

Domain: <i>Strand: Reading Standards for Literature</i>		
Cluster: <i>Key Ideas and Details</i>		
Standards: <u>RL.1.1</u> . <i>Ask and answer questions about key details in a text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How do key details affect the student’s understanding of the story?</i></p> <p><i>How does asking questions promote student learning?</i></p>	<p><i>Answering questions about key details creates a deeper understanding of the text.</i></p> <p><i>Answering self-generated questions helps develop key understandings of the text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Use graphic organizers such as KWL Chart, sequencing chart, etc.</i> <i>Interactive read-aloud stopping frequently to assess understanding.</i> <i>Think-pair-share</i> <i>Read a passage and highlight key details</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>identify key details in the text</i> <i>generate a list of questions about the text</i> 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may: answer questions about key details after a silent fresh read.</i></p>		<p>Online Presentation Maker:</p>

Equipment Needed	<p>www.prezi.com</p> <p>Interactive Reading and Writing Website:</p> <p>http://www.readwritethink.org/</p> <p>Interactive Whiteboard Resources:</p> <p>www.prometheanplanet.com</p> <p>www.exchange.smarttech.com</p> <p>Free fiction/nonfiction text:</p>
<ul style="list-style-type: none">• Various texts on student’s reading level• Read-aloud text above student’s independent reading level• Interactive Whiteboards• Overhead projector• Chart Paper	
NJ Model Curriculum Alignment 2012 RL.1.1 Ask and answer questions about key details in a text.	

NJ Model Curriculum Alignment 2012

RL.1.1. Ask and answer questions about key details in a text.

<http://timeforkids.com/>

www.scholastic.com

Free public service to teach children to read with phonics:

www.starfall.com

www.reading.pppst.com

Reading Street 2013 Alignment

SE R: EI•13, 28, 54, 80, 106, 132, 158

SE 1: 30, 58, 84, 112, 138

SE 2: 34, 66, 128

SE 3: 34, 74, 81, 115, 142, 208

SE 4: 44, 78, 182, 218

SE 5: 40, 78, 120, 232

TE R: 18-19, 24-25, 27a, 28-29a, 44-45, 46-47, 48-49, 50-51, 52-53, 53a,54-55, 70-71, 72-73, 78-79, 79a, 80-81, 81a, 96a, 96-97, 98-99, 100-101,102-103, 104-105, 105a, 106-107, 122-123, 124-125, 126-127, 128-129, 131a, 132-133, 133a, 148-149, 152-153, 156-157, 157a, 159a, 162i,162-163

TE 1: 20b, 20-21, 22-23, 24-25, 28-29, 29a, 30-31, 37b-37c, 57a, 58-59,63a, 74-75, 76-77, 82-83, 83a, 84-85, 93b-96c, 117a, 125a, 132-133, 134-135, 136-137, 137a, 138-139,145b-145c, 151a

TE 2: 32-33, 33a, 33b, 52-53, 54-55,56-57, 58-59, 60-61, 62-63, 66-67, 83a, 112-113, 114-115, 116-117,118-119, 120-121, 122-123, 124-125, 126-127, 127a, 128-129, 199a

TE 3: 20-21, 22-23, 24-25, 26-27,28-29, 30-31, 32-33a, 33b, 34h, 34-35, 49a-49b, 52b, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 73a, 74-75a, 80-81, 83b, 83c, 110-111, 112-113, 114-115, 115a, 123a-123b,126b, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 141b, 142-143, 143h, 155a, 187a-187b, 190b, 190-191,192-193, 194-195, 196-197, 198-199, 200-201, 202-203, 204-205, 206-207, 207a, 208-209, 214-215

TE 4: 20b, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37,38-39, 40-41, 42-43, 43a, 44h,44-45, 51b, 60-61, 62-63, 68-69, 70-

71, 72-73, 74-75, 76-77, 77a, 78h, 78-79, 87b-87c, 110-111, 125a, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 181a, 182-183, 189c, 198b, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 217a, 218-219, 227b-227c

TE 5: 20b, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 39a, 40-41, 48-49, 49a, 51b-51c, 57a, 60b, 60-61, 62-63, 68-69, 70-71, 72-73, 74-75, 76-77, 77a, 78h, 78-79, 79a, 82i, 87a, 89b-89c, 210b, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 222-223, 224-225, 226-227, 228-229, 230-231, 231a, 232-233, 233a, 238-239

