



Subject Reading
Student ID 2020
Student Grade 2
Placement Definition Standard View
Diagnostic Diagnostic 1 (11/21/20)

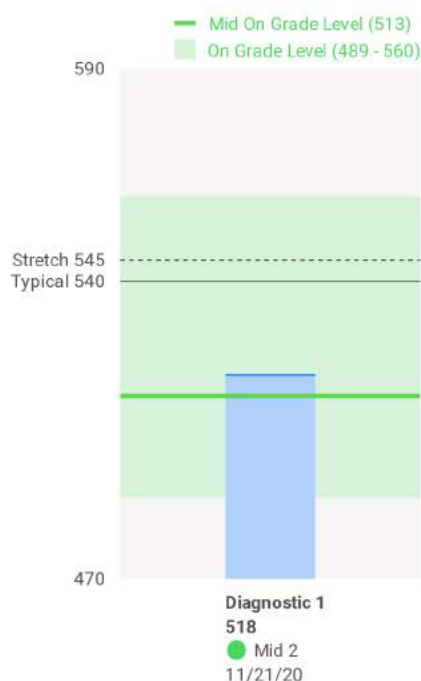
Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path to proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels.



This Diagnostic used to establish Growth Measures.

Overall

● Mid 2 (518)
Standard Error +/- 11

Domain	Placement
Phonological Awareness*	● Tested Out
Phonics*	● Early 2
High-Frequency Words*	● Max Score
Vocabulary	● Late 2
Comprehension: Literature	● Grade 1
Comprehension: Informational Text	● Late 2

* Foundational Domains

National Norm and Lexile® Performance

National Norm
 (Updated 2020):
 73rd Percentile

Lexile Measure: 640L
Lexile Range: 540L-690L

[Understanding Lexile measures](#) PDF

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Placement by Domain

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Results point to some difficulty with overall Comprehension, and Caleb may be focusing more on the decoding process than on reading for meaning. Stronger Phonics and Vocabulary scores indicate that Caleb has important skills in place for future reading development, but targeting instruction in key Comprehension strategies will provide effective additional support. This information places Caleb in Instructional Grouping Profile 4.

Phonological Awareness

● Tested Out

Developmental Analysis

This domain is focused on how children distinguish the sounds (or phonemes) in spoken words. Based on testing results, Caleb has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest.

The skills in this domain extend through grade 1.

Phonics

● Early 2
497

Developmental Analysis

This domain focuses on how accurately students decode written words. Caleb will benefit from instruction and practice in decoding words with three and four syllables, as well as words with prefixes and suffixes. This student can also begin to decode words with schwa sounds

The skills in this domain extend through grade 3.

Can Do

Decode words with silent letters and other spellings.

Decode words with two-letter, one-sound combinations, such as *ph*, *kn*, *wr*.

Decode regular spelled one- and two-syllable words with common vowel teams.

Decode words with digraphs, diphthongs, and other vowel teams: *oo* (*moon*), *oo* (*foot*), *ie* (*piece*); *ou* (*out*), *ow* (*cow*), *oy* (*boy*), *oi* (*oil*); *ew* (*blew*), *ew* (*few*), *aw* (*law*), *au* (*author*), *ou* (*young*).

Decode words with inconsistent sound-spelling correspondences.

Decode words with inconsistent but common sound-spelling correspondences, such as *come* or *kind*.

Decode words with inflectional endings and spelling changes.

Decode words with common inflectional endings, such as *-es*, *-ed*, *-ing*, that include spelling changes.

Understand contractions.

Recognize contractions and match them to the words they represent.

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
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Decode two-syllable words with prefixes and suffixes.

Decode two-syllable words with common prefixes and suffixes.

Decode two-syllable words with short vowels.

Decode two-syllable short vowel words following VC/CV, VCCCV, or VC/V patterns.

Decode two-syllable words with long vowels.

Decode regularly spelled two-syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.

