

# BEING A READER™

## SECOND EDITION

## Grade 2 Comprehension Checks Guidance and Answer Key

### Guidance

The *Being a Reader* Comprehension Checks provide educators with a quick way to evaluate students' comprehension throughout the school year. Each comprehension check includes five multiple-choice questions aligned to specific comprehension skills.

- For narrative texts (fiction and narrative nonfiction), the questions evaluate students' understanding of:
  1. Character
  2. Setting
  3. Theme
  4. Inference
  5. Sequence
- For informative texts (expository and persuasive nonfiction), the questions evaluate students' understanding of:
  1. Topic
  2. Main idea
  3. Important ideas (important facts or details)
  4. Text structure
  5. Vocabulary

### Administering the Comprehension Checks

Plan ahead to determine when and how you will administer the comprehension checks.

- Review the "Comprehension Checks Across the Grade" table on page 3.
- Determine which comprehension checks you plan to administer and note the best timing within each unit.
- Locate the Grade 2 Comprehension Checks in the Student-Facing Resources tab of the Grade 2 *Being a Reader* resources on the Learning Portal.
- Download the comprehension checks for the unit you are teaching.
- Print a class set of the comprehension checks you plan to administer for your students.
- After scoring the comprehension checks, document the students' scores on the "*Being a Reader* Grade 2 Comprehension Check Class Record Sheet."

## Using the Class Record Sheet

The "[Being a Reader Grade 2 Comprehension Check Class Record Sheet](#)" is a Google sheet with formulas that automatically calculate the score for each comprehension check and a cumulative unit score. To use the class record sheet:

- Make a copy of the Google sheet.
- Enter your students' names in row 2.
- For each student, enter a value for each question (1=correct response; 0=incorrect response).
- The cumulative unit score is an average of all of the comprehension checks available for the unit. If you do not administer all of the comprehension checks for a unit, you will need to adjust the formula.

## Analyzing the Data

The last column of the class record sheet calculates how many students answered each question correctly.

- If you notice a particular question to which less than half of the class responded correctly, consider spending more instructional time on that particular skill with the next text. For example, if more than half the class missed question 1, you might spend more time discussing character with the next narrative text or identifying topic with the next nonfiction text.
- If you notice individual students consistently responding to particular question types incorrectly, plan to focus on those skills when conferencing with students during Individualized Daily Reading (IDR).

## Grading Support

The comprehension checks can be used as additional data points to inform grades for reporting purposes; they are not intended to take the place of the Student Progress Assessment (starting with Unit 2). We recommend that you use the comprehension checks alongside other program assessments, including conferences, class and group assessments, and the Student Progress Assessment.

### Including the Comprehension Checks in the Student Progress Assessment

To include the comprehension checks as an additional data point for the Student Progress Assessment:

1. In Section 1: Reading of the Student Progress Assessment, add a "Part C: Comprehension" score.
2. For each comprehension check administered in the unit, use the following scale for scoring student responses:
  - 3 = Meets expectations for target (4-5 correct responses)
  - 2 = Partially meets expectations for target (2-3 correct responses)
  - 1 = Does not meet expectations for target (0-1 correct responses)
3. Calculate the Part C subtotal. The image below provides an example of this.

#### Section 1: Reading

##### Part C: Comprehension Checks

| COMPREHENSION CHECK NUMBER | MEETS EXPECTATIONS | PARTIALLY MEETS EXPECTATIONS | DOES NOT MEET EXPECTATIONS |
|----------------------------|--------------------|------------------------------|----------------------------|
| 4                          | 3                  |                              |                            |
| 5                          | 3                  |                              |                            |
| 6                          |                    | 2                            |                            |
| 7                          |                    | 2                            |                            |
| Subtotals                  | 6                  | 4                            |                            |

Part C score (sum of subtotals/number of items scored)  $10/4=2.5$

4. Add the Part C score to the Reading section of “Section 3: Summary” and calculate the overall reading score:

### Section 3: Summary

#### Reading

Part A score: 3

Part B score: 3

Part C score: 2.5

Overall Reading score: 2.8 (Part A score + Part B score + Part C score)/3

### Comprehension Checks Across the Grade

The table below lists the comprehension checks available throughout Grade 3 and tells when to administer each one.

