

Teachers building common core lessons start by asking essential questions related to what they want their students to learn and determining which standards they will target.

**The Sock Spot** Lexile level is: 690L

This is how to interpret the Lexile level:

**Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)**

	Old	New (CCSS)
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

**Sock Spot – CCSS-aligned discussion prompts/questions**

**1. What is the purpose of the Sock Spot? Where in the passage did you find that key detail?**

To provide a place for socks to go when their mate is lost (pg. 7).

**2. Go back to pg. 8. Why doesn't Roman listen to his mother when she asks him to place his socks in the dirty clothes basket? Base your answer on his body language.**

He was too excited for his bath – not paying attention because he was running/acting silly

**3. The lizard Roman meets in the story is lazy.**

**Which piece of evidence from the text best supports that statement?**

- a. "My tail will grow back."
- b. "Don't worry about it now, just lay here with me."
- c. "Your sock will turn up later."
- d. "I have not seen your left sock."

**4. Read to your partner the section where the Roman’s problem begins to be solved.**

When the crawfish tells Roman, “ I seen dat Mean Weenie dog wit dat poor little sock” (p. 19).

**5. What effect do the events in the story have on Roman?**

**Use textual evidence to support your response.**

*Answers will vary.* In the beginning of the story, Roman is a carefree young boy. He loves his socks. However, when he loses his favorite left sock, he becomes disappointed. His disappointment soon changes into determination as he goes on a mission to find his lost sock. Even though he becomes discouraged along the way, he never gives up. Eventually, Roman is reunited with his lost sock and returns to his happy, overjoyed self.

ANCHOR STANDARD	GRADE SPECIFIC STANDARD
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	R L 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  * Know that actions in the story help lead to a resolution

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>RL 2.3</p> <p>Describe how characters in a story respond to major events and challenges</p>
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<p>RL 2.7</p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>

**3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

- Who was the most important character in Roman’s search for his sock? Which sentence(s) from the story supports your answer?
- Where does the story take place? Which sentence(s) from the story supports your answer?
- When did Roman notice that the Left sock was lost? Which sentence(s) from the story supports your answer?
- Why did the bat not know where the sock was? Which sentence(s) from the story supports your answer?
- How is left sock different from the right sock? Which sentence(s) from the story supports your answer?

**3RL2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**

- What happens in this \_\_\_ (story)?
- Place each event in a box to show the order in which it happens in the \_\_\_\_\_ (story).
- What lesson does the author hope the reader learns from the story? What key details in the story help the reader understand this lesson?
- What lesson does Roman learn in the story? What key details in the story help the reader understand this lesson?

**3RL3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**

- Explain why the socks are hung up on the washing machine.
- Explain how Roman feels when he learns a sock is missing. How does that affect what she does next?
- Explain what Roman does to find his sock. What does that show the reader about Roman?
- Describe \_\_\_\_ (a character in the story). How does his/her actions contribute to the sequence of events in the story?
- Explain how the actions of \_\_\_\_ (a character in the story) influence what happens next.

**3RL6 – Distinguish their own point of view from that of the narrator or those of the characters.**

- Who is telling the story?
- How does Roman feel about losing the sock? How is that different from how you would feel?

**3RL7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**

- Explain how the illustration helps the reader understand the setting of the story. Use examples from the story and illustration in your explanation.
- Explain how the illustrations make the reader feel. Why?
- Explain how the illustration helps the reader understand the main character in the story. Use examples from the story and illustration in your explanation.