SL.2-2**—Present an oral report on a topic or speaker you read to clarify comprehension, gather additional information, or demonstrate understanding of a topic or issue.

**Language**

- L.2-4**—Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objectives and subjects to describe (e.g., when other kids are happy) (finds me a happy).

Where the Wild Things Are CCSS Alignment | [CK12.org](http://www.ck12.org/BookPage.cfm?id=WildThings)

## Common Core State Standards Correlation

Where the Wild Things Are Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Where the Wild Things Are* correlate with the following English/Language Arts Common Core State Standards for second grade.

### Making Inferences Lesson Plan Resources

**Reading / Literature**

- RL.2.1** – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.2** – Use information gained from the illustrations and words in a print or digital text to describe characters, setting, or plot.
- RL.2.3** – By the end of the year, read and comprehend literature, including novels and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading / Informational Text**

- RI.2.1** – Cite specific textual details to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2.2** – Recall information from experiences or other information from provided sources to analyze a topic or issue.

**Writing**

- W.2.2** – Recall information from experiences or other information from provided sources to analyze a topic or issue.

**Speaking & Listening**

- SL.2.1** – Build on others’ ideas by expressing their thoughts by sharing their comments to the remarks of others.
- SL.2.2** – Recount or describe by oral or digital form from a text read aloud or information presented visually.
- SL.2.3** – Ask and answer questions about what a speaker says in order to clarify comprehension, extend an idea, or demonstrate understanding, or deepen understanding of a topic or issue.

**Language**

- L.2.1** – Use the words and phrases acquired through vocabulary development, reading and other skills, and responding to texts, making predictions and inferences to describe things, people, and events as they wish (what makes me happy).

Where the Wild Things Are CCSS Alignment | [ClassroomCrate.com](https://www.teacherspayteachers.com/Store/ClassroomCrate)

## Common Core State Standards Correlation

Where the Wild Things Are Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Where the Wild Things Are" correlate with the following English Language Arts Common Core State Standards for second grade:

### **Viewing Lesson Plan and Resources**

**Reading – Literature**

**RL.2.2** – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogues.

**RL.2.7** – Use information gained from the illustrations and words in a print or digital text to describe what is happening, comparing and contrasting to what is already familiar.

**RL.2.8** – 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.2.2** – Know and use general grade-level phonics and word analysis skills in decoding words.

**RF.2.4** – Read with sufficient accuracy and fluency to support comprehension.

**Writing**

**W.2.2** – Gather relevant information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.1** – Build on others' talk or conversations by linking their own comments to the remarks of others.

**SL.2.2** – Respond effectively to others or details from "where the wild things are" information presented orally or through other media.

**SL.2.3** – Ask and answer a question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language**

**L.2.4** – Use words and phrases acquired through conversations, reading and being read to, and responding to what is being read to, and to describe things, when other kids are happy that makes me happy!

Where the Wild Things Are CCSS Alignment | [ck12.org](http://www.ck12.org/BookPage.aspx?id=3838)

## Common Core State Standards Correlation

Where the Wild Things Are Lesson Plan, Resources, and Activities

The lesson plan, resources, and activities for *Where the Wild Things Are* correlate with the following English Language Arts Common Core State Standards for second grade:

### Understanding Text Structure Lesson Plan and Resources

#### Reading / Literature

**RI.2.4**—Describe how words and phrases (e.g., figurative devices, alliteration, metaphors, repeated lines) shape meaning and understanding in a text.

**RI.2.5**—Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the story.

**RI.2.7**—Use information gathered from the illustrations and words in print or digital text to make connections to the text, to the characters, settings, and events.

**RI.2.8**—Read and comprehend a text and a story/ drama or media presented in the grades 2–3 band consistently below grade level, with scaffolding as needed at the high end of the band.

#### Reading Foundational Skills

**RF.2.2**—Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4**—Read with sufficient accuracy and fluency to support comprehension.

#### Writing

**W.2.2**—Recall information from experience or information from provided sources to create expository writing.

#### Speaking & Listening

**SL.2.1**—Participate in conversations by relating their comments to the remarks of others.

**SL.2.2**—Recall or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3**—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### Language

**L.2.4**—Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including definitions and gestures to describe things when other words are happy that makes me happy).

Where the Wild Things Are CCSS Alignment | [800thehouse.com](http://800thehouse.com)

## Common Core State Standards Correlation

where the Wild Things Are Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with “Where the Wild Things Are” correlate with the following English Language Arts Common Core State Standards for second grade.

### **Vocabulary Lesson Plan and Resources**

**Language**

- 1.3.6a** – the sentence-level context as a clue to the meaning of a word or phrase.
- 1.3.6b** – identify real-life connections between words and their use (e.g., describe foods that are salty or juicy).
- 1.3.4** – the 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).

Where the Wild Things Are CCSS Alignment | [iStockPhoto.com](#)

## Common Core State Standards Correlation

Where the *Wild Things Are* Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Where the Wild Things Are" correlate with the following English Language Arts Common Core State Standards for second grade.

### Word Work Lesson Plan and Resources

**Reading – Foundational Skills**

- RF.2.3** 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.

©2004 by Linda Ward Beech, Scholastic Teaching Resources

Word Work  
Common Core Alignment