| Comprehension Check Number | Text Title                                                                        | Administer After Teaching |
|----------------------------|-----------------------------------------------------------------------------------|---------------------------|
| 1                          | <i>McDuff Moves In</i>                                                            | Unit 1, Week 1, Day 2     |
| 2                          | <i>Sheila Rae, the Brave</i>                                                      | Unit 1, Week 2, Day 2     |
| 3                          | <i>Girl Wonder: A Baseball Story in Nine Innings</i>                              | Unit 1, Week 3, Day 3     |
| 4                          | <i>Jamaica Tag-Along</i>                                                          | Unit 2, Week 1, Day 2     |
| 5                          | <i>The Invisible Boy</i>                                                          | Unit 2, Week 2, Day 2     |
| 6                          | <i>The Three Little Pigs</i>                                                      | Unit 2, Week 3, Day 3     |
| 7                          | <i>The Three Little Wolves and the Big Bad Pig</i>                                | Unit 2, Week 4, Day 2     |
| 8                          | <i>The Things That I Love About Trees</i>                                         | Unit 3, Week 1, Day 3     |
| 9                          | “Bees, Bothered by Bold Bears, Behave Badly”                                      | Unit 3, Week 2, Day 1     |
| 10                         | <i>Amy’s Light</i>                                                                | Unit 3, Week 3, Day 2     |
| 11                         | <i>Erandi’s Braids</i>                                                            | Unit 4, Week 1, Day 2     |
| 12                         | <i>Benji, the Bad Day, and Me</i>                                                 | Unit 4, Week 2, Day 2     |
| 13                         | <i>Chester’s Way</i>                                                              | Unit 4, Week 3, Day 2     |
| 14                         | <i>Across the Bay</i>                                                             | Unit 5, Week 1, Day 2     |
| 15                         | <i>Ruby’s Wish</i>                                                                | Unit 5, Week 2, Day 2     |
| 16                         | <i>Beatrix Potter</i>                                                             | Unit 5, Week 3, Day 3     |
| 17                         | <i>The Doctor with an Eye for Eyes: The Story of Dr. Patricia Bath</i>            | Unit 6, Week 1, Day 2     |
| 18                         | <i>Farmer Will Allen and the Growing Table</i>                                    | Unit 6, Week 2, Day 2     |
| 19                         | <i>Spring After Spring: How Rachel Carson Inspired the Environmental Movement</i> | Unit 6, Week 3, Day 3     |
| 20                         | <i>City Hawk: The Story of Pale Male</i>                                          | Unit 7, Week 1, Day 2     |
| 21                         | <i>Life in a Coral Reef</i>                                                       | Unit 7, Week 2, Day 2     |
| 22                         | “Jungle Life”                                                                     | Unit 7, Week 3, Day 1     |
| 23                         | “What Is Mars?”                                                                   | Unit 8, Week 1, Day 3     |
| 24                         | “Blast Off!”                                                                      | Unit 8, Week 2, Day 3     |
| 25                         | “The Perils of Plastic”                                                           | Unit 9, Week 1, Day 1     |
| 26                         | “Zoos Are Not Good for Animals”                                                   | Unit 9, Week 2, Day 3     |
| 27                         | <i>Big Al</i>                                                                     | Unit 9, Week 4, Day 2     |

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## SECOND EDITION

### Grade 2 Comprehension Checks

## UNIT 2 CONTENTS

| Comprehension Check Number | Text Title                                         | Administer After Teaching |
|----------------------------|----------------------------------------------------|---------------------------|
| 4                          | <i>Jamaica Tag-Along</i>                           | Unit 2, Week 1, Day 2     |
| 5                          | <i>The Invisible Boy</i>                           | Unit 2, Week 2, Day 2     |
| 6                          | <i>The Three Little Pigs</i>                       | Unit 2, Week 3, Day 3     |
| 7                          | <i>The Three Little Wolves and the Big Bad Pig</i> | Unit 2, Week 4, Day 2     |

# Comprehension Check 4

## *Jamaica Tag-Along*

Read each question. Circle the letter of the correct answer.

### Question 1

**Who are the main characters in the story?**

- A. Jamaica and her new puppy Oliver
- B. Jamaica and her big brother Ossie
- C. Jamaica and her teacher Mr. Fletcher
- D. Jamaica and her neighbor Ms. Moody

### Question 2

**When and where does the story mostly happen?**

- A. At school during lunchtime
- B. At the grocery store in the evening
- C. At a park in the afternoon
- D. In the kitchen during breakfast

### Question 3

**What is a message or lesson in the story?**

- A. You should treat people the way that you want to be treated.
- B. Older kids should never have to play with younger kids.
- C. Kicking down someone's sandcastle is a good way to make friends.
- D. Always wear a bike helmet.

#### Question 4

**How does Ossie feel about Jamaica in the beginning of the story?**

- A. Ossie doesn't want Jamaica to go to the park to play basketball with him and his friends.
- B. Ossie is happy that Jamaica always joins him.
- C. Ossie is excited because Jamaica will bring toys to the park.
- D. Ossie is scared that Jamaica is going to be mean to him.

#### Question 5

**What happens after Ossie is done playing basketball?**

- A. Jamaica and Ossie's mom shows up and has a picnic for them.
- B. Jamaica follows a duck away from the park and gets lost.
- C. Ossie helps Jamaica and the little boy build a sand castle.
- D. Ossie invites Jamaica to play with him and his friends.

# Answer Key

## Unit 1

### Comprehension Check 1: *McDuff Moves In*

1. b      2. a      3. c      4. c      5. d

### Comprehension Check 2: *Sheila Rae, the Brave*

1. b      2. a      3. c      4. c      5. a

### Comprehension Check 3: *Girl Wonder: A Baseball Story in Nine Innings*

1. c      2. b      3. d      4. a      5. b

## Unit 2

### Comprehension Check 4: *Jamaica Tag-Along*

1. b      2. c      3. a      4. a      5. c

### Comprehension Check 5: *The Invisible Boy*

1. c      2. d      3. b      4. a      5. b

### Comprehension Check 6: *The Three Little Pigs*

1. d      2. b      3. a      4. c      5. b

### Comprehension Check 7: *The Three Little Wolves and the Big Bad Pig*

1. b      2. a      3. b      4. c      5. d