Below are the recommended two-week lesson activities:

<table>
<thead>
<tr>
<th>Day</th>
<th>TEKS / Skills</th>
<th>Approximate Time</th>
</tr>
</thead>
</table>
| 1   | **Comprehension Skill**  
ELA/SLA 2.10E Identify the use of first or third person in a text.  
Response Skills  
ELA/SLA 2.7B Write brief comments on texts that demonstrate an understanding of the text.  
ELA/SLA 2.7C Use text evidence to support an appropriate response. | 30 minutes |
| 2   | **Comprehension Skill**  
ELA/SLA 2.6F Make inferences and use evidence to support understanding.  
Response Skills  
ELA/SLA 2.7A Describe personal connections to text.  
ELA/SLA 2.7B Write brief comments on texts that demonstrate an understanding of the text.  
ELA/SLA 2.7C Use text evidence to support an appropriate response. | 30 minutes |
| 3   | **Comprehension Skill**  
ELA/SLA 2.6F Make inferences and use evidence to support understanding.  
Response Skills  
ELA/SLA 2.7A Describe personal connections to text.  
ELA/SLA 2.7B Write brief comments on texts that demonstrate an understanding of the text.  
ELA/SLA 2.7C Use text evidence to support an appropriate response. | 30 minutes |
| 4   | **Comprehension Skill**  
ELA/SLA 2.6F Make inferences and use evidence to support understanding.  
ELA/SLA 2.10A Discuss the author’s purpose for writing text.  
Response Skills  
ELA/SLA 2.7A Describe personal connections to text.  
ELA/SLA 2.7B Write brief comments on texts that demonstrate an understanding of the text.  
ELA/SLA 2.7C Use text evidence to support an appropriate response. | 30 minutes |
| 5   | **Comprehension Skill**  
ELA/SLA 2.6F Make inferences and use evidence to support understanding.  
ELA/SLA 2.10A Discuss the author’s purpose for writing text.  
Response Skills  
ELA/SLA 2.7A Describe personal connections to text.  
ELA/SLA 2.7B Write brief comments on texts that demonstrate an understanding of the text.  
ELA/SLA 2.7C Use text evidence to support an appropriate response. | 30 minutes |
| 6   | **Comprehension Skill**  
ELA/SLA.2.6F Make inferences and use evidence to support understanding.  
ELA/SLA.2.6G Evaluate details read to determine key ideas.  
Response Skills  
ELA/SLA 2.7A Describe personal connections to text.  
ELA/SLA 2.7B Write brief comments on texts that demonstrate an understanding of the text.  
ELA/SLA 2.7C Use text evidence to support an appropriate response. | 30 minutes |
<table>
<thead>
<tr>
<th>Day</th>
<th>TEKS / Skills</th>
<th>Approximate Time</th>
</tr>
</thead>
</table>
| 7   | **Comprehension Skill**  
**ELA/SLA 2.9Di** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.  
**ELA/SLA.2.6G** Evaluate details read to determine key ideas.  
**Response Skills**  
**ELA/SLA 2.7A** Describe personal connections to text.  
**ELA/SLA 2.7B** Write brief comments on texts that demonstrate an understanding of the text.  
**ELA/SLA 2.7C** Use text evidence to support an appropriate response. | 30 minutes       |
| 8   | **Comprehension Skill**  
**ELA/SLA 2.9Di** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.  
**ELA/SLA.2.6G** Evaluate details read to determine key ideas.  
**Response Skills**  
**ELA/SLA 2.7A** Describe personal connections to text.  
**ELA/SLA 2.7B** Write brief comments on texts that demonstrate an understanding of the text.  
**ELA/SLA 2.7C** Use text evidence to support an appropriate response. | 30 minutes       |
| 9   | **Comprehension Skill**  
**ELA/SLA 2.10C** Discuss the author's use of print and graphic features to achieve specific purposes.  
**ELA/SLA 2.6F** Make inferences and use evidence to support understanding.  
**ELA/SLA 2.9D.ii** Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.  
**Response Skills**  
**ELA/SLA 2.7A** Describe personal connections to text.  
**ELA/SLA 2.7B** Write brief comments on texts that demonstrate an understanding of the text.  
**ELA/SLA 2.7C** Use text evidence to support an appropriate response. | 30 minutes       |
| 10  | **Comprehension Skill**  
**ELA/SLA 2.10C** Discuss the author's use of print and graphic features to achieve specific purposes.  
**ELA.2.9D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.  
**Response Skills**  
**ELA/SLA 2.7A** Describe personal connections to text.  
**ELA/SLA 2.7B** Write brief comments on texts that demonstrate an understanding of the text.  
**ELA/SLA 2.7C** Use text evidence to support an appropriate response. | 30 minutes       |
Day 1: Determining First and Third Point of View in Biographies and Autobiographies