Domain: <i>Strand: Reading Standards for Literature</i>		
Cluster: <i>Key Ideas and Details</i>		
Standards: <u>RL.1.2.</u> <i>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does retelling a story demonstrate an understanding of the central message?</i></p> <p><i>How does understanding the central message or lesson aid in the understanding of the text?</i></p>	<p><i>A deeper understanding of the text comes through retelling of a story.</i></p> <p><i>The central message or lesson helps with the comprehension of the text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Write a summary of the text using key details</i> • <i>Orally retell the story</i> • <i>Perform a retelling of the story</i> • <i>Identify key story elements</i> • <i>Think-pair-share</i> • <i>Sequence the story using a graphic organizer</i> • <i>Discuss and generate a list of central messages/lessons that could be taught through a text</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Include key details in a retell</i> • <i>generate a summary/retelling of the story</i> • <i>identify story elements</i> • <i>identify the central message/</i> 		

<i>lesson</i>		
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">Online Presentation Maker:</p> <p style="text-align: center;">www.prezi.com</p> <p style="text-align: center;">Interactive Reading and Writing Website:</p> <p style="text-align: center;">http://www.readwritethink.org/</p> <p style="text-align: center;">Interactive Whiteboard Resources:</p> <p style="text-align: center;">www.prometheanplanet.com</p> <p style="text-align: center;">www.exchange.smarttech.com</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Write a summary of the text using key details including the central message or lesson</i> • <i>Retell the story using key details</i> 		
Equipment Needed		
<ul style="list-style-type: none"> • Various texts on student's reading level • Read-aloud text above student's independent reading level • Interactive Whiteboards • Overhead projector • Chart Paper • Story Map Graphic Organizers 		

NJ Model Curriculum Alignment 2012

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Free fiction/nonfiction text:

<http://timeforkids.com/>

www.scholastic.com

Reading Street 2013 Alignment

SE R: 28, 54, 80, 106, 132, 145e, 158

SE 1: 30, 58, 84, 138

SE 2: 34, 66, 128

SE 3: 34, 74, 142, 208

SE 4: 44, 78, 182, 218

SE 5: 40, 78, 232

TE R: 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a

TE 1: 30–31a, 52–53, 58–59a, 84–85a, 138–139a

TE 2: 34–35a, 66–67a, 128–129a

TE 3: 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 207a, 208–209a

TE 4: 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a

TE 5: 38–39, 40h, 40–41a, 78–79a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c

Domain: <i>Strand: Reading Standards for Literature</i>		
Cluster: <i>Key Ideas and Details</i>		
Standards: <u>RL.1.3.</u> <i>Describe character, settings, and major events in a story, using key details.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does identifying the story elements and major events lead to better comprehension?</i>	<i>Identifying story elements allows for a better grasp of the story structure.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Orally retell the story</i> • <i>Perform a retelling of the story</i> • <i>Identify key story elements</i> • <i>Think-pair-share</i> • <i>Sequence the story using a graphic organizer</i> • <i>Highlight key details/major events in a passage</i> • <i>Use a story map, character map...</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify the story elements in a text.</i> • <i>Extract the key details and events from the text.</i> 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Complete a story/character map.</i> • <i>List major events in the story, using key details.</i> 		<p>Interactive Reading and Writing Website:</p>

	<p>http://www.readwritethink.org</p>
<p>Equipment Needed</p>	<p>www.storylineonline.net</p>
<ul style="list-style-type: none"> • Various texts on student’s reading level • Read-aloud text above student’s independent reading level • Interactive Whiteboards • Overhead projector • Chart Paper • Story Map Graphic Organizers 	<p>Interactive Whiteboard Resources:</p> <p>www.prometheanplanet.com</p> <p>www.exchange.smarttech.com</p> <p>Free fiction/nonfiction text:</p> <p>http://timeforkids.com</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>www.scholastic.com</p> <p>www.tumblebooks.com</p> <p><i>Reading Street 2013 Alignment</i></p> <p>SE R: 28, 33, 137 SE 1: 30, 58, 117 SE 4: 83-85 SE 5: 40, 45, 83-87 TE R: 15d-15e, 15q, 17c, 18a, 20-21, 22-23, 27a, 28-29, 32-33, 39d-39e, 41a, 43d, 44a, 46-47, 48-49, 53a, 54-55, 65d-65e, 67a, 70a, 70-71, 72-73, 76-77, 79a, 80-81, 95c, 96a-96b, 98-99, 104-105, 105a, 106-107, 117d-117e, 119a, 128-129, 132, 136-137, 143d-143e, 152-153 TE 1: 17a-17b, 22-23, 24-25, 28-29, 29a-29b, 30h, 30-31, 35a, 37b, 43a-</p>