Next Steps & Resources for Instruction

Practice decoding three- and four-syllable words.

Practice decoding three- and four-syllable words.

- Caleb will benefit from decoding the same multisyllabic words multiple times.
- Create speed drills that combine 10 to 20 three- and four-syllable words multiple times. Ask Caleb to read the words aloud with a partner.

Tools For Instruction

Multisyllabic Words: Three and Four Syllables 

Practice decoding multisyllabic words with prefixes and suffixes.

Practice decoding multisyllabic words with prefixes and suffixes.

- Write *untie*. Read the word and explain that it has two word parts: the prefix *un-* and the base word *tie*. Have Caleb read the word. Repeat with words such as *unpopular*, *uncommon*, *reappear*, *remember*.
- Repeat the process with words containing suffixes such as *colorful*, *delightful*, *consistently*, *entirely*.
- Then present words with both prefixes and suffixes such as *disorderly*, *unlikely*, *uncomfortable*.

Tools For Instruction

Multisyllabic Words with Prefixes and Suffixes 

Teach decoding multisyllabic words with schwa sounds.

Teach decoding multisyllabic words with schwa sounds.

- Remind students that sometimes vowels have the schwa sound instead of their regular long or short sound. Often the schwa sound is followed by the /l/ or /n/ sound.
- Write *compliance*. Draw vertical lines to divide the syllables: *com | pli | ance*. Point out that both the *o* and the *a* in this word have the schwa sound rather than their short vowel sounds. Note that the *a* is followed by *n*.
- Have students practice decoding other words with schwa sounds such as *funeral*, *visual*, *organize*, *specimen*.

Curriculum Associates

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Tools For Instruction

Multisyllabic Words: Three to Five Syllables 

Teach identifying syllable sounds.

Teach identifying syllable sounds.

- Write a multisyllabic word and draw vertical lines in the word to show the syllables. For example, display *va | por | ize*. Then have Caleb read the word.
- Underline one of the syllables and ask Caleb to pronounce only that syllable.
- Repeat with other multisyllabic words such as *limited, influence, gravity, cultivate*.

Tools For Instruction

Multisyllabic Words: Three and Four Syllables 

High-Frequency Words

- Max Score
522

Developmental Analysis

This domain addresses how well children recognize frequently occurring words. Results indicate that Caleb is achieving accuracy in recognizing high-frequency words, although the child may still need additional practice to recognize them more fluently.

The skills in this domain extend through grade 2.

Can Do

Recognize Grade 1 high-frequency words.

Read high-frequency words, including common irregularly spelled words, such as the following: *after, back, because, boy, call, called, did, down, each, even, get, give, just, know, little, much, must, now, our, such, through, water, where, white*.

Recognize Grade 2 high-frequency words.

Read high-frequency words, including common irregularly spelled words, such as the following: *before, both, day, five, go, going, good, long, look, me, mother, open, stop, things, too, tree, use, used, walk, work, years*.

Recognize Grade 2 high-frequency words.

Read high-frequency words, including common irregularly spelled words, such as the following: *always, another, any, around, began, brown, cold, come, different, fast, gave, great, house, near, off, once, place, right, should, small, soon, under*.

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
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Recognize Grade 2 high-frequency words.

Read high-frequency words, including common irregularly spelled words, such as the following: *away, best, blue, buy, does, don't, every, find, found, funny, goes, help, here, might, morning, old, own, pair, part, please, pretty, ride, sleep, stand, sure, think, those, three, until, upon, went, world, yours.*

Next Steps & Resources for Instruction

Caleb is achieving accuracy in recognizing high-frequency words. Continue to offer opportunities to practice these words in fluency activities and in authentic texts.

Caleb is achieving accuracy in recognizing high-frequency words. Continue to offer opportunities to practice these words in fluency activities and in authentic texts.

