

New Paradigm for Education
Daily Read & Respond Homework

Name: _____

Reading Level: _____

Wings: 2nd Grade
Week of: April 9th – 13th 2018
Genre: Informational – Scientific / Technical

***Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #3. The genres for 2nd Grade Quarter #3 include: **Informational – Scientific / Technical & Linked Passage Set: Literature – Traditional Literature.** ***

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
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Title: _____

Author: _____

Graphic Organizer: Complete the graphic organizer. As you are completing the story map, think of these questions. *What happened in the story? How do you know? What effect did this have on the plot or characters in the story?*

Story Map

Characters:

Setting:
Where:
When:

Problem:

Event: _____

Event: _____

Event: _____

Problem:

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Tuesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Constructed Response			
Directions: Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.2.6 / RL.2.6).			
What is the main purpose of the text? What is the author trying to: answer, explain, or describe? Use evidence from the text to support your answer.			

Wednesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Clarification			
Directions: Use the strategies listed below to clarify a word you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
If you can't say a word:		If you don't know what a word means:	
<ul style="list-style-type: none"> • Blend it • Chunk it • Look for a base word • Reread it 		<ul style="list-style-type: none"> • Use context clues • Reread or Read on • Use your background knowledge • Make a mind movie 	
1. Word:			
2. I struggled to <u>read the word</u> or to <u>understand the meaning of the word</u> :			
3. Strategy I used to clarify:			
4. What does the word mean? (In your own words):			
5. Meaningful Sentence:			

Thursday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
College Bound Questions: At this point you have read the entire passage. Please complete the College Bound Section. Feel free to attach a separate piece of paper with your answers.			
1. Whom do the designers of the model playground bring their model to?			
2. Why might the town leaders like the model they see? Support your answer with evidence from the text.			
3. 3. What are the key understandings of this poem? How do you know? (Hint: think about the central theme AND what evidence from the passage supports this theme.)			

A Playground Problem

By: Rachelle Kreisman

Have you ever built a model? A model is a small copy of something. People make models of buildings, cars, and many other things. Models can be fun to build. They also can communicate ideas to other people.

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Let's say your town wants to build a playground. However, the town has only a small amount of money to spend.

People are chosen to design and build the playground. They know they must keep costs low. The design team decides to save money by reusing materials. The team will use old tires to make swings. The designers will recycle plastic bottles and milk jugs to make rides. Someone suggests building play tunnels out of old plastic tubes.

Those ideas will save money. The ideas will also help the earth by not making more trash.

The team builds a model using recycled materials. The designers bring their model to the town leaders. The leaders look it over. They ask lots of questions. The leaders ask for some changes, but they like what they see.

The model helps everyone understand how the playground can work. Soon, the playground is built. It looks like the model, only much bigger!

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