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>1. With your child, select a book to read aloud or have your child read independently.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. As your child reads, ask them:</td>
</tr>
<tr>
<td></td>
<td>• Is this first person or third person point of view?</td>
</tr>
<tr>
<td></td>
<td>• Which words help you to know if it is first person or third person?</td>
</tr>
<tr>
<td></td>
<td>3. Allow your child to analyze the authors’ choices and how they influence and</td>
</tr>
<tr>
<td></td>
<td>communicate meaning in the text by asking them:</td>
</tr>
<tr>
<td></td>
<td>• Why do you think it was important for the author to write in first person/third</td>
</tr>
<tr>
<td></td>
<td>person point of view?</td>
</tr>
<tr>
<td></td>
<td>4. Discuss what was read and allow students to share if the selection is an</td>
</tr>
<tr>
<td></td>
<td>autobiography or biography using evidence gathered in their analysis of the text.</td>
</tr>
<tr>
<td></td>
<td>5. Have your child respond to what was read by writing text evidence used to</td>
</tr>
<tr>
<td></td>
<td>support responses during reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th><strong>Recommended Non-Fiction Text and Websites:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library</td>
</tr>
<tr>
<td></td>
<td>Sets</td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.myon.com">www.myon.com</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="https://www.hlplib.org/kids">Houston Public Library KIDS Reading Lists</a></td>
</tr>
<tr>
<td></td>
<td>• Please refer to the Library Services page for additional resources:</td>
</tr>
<tr>
<td></td>
<td><a href="https://library.houstonisd.org/">HISD Library Services Reading Lists</a></td>
</tr>
</tbody>
</table>

| Handouts      | 2nd Grade High Frequency Word List (English)                                       |

<table>
<thead>
<tr>
<th>Additional Notes</th>
<th><strong>High Frequency Words:</strong> <a href="https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQIEa7rvYTgcqDU/view?usp=sharing">https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQIEa7rvYTgcqDU/view?usp=sharing</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Academic Vocabulary:</strong> context clues, biography, autobiography, obstacles, author’s purpose, pronouns, text features, central idea</td>
</tr>
</tbody>
</table>

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Page 3 of 12
### Day 2: Making Inferences about Biographical Figure’s Beliefs

| Activity/Task | 1. Tell your child: *Biographical figures are led by a set of beliefs that motivates them to be successful. We can make inferences about their actions, thoughts, and dialogue to determine what those beliefs are.*  
2. Say: *Determine what motivates them and make an inference about their beliefs using evidence from the selection.*  
3. Introduce the following organizer to your child and tell them as they read, they must gather evidence that supports the person’s inferred belief.  
4. Encourage your child to use evidence from the selection to support the biographical figure’s belief and discuss how that belief has led to their success.  
   - For example, if they are reading a selection about a person who is motivated by helping others, an inferred belief might be that *we must help others in need.*  
   - Encourage your child to discuss how that belief supports what they are known for or their success. |
<table>
<thead>
<tr>
<th>Title</th>
<th>Motivation</th>
<th>Inferred Beliefs</th>
<th>Success</th>
</tr>
</thead>
</table>
| Resources | **Recommended Non-Fiction Text and Websites:**  
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets  
- [www.myon.com](http://www.myon.com)  
- [Houston Public Library KIDS Reading Lists](https://www.houstonlibrary.org/kids)  
- Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](https://www.houstonlibrary.org/about-us/library-services/reading-lists) |
| Handouts | 2nd Grade High Frequency Word List (English) |
| Additional Notes | **High Frequency Words:** [https://drive.google.com/file/d/1GzGiHOUE64fV6dOzfQIEa7rvYTgqDU/view?usp=sharing](https://drive.google.com/file/d/1GzGiHOUE64fV6dOzfQIEa7rvYTgqDU/view?usp=sharing)  
**Academic Vocabulary:** context clues, biography, autobiography, obstacles, author’s purpose, pronouns, text features, central idea |
Day 3: Making Inferences about Biographical Figure’s Challenges that Lead to Success

Activity/Task

1. Tell your child:
   Biographical figures experience challenges that they must overcome. We can make inferences about how they tackle their challenges to determine what makes them successful.