Vocabulary

- Late 2
540

Developmental Analysis

Both word knowledge and word-learning strategies are addressed in this domain. Caleb is ready to learn prefixes *in-, im-, en-, em-, non-, mid-, mis-, dis-*; suffixes *-ful, -less, -ness, -ment, -able, -ible, -ous*; and word roots *bio, geo*. Additionally, this child should further explore shades of meaning as well as continue to deepen understanding of words used in stories and in content area texts such as science, social studies, and math.

Can Do

Understand word relationships.

Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, multiple-meaning words, and shades of meaning.

Use general academic and domain-specific vocabulary.

Demonstrate knowledge of Grade 2 words used in literary texts, grade-appropriate content areas, and other academic contexts.

Use prefixes, suffixes, and base words.

Understand and use meaningful word parts, including prefixes (such as, but not limited to, *un-, re-, pre-*); suffixes (such as, but not limited to, *-tion, -sion, -ion, -or/er, -ful, -less*); and base words. Identify compound words and their meanings.

Next Steps & Resources for Instruction

Continue to teach grade-level-appropriate general academic and domain-specific vocabulary. Introduce 10 to 15 new words per week related to topics and themes in children's literary and informational texts. After reading, talk about some of the words Caleb encountered. Ask engaging questions that prompt the child to use the words in meaningful contexts, and encourage the child to use the new words in a small group discussion.

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Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)


Continue to teach grade-level-appropriate general academic and domain-specific vocabulary.


Introduce 10 to 15 new words per week related to topics and themes in children's literary and informational texts. After reading, talk about some of the words Caleb encountered. Ask engaging questions that prompt the child to use the words in meaningful contexts, and encourage the child to use the new words in a small group discussion.

Tools For Instruction

Use Different Strategies to Figure Out Word Meanings 

Teach New Word Meanings 

Use Words that Show Relationships in Time and Space 

Use Context to Find Word Meaning 

Additional Resources

Ready® New York CCLS English Language Arts Instruction

Or

Digital access to Ready® through Teacher Toolbox



Grade 3

Language Handbook Lesson 26: Using Context Clues

Ready® New York NGLS English Language Arts Instruction

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Grade 3

Language Handbook Lesson 26: Using Context Clues

Extend understanding of word relationships.


Extend understanding of word relationships.

- Continue to teach synonyms and antonyms. Identify synonyms as words with similar meanings (*friend/buddy, clean/neat*) and antonyms as words with opposite meanings (*friend/enemy, clean/messy*).
- Continue to teach homophones and multiple-meaning words. Identify homophones as words that sound the same but have different meanings and sometimes different spellings. For example, a *roll* can mean "bread" or "to turn over," while the word *role* means "a part in a play."
- Expand understanding of shades of meaning. Introduce pairs of words such as *kid/child* and *huge/enormous*. Discuss the subtle differences. Invite Caleb to use each word in a sentence.

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Tools For Instruction

Shades of Meaning 

Recognize Synonyms 

Make Connections to Words 

Recognize Antonyms 

Recognize Multiple-Meaning Words 

Additional Resources

Ready® New York CCLS English Language Arts Instruction

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Grade 3

Language Handbook Lesson 32: Shades of Meaning

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Grade 3

Language Handbook Lesson 32: Shades of Meaning

[Build knowledge of prefixes, suffixes, and word roots.](#)

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Build knowledge of prefixes, suffixes, and word roots.

Teach additional prefixes.

- Explain that the prefixes *in-* and *-im* mean "not."
- Display a sentence such as: *It might be fun to turn invisible, but it's impossible.*
- Underline *invisible* and say, "Listen and watch as I read the word parts: *in visible*."
- Ask: "What do you think this word means?" ("not visible" or "not able to be seen")
- Then, underline *impossible* and say, "Listen and watch as I read the word parts: *im possible*."
- Ask: "What do you think this word means?" ("not possible")
- Follow the same procedure with the prefixes *dis-*, *mis-*, and *non-* (all meaning "not") as in *distrust*, *mislead*, and *nonstop*; the prefixes *en-* and *em-* (both meaning "to put into" or "to cause to") as in *entrust* and *embed*.

