

| Domain: Reading Standards for Informational Text | | |
|--|---|--|
| Cluster: Key Ideas and Details | | |
| Standards: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigation, and Student Experiences |
| <p><i>How do we determine the key details in text? Where in the text should we look to answer the questions of who, what, where, when, why, and how?</i></p> | <p><i>Students will understand the importance of determining what needs to be answered by reading this text and then coming up with the way in which this information will be discovered.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Following the reading of texts, students use index cards labeled with the five W's and H to record their responses.</i> <i>On sentence strips, students record responses to who, what, where, when, why, and how questions for two texts and match the responses to the appropriate texts.</i> |
| Content Statements | <p><i>Students will understand that these question words are critical for understanding informational text.</i></p> | |
| <p><i>Students will be able to reflect on informational text by asking and answering the five w's and h questions.</i></p> | | |

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| <p>Assessments <i>Students will come up with their own five W's and H questions based on the text that they read. They can have a partner answer their questions.</i></p> | <p>Teacher Resources</p> <p>Interactive Reading and Writing Website: http://www.readwritethink.org/</p> <p>Interactive Whiteboard Resources: www.prometheanplanet.com www.exchange.smarttech.com</p> <p>Free fiction/nonfiction text: http://timeforkids.com/ www.scholastic.com</p> <p>Free public service to teach children to read with phonics: www.starfall.com www.reading.pppst.com</p> |
| <p>Equipment Needed Informational text Graphic Organizer Index Cards</p> | |

NJ Model Curriculum Objective 2013 Alignment

- Ask and answer **such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.**

Reading Street 2013 Alignment

SE 1: EI•23, 72, 140, 214, 240, 268, 377, 378–379, 508

SE 2: 24–25, 76–77, 80, 88–89, 110, 116, 182–185, 200, 211, 212, 387, 388, 418

TE 1: 58–59, 60–61, 62–63, 64–65, 70–71, 71a, 72–73, SG•20, SG•25, SG•26, SG•32, 132–133, 134–135, 140, 140h, 140–141a, 178–179, 180–181, 183b, SG•54, SG•55, SG•59, SG•60, SG•66, SG•78, SG•84

TE 2: 212–213, 214–215, SG•3, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 239a, 240h, 254g, SG•20, SG•21, SG•25, SG•26, SG•27, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 268h, 268–269a, 272–273, 274–275, 277b, 277c, SG•37, SG•38, SG•39, SG•42, SG•43, SG•49, SG•50, SG•63, SG•80, UR•12–UR•13, UR•31, UR•32–UR•33

TE 3: 376–377, 378–379, 486g, 486–487, 488–489, 490–491, 492–493, 498–499, 500–501, 502–503, 504–505, 506–507, 507a, 507b, 508–509a, 512h, 517b, 517c, SG•71, SG•72, SG•76, SG•77, SG•83, UR•51, UR•52–UR•53

TE 4: 24a, 61a, 62–63, 64–65, 70–71, 72–73, 74–75, 75a, 76h, 76–77a, 83b, SG•20, SG•21, SG•25, SG•27, SG•32, 88a, 91a, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110h, 110–111a, 114–115, 116–117, 119b, 119c,

SG•37, SG•38, SG•42, SG•43, SG•49, SG•50, 182–183, 184–185, UR•32–UR•33

TE 5: 194a, 194–195, 197a, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 211a, 212–213a, SG•3, SG•4,

SG•5, SG•8, SG•9, SG•15, 282h, 282–283, 284–285, 318–319, 320–321, 328a, 352–353, 354–355
TE 6: 364a, 386–387, 388–389, 400–401, 402–403, 417a, 418h, 418–419a, SG•20, SG•21, SG•22, SG•25, SG•26, SG•32, 462a, 465a, 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 478–479, 480–481, 482–483, 484–485, 486–487, 487a, 488–489a, 492h, 500a–500b, 524–525, 526–527, UR•42

| Domain: Reading Standards for Informational Text | | |
|---|---|---|
| Cluster: Key Ideas and Detail | | |
| Standards: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigation, and Student Experiences |
| <p><i>How do we look for the main idea of the passage?</i></p> <p><i>How do we determine the focus of subsequent paragraphs within the text?</i></p> | <p><i>Students will understand that every paragraph revolves around a particular point or idea.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Read multiparagraph texts. Using hand-shaped templates, students write the main topics of texts on the palms and the focus of each paragraph on the fingers.</i> <i>On sentence strips, students record responses to who, what, where, when, why, and how questions for two texts and match the responses to the appropriate texts.</i> |
| Content Statements | | |
| Students will be able to identify the main topic of a text as well as the focus of the subsequent paragraphs. | | |
| Assessments | | Teacher Resources |
| <p>Students will be assessed by finding and writing the main idea of a multiparagraph text and identifying three supporting details.</p> <p>Students will write an informational paragraph about a topic of their choice.</p> | | <p>www.brainpopjr.com (give the gift of a main idea)</p> <p>www.primary-education-oasis.com/support-files/mainidea5.pdf</p> |
| Equipment Needed | | |
| <p>Informational text</p> <p>Hand-shaped templates</p> <p>Sentence Strips</p> | | |

