

**Domain:** *Strand: Reading Standards for Literature*

**Cluster:** *Grade 2: Range of Reading and Level of Text Complexity*

**Standards:** RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>What are the foundational reading skills students must master in order to be able to read literature including stories and poetry of increasing complexity?</i></p> <p><i>How can children be supported to read increasingly more complex literature in their grade level complexity band?</i></p>	<p><i>Reading from a wide and varied range of literature including stories and poetry helps to support reading other content in various areas.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <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></li> </ul>
<b>Content Statements</b>		
<p><i>When students listen to and read literature, including stories and poetry in the early grades they develop the necessary foundation for their reading and understanding of increasingly complex</i></p>		

<i>texts.</i>		
<b>Assessments</b>	<b>Teacher Resources</b>	
<i>Utilize fiction and non-fiction leveled readers including poetry to monitor fluency and comprehension.</i>	<a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://www.readingrockets.org">www.readingrockets.org</a>	
<b>Equipment Needed:</b> <b>Computer</b> <b>Smartboard</b>	<b>Reading Street 2013 Alignment</b>	
<p style="text-align: center;"><b>NJ Model Curriculum Objective 2013 Alignment</b></p> <ul style="list-style-type: none"> <li>By the end of the year, read and comprehend literature, including stories and poetry in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.</li> </ul>	<p><b>SE 1:</b> 26h, 50, 113, 156h, 182  <b>TE 2:</b> 206–207  <b>TE 3:</b> 410h, 424g–424h, 442–443, 458g–458h, 470h  <b>TE 4:</b> 27a–28a, 127a–128a,  <b>TE 5:</b> 216h, 229a–229b  <b>TE 6:</b> 422–423, 423a, 503a–504a, 519a, 520h, 520–521</p>	

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<b>Domain:</b> <i>Strand: Reading Standards for Literature</i>		
<b>Cluster:</b> <i>Key Ideas and Details</i>		
<b>Standards:</b> <u>RL.2.1.</u> <i>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How do key details affect the student’s understanding of the story?</i></p> <p><i>How does asking questions such as who, what, where, when, why, and how 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"> <li><i>Have students ask questions as they are reading. It is important to have students think while they are reading a story. Model how to ask questions while reading. Jot down the questions on post it notes. Compile list of question words for students to use to prompt their thinking. Students will then complete the same activity. Once students have finished reading they should go back and see if they can answer any of the questions that they had.</i></li> </ul>
<b>Content Statements</b>		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>identify why key details help to develop story structure</i></li> <li><i>generate a list of questions about the text</i></li> <li><i>identify story elements</i></li> </ul>		

<b>Assessments</b>	<b>Teacher Resources</b>	
<p><i>To show evidence of meeting this standard, students may: Answer questions about key details after a silent fresh read.</i></p> <p><i>Complete a story map using key details from a text.</i></p>	<p>Online Presentation Maker:  <a href="http://www.prezi.com">www.prezi.com</a></p>	
<b>Equipment Needed</b>	<p>Interactive Reading and Writing Website:</p>	
<ul style="list-style-type: none"> <li>• <b>Various texts on student's reading level</b></li> <li>• <b>Read-aloud text above student's independent reading level</b></li> <li>• <b>Interactive Whiteboards</b></li> <li>• <b>Overhead projector</b></li> <li>• <b>Chart Paper</b></li> <li>• <b>Various Graphic Organizers</b></li> </ul>	<p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p>Interactive Whiteboard Resources:</p> <p><a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a></p> <p><a href="http://www.exchange.smarttech.com">www.exchange.smarttech.com</a></p> <p>Free fiction/nonfiction text:</p> <p><a href="http://timeforkids.com/">http://timeforkids.com/</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>Free public service to teach children to read with phonics:</p> <p><a href="http://www.starfall.com">www.starfall.com</a></p> <p><a href="http://www.reading.pppst.com">www.reading.pppst.com</a></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, 44, 104, 170–171, 174, 245, 302, 307, 308–309, 310–311, 336, 372, 377, 378–379, 406, 411, 412–413, 414–415, 444, 470, 475, 476–477