Teach additional suffixes.


- Review the following suffixes: *-ful* (meaning "full of") as in *cheerful* and *-less* (meaning "without") as in *fearless*.
- Display a sentence such as: *The warm weather made us all cheerful.*
- Underline the word *cheerful* and say: "Listen and watch as I read the word parts: *cheer ful*."
- Ask: "What do you think this word means?" ("full of cheer")
- Then model using the suffix *-ous* to form an adjective from a word root that is a noun, as in *joyous*.

Teach word roots.

- Explain that the word root *bio* means "relating to life."
- Display a sentence such as: *My mom studied biology in college.*
- Underline *biology* and then read the word slowly. Ask students to use the meaning of the word root to guess about what the word means.
- Ask: "What do you think this word means?" ("the study of life")
- Follow the same procedure with the word root *geo* (meaning "relating to the Earth") as in *geology*.

Tools For Instruction

Introduce Word Families 

Suffixes -er, -est, and -ness 

Use Word Parts to Explore Vocabulary 

Introduce Prefix and Suffix Families 

Prefixes in-, dis-, mis-, non- 

Understand Base Words 

Additional Resources

Ready® New York CCLS English Language Arts Instruction

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Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)



Grade 3

Language Handbook Lesson 27: Prefixes and Suffixes

Language Handbook Lesson 28: Root Words

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Grade 3

Language Handbook Lesson 27: Prefixes and Suffixes

Language Handbook Lesson 28: Root Words

Comprehension: Literature

● Grade 1
474

Developmental Analysis

This domain addresses Caleb's understanding of literary text. Results indicate that this child will benefit from instruction that targets both listening and reading comprehension skills such as understanding story elements and evaluating key ideas and details. Use read-alouds to introduce a variety of genres, including fantasy and realistic fiction. Encourage Caleb to retell read-aloud stories.

Can Do

Make inferences.

With support, draw conclusions or make inferences in read-aloud literary or informational text or in pictures.

Compare and contrast within a literary text.

With support, compare or contrast characters (people, animals) or events within a literary text read aloud.

Sequence events in literary text.

With support, sequence pictures of two events or identify the beginning, middle, or end of literary text read aloud.

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
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Connect text and visuals in literary text.

With support, describe the relationship between pictures and the text in which they appear (e.g., what moment in a story a picture depicts) in literary text read aloud.

Retell literary text.

With support, retell stories read aloud.

Compare story elements in two literary texts.

With support, compare the adventures and experiences of characters in two literary texts read aloud.

Next Steps & Resources for Instruction

Build understanding of characters.

Build understanding of characters.

- Define characters as the people, animals, or objects with human characteristics in a story.
- Model how to learn about characters in a story by noticing what they do and what they say, as well as how they look in pictures and illustrations.
- Point out that readers should think about characters like people in real life.
- Help Caleb describe characters in read-aloud stories.

Tools For Instruction

Describe Characters 

Additional Resources

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Grade 1

Read Aloud Lesson A: *The Empty Pot*

Read Aloud Lesson B: *The Polar Bear Son*

Read Aloud Lesson C: *My Rotten Redheaded Older Brother*

Read Aloud Lesson D: *Mice and Beans*

Read Aloud Lesson H: *Mike Mulligan and His Steam Shovel*

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Lesson 1: Asking Questions

Lesson 2: Describing Characters

Lesson 17: Story Words and Pictures

Lesson 18: Comparing Characters

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Grade 1

Read Aloud Lesson A: *The Empty Pot*

Read Aloud Lesson B: *The Polar Bear Son: An Inuit Tale*

Read Aloud Lesson C: *My Rotten Redheaded Older Brother*

Read Aloud Lesson D: *Mice and Beans*

Read Aloud Lesson H: *Mike Mulligan and His Steam Shovel*

Lesson 1: Asking Questions

Lesson 2: Describing Characters

Lesson 17: Story Words and Pictures

Lesson 18: Comparing Characters

Continue to analyze story elements. Using read-aloud stories:

Continue to analyze story elements.