2. Tell your child to determine the subject’s obstacle and what steps they take to overcome them.
   • Share that this is similar to a character’s problem and solution.

3. Introduce the following organizer to your child and tell them as they read, they must gather evidence that supports how the person tackled their obstacle and became successful.

4. Encourage your child to use the graphic organizer below to help them track the biographical figure’s obstacle and the steps they took to overcome it.

5. Have a discussion about how overcoming that obstacle led to their success.

<table>
<thead>
<tr>
<th>Obstacles/Struggles</th>
<th>How they tackled their obstacle</th>
<th>Known For (Success)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources

Recommended Non-Fiction Text and Websites:
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- www.myon.com
- Houston Public Library KIDS Reading Lists
- Please refer to the Library Services page for additional resources: HISD Library Services Reading Lists

Handouts

2nd Grade High Frequency Word List (English)

Additional Notes

High Frequency Words:
2https://drive.google.com/file/d/1GzGjiHOUE64ffV6dOzfQlEa7rvYTgcqDU/view?usp=sharing

Academic Vocabulary: context clues, biography, autobiography, obstacles, author’s purpose, pronouns, text features, central idea
### Day 4: Making Inferences the Author’s Purpose of a Section

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> With your child, select a book to read aloud or have your child read independently.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Tell your child that authors write for specific purposes. We can find evidence in the selection to help us make inferences about why they wrote the text.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Have your child think about:</td>
<td></td>
</tr>
<tr>
<td>- Why did the author include this section of the text?</td>
<td></td>
</tr>
<tr>
<td>- Does this selection support an idea repeated in this selection?</td>
<td></td>
</tr>
<tr>
<td>- What evidence supports their inference?</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Use the questions below to engage your child in a discussion before, during, and after reading. Remind your child to provide text evidence to support their responses.</td>
<td></td>
</tr>
<tr>
<td>- What was the author’s main purpose for writing the text?</td>
<td></td>
</tr>
<tr>
<td>- What can the reader take away from the text?</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Encourage students to take notes and discuss evidence that supports their inference.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text Evidence</th>
<th>Logical Thinking About Text</th>
<th>Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Resources

**Recommended Non-Fiction Text and Websites:**
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- [www.myon.com](http://www.myon.com)
- [Houston Public Library KIDS Reading Lists](https://www.houstonpublicLibrary.org/kids)
- Please refer to the Library Services page for additional resources:
  - [HISD Library Services Reading Lists](https://www.houstonpubliclibrary.org/library/services/reading-lists)

### Handouts

- 2nd Grade High Frequency Word List (English)

### Additional Notes

**High Frequency Words:**
[https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQ1Ea7rvYTgCqDU/view?usp=sharing](https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQ1Ea7rvYTgCqDU/view?usp=sharing)

**Academic Vocabulary:** context clues, biography, autobiography, obstacles, author’s purpose, pronouns, text features, central idea
Day 5: Making Inferences the Author’s Purpose of a Selection

Activity/Task

1. With your child, select a book to read aloud or have your child read independently.
2. Use the questions below to engage your child in a discussion before, during, and after reading.
3. Have your child think about:
   • What does the author want me to know?
   • Does this selection try to convince me of something, entertain me, or inform me of something?
   • What evidence supports my inference?
4. Encourage students to take notes and discuss evidence that supports their inference. Remind your child to provide text evidence to support their responses.
   • What was the author’s purpose for writing the biography or autobiography?
   • What can reader tell about the author’s purpose in the biography or autobiography?
5. Use the organizer below to support your thinking.