**SE 2:** 42, 88, 144, 178, 227, 248, 253, 261, 348, 370–371, 372–373, 375 376–377, 378–379, 381, 382, 430–431, 448, 520

**TE 1:** 43a, 44–45a, 48–49a, SG•3, SG•4, SG•8, SG•15, 104–105, SG•37, SG•38, SG•51, 155a, 174–175a, SG•71, SG•72, SG•76, SG•77, SG•83, SG•84, UR•51, UR•52–UR•53

**TE 2:** 191a–191b, 192g, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208h, 208–209a, 217b, 217c, 244h, 244–245a, 283a–283b, 284g, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301a, 302–303a, 306–307a, 308–309, 313b, 313c, SG•54, SG•55, SG•59, SG•60, SG•61, SG•66, SG•67, 319a, 320g–320h, 320–321, 322–323, 324–325, 326–327, 328–329, 330–331, 332–333, 334–335, 336–337a, 340–341, 342–343, 345b, SG•71, SG•72, SG•76, SG•77, SG•78, SG•83, UR•11, UR•41, UR•42–UR•43

**TE 3:** 353a–353b, 354g, 354–355, 356–357, 358–359, 360–361, 362–363, 364–365, 366–367, 368–369, 371a, 372–373a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 387a–387b, 388g, 388–389, 390–391, 392–393, 394–395, 396–397, 398–399, 400–401, 402–403, 404–405a, 406h, 406–407, 410–411, 412–413, 414–415a, 417b, SG•20, SG•21, SG•25, SG•26, SG•32, 423a, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 443a, 444h, 444–445a, 448–449a, SG•37, SG•38, SG•42, SG•43, SG•48, SG•49, 458–459, 460–461, 466–467, 468–469, 470–471a, 474h, 474–475, 476–477, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, SG•70, UR•12, UR•21, UR•22–UR•23

**TE 4:** 27a, 32–33, 34–35, 36–37, 38–39, 42h, 42–43a, 46–47,

48–49, 50–51, 51a, SG•3, SG•4, SG•8, SG•9, SG•10, SG•15, 80–81a, 124a, 127a, 128–129, 130–131, 136–137, 138–139, 144–145a, 153b–153c, SG•54, SG•55, SG•56, SG•57, SG•59, SG•60, SG•61, SG•57, 161a, 177a, 178–179a, SG•71, SG•76, SG•77, SG•78, SG•81, UR•11, UR•12–UR•13

**TE 5:** 216–217, 218–219, 226a, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243, 244–245, 246–247a, 247b, 248h, 248–249a, 252–253a, 255b, 255g, SG•20, SG•21, SG•22, SG•25, SG•26, SG•31, SG•32, 260a, 263a–264a, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 276–277, 277a, 278–279a, SG•37, SG•38, SG•43, SG•44, SG•49, 295a, 313a, 313b, 314–315a, 318–319, 320–321, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 331a,

336–337, 338–339, 344–345, 346–347, 347a, 348–349a, 357b, SG•71, SG•72, SG•73, SG•76, SG•77, UR•12, UR•22, UR•32

**TE 6:** 367a, 368–369, 370–371, 372–373, 374–375, 376–377, 378–379, 380–381, 381a, 381b, 382–383a, SG•3, SG•4, SG•8, SG•9, SG•15, 430a, 433a, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 447a, 448–449a, 457b, 457c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 500a, 503a, 504–505, 506–507, 508–509, 510–511, 520–521a, 529b, 529c, SG•71, SG•72, SG•76, SG•77, UR•32, UR•52

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<b>Domain:</b> <i>Strand: Reading Standards for Literature</i>		
<b>Cluster:</b> <i>Key Ideas and Details</i>		
<b>Standards:</b> <u>RL.2.2.</u> <i>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How does analyzing various genres from diverse cultures, enable students to identify the lesson or moral of the story?</i></p> <p><i>How does understanding the central message, moral or lesson aid in the understanding of the text?</i></p>	<p><i>Analyzing various genres and cultures creates a deeper understanding of a text.</i></p> <p><i>The central message, moral 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"> <li><i>Discuss and generate a list of central messages/morals/lessons that could be taught through a text. Read several stories to students have them identify the message/moral/lesson. Ask them how that message/moral/lesson was taught in the story.</i></li> <li><i>Read the same story from various points of view or cultures ( Cinderella, The True Story of the Three Little Pigs...)Compare and contrast the stories. Ask students if the moral/lesson/moral was any different.</i></li> </ul>
<b>Content Statements</b>		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>Determine how a specific culture can alter the central message/lesson/ moral of the story.</i></li> <li><i>Identify the</i></li> </ul>		

