

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Ask and answer questions about key details in a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do readers construct meaning from text?</i>	- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • With partners, students ask questions about common informational texts. • After reading informational texts with whole class discussion, students work in small groups to create question-answer books and publish the books in classroom libraries. • Complete a web that focuses on key ideas and supporting details.
Content Statements		
<i>Students will be able to ask and answer questions about key ideas and supporting details.</i>		
Assessments	Teacher Resources	
<i>Students will come up with their own questions based on the text that they read. They can have a partner answer their questions.</i>	<p><i>Reading Street 2013 Alignment</i></p> <p>SE R: 58, 137 SE 1: 112, 164</p> <p>SE 2: EI•13, 70–71, 72–73, 74–75, 96, 133, 134–135, 160, 178b, 182–183, 190–191, 193a, 194</p>	
Equipment Needed		

<p>Informational text Web Notebook</p>	<p>SE 3: 39–41, 106, 147, 174 SE 4: 110, 114–117, 144 SE 5: 124–127, 156, 194 TE R: 84–85, 136i, 136–137 TE 1: 90–91, 104–105, 106–107, 108–109, 110–111, 111a, 111b, 112–113, 143a, 154c, 154–155, 156–157, 158–159, 160–161, 162–163, 163a, 164–165 TE 2: 72–73, 74–75, 75a, 86–87, 88–89, 94–95, 95a, 95b, 96–97, 101a, 132i, 132–133, 134–135, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–159, 159a, 160–161, 178b, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195 TE 3: 40–41, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 105b, 106–107, 146i–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 173a, 174–175 TE 4: 49a, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110–111, 114–115, 116–117, 128b, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 143a, 144–145, 150–151, 187a TE 5: 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 119a, 120–121, 124i, 124–125, 126–127, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 155a, 156–157, 160i, 162–163, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195 TE 5: 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 119a, 120–121, 124i, 124–125, 126–127, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 155a, 156–157, 160i, 162–163, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195, 199a</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p>	<p>Informational Text 2. Identify the main topic and retell key details of a text. SE 1: 112, 164 SE 2: 96, 135, 160, 105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 119a, 120–121, 124i, 124–125, 126–127, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 155a, 156–157, 160i, 162–163, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195, 199a</p>

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Identify the main topic and retell key details of a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does the main idea of the text lead to better comprehension?</i></p> <p><i>How does retelling key details of a text help to identify the main topic?</i></p>	<p><i>Students will understand that key details support the main idea.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Build mobile organizers depicting main topics and key details for informational text.</i> <i>Use body movements (e.g. stand up, clap hands, slap knees, wave hands) to identify main topics or key details during read aloud of informational texts</i>
Content Statements		
<p>Students will be able to identify the main topic of a text and support it with the key details.</p>		

<p>Assessments Students will be assessed by reading a passage and then completing a main idea / details graphic organizer.</p>	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><i>Reading Street 2013 Alignment</i></p> <p>SE 1: 112, 164 SE 2: 96, 135, 160, 194 SE 4: 110, 144 SE 5: 120, 156, 163, 194 TE 1: 99a, 102b, 104-105, 106-107, 108-109, 111a, 112-113a, 142-143a, 163a, 164h, 165a TE 2: 75a, 86b, 90-91, 96h, 96-97, 97a, 103b, 132i, 143a, 152-153, 159b, 160-161a, 169b, 186-187, 190-191, 194-195a TE 3: 38-39, 105a, 175a TE 4: 93a, 98-99, 100-101, 102-103, 104-105, 108-109, 110h, 110-111, 111a, 119b, 130-131, 132-133, 134-135, 140-141, 144-145a, 153b TE 5: 102-103, 108-109, 119a, 121a, 135a-135b, 138b-138c, 142-143, 146-147, 150-151, 152-153, 154-155, 156-157a, 160i, 160-161, 162-163, 165b-165c, 188-189, 194h, 194-195, 195a</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p>	<p style="text-align: center;">Graphic organizers</p> <p style="text-align: center;">Informational Text</p> <p style="text-align: center;">Smartboard Interactive Whiteboard</p>
<p>Equipment Needed</p>	

Informational text Graphic organizer Hanger/Index Cards (for mobile)	
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Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does making connections within a text allow for students to gain key information?</i>	<i>Understanding the connections of people, events, and ideas may result in a new idea or a change of stance.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <i>Work with partners. Partner A describes one character from a text. Partner B describes another character from the same text. Partners collaborate to discover the likeness/differences between the characters.</i> <i>Listen to read alouds, students identify and discuss the ways in which two events or pieces of information from texts are connected.</i>
Content Statements		
Students will be able to make connections in text and label those connections as narrative elements.		

