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| **Standard** | **Items:** |
| **RL.1**  **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** | **3.0**  Students read a passage (from ReadWorks - 2 levels) and ask a question of the text and answer the questions given.  *“*[*The Great Escape”*](https://drive.google.com/file/d/0B_JBAgIs0eljWS1qR0xRdFhyZjQ/view?usp=sharing) *Lexile 560 (approximately DRA level 28, use for on level students)*   1. Why did Sarah’s uncle have to leave her in the pet shop? Underline the part of the text where you find the answer. 2. How did the guinea pigs escape? Underline the part of the text where you find the answer. 3. After reading “*The Great Escape*”, what is a question you have about this story?   *“*[*Big City*](https://drive.google.com/file/d/0B_JBAgIs0eljT2JhUVlEZUl6eDg/view?usp=sharing)*” Lexile 450 (approximately DRA level 20, use for below level students)*   1. Why was Molly nervous about the trip? Underline the part of the text where you find the answer. 2. What did Molly think about the big city? Underline the part of the text where you find the answer. 3. After reading *“Big City”,* what is a question you have about the story? |
| **2.0**  *“*[*I Want a Phone!*](https://drive.google.com/file/d/0B_JBAgIs0eljeTRjNDd6ZHEySUE/view?usp=sharing)*”* Lexile 510 *(approximately DRA level 28, use for on level students)*   1. **The author describes Myrna as “angry.” What evidence in the story supports this description?**    1. **Myrna tells her dad that she wants a phone.**    2. **Myrna asks her dad, “What if I was stuck in a cave?”**    3. **Myrna slams her hand down on the glove compartment as hard as she can.**    4. **Myrna tells her dad that if she had a phone she could call mom.** 2. **Underline the part of the text where you found the answer.** 3. What is a question you have about this story?   *“*[*Our New Old House*](https://drive.google.com/file/d/0B_JBAgIs0eljYUp5V3JuVkVLdlU/view?usp=sharing)*”* Lexile 430 (approximately DRA level 20, use for below level students)   1. **The author describes the house and yard with a lot of** **detail. Which of the following is true about the house and yard?**    1. **A stream ran through the yard.**    2. **Squirrels climbed up trees.**    3. **Bees buzzed through the air.**    4. **There was a bench by some flowers.** 2. **Underline the part of the text where you found the answer.** 3. What is a question you have about this story? |
| **RL.10 (use in Fall 2017)**  **By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.** | **3.0**  Sometimes, students have to read difficult stories. Billy is about to read a difficult story. Which strategy will NOT help him understand this story better?   1. Look at the pictures (illustrations?) and think about how they will help him understand the story. 2. Look at chapter headings. 3. Help his mom make dinner. |
| **2.0**  Which of the following is a complex reading strategy:   1. Reread the text many times. 2. Think about what you did last weekend. 3. Take a walk and look at nature.   **(We spent a long time trying differentiate what “complex” reading strategies are vs. just reading strategies. We discussed Lucy Calkins RW materials and how those complex reading strategies are embedded. We also talked about how we all have students who read harder books from the get-go and need strategies to support them, such as: maps, lists of characters, timelines of events, chapter headings, sequence of chapters, etc. We can all be doing these strategies with our students with chapter books read-alouds before we expect them to try these strategies independently.)** |
| **RF.4 Read with sufficient accuracy and fluency to support comprehension.** | |
| **RF.4**   1. **Read on-level text with purpose and understanding.** | **3.0 a.**  Imagine you are a going to read a passage titled “How Sharks Survive in the Ocean.”  Which of the following would be an appropriate purpose for reading?   1. To learn how sharks get their food. 2. What animals live in the mountains. 3. How to take care of a goldfish.   **3.0 b and c (Based on “Lost at the Beach.” Level 28 Raz-Kids.)**  See [Word Doc](https://docs.google.com/document/d/1nnzwhZu95sBI68bBnbe3GnIU_I9O90G_5hxx3UobGR0/edit?usp=sharing) for reading passage and questions.  b. Before reading the passage, student is told, “Your purpose for reading this passage is to find out what was lost at the beach and whether or not it was found.” |