<table>
<thead>
<tr>
<th>Author’s Purpose</th>
<th>Evidence from Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ To entertain</td>
<td></td>
</tr>
<tr>
<td>☐ To explain</td>
<td></td>
</tr>
<tr>
<td>☐ To describe</td>
<td></td>
</tr>
<tr>
<td>☐ To persuade</td>
<td></td>
</tr>
<tr>
<td>☐ To tell/inform</td>
<td></td>
</tr>
</tbody>
</table>

Resources

Recommended Non-Fiction Text and Websites:
• Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
• www.myon.com
• Houston Public Library KIDS Reading Lists
• Please refer to the Library Services page for additional resources: HISD Library Services Reading Lists

Handouts

2nd Grade High Frequency Word List (English)

Additional Notes

High Frequency Words:
https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQIEa7rvYTgcqDU/view?usp=sharing

Academic Vocabulary: context clues, biography, autobiography, obstacles, author’s purpose
Day 6: Making Inferences About a Text

Activity/Task
1. With your child, select a book to read aloud or have your child read independently.
2. Use the questions below to engage your child in a discussion before, during, and after reading. Remind your child to provide text evidence to support their responses.
3. Tell your child that when we make inferences, we look for evidence from the selection and use our background knowledge to make a logical inference.
4. Create a 2-column graphic organizer that has a column for text evidence and one for the inference.
5. Tell your students to read and analyze the evidence within the selection and make inferences about them.

<table>
<thead>
<tr>
<th>Text Evidence</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Ask your child if their evidence makes sense for their inference. IF it does not, ask students if their inference is logical.
7. What is your inference?
8. What evidence supports that inference?
9. Does your evidence support the inference?

Resources
- **Recommended Non-Fiction Text and Websites:**
  - Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
  - [www.myon.com](http://www.myon.com)
  - [Houston Public Library KIDS Reading Lists](http://www.houstonpubliclibrary.org/kids/reading_lists)
  - Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](http://www.houstonpubliclibrary.org/library/services/reading_lists)

Handouts
- 2nd Grade High Frequency Word List (English)

Additional Notes
- **High Frequency Words:** [https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQlEa7rvYTgcqDU/view?usp=sharing](https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQlEa7rvYTgcqDU/view?usp=sharing)
- **Academic Vocabulary:** context clues, biography, autobiography, obstacles, author’s purpose, pronouns, text features, central idea
Day 7: Determine the Central Idea of a Section of Text

| Activity/Task | 1. With your child, select a section of a book to read aloud or have your child read independently.  
2. Use the questions below to engage your child in a discussion before, during, and after reading. Remind your child to provide text evidence to support their responses.  
3. Tell your child that the central idea is what the text is mostly about. When we are focusing on a section of the text, think about what ideas we see over and over again. Those **repeated ideas** will be a clue to the **central idea**.  
   • What evidence in the text can you use to help you understand the central idea (main idea)?  
   • What supporting evidence or details are most important and why?  
   • What additional supporting evidence do you think might be helpful to help you determine the central idea (main idea)?  
   • What strategy did you use to determine the central idea (main idea)? |

| Resources | **Recommended Non-Fiction Text and Websites:**  
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets  
- [www.myon.com](http://www.myon.com)  
- [Houston Public Library KIDS Reading Lists](http://www.houstonpubliclibrary.com)  
- Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](http://www.houstonpubliclibrary.com) |

| Handouts | 2nd Grade High Frequency Word List (English) |

| Additional Notes | **High Frequency Words:** [https://drive.google.com/file/d/1GzGjHOUE64fV6dOzfQIEa7rvYTgcqDU/view?usp=sharing](https://drive.google.com/file/d/1GzGjHOUE64fV6dOzfQIEa7rvYTgcqDU/view?usp=sharing)  
**Academic Vocabulary:** context clues, biography, autobiography, obstacles, author’s purpose, pronouns, text features, central idea |
**Day 8: Determine the Central Idea of A Section of Text**

**Activity/Task**

1. With your child, select a book to read aloud or have your child read independently.
2. Use the questions below to engage your child in a discussion before, during, and after reading. Remind your child to provide text evidence to support their responses.
3. Tell your child that the central idea is what the text is mostly about. When we are focusing on a selection, think about what ideas we see over and over again. Those repeated ideas will be a clue to the central idea.
4. You may have your child create a bubble map and write the central idea of the selection inside the inner bubble.
5. Students may draw bubbles around the central idea and identify the supporting details.
   - What evidence in the text can you use to help you understand the central idea (main idea)?
   - What supporting evidence or details are most important and why?
   - What additional supporting evidence do you think might be helpful to help you determine the central idea (main idea)?
   - What strategy did you use to determine the central idea (main idea)?