Using read-aloud stories:

- Review the meanings of key terms related to story elements, including *character*, *setting*, *event*, *problem*, and *solution*.
- Demonstrate how to describe settings and major events in a story by referring to details in the text and pictures.
- Guide Caleb to identify the problem faced by the main character. After reading the story aloud, discuss how the problem was solved and what happened as a result.

Tools For Instruction

Story Elements 

Additional Resources

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Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)



Grade 1

Read Aloud Lesson A: *The Empty Pot*

Read Aloud Lesson B: *The Polar Bear Son*

Read Aloud Lesson C: *My Rotten Redheaded Older Brother*

Read Aloud Lesson D: *Mice and Beans*

Read Aloud Lesson H: *Mike Mulligan and His Steam Shovel*

Lesson 1: Asking Questions

Lesson 2: Describing Characters

Lesson 3: Describing Setting

Lesson 4: Describing Events

Lesson 17: Story Words and Pictures

Lesson 18: Comparing Characters

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Grade 1

Read Aloud Lesson A: *The Empty Pot*

Read Aloud Lesson B: *The Polar Bear Son: An Inuit Tale*

Read Aloud Lesson C: *My Rotten Redheaded Older Brother*

Read Aloud Lesson D: *Mice and Beans*

Read Aloud Lesson H: *Mike Mulligan and His Steam Shovel*

Lesson 1: Asking Questions

Lesson 2: Describing Characters

Lesson 3: Describing Setting

Lesson 4: Describing Events

Lesson 17: Story Words and Pictures

Lesson 18: Comparing Characters

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Develop knowledge of sequence of events. Review that every story has a beginning, middle, and an end, and that events in a story happen in time order, or sequence. Help Caleb use signal words such as *first*, *next*, and *last* to discuss sequence of events in Grade 1 stories.

Develop knowledge of sequence of events.

Review that every story has a beginning, middle, and an end, and that events in a story happen in time order, or sequence. Help Caleb use signal words such as *first*, *next*, and *last* to discuss sequence of events in Grade 1 stories.

Tools For Instruction

Sequence of Events 

Additional Resources

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Grade 1

Read Aloud Lesson A: *The Empty Pot*

Read Aloud Lesson B: *The Polar Bear Son*

Read Aloud Lesson C: *My Rotten Redheaded Older Brother*

Read Aloud Lesson D: *Mice and Beans*

Read Aloud Lesson E: *Who Eats What?*

Read Aloud Lesson F: *Butterflies and Moths*

Read Aloud Lesson G: *Elizabeth Leads the Way*

Read Aloud Lesson H: *Mike Mulligan and His Steam Shovel*

Read Aloud Lesson I: *Earthworms*

Lesson 1: Asking Questions

Lesson 4: Describing Events

Lesson 6: Asking Questions

Lesson 8: Describing Connections

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Grade 1

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Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Read Aloud Lesson A: *The Empty Pot*

Read Aloud Lesson B: *The Polar Bear Son: An Inuit Tale*

Read Aloud Lesson C: *My Rotten Redheaded Older Brother*

Read Aloud Lesson D: *Mice and Beans*

Read Aloud Lesson E: *Who Eats What? Food Chains and Food Webs*

Read Aloud Lesson F: *Nic Bishop: Butterflies and Moths*

Read Aloud Lesson G: *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote*

Read Aloud Lesson H: *Mike Mulligan and His Steam Shovel*

Read Aloud Lesson I: *Earthworms*

Lesson 1: Asking Questions

Lesson 4: Describing Events

Lesson 6: Asking Questions

Lesson 8: Describing Connections

Provide practice with cause and effect. Explore simple literary texts organized by cause and effect. Pause after several events and ask, "What happened?" and "Why did it happen?" Have Caleb identify and describe the cause-and-effect relationships.