NJ Model Curriculum Objective 2013 Alignment

- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Reading Street 2013 Alignment

SE 1: 72–73, 76–77, 140–141, 179, 240, 268

SE 2: 58–59, 76, 116, 212, SG•31, SG•48, 321, 328–329, 387, 418, 488, 526

TE 1: SG•12, 57a–57b, 58g–58h, 62–63, 64–65, 66–67, 68–69, 70–71, 76–77, 81b, 81c, SG•31, 119a–119b, 120g, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 136–137, 140–141, 144–145, 146–147, 149d, SG•65, UR•21, UR•22–UR•23, UR•41, UR•42–UR•43

TE 2: 240–241, 242–243, 269a, 277c, UR•22–UR•23

TE 3: 507a, SG•82, UR•21, UR•22–UR•23, UR•41, UR•42–UR•43

TE 4: 58a, 75a, 76–77a, SG•29, SG•31, 109a, 111a, SG•39, SG•48, SG•50

TE 5: 212–213a, SG•14, 318h, 318–319, 320–321, 328a

TE 6: 399a, 408–409, 414–415, 417b, 418–419, 425b, 425c, SG•31, 476–477, 488h, 488–489a, UR•26

| Domain: Reading Standards for Informational Text | | |
|---|---|---|
| Cluster: Key Ideas and Details | | |
| Standards: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigation, and Student Experiences |
| <i>How do authors represent a series of events, a collection of ideas, or a set of procedures?</i> | <i>Students will understand that separate events, ideas, and procedures are organized to help a reader make sense of them. They will also understand that several paragraphs can be associated with a single topic. Students will see how various text features (e.g. captions, bold print, subheadings, glossaries, indexes, icons) are used to locate key facts or information in a text.</i> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Read and follow a series of steps to complete scientific investigations. Students create visual representations of the outcomes and explain the connections between the steps.</i> <i>Use a series of pictures that represent historical events and think aloud as they sequence the events on timelines.</i> |
| Content Statements | | |
| <i>Students will be able to understand that every paragraph revolves around a particular point or idea.</i> | | |
| Assessments | Teacher Resources | |
| <i>Students can demonstrate their understanding by completing a Venn Diagram to compare and contrast two events or ideas. After reading non-fiction, informational text, students can create a timeline to show the sequence of events.</i> | <p>Non-fiction texts</p> <p>Graphic organizers: Venn Diagram, Flow Chart</p> <p><u>www.ourtimelines.com</u></p> <p><u>www.internet4classrooms.com</u> (search this site for “second grade text features”)</p> | |
| Equipment Needed | | |
| Smartboard | | |

NJ Model Curriculum Objective 2013 Alignment

- Describe the connection between a **series of historical events, scientific ideas or concepts, or steps in technical procedures** in a text.

Reading Street 2013 Alignment**SE 1:** EI•26, 108–109, 110–111**SE 2:** 58–59, 110, 282–285, 389, 462–463**TE 1:** 108–109, 110–111, 113c**TE 2:** 236–237, 238–239**TE 3:** 490–491, 492–493, 496–497, 507a**TE 4:** 58a, 83b, SG•22, SG•26, SG•27, SG•32, SG•34, SG•39, 150–151**TE 5:** 282–283, 284–285, 287c**TE 6:** 408–409, 410–411, 416–417, 418h, 418–419a, 468–469, 472–473, UR•42