<p>Assessments <i>Students will read an informational text and complete a Venn diagram for two characters. They can also complete a Venn diagram to compare two events within the same passage.</i></p>	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><i>Reading Street 2013 Alignment</i></p> <p>SE 1: 143 SE 2: EI•4, 194 TE 1: 142-143 TE 2: 146-147, 148-149, 152-153, 160h, 175a, 178b-178c, 180-181, 182-183, 184-185, 186-187, 193a TE 3: 89a-89b, 94-95, 100-101, 102-103, 106h, 117c, 158b, 158-159, 162-163, 164-165, 166-167, 170-171, 172-173, 173a, 174-175, 181c TE 4: 104-105, 108-109, 109a, 132-133, 136-137, 144h TE 5: 95a-95b, 100-101, 102-103, 114-115, 116-117, 118-119, 129b, 152-153, 156h, 171a-171b, 184-185</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text</p>	<p style="text-align: center;">Venn Diagram</p> <p style="text-align: center;">Smartboard</p> <p style="text-align: center;">www. brainpopjr.com</p>
<p>Equipment Needed</p>	<p style="text-align: center;">Specify purpose of resource</p>
<p>Informational text Venn diagram Add more equipment such as grade level appropriate text</p>	

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is understanding vocabulary/phrases important in comprehending text?</i></p> <p><i>How can using context clues help students to make meaning of the text?</i></p>	<p><i>Students will understand the importance of vocabulary/phrases as a critical piece for comprehending text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Match vocabulary words to definitions and/or pictures with partners. Partner A tells the meaning of words. Partner B uses the words or phrases in sentences. Students repeat the process, reversing roles.</i> <i>Use lists of words related to texts, and ask questions to identify and define vocabulary.</i>
Content Statements		
<p>Students will be able to define vocabulary and then utilize the words and meaning to enable them to understand text.</p>		

<p>Assessments <i>Students will match vocabulary words with pictures or definitions. Assessment same as Activity</i></p>	<p>Teacher Resources</p> <p><i>Reading Street 2013 Alignment</i></p> <p>TE 2: 72–73, 74–75, 178b TE 3: 92b TE 4: 128b, 134–135, 138–139, 140–141 TE 5: 112–113, 178–179, 186–187, 188–189, 190–191</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>www.dictionary .com</p>
<p>Equipment Needed</p>	
<p>Dictionary Vocabulary notebook Informational text at appropriate reading level</p>	

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts for information in a text		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can text features help a reader locate key facts or information in a text?</i>	<p><i>Authors use a variety of physical text structures to organize how they present information in non-fiction text.</i></p> <p><i>When readers learn how to identify a text's structure, based on how the information is organized, they can apply comprehension strategies for informational text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Locate and place sticky notes on named features of texts. Students discuss or write information provided by the features.</i> <i>Respond to questioning prompts in order to tell the most appropriate features to locate specific information. Students answer additional questions that require the use of the features (e.g. Where would word meanings be found?; What is the meaning of _____?; Where would we find information about _____?; On what page does _____ begin?)</i>
Content Statements		
Students will be able to use a variety of text features to locate key facts for information in text.		

<p>Assessments <i>Students will locate and identify various text features in an informational text.</i> <i>Students will demonstrate the ability to access electronic menus.</i></p>	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><i>Reading Street 2013 Alignment</i></p> <p>SE R: 85 SE 1: 88–91 SE 2: 164–167 SE 3: 178–179 SE 5: 194, 198–199 TE R: 31b, 57b, 58i, 84i, 85 TE 1: 33c, 83g, 87c, 88i, 88–91, 154b TE 2: 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f TE 3: 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g TE 4: 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a TE 5: 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p style="text-align: center;">www.discovereducation.com</p> <p style="text-align: center;">www.timeforkids.com</p> <p style="text-align: center;">Provide description of resources</p>
<p>Equipment Needed</p>	