Provide practice with cause and effect.

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Tools For Instruction

Cause and Effect 

Additional Resources

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Or

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Grade 1

Lesson 1: Asking Questions

Lesson 6: Asking Questions

Lesson 8: Describing Connections

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Or

Digital access to Ready® through Teacher Toolbox

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)



Grade 1

Lesson 1: Asking Questions

Lesson 6: Asking Questions

Lesson 8: Describing Connections

Teach asking and answering questions about key ideas and details. As you read stories and poems aloud, model noticing what is happening in the text and illustrations. Pause to ask questions such as these: Support Caleb in providing the answer. Whenever possible, reread key sentences or point to illustrations that support the student's answers.

Teach asking and answering questions about key ideas and details.

As you read stories and poems aloud, model noticing what is happening in the text and illustrations. Pause to ask questions such as these:

- "Who is this character?"
- "What just happened?"
- "Why did the character do that?"

Support Caleb in providing the answer. Whenever possible, reread key sentences or point to illustrations that support the student's answers.

Tools For Instruction

Key Ideas and Details 

Additional Resources

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Or

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Grade 1

Lesson 1: Asking Questions

Lesson 6: Asking Questions

Lesson 16: Words and Pictures

Lesson 17: Story Words and Pictures

Lesson 19: Words with Pictures

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Or

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

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Grade 1

Lesson 1: Asking Questions

Lesson 6: Asking Questions

Lesson 16: Words and Pictures

Lesson 17: Story Words and Pictures

Lesson 19: Words with Pictures

Continue to teach making inferences. Model making inferences in Grade 1 read-aloud texts by using picture clues and details from the text to figure out something that is not directly stated. Guide Caleb to combine clues from the text with things the student already knows about real life in order to figure out what the author is not saying.

Continue to teach making inferences.

Model making inferences in Grade 1 read-aloud texts by using picture clues and details from the text to figure out something that is not directly stated. Guide Caleb to combine clues from the text with things the student already knows about real life in order to figure out what the author is not saying.

Tools For Instruction

Make Inferences 

Additional Resources

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Grade 1

Lesson 1: Asking Questions

Lesson 6: Asking Questions

Lesson 16: Words and Pictures

Lesson 17: Story Words and Pictures

Lesson 19: Words with Pictures

Ready® New York NGLS English Language Arts Instruction

Or

Digital access to Ready® through Teacher Toolbox

Curriculum Associates

Subject	Reading
Student	
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Student Grade	2
Placement Definition	Standard View
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Grade 1

Lesson 1: Asking Questions

Lesson 6: Asking Questions

Lesson 16: Words and Pictures

Lesson 17: Story Words and Pictures

Lesson 19: Words with Pictures

Comprehension: Informational Text

● Late 2
548

Developmental Analysis

This domain addresses Caleb's understanding of informational text. Results indicate that Caleb is ready for instruction in Grade 2 informational skills and strategies such as connecting text and visuals. This student may also be ready for instruction in Grade 3 skills and strategies such as understanding key ideas and details. Teach a variety of informational genres, including how-to pieces and newspaper or magazine articles.

Can Do

Make inferences based on textual evidence.

Draw conclusions or make inferences in Grade 2 literary or informational text.

Use text features in informational text.

Use captions, bold print, headings, glossaries, indexes, or other text features to locate key facts or information in Grade 2 informational text.

Identify author's purpose in informational text.

Identify the author's purpose in Grade 2 informational text.

Identify sequence of events.

Identify sequence of events in Grade 2 literary or informational text.

Evaluate argument in informational text.

Describe how reasons support specific points in Grade 2 informational text.

Subject	Reading
Student	
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Determine main idea and key details in informational text.

Identify the main topic, the main idea, and/or key details in Grade 2 informational text. Identify the focus of specific paragraphs within the text.