43b, 46b, 48-49, 52-53, 56-57, 58h, 58-59, 65c, 71a-71b, 74b, 74-75, 76-77, 78-79, 80-81, 84h, 116i, 117, 119c, 128b, 130-131, 132-133, 134, 135, 136-137, 137a, 138h

TE 2: 17a, 20b, 24-25, 26-27, 28-29, 33a, 33b, 34-35, 49a, 54-55, 60-61, 62-63, 64-65, 65a, 65b, 66h, 67a, 109a, 112b, 114-115, 118-119, 120-121, 122-123, 124-125, 127a, 128h, 128-129, 137c

TE 3: 17a-17b, 28-29, 30-31, 33b, 34-35a, 43b, 43c, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 73a, 73b, 74h, 74-75a, 112-113, 114-115, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 141a-141b, 142h, 194-195, 196-197, 198-199, 200-201, 202-203, 204-205, 207a, 208h

TE 4: 17a, 22-23, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 40-41, 43a, 57a, 64-65, 66-67, 68-69, 70-71, 74-75, 76-77, 77a, 82i, 82-83, 84-85, 162b, 164-165, 166-167, 170-171, 174-175, 176-177, 178-179, 181a, 182h, 189b-189c, 195a, 198-199, 200-201, 204-205, 206-207, 208-209, 210-211, 214-215, 216-217, 218h, 227b-227c

TE 5: 17a, 22-23, 26-27, 30-31, 32-33, 36-37, 38-39, 39a, 40-41, 41a, 44i, 44-45, 46-47, 51b, 57a-57b, 62-63, 64-65, 68-69, 74-75, 76-77, 77b, 82i, 82-83, 84-85, 86-87, 87a, 89c, 207a-207b, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 224-225, 226-227, 230-231, 231a, 232h

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Domain: <i>Strand: Reading Standards for Literature</i>		
Cluster: <i>Craft and Structure</i>		
Standards: <u>RL.1.4.</u> <i>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does the use of sensory language enhance the meaning of a story or poem?</i>	<i>The author's use of sensory language increases a reader's ability to create mental imagery.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Read poetry aloud, highlighting sensory words and phrases</i> • <i>Discuss how the use of sensory language creates a mental image</i> • <i>Discuss the five senses using adjectives and how they can be used to enhance the tone of the story</i> • <i>Use graphic organizers (5 senses, concept web, word web, etc.)</i> • <i>List adjectives to describe a specific word or object</i> • <i>Add sensory language to a picture</i> • <i>After read-aloud, have students illustrate what they heard then describe how sensory language led them to create their picture</i> • <i>Extension Writing (add details to a simple sentence by adding adjectives)</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify the five senses.</i> • <i>Identify the sensory language used in the written text .</i> 		

Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none">• <i>Identify sensory language in a given written text.</i>		Interactive Reading and Writing Website: www.poetry4kids.com http://www.readwritethink.org www.storylineonline.net
Equipment Needed		Interactive Whiteboard Resources: www.prometheanplanet.com
<ul style="list-style-type: none">• Various texts and poems on student's reading level• Read-aloud text above student's independent reading level• Interactive Whiteboards• Overhead projector• Chart Paper• Thesaurus		

NJ Model Curriculum Alignment 2012

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

www.exchange.smarttech.com

Free fiction/nonfiction text:

<http://timeforkids.com>

www.scholastic.com

www.tumblebooks.com

Reading Street 2013 Alignment

SE 3: 213

SE 4: 224

SE 5: 80–81, 239

TE 1: 17a, 137b

TE 3: 73d–73e, 115a, 198–199, 212i–213, 217c

TE 4: 43a, 113b, 168–169, 217a, 222–223, 224–225

TE 5: 80–81, 210–211, 218–219, 236i, 236–237, 238–239

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<p>Domain: <i>Strand: Reading Standards for Literature</i></p>		
<p>Cluster: <i>Craft and Structure</i></p>		
<p>Standards: <u>RL.1.5.</u> <i>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</i></p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>What is the difference between fiction and non-fiction?</i></p> <p><i>What is the author's purpose for their writing?</i></p>	<p><i>Author's purpose varies based on the genre.</i></p> <p><i>Analyzing the information given will help you determine the purpose it will serve.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Read-aloud various fiction and non-fiction texts</i> • <i>Complete a Venn Diagram comparing fiction/non-fiction</i> • <i>Discuss various story structures</i> • <i>Discuss and identify various purposes for author's writing</i> • <i>Complete a Graphic Organizer (KWL Chart, T-Chart) listing elements of various genres</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify elements of fiction and non-fiction.</i> • <i>Identify the different range of text types and their purpose</i> 		

Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none">• <i>Identify the genre and purpose of a given text</i>• <i>Identify the author's point of view</i>		Interactive Reading and Writing Website: www.poetry4kids.com http://www.readwritethink.org www.storylineonline.net
Equipment Needed		Interactive Whiteboard Resources: www.prometheanplanet.com www.exchange.smarttech.com
<ul style="list-style-type: none">• Various genres at student's reading level• Read-aloud text above student's independent reading level• Interactive Whiteboards• Overhead projector• Chart Paper• Thesaurus		

NJ Model Curriculum Alignment 2012

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Free fiction/nonfiction text:

<http://timeforkids.com>

www.scholastic.com

www.tumblebooks.com

Reading Street 2013 Alignment

SE 1: 116–117, 168–169

SE 3: 78–81, 110–115, 212–215

SE 5: 45

TE R: 69c, 91d, 93a, 95c, 100–101,
121c, 162–163, 168–169

TE 1: 90–91, 116i, 116–117

TE 2: 127a, 137c

TE 3: 38i, 105b, 173a, 215c

TE 4: 109a, 143a

TE 5: 44i, 201c, 231b

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Domain: <i>Strand: Reading Standards for Literature</i>		
Cluster: <i>Craft and Structure</i>		
Standards: <u>RL.1.6.</u> <i>Identify who is telling the story at various points in the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does the narrator's point of view affect the overall tone of the text?</i></p> <p><i>How does point of view affect the reader's understanding of the story?</i></p>	<p><i>Point of view provides a complete understanding of what is being read.</i></p> <p><i>Point of view allows the reader to gain a unique perspective into a character's thoughts and feelings.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Read-aloud various fiction and non-fiction texts</i> • <i>Complete a story map or sequencing chart</i> • <i>Create a character map</i> • <i>Orally tell a story from a different perspective</i> • <i>Use a venn diagram to compare a story told from different points of view (<u>The Three Little Pigs/The True Story of the Three Little Pigs; Hey, Little Ant...</u>)</i> • <i>Identify who is the narrator of the story</i> • <i>Act out a story</i> • <i>Use comic strips to identify point of view</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify the point of view of the story</i> 		
Assessments		Teacher Resources

To show evidence of meeting this standard, students may:

- Write a retelling of a story from a different point of view.

Equipment Needed

- Various stories told from different points of view at student's reading level
- Read-alouds, demonstrating different points of view.
- Interactive Whiteboards
- Overhead projector
- Chart Paper
- Comic strips

NJ Model Curriculum Alignment 2012

RL.1.6 Identify who is telling the story at various points in a text.

TE 2: 58–59

TE 3: 73b, 143b, 207a, 207b, 209b, 212i

TE 4: 36–37, 45b, 62–63, 109b, 219b

TE 5: 121b

Interactive Reading and Writing Website:

<http://www.readwritethink.org>

www.storylineonline.net

www.blabberize.com

www.cambridgeenglishonline.com/Cartoon_Maker

Interactive Whiteboard Resources:

www.prometheanplanet.com

www.exchange.smarttech.com

Free fiction/nonfiction text:

<http://timeforkids.com>

www.scholastic.com

www.tumblebooks.com

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Domain: <i>Strand: Reading Standards for Literature</i>		
Cluster: <i>Integration of Knowledge and Ideas</i>		
Standards: <u>RL.1.7.</u> <i>Use illustrations and details in the story to describe its characters, setting, or events.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How do illustrations and details in the story help with comprehension and retelling?</i></p> <p><i>How do illustrations and story details give the reader a stronger sense of the story elements?</i></p>	<p><i>Illustrations and story details help the reader obtain a deeper understanding of the text.</i></p> <p><i>Characters, settings and events can be developed through story details as well as illustrations.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Complete a story map or sequencing chart</i> • <i>Create a character map</i> • <i>Listen to a selection and then illustrate what they heard</i> • <i>Use pictures (magazine/ photos...) to write a story</i> • <i>Illustrate their own stories</i> • <i>Take a “picture walk” prior to reading the selection</i> • <i>Act out a story using character voices</i> • <i>Illustrate their own comic strip, with speech bubbles already provided</i> • <i>List the adjectives used to describe the character/setting/event</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Use illustrations to aid in the comprehension of the story.</i> • <i>Make predictions based on</i> 		

<i>illustrations/ picture clues.</i>		
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">Interactive Reading and Writing Website:</p> <p style="text-align: center;">http://www.readwritethink.org</p> <p style="text-align: center;">www.storylineonline.net</p> <p style="text-align: center;">www.blabberize.com</p> <p style="text-align: center;">www.cambridgeenglishonline.com/Cartoon_Maker</p> <p style="text-align: center;">www.storyit.com/Starters/picstart.htm</p> <p style="text-align: center;">http://etcd.lrhdsd.org/pictureprompt/intro.html</p> <p style="text-align: center;">Interactive Whiteboard Resources:</p> <p style="text-align: center;">www.prometheanplanet.com</p> <p style="text-align: center;">www.exchange.smarttech.com</p> <p style="text-align: center;">Free fiction/nonfiction text:</p> <p style="text-align: center;">http://timeforkids.com</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Write about a picture prompt</i> 		
Equipment Needed		
<ul style="list-style-type: none"> • Various stories at student’s reading level • Read-alouds • Interactive Whiteboards • Overhead projector • Chart Paper • Comic strips • Pictures from various sources 		
<p>NJ Model Curriculum Alignment 2012</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>		

www.scholastic.com

www.tumblebooks.com

Reading Street 2013 Alignment

SE R: 32-33

SE 1: 62-63

SE 3: 76, 79-81, 142

SE 5: 82-85

TE R: 15d-15e, 20-21, 22-23, 32-33, 32i, 39d-39e, 44-45, 46-47, 48-49, 50-51, 52-53, 53a, 65d, 70-71, 72-73, 78-79, 79a, 98-99, 122-123, 148a, 148-149, 150-151, 152-153, 156-157, 157a, 162i

TE 1: 20-21, 24-25, 34i, 46-47, 50-51, 62i, 62-63, 74b, 74-75, 78-79, 82-83, 128-129, 136-137

TE 2: 20-21, 22-23, 24-25, 28-29, 52-53, 58-59, 60-61, 62-63, 65b, 112b, 112-113, 116-117, 120-121, 124-125, 127a

TE 3: 20-21, 26-27, 30-31, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 73a, 76-77a, 78i, 78-79, 112-113, 114-115, 115a, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 141b, 142-143, 190-191, 192-193, 194-195, 196-197, 198-199, 200-201, 202-203, 204-205

TE 4: 20-21, 26-27, 28-29, 30-31, 32-33, 36-37, 38-39, 40-41, 43a, 66-67, 68-69, 74-75, 76-77, 77a, 82i, 82-83, 84-85, 162-163, 166-167, 170-171, 172-173, 174-175, 176-177, 178-179, 181a, 198-199, 200-201, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 217a

TE 5: 20-21, 22-23, 26-27, 28-29, 30-31, 34-35, 36-37, 43b, 44i, 46-47, 48-49, 64-65, 68-69, 72-73, 77a, 84-85, 86-87, 210-211, 214-215, 216-217, 218-219, 220-221, 222-223, 224-225, 226-227, 228-229, 230-231, 231a

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Domain: <i>Strand: Reading Standards for Literature</i>		
Cluster: <i>Integration of Knowledge and Ideas</i>		
Standards: <u>RL.1.9.</u> <i>Compare and contrast the adventures and experiences of characters in stories.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How do the character's experiences change the character through the story?</i></p> <p><i>How does comparing and contrasting the adventures and experiences of characters give the reader a greater understanding of the story?</i></p>	<p><i>A character's traits can change through experiences that they encounter throughout the story.</i></p> <p><i>Comparing and contrasting different adventures and experiences of characters will allow them to better comprehend the story.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Create character maps</i> • <i>Use a graphic organizer to compare and contrast character's adventures and experiences (Venn Diagram, T-Chart..)</i> • <i>Take a "picture walk" prior to reading the selection</i> • <i>Act out a story using character voices</i> • <i>List the adjectives used to describe the character/setting/event</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Compare and contrast the adventures and experiences of</i> 		