<p>Sticky notes Informational texts with the heading, table of contents, and glossary taken out Computers with internet access</p>	
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Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important to realize that pictures and illustrations support the text and will aid in the comprehension of the text?</i></p> <p><i>Add essential question about distinguishing between pictures and words to match 2nd enduring understanding</i></p>	<p><i>Students will understand the importance of identifying a text's structure based on how the information is organized (e.g. pictures and illustrations).</i></p> <p><i>Pictures, illustrations, and words will assist students in comprehending the informational text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>View picture in text prior to reading and generate lists of details observed from the pictures. Read the texts, generate additional lists of details gained from the texts, and compare the lists.</i> <i>Following the reading of informational texts, students are posed questions and then they determine if the responses are best found in the texts, from illustrations, or from both, and answer the questions.</i>
Content Statements		
<p>Students will be able to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>		

<p>Assessments <i>Provide the students with an informational text and three different pictures. The students choose the picture that correctly goes with the text. The students must also create a caption for that text.</i></p>	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><i>Reading Street 2013 Alignment</i></p> <p>20SE R: 58–59, 110–111 SE 1: 88–91, 142–143 SE 2: 72–73 SE 5: 162, 198–199 TE R: 58–59, 110i, 110–111 TE 1: 88i, 88–91, 93c, 110–111, 142i, 160–161 TE 2: 70i, 70–71, 72–73, 74–75, 94–95 TE 3: 96–97, 98–99, 149c TE 4: 96–99, 119c, 138–139, 148i, 148–149 TE 5: 102–103, 129c, 146–147, 150–151, 155b, 160i, 162–163, 165c, 198i, 198–199, 199a</p>
<p>NJ Model Curriculum Alignment 2012 RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p style="text-align: center;">www.brainpopjr.com</p> <p style="text-align: center;">www.timeforkids.com</p> <p style="text-align: center;">provide description of resources</p>
<p>Equipment Needed</p>	
<p>Venn diagram to compare text and illustrations Informational text Picture cards</p>	

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: Use the illustrations and details in a text to describe its key ideas.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can focusing on illustrations and details illicit a better understanding of a text?</i>	<i>By using the illustrations and details in a text, students will develop skills to analyze and understand text.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • <i>Look at illustrations from informational text and identify key ideas. Students locate words in the texts that are related to the illustrations.</i> • <i>Locate illustrations that support key ideas from passages read to the class.</i>
Content Statements		
Students will be able to use the illustrations and details in a text to describe its key ideas.		

Assessments

Students will identify and describe the main idea of a nonfiction book using the title and textual details.

*Students will get a diagram that labels an animal's body parts (e.g. butterfly) and they must create three sentences that detail the key ideas based on the labels. **Use as Activity***

Teacher Resources***Reading Street 2013 Alignment***

SE R: 58-59, 84-85, 110-111, 136-137

SE 1: 88-91

SE 2: 70-75, 100-101, 164-167

SE 3: 146-147

SE 4: 48-49, 148-149, 150-151

SE 5: 124-125, 126-127, 160-163, 198-199

TE R: 58c, 58-59, 84i, 84-85, 109b, 110i, 110-111, 136-137

TE 1: 87c, 88i, 88-91, 93c, 102-103, 106-107, 111a, 111b, 154-155, 158-159

TE 2: 43c, 70i, 70-75, 86b, 90-91, 92-93, 94-95, 95g, 100i, 100-101, 101a, 103c, 146-147, 159a, 159b, 164i, 164-165, 178-179, 182-183, 186-187, 190-191, 193a, 195a

TE 3: 92-93, 105a, 106-107, 141f, 146-147, 147a, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 181c

TE 4: 48i, 48-49, 49a, 51c, 100-101, 102-103, 106-107, 108-109, 109a, 109g, 114-115, 116-117, 132-133, 136-137, 138-139, 140-141, 143a, 148i, 148-149, 150-151, 153c, 185b, 221b

TE 5: 98-99, 102-103, 119a, 119b, 123b, 124i, 124-125, 126-127, 129c, 138-139, 140-141, 142-143, 146-147, 148-149, 150-151, 155a, 155b, 160i, 160-161, 162-163, 165c, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 193a, 198i, 198-199, 199a

	www.readworks.org
Equipment Needed	www.enchantedlearning.com
Nonfiction Book Nonfiction diagram	
NJ Model Curriculum Alignment 2012 RI.1.7. Use the illustrations and details in a text to describe its key ideas.	