Next Steps & Resources for Instruction

Build understanding of connecting text and visuals. Explain that readers get information from words in a text as well as from pictures, illustrations, and diagrams.

Build understanding of connecting text and visuals.

Explain that readers get information from words in a text as well as from pictures, illustrations, and diagrams.

- Using an informational text containing plenty of visuals, model thinking about how the visuals support the text and sometimes give additional information that does not appear in the text.
- Prompt Caleb to connect the text and visuals. Ask questions such as, "What do you see in the picture that matches what we just read about? What details in this picture tell you more about what we just read?"

Additional Resources

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Grade 2

Lesson 18: Explaining How Images Support Text

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Grade 2

Lesson 18: Explaining How Images Support Text

[Begin to teach figurative language.](#)

Subject	Reading
Student	
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Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Begin to teach figurative language.

- Explain that similes and metaphors are examples of figurative language. A simile uses *like* or *as* while a metaphor makes a direct comparison.
- Review familiar examples of similes and metaphors, such as "quiet as a mouse" or "a mountain of homework."
- Support Caleb in finding examples of similes and metaphors in a text as well as inventing new examples. Discuss the effect of each comparison.

Tools For Instruction

Figurative Language: Metaphor and Simile 

Provide practice with comparing important points and key details in two informational texts.

Provide practice with comparing important points and key details in two informational texts.

- Work with Caleb to identify the most important points and key details in two informational texts on the same topic.
- Guide Caleb in analyzing the similarities and differences in the information presented toward an understanding of key facts and details about the topic.

Additional Resources

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Grade 2

Lesson 20: Comparing and Contrasting Two Texts

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Grade 2

Lesson 20: Comparing and Contrasting Two Texts

Teach retelling. Explain that a good retelling includes a brief description of the key details such as people, places, events, or steps in a process, as well as the key ideas in the order in which the author presents them. After reading an informational text, ask Caleb: "What is the text mostly about?" "What is an important detail that tells more about a key idea?" Guide the child to retell the text orally.

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Teach retelling.

Explain that a good retelling includes a brief description of the key details such as people, places, events, or steps in a process, as well as the key ideas in the order in which the author presents them. After reading an informational text, ask Caleb: "What is the text mostly about?" "What is an important detail that tells more about a key idea?" Guide the child to retell the text orally.

Tools For Instruction

Retell Details and Events 

Additional Resources

Ready® New York CCLS English Language Arts Instruction

Or

Digital access to Ready® through Teacher Toolbox



Grade 2

Lesson 2: Finding the Main Topic

Ready® New York NGLS English Language Arts Instruction

Or

Digital access to Ready® through Teacher Toolbox



Grade 2

Lesson 2: Finding the Main Topic

Extend comprehension monitoring to Grade 3 texts. Challenge Caleb to identify key ideas and details in a Grade 3 informational text by asking questions such as these: Challenge Caleb to find details in the text that answer these questions.


Extend comprehension monitoring to Grade 3 texts.

Challenge Caleb to identify key ideas and details in a Grade 3 informational text by asking questions such as these:

- "What is the topic?"
- "What is the most important thing I should know about this topic?"
- "What details tell more about the main idea?"

Challenge Caleb to find details in the text that answer these questions.

Tools For Instruction

Key Ideas and Details 

Subject	Reading
Student	
Student ID	2020
Student Grade	2
Placement Definition	Standard View
Diagnostic	Diagnostic 1 (11/21/20)

Additional Resources

Ready® New York CCLS English Language Arts Instruction

Or

Digital access to Ready® through Teacher Toolbox



Grade 3

Lesson 1: Ask and Answer Questions About Key Ideas

Lesson 5: Asking and Answering Questions About Stories

Ready® New York NGLS English Language Arts Instruction

Or

Digital access to Ready® through Teacher Toolbox



Grade 3

Lesson 1: Ask and Answer Questions About a Text

Lesson 5: Asking and Answering Questions About Stories

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