| Domain: Reading Standards for Informational Text | | |
|---|--|--|
| Cluster: Craft and Structure | | |
| Standards: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | | |
| Essential Questions | Enduring Understandings | Activities, Investigation, and Student Experiences |
| <p><i>How can we figure out what this word means?</i></p> <p><i>Why is understanding vocabulary so important in comprehending text?</i></p> | <p><i>Students will understand the importance of vocabulary as a critical piece for comprehending text. They will understand how studying the words that surround an unknown word can be used to understand what it means.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Highlight unknown words in texts and use dictionaries or digital resources to locate meanings. Students record the words and meanings in vocabulary journals.</i> • <i>Use glossaries to locate meanings of selected words. As students work in pairs, partner A restates the meaning of a word and partner B paraphrases the meaning.</i> |
| Content Statements | | |
| <p><i>Students will be able to define vocabulary in order to grasp what a word means. They will also use context clues from a text to determine what an unknown word means.</i></p> | | |
| Assessments | Teacher Resources | |
| <p><i>Students will write sentences with new vocabulary words.</i></p> <p><i>They will match vocabulary words with their definitions.</i></p> | <p>www.dictionary.com</p> <p>www.vocabulary.co.il/</p> <p>www.education.com (search this site for “Guess My Word: A Vocab Game”)</p> | |
| Equipment Needed | | |
| <p>Dictionary</p> <p>Vocabulary journal</p> <p>SmartBoard</p> | | |

NJ Model Curriculum Objective 2013 Alignment

- **Determine the meaning of words and phrases** in a text relevant to a *grade 2 topic or subject area*.

Reading Street 2013 Alignment

SE 2: 26–27, 60–61, 126–127, 196–197, 398–399, 432–433, 464–465

TE 1: 54a–54b, 58a–58b, 58f, 72g, 81b, SG•20, SG•29, SG•46, 122–123, 126–127, 140g, SG•55, SG•59, SG•63

TE 2: 224f, 234–235, 254f, 256–257, SG•38, SG•42, SG•43, SG•46

TE 3: 502–503, 508g, SG•77, SG•78, SG•80

TE 4: 25a, 59a, 60g, 70–71, SG•21, SG•26, 89a, 96–97, 100–101, SG•38

TE 5: 195a, 204–205, 206–207, 212g, 221b, SG•4, SG•9

TE 6: 397a, 398e, 402–403, 425b, SG•20, SG•26, 463a, 464e, 478–479

| Domain: Reading Standards for Informational Text | | |
|--|--|--|
| Cluster: Craft and Structure | | |
| Standards: Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts for information in a text efficiently | | |
| Essential Questions | Enduring Understandings | Activities, Investigation, and Student Experiences |
| <p><i>What text features are common to most informational texts?</i></p> <p><i>How can text features help a reader locate key facts or information in a text efficiently?</i></p> | <p><i>Understanding the structural elements of a text helps the reader to locate key facts and information.</i></p> <p><i>The better that a reader understands different text features, the more efficiently he/she is able to locate important information.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Use information from text features to write questions and exchange with partners. Students answer the questions using text features. Students must identify what text features they used to assist them in answering the questions.</i> |
| Content Statements | | |
| Students will be able to use a variety of text features to locate key facts for information in text efficiently. | | |
| Assessments | | Teacher Resources |
| <p><i>Students will locate and identify various text features in an informational text.</i></p> <p><i>Students will create their own captions, subheadings, and glossaries for informational text.</i></p> <p><i>Students will demonstrate the ability to access electronic menus.</i></p> | | <p>www.discoverededucation.com</p> <p>www.timeforkids.com</p> <p>www.teach-nology.com</p> <p>www.exchange.smarttech.com</p> <p>(search for nonfiction text features)</p> |
| Equipment Needed: | | |
| <p>Smartboard</p> <p>Informational text</p> <p>Writing Journal</p> | | |

NJ Model Curriculum Objective 2013 Alignment

- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text **efficiently**.

Reading Street 2013 Alignment

SE 1: 72, 76, 78–79, 108–109, 144–145, 178–179, 212–213, 236–237, 272–273, 274–275, 512–513, 514–515

SE 2: 114–115, 148–149, 216–217, 318–319, 386, 389, 452–453, 454

TE 1: 58–59, 60–61, 66–67, 71b, 72–73, 76h, 76–77, 78–79, 81c, SG•25, SG•26, 108–109, 136–137, 139f, 144h, 149c, 178h

TE 2: 236–237, 253a–253b, 262–263, 264–265, 267g, 272h, 272–273, 274–275, 301g, 335f, UR•23, UR•31