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

**NJ Model Curriculum Objective 2013 Alignment**

- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**Reading Street 2013 Alignment**

**SE 1:** 44, 311, 336, 342-343, 372, 444, 474

**SE 2:** 42, 124-125, 158-159, 178

**TE 1:** 44-45, SG•48, SG•82

**TE 2:** 301a, 306-307, 308-309, 310-311a, SG•65, 319a-319b, 332-333, 334-335, 336-337a, 340-341, 342-343, SG•82, SG•84, UR•51, UR•52-UR•53

**TE 3:** 372h, 373a, 407a, 424g-424h, 430-431, 440-441, 444-445a, 448a-448b, 449f, SG•38, 471a, 476-477, 479c, SG•55, UR•31, UR•32-UR•33

**TE 4:** 27a-28a, 28-29, 30-31, 40-41, 41a, 41b, 42-43a, 53c, SG•4, SG•12, SG•15, 124a, 140-141, 142-143, 143a, 144-145a, 144h, 153b, 153c, SG•65, SG•66, 158a, 177a, 178h, 178-179a, 187b, SG•72, SG•82, UR•12-UR•13, UR•42-UR•43, UR•52-UR•53

**TE 5:** 247a, 298-299, 314h, 314-315a, 348-349a

**TE 6:** 449a, SG•43, SG•65, 519a, 520- 521



<b>Domain:</b> <i>Strand: Reading Standards for Literature</i>		
<b>Cluster:</b> <i>Key Ideas and Details</i>		
<b>Standards:</b> <u>RL.2.3.</u> <i>Describe how characters in a story respond to major events and challenges.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How does identifying the story elements and major events lead to better comprehension?</i></p> <p><i>How do the specific traits of a character determine how they will respond to various situations?</i></p>	<p><i>Identifying story elements allows for a better grasp of the story structure.</i></p> <p><i>Analyzing character traits allows the reader to understand the character's response to a major event or challenge.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Use a character map to analyze character traits. (Strengths, weaknesses, personality etc.)</i></li> <li><i>Create cause and effect worksheet for students based off of the character and the challenges faced. Fill out either the cause or effect side for the students. They will then have to analyze what cause a problem for the character or how the character was effected/responded to the problem.</i></li> </ul>
<b>Content Statements</b>		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>Identify the story elements in a text .</i></li> <li><i>Extract the key details and events from the text.</i></li> </ul>		

<ul style="list-style-type: none"> <li>• <i>Identify the traits of the main character.</i></li> </ul>		
<p><b>Assessments</b></p>		<p style="text-align: center;"><b>Teacher Resources</b></p> <p style="text-align: center;">Interactive Reading and Writing Website:</p> <p style="text-align: center;"><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></p> <p style="text-align: center;"><a href="http://www.storylineonline.net">www.storylineonline.net</a></p> <p style="text-align: center;">Interactive Whiteboard Resources:</p> <p style="text-align: center;"><a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a></p> <p style="text-align: center;"><a href="http://www.exchange.smarttech.com">www.exchange.smarttech.com</a></p> <p style="text-align: center;">Free fiction/nonfiction text:</p> <p style="text-align: center;"><a href="http://timeforkids.com">http://timeforkids.com</a></p> <p style="text-align: center;"><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p style="text-align: center;"><a href="http://www.tumblebooks.com">www.tumblebooks.com</a></p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Complete a story/character map.</i></li> <li>• <i>Write about how the character's traits influenced how they reacted to a major events/ challenges in the story, using key details.</i></li> </ul>		
<p><b>Equipment Needed</b></p>		
<ul style="list-style-type: none"> <li>• <b>Various texts on student's reading level</b></li> <li>• <b>Read-aloud text above student's independent reading level</b></li> <li>• <b>Interactive Whiteboards</b></li> <li>• <b>Overhead projector</b></li> <li>• <b>Chart Paper</b></li> <li>• <b>Story Map Graphic Organizers</b></li> </ul>		

**NJ Model Curriculum Objective 2013 Alignment**

- Describe how characters in a story respond to major events and challenges.