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: Identify the reasons an author gives to support points in a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why does the author support the main idea with specific supporting details?</i>	<p><i>Students will understand that every book consists of details that serve individual purposes.</i></p> <p><i>Authors use various writing techniques to focus the reader's attention to details.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Be provided key points in texts. Students are asked to explain why the author is including these key points in the text.</i> <i>Identify key points authors are making in informational texts and state the supporting reasons.</i>
Content Statements		
Students will be able to identify the reasons an author gives to support points in a text.		
Assessments		Teacher Resources
<p><i>Students will read informational text and circle the main idea and underline the supporting details.</i></p> <p><i>Students will read informational text and use a graphic organizer to list three supporting details.</i></p>		<p><i>Reading Street 2013 Alignment</i></p> <p>SE 1: 164 SE 2: 75, 96, 160 TE 1: 164, 171b TE 2: 70i, 74–75, 96–97, 97a, 103b, 132–133, 143a, 148–149, 154–155, 161a, 164–165, 169b, 194h</p>
NJ Model Curriculum Alignment 2012		www.teachervision.com
RI.1.8 Identify the reasons an author gives to support points in a text.		Graphic organizers

Equipment Needed	
Smartboard Information text	

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is comparing and contrasting two similar texts important for analyzing recurring themes?</i>	<i>By using multiple texts that address similar themes or topics, students will develop the skills needed to analyze texts to build knowledge and understanding.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • <i>Complete Venn diagrams showing the similarities and differences between two texts.</i> • <i>After reading two texts on similar topics, students are asked questions. Students display yes or no signals in response to the questions comparing the texts.</i> • <i>Read two texts on a similar topic. While asking questions, students will compare and contrast the text using different modalities.</i>
Content Statements		
Identify basic similarities and differences between two texts on the same topic.		

<p>Assessments</p> <p><i>Students will complete a Venn diagram using key words to compare and contrast two informational texts that deal with the same topic.</i></p>	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>SE 1: 91 SE 2: 135, 167, 199 SE 3: 41, 105b, 115, 215 SE 4: 117 SE 5: 162–163 TE 1: 90–91, 163b TE 2: 132i, 134–135, 164i, 166–167, 198–199, 199a TE 3: 115a, 147a TE 4: 116–117 TE 5: 162–163, 190–191</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p style="text-align: center;">www.teachervision.com</p>
<p>Equipment Needed</p> <p>Two informational texts on the same topic Venn Diagram Smartboard</p>	

Domain: Reading Standards for Informational Text		
Cluster: Range of reading and level of text complexity		
Standards: With prompting and support, read informational texts appropriately complex for grade 1.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>What are the foundational reading skills students must master in order to be able to read informational texts of increasing complexity?</i></p> <p><i>How can children be supported to read increasingly more complex informational texts in their grade level complexity band?</i></p>	<p><i>Reading from a wide range of informational texts, increases students' familiarity with various text structures and elements that might be encountered in content area reading.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>• Read assigned informational texts with a partner during independent reading.</i> <i>• Read, discuss, and answer questions about informational texts in a shared reading setting.</i>
Content Statements		
<p>When students listen to and read informational texts in the early grades they develop the necessary foundation for their reading and understanding of increasingly complex texts.</p>		

<p>Assessments <i>Utilize non-fiction leveled readers to monitor fluency and comprehension.</i> <i>Running Records</i> <i>DORA</i></p>	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><i>Reading Street 2013 Alignment</i></p> <p>SE R: 58-59, 84-85 SE 1: 102-111, 154-163 SE 2: 86-95, 146-159, 178-193 SE 3: 92-105, 158-173 SE 4: 96-109, 128-143 SE 5: 98-119, 138-155, 174-193 TE R: 58i, 84i TE 1: 102c, 102-111, 154b-154c, 154-163, 164h TE 2: 38i, 38-41, 86c, 86-95, 146c, 146-159, 178-193 TE 3: 92c, 92-105, 149c, 158c, 158-173 TE 4: 96c, 96-109, 128c, 128-143 TE 5: 98c, 98-119, 138c, 138-155, 174-193</p>
	<p style="text-align: center;">www.readinglady.com</p>
<p>Equipment Needed</p>	<p style="text-align: center;">(First grade unit of study – Determining importance in non-fiction text)</p>
<p>Non-fiction leveled readers</p>	<p style="text-align: center;">www.readingrockets.org</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>RI.1.10</p> <p>With prompting and support, read informational texts appropriately complex for grade 1.</p>	

