



STEPPING - INTERACTIVE Together Two READ-ALOUD

CORRELATION CHART: SECOND GRADE

Title and Author of IRA Lesson	Comprehension Focus	Common Core Standard Correlation	ST Module	Week	Days
<i>Goldilocks and the Three Bears</i> by Gennady Spirin	Retelling: Beginning-Middle-End (B-M-E)	RL.2.2	3	5	1-4
<i>The Three Snow Bears</i> by Jan Brett	Retelling: Five-Finger Retelling	RL.2.2	2	4	1-4
<i>Be Kind</i> by Pat Zietlow Miller; illustrated by Jen Hill	Retelling: Identify Key Words	RL.2.2	2	1	1-4
<i>Mango, Abuela, and Me</i> by Meg Medina; illustrated by Angela Dominguez	Retelling: Who-What	RL.2.2	1	1	1-4
<i>The Other Side</i> by Jacqueline Woodson; illustrated by E. B. Lewis	Summarizing: Somebody-Wanted-But-So-Then (S-W-B-S-T)	RL.2.2	Can be adapted for any fiction lesson		
<i>Trapped! A Whale's Rescue</i> by Robert Burleigh; illustrated by Wendell Minor	Developing Vocabulary: Use Strategies to Explain New Words	RI.2.4	4	2	1-4
<i>Hippos Are Huge!</i> by Jonathan London; illustrated by Matthew Trueman	Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)	RI.2.2	2	2	1-4
<i>My Two Blankets</i> by Irena Kobald; illustrated by Freya Blackwood	Analyzing Characters: Track the Character's Feelings in the Beginning-Middle-End (B-M-E)	RL.2.3	1	3	1-4
<i>Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh</i> by Sally M. Walker; illustrated by Jonathan D. Voss	Analyzing Characters: Who-What-Why	RL.2.3	1	4	1-4
<i>A House in the Sky: And Other Uncommon Animal Homes</i> by Steve Jenkins; illustrated by Robbin Gourley	Asking and Answering Questions: Yellow Questions	RI.2.9	5	4	1-4
<i>Mama Panya's Pancakes: A Village Tale from Kenya</i> by Mary and Rich Chamberlin; illustrated by Julia Cairns	Inferring: Infer from Actions and Dialogue	RL.2.3	6	2	1-4
<i>One Tiny Turtle</i> by Nicola Davies; illustrated by Jane Chapman	Summarizing: Key Word Summary	RI.2.2	4	3	1-4

*** This chart indicates the alignment of the comprehension focuses taught through the Interactive Read Aloud (IRA) and Stepping Together Lessons. We suggest teaching the IRA lesson that correlates with the comprehension focus the initial time it is taught in the Stepping Together Lessons. Use the Interactive Read Aloud Lessons as mentor texts throughout the year. The mentor texts should be referenced throughout the year each time the comprehension focuses are revisited. Alternatively, the IRA lesson framework can be used to create additional lessons with a new trade book. Reading Standard correlations are listed, but please note there are foundational skills, writing standards, and speaking and listening standards incorporated into each lesson.