TE 3: 405g, 469f, 512–513, 514–515

TE 4: 41g, 61a, 64–65, 68–69, 75a, 109a, 114h, 114–115, SG•39, 143f

TE 5: 211g, 313g, 318h, 318–319, 352h

TE 6: 452h, 452–453, 487g, 492–493a, 493f

| Domain: Reading Standards for Informational Text | | |
|--|--|--|
| Cluster: Craft and Structure | | |
| Standards: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | |
| Essential Questions | Enduring Understandings | Activities, Investigation, and Student Experiences |
| <p><i>How can identifying the author's purpose for writing assist the reader in comprehending the text? What is the specific purpose of this text?</i></p> | <p><i>Understanding the purpose of the text helps readers to efficiently organize, synthesize, interpret, and summarize information.</i></p> <p><i>Understanding the purpose of the text helps students ask and answer questions to help determine or clarify the meaning.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Work in small groups to read common stories and list important details to collaboratively determine the author's purpose.</i> • <i>Read selections independently, identify the author's purposes, and justify their responses.</i> |
| Content Statements | | |
| <i>Students will be able to identify the main purpose of a text, including what the author wants to answer, explain, or describe.</i> | | |
| Assessments | | Teacher Resources |
| <i>Students will read a passage and identify text evidence from the passage that shows the author's purpose to inform, explain, or describe.</i> | | <u>www.readworks.org</u> |
| Equipment Needed | | |
| Informational text | | |

NJ Model Curriculum Objective 2013 Alignment

- **Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**

Reading Street 2013 Alignment

SE 1: 72, 140, 240, 268, 378, 508

SE 2: 76, 110, 144, 178, 320, 321, 328–329, 396–397, 418, 492, 525

TE 1: SG•5, SG•10, 72h, 72–73a, 108h, 136–137, 139a, 140–141, 144–145, 149b

TE 2: 212h, 223a–223b, 224g, 228–229, 240–241, 267b, UR•21, UR•22–UR•23, UR•31

TE 3: 353a–353b, 376h, 376–377, 378–379, 381b, 508–509

TE 4: 75b, 76–77, 119c, 150–151, 182h

TE 5: 212h, 212–213, 282–283, 284–285, 320–321, 323c, 352h

TE 6: 396a, 402–403, 404–405, 408–409, 410–411, 412–413, 418–419, 425b, 425c, 487a, 488–489a, 495c, 524h, UR•26

| Domain: Reading Standards for Informational Text | | |
|--|--|---|
| Cluster: Integration of Knowledge and Ideas | | |
| Standards: Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigation, and Student Experiences |
| <i>How can we gain a better understanding of a text by focusing on the specific images within the text?</i> | <p><i>By using the illustrations and details in a text students will develop foundational skills to analyze and understand text.</i></p> <p><i>Students will begin to develop the ability to integrate and evaluate content presented in diverse visual formats and media.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Use texts containing graphic representations (e.g. diagrams, illustrations, charts) and explain how the graphic images support printed texts. (How they help to give meaning to the text.)</i> <i>Read paragraphs that do not contain the graphic representations. Students create graphic images that clarify the text and explain the images in small groups.</i> |
| Content Statements | | |
| Students will be able to use the specific images in a text to help clarify text. | | |
| Assessments | | Teacher Resources |
| <i>Students examine pictures of household objects, gather historical information about them, and then create an in-class exhibit of their objects.</i> | | <u>www.uen.org</u> |
| Equipment Needed | | |
| Index cards with magazine pictures of household objects Internet access for the assessment research | | |

| NJ Model Curriculum Objective 2013 Alignment | Reading Street 2013 Alignment |
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| <ul style="list-style-type: none">• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.• Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | <p>SE 1: 108–109 SE 2: 152, 282, 388 TE 1: 108–109, 113c, 173g TE 2: 236–237, 239f TE 3: 371g, 486–487 TE 4: 68–69, 104–105, 109b, 109g, SG•42, SG•43 TE 5: 247g, 287c TE 6: 391c, 412–413, 487b, UR•12</p> |

| Domain: Reading Standards for Informational Text | | |
|--|---|---|
| Cluster: Integration of Knowledge and Ideas | | |
| Standards: Describe how reasons support specific points the author makes in a text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigation, and Student Experiences |
| <p><i>How do authors provide reasons to present a point of view?</i></p> <p><i>What are some of the strategies that readers apply to evaluate the main idea of an informational text and/or the author's point of view?</i></p> | <p><i>Students will understand that every book consists of major and minor text features that serve individual purposes.</i></p> <p><i>Authors use various writing techniques to focus the reader's attention on details.</i></p> <p><i>Students who understand the importance of supporting key points can use this knowledge to improve/revise writing.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Read common texts and identify the main points. Students locate words and phrases that support the author's views.</i> <i>Read along as texts are read aloud. Given main points, students search the texts to identify the evidence that supports those points.</i> |
| Content Statements | | |
| <p>Students will be able to identify the reasons an author gives to support points in a text.</p> | | |
| Assessments | | Teacher Resources |
| <p><i>Students will read informational text and highlight the main idea and underline the supporting details.</i></p> <p><i>Students will read informational text and use a graphic organizer to list five supporting details.</i></p> | | <p>www.readingworks.org</p> <p>www.readtennessee.org</p> |
| Equipment Needed | | |
| <p>Smartboard</p> <p>Informational text</p> | | |