| See Word Doc for reading passage and questions.  **2.0 b and c (Based on “**[**Eating Like an Athlete**](https://docs.google.com/document/d/1COTEEQKhPIV8zZoeSaPudY5FGJSuPcjYHZ7z1jbUbDk/edit?usp=sharing)**.” Level 28 Raz-Kids)**  **b. Before reading the passage, student is told, “Your purpose for reading this passage is to find out what it means to eat like an athlete.”**  **Also available: “**[**The Great Zoo Escape**](https://docs.google.com/document/d/1ca_kvHW8gP8t0XV-DHlrpxEgAwuKTL-TCYw41pWfjzM/edit?usp=sharing)**” Level 18 Raz-Kids**  b. Before reading the passage, student is told, “Your purpose for reading this passage is to find out who escaped from the zoo.” |
| **W.3**  **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**  **W.3a**  Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  W.3b  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  W.3c  Use temporal words and phrases to signal event order.  W.3d  Provide a sense of closure. | **3.0 Students will write an on-demand personal narrative:**  (Teacher Note: If the child wants to use the topic from the 2.0 for their writing task, then they may do so.)  **Write about something that has happened at school.**  **Student Editing Checklist:**  **o I have a beginning to my narrative**  **o I have told who the narrator is and/or who the characters are**  **o I have written a story in correct order of events**  **o I have included at least one line of dialogue (punctuation does not need to be correct)**  **o I have included actions, thoughts and feelings to show experiences and events, or I have shown the response of characters to situations**  **o I have included three or more temporal words or phrases. Some examples are: at first, in the beginning, after, before, meanwhile, suddenly, eventually, finally, in the end, lastly.**  **o I have included a sense of closure to my narrative**  [Student Editing Checklist](https://docs.google.com/a/lgusd.k12.ca.us/document/d/1sSrtH8zYjNVwAaVxQMPKmIYbM0ejzYkOeH67mb5y7vg/edit?usp=sharing) Google Doc link (also included as an attachment in Atlas Rubicon): |
| **2.0**  **When planning to write your personal narrative:**   * **Write the beginning of a story by either giving the setting, introducing your narrator and/or character, or introducing an event about something that has happened to you:**   + **at recess**   + at school   + at lunch   + In the classroom * Write a possible ending for a personal narrative about something that has happened to you at recess. * Write a possible endingfor a personal narrative about something that has happened to you in the classroom. * **From the list, circle the temporal words you could use to show transition or sequence of events in a personal narrative:**   + **lunch**   + **school**   + **finally**   + **in the beginning**   + **suddenly**   + **teacher**   + **meanwhile**   + **recess**   + **before**   + **after that**   + **at first** |
| L2 Heading-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| L.2 a. Capitalize appropriate words in titles. | **3.0**  1. Correctly capitalize the title of this book:  the three bears  **2. Correctly capitalize the title of this book:**  **the little red hen** |
| **2.0**  1. Which correctly shows the title of a book?   1. The giving tree 2. the Giving Tree 3. The Giving Tree   **2. Which correctly shows the title of a book?**   1. **Goodnight Moon** 2. **goodnight Moon** 3. **Goodnight moon** |
| L2. b. Use Commas in addresses. | **3.0**  **1. Correctly insert commas into this sentence:**  **Judy do you want a cookie?**  2. Correctly insert commas into this sentence:  Bobby put your laundry away. |
| **2.0**  **1. Which sentence is using commas correctly?**  **Peter come and eat your dinner.**  **Peter, come and eat your dinner.**  **Peter come and eat, your dinner.** |
| L2. c. Use commas and quotation marks in dialogue. | **3.0**  **Correctly insert quotation marks into this**  **sentence:**  **Julie said, I would like to go outside now.** |
| **2.0**  **Which sentence uses quotation marks correctly:**   1. **“What time is our soccer game?” asked Sam.** 2. **What time is our soccer game? asked**   **Sam.**  **C. “What time is our soccer game? asked**  **Sam.”** |
| L2. d. Form and use possessives. | **3.0**  Fill in the blanks with the correct possessive noun.  1. There is one shark. Its teeth are sharp.  The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ teeth are sharp.  2. The boy has a backpack. It is blue.  The \_\_\_\_\_\_\_\_\_\_\_\_ backpack is blue.  **Read the following sentence. Change the noun in parentheses to a possessive noun and write it on the line.**  1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ coat was white.  (doctor)  2. **My \_\_\_\_\_\_\_\_\_\_\_\_\_\_ bike has a flat tire.**  **(brother)** |
| **2.0**  **Read each sentence. Choose the correct form of the possessive noun.**  **1. One \_\_\_\_\_\_\_\_\_\_ bark was loud.**   1. **dogs** 2. **dogs’** 3. **dog’s**   **2. \_\_\_\_\_\_\_\_\_\_\_ milk spilled on the floor.**   1. **Sally’s** 2. **Sallys’** 3. **Sallys** |