<i>characters in a story.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Use a graphic organizer to compare and contrast the adventures and experiences of characters in stories. 		
Equipment Needed		
<ul style="list-style-type: none"> • Various stories at student’s reading level • Read-alouds • Interactive Whiteboards • Overhead projector • Graphic organizers • Chart Paper 		
		<p>Interactive Reading and Writing Website:</p> <p>http://www.readwritethink.org</p> <p>www.storylineonline.net</p> <p>Interactive Whiteboard Resources:</p> <p>www.prometheanplanet.com</p> <p>www.exchange.smarttech.com</p> <p>Free fiction/nonfiction text:</p>

NJ Model Curriculum Alignment 2012

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

<http://timeforkids.com>

www.scholastic.com

www.tumblebooks.com

Reading Street 2013 Alignment

SE 1: 35, 58, 91, 117, 143, 169

SE 2: 41, 65b

SE 3: 74, 81, 115

SE 4: 85

SE 5: 49, 87

TE 1: 29b, 34-35a, 58-59, 65c, 90-91, 116-117a, 142-143a, 168-169a

TE 2: 40-41, 65b, 201b

TE 3: 49a-49b, 64-65, 68-69, 73a, 78-79, 80-81, 115a, 141a-141b, 208h

TE 4: 77a, 82-83, 84-85

TE 5: 28-29, 34-35, 44-45, 48-49, 49a, 84-85, 86-87, 87a

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Domain: <i>Strand: Reading Standards for Literature</i>		
Cluster: <i>Range of Reading and Level of Text Complexity</i>		
Standards: <u>RL.1.10.</u> <i>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does a variety of high-quality reading prepare students for a higher level of learning?</i></p> <p><i>Why is it essential to learning about various structures and elements in regards to poetry?</i></p>	<p><i>Reading a variety of genres helps to develop literary and cultural knowledge.</i></p> <p><i>Familiarity with various text structures and elements leads to a greater literary knowledge.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Read-aloud a variety of prose and poetry</i> • <i>List the adjectives used to create sensory details in poems</i> • <i>Identify key structural elements in a poem</i> • <i>Think-pair-share</i> • <i>Illustrate a poem prompt</i> • <i>Identify rhyming patterns, alliteration, syllabication, etc. in a poem</i> • <i>Author/Poet study</i> • <i>Interactive writing of a poem</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify different types of poetry.</i> • <i>Identify strategies authors use within a poem (rhyming, syllabication, alliteration, etc.)</i> 		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none">• <i>Respond to a poem prompt</i>• <i>Write a poem</i>	<p>Interactive Reading and Writing Website:</p> <p>www.poetryforkids.com</p>
Equipment Needed	<p>http://www.readwritethink.org</p>
<ul style="list-style-type: none">• Various prose and poems• Interactive Whiteboards• Overhead projector• Graphic organizers• Chart Paper	<p>www.storylineonline.net</p> <p>Interactive Whiteboard Resources:</p> <p>www.prometheanplanet.com</p> <p>www.exchange.smarttech.com</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Free fiction/nonfiction text:</p> <p>http://timeforkids.com</p> <p>www.scholastic.com</p> <p>www.tumblebooks.com</p>

Reading Street 2013 Alignment

SE 1: 37, 65, 93

TE R: 18b, 29a, 32i, 44b, 70b, 122b,
133a, 148b, 162i

TE 1: 20c, 20-21, 22-23, 24-25, 26-
27, 28-29, 34-35, 36-37a, 46c, 46-
47, 48-49, 50-51, 52-53, 54-55, 56-
57, 62i, 62-63a, 64-65a, 74c, 85b,
91a, 92-93a, 116i, 128c, 168i, 168-
169, 171c

TE 2: 20c, 20-21, 22-23, 24-25, 26-
27, 28-29, 30-31, 52b, 198i

TE 3: 20c, 52c, 74h, 126c, 190c, 212i-
213, 214-215, 217c

TE 4: 20c, 60c, 113b, 128c, 198c,
222i, 222-223, 224-225

TE 5: 20c, 60c, 236i, 236-237, 238-239