| NJ Model Curriculum Objective 2013 Alignment | Reading Street 2013 Alignment |
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| <ul style="list-style-type: none"><li data-bbox="239 282 1045 347">• Describe how reasons support specific points the author makes in a text. | <p data-bbox="1159 282 1289 308">SE 2: 194</p> <p data-bbox="1159 315 1822 380">TE 2: 223a, 228–229, 230–231, 232–233, 234–235, UR•22</p> <p data-bbox="1159 386 1562 412">TE 3: 381b, 490–491, 506–507</p> <p data-bbox="1159 418 1394 444">TE 4: 75b, SG•46</p> <p data-bbox="1159 451 1772 477">TE 6: 388–389, 404–405, 417a, 486–487, 487a</p> |

| Domain: Reading Standards for Informational Text | | |
|---|--|---|
| Cluster: Integration of Knowledge and Ideas | | |
| Standards: Compare and contrast the most important points presented by two texts on the same topic. | | |
| Essential Questions | Enduring Understandings | Activities, Investigation, and Student Experiences |
| <i>Why do two authors writing on the same topic sometimes use different details or make different points?</i> | <i>The ability to compare and contrast the most important points presented by two texts on the same topic supports the student's ability to comprehend increasingly complex texts.</i> | <i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • <i>Read texts on the same topics and work with partners to complete Venn diagrams showing similarities and differences of the texts.</i> • <i>Read aloud two texts on the same topic. Prepare sentence strips containing both common and text-specific key points. Display three columns, placing the titles of each text in the outside columns and Common Key Points in the middle column. Students select sentence strips, read the key points, and place the strips in the appropriate columns. The remainder of the class confirms or corrects the placements.</i> |
| Content Statements | <i>Comparing and contrasting key points using different resources on the same topic supports the growth of analytical skills and problem solving skills.</i> | |
| Background knowledge and prerequisite skills are necessary to identify similarities and differences in two texts on the same topic. | | |
| Assessments | | Teacher Resources |
| Students will complete a Venn diagram using key words to compare and contrast two informational texts that deal with the same topic. Students will compare and contrast a vacation at the beach to a vacation at the mountains. | | <u>www.teachervision.com</u> <u>www.superteacherworksheets.com</u> |
| Equipment Needed Various informational texts on the same topic Venn Diagram Internet | | |

| NJ Model Curriculum Objective 2013 Alignment | Reading Street 2013 Alignment |
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| <ul style="list-style-type: none">• Compare and contrast the most important points presented by two texts on the same topic. | SE 1: 79, 181, 215, 245, 449 SE 2: 81, 117, 185, 219, 285, 389, 493, 527 TE 1: 78–79 TE 2: 245a TE 4: 109a TE 5: 202–203, 211a TE 6: 417a, 487a, 493a |

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|---|---|--|
| Domain: Reading Standards for Informational Text | | |
| Cluster: Range of reading and level of text complexity | | |
| Standards: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | |
| 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 and varied range of informational text builds background knowledge that supports reading in content areas..</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>• Provide reading grids containing individualized book levels for students. Students read selections and complete grids showing levels of books read. Strategically increase book levels throughout the year.</i> <i>• Create individualized computer files within a spreadsheet program. Students read selections and record the levels of completed texts. Use the spreadsheet program to create graphs that display student progress.</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> | | |
| Assessments | | Teacher Resources |
| <p><i>Utilize non-fiction leveled readers to monitor fluency and comprehension.</i></p> | | <p>www.readwritethink.org</p> <p>(Predicting and gathering information with non-fiction texts.)</p> <p>www.readingrockets.org</p> |
| Equipment Needed | | |
| <p>Computer Smartboard</p> | | |

| NJ Model Curriculum Objective 2013 Alignment | Reading Street 2013 Alignment |
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| <ul style="list-style-type: none">• By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <p>SE 1: 120–139, 224–239, 254–267, 486–507</p> <p>SE 2: 62–75, 92–110, 466–488</p> <p>TE 2: 224g–224h, 254g–254h</p> <p>TE 3: 486g–486h, 517c</p> <p>TE 4: 61a–62a, 91a–92a</p> <p>TE 5: 197a–198a</p> <p>TE 6: 399a–400a, 465a–466a, 492–493a, 524h</p> |