**Resources**

**Recommended Non-Fiction Text and Websites:**
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- [www.myon.com](http://www.myon.com)
- Houston Public Library KIDS Reading Lists
- Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](#)

**Handouts**

- 2nd Grade High Frequency Word List (English)

**Additional Notes**

**High Frequency Words:**
[https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQIEa7rvYTgqcDU/view?usp=sharing](https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQIEa7rvYTgqcDU/view?usp=sharing)

**Academic Vocabulary:** context clues, biography, autobiography, obstacles, author’s purpose, pronouns, text features, central idea
Day 9: Making Inference About Print and Graphic Features

Activity/Task

1. With your child, select a book to read aloud or have your child read independently.
2. Use the questions below to engage your child in a discussion before, during, and after reading. Remind your child to provide text evidence to support their responses.
3. Tell your child that when we make inferences, we look for evidence from the selection and use our background knowledge to make a logical inference.
4. Authors include text and graphic features for specific reasons:
   - To provide information in a different way.
   - To support ideas within the text.
   - To provide examples of processes and ideas.
5. Create a 2-column graphic organizer that has a column for text evidence and one for the inference.
6. Tell your students to analyze the evidence within the features and make inferences about their purpose.

<table>
<thead>
<tr>
<th>Text Evidence</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Ask your child if their evidence makes sense for their inference. IF it does not, ask students if their inference is logical.
   - What is your inference?
   - What evidence supports that inference?
   - Does your evidence support the inference?

Resources

Recommended Non-Fiction Text and Websites:
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- www.myon.com
- Houston Public Library KIDS Reading Lists
- Please refer to the Library Services page for additional resources:
  - HISD Library Services Reading Lists

Handouts

2nd Grade High Frequency Word List (English)

Additional Notes

High Frequency Words: [link]

Academic Vocabulary: context clues, biography, autobiography, obstacles, author’s purpose, pronouns, text features, central idea
### Day 10: Make Inferences About Print and Graphic Features

#### Activity/Task
1. With your child, select a book to read aloud or have your child read independently.
2. Use the questions below to engage your child in a discussion before, during, and after reading. Remind your child to provide text evidence to support their responses.
   - Which print and graphic feature were most useful in helping you understand the text?
   - What inference can you make about the author’s purpose for using the print and graphic features that were used?
   - Where in the text could the author have added print and graphic features?
   - What additional print and graphic features would you encourage the author to use?
   - Which print and graphic feature did the author use most effectively?

#### Resources
**Recommended Non-Fiction Text and Websites:**
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- [www.myon.com](http://www.myon.com)
- [Houston Public Library KIDS Reading Lists](https://www.houstonlibrary.org/children/)
- Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](https://www.houstonisd.org/departments/libraryservices/)

#### Handouts
- 2nd Grade High Frequency Word List (English)

#### Additional Notes
**High Frequency Words:**
[https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQlEa7rvYTgcqDU/view?usp=sharing](https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQlEa7rvYTgcqDU/view?usp=sharing)

**Academic Vocabulary:** context clues, biography, autobiography, obstacles, author's purpose, pronouns, text features, central idea
## Resources

- Leveled books from the Literacy by 3 Scholastic Leveled Book Room and/or Classroom Library Sets (fiction and informational texts)
- High Frequency Word List:  
  English: [https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQIEa7rvYTgcqDU/view?usp=sharing](https://drive.google.com/file/d/1GzGjHOUE64ffV6dOzfQIEa7rvYTgcqDU/view?usp=sharing)  
  Spanish: [https://drive.google.com/file/d/1E5tSKVPdisFqWaEws6wubKNoBDQw0kC1/view?usp=sharing](https://drive.google.com/file/d/1E5tSKVPdisFqWaEws6wubKNoBDQw0kC1/view?usp=sharing)
- [www.myon.com](http://www.myon.com)
- [Houston Public Library KIDS Reading Lists](http://www.houstonpubliclibrary.com)
- Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](http://www.houstonisd.org)
- Grade level appropriate paper for drawing and writing reading responses
- Graphic organizers to support reading comprehension and writing ideas (included in the 10-day Planning Guide)