**Reading Street 2013 Alignment**

**SE 1:** EI•14–EI•15

**SE 2:** 37, 41, 42, 248, 292, 314

**TE 1:** 25a–25b, 26g–26h, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 51b, SG•15, 72b, 87a–87b, 113b, 113h–113i, 170–171, UR•11, UR•31

**TE 2:** 200–201, 202–203, SG•55, SG•59, SG•60, SG•61, 302h, 322–323, SG•72

**TE 3:** 358–359, 360–361, 362–363, 364–365, 368–369, SG•15, SG•32, 451c, SG•48, 458g–458h, UR•11, UR•31

**TE 4:** 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 46–47, 48–49, 50–51, 51a, SG•4, SG•12, SG•15, 132–133, 134–135, 166–167, 168–169

**TE 5:** 242–243, 244–245, 248–249, SG•21, 272–273, 274–275, SG•43, SG•44, SG•49, 292a, 296–297, 298–299, 300–301, 302–303, 304–305, 306–307, 308–309, 310–311, 313a, 323b, SG•60, SG•66, 340–341, 342–343, 344–345, 346–347, 348h, SG•82, SG•83, UR•42

**TE 6:** 381a, SG•4, SG•15, SG•48, 508–509, 512–513, 529c, SG•77

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<p><b>Domain:</b> <i>Strand: Reading Standards for Literature</i></p>		
<p><b>Cluster:</b> <i>Craft and Structure</i></p>		
<p><b>Standards:</b> <u>RL.2.4.</u> <i>Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</i></p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does the use of sensory language enhance the meaning of a story, poem, or song?</i></p> <p><i>How does the use of mechanical devices enhance the meaning of a story, poem, or song?</i></p>	<p><i>The author’s use of sensory language increases a reader’s ability to create mental imagery.</i></p> <p><i>Using mechanical devices adds to the rhythm and increases understanding of a story, poem, or song.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Add mechanical devices to a popular song or nursery rhyme. Give students a choice of 2-3 popular songs or nursery rhymes. Discuss what mechanical devices are found in songs/nursery rhymes. Have students add on or change the mechanical devices. Students will share their revised song/rhyme.</i></li> </ul>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>Identify the five senses.</i></li> <li><i>Identify the sensory language used in the written text .</i></li> </ul>		

<b>Assessments</b>		<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Add mechanical devices to a student generated writing sample.</i></li> <li>• <i>Create a poem using various mechanical devices.</i></li> </ul>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• <b>Various texts and poems on student’s reading level</b></li> <li>• <b>Read-aloud text above student’s independent reading level</b></li> <li>• <b>Interactive Whiteboards</b></li> <li>• <b>Overhead projector</b></li> <li>• <b>Chart Paper</b></li> <li>• <b>Thesaurus</b></li> </ul>		<p>Interactive Reading and Writing Website:</p> <p style="text-align: center;"><a href="http://www.poetry4kids.com">www.poetry4kids.com</a></p> <p style="text-align: center;"><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></p> <p style="text-align: center;"><a href="http://www.storylineonline.net">www.storylineonline.net</a></p> <p>Interactive Whiteboard Resources:</p> <p style="text-align: center;"><a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a></p> <p style="text-align: center;"><a href="http://www.exchange.smarttech.com">www.exchange.smarttech.com</a></p> <p>Free fiction/nonfiction text:</p> <p style="text-align: center;"><a href="http://timeforkids.com">http://timeforkids.com</a></p> <p style="text-align: center;"><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p style="text-align: center;"><a href="http://www.tumblebooks.com">www.tumblebooks.com</a></p>

**NJ Model Curriculum Objective 2013 Alignment**

- **Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

**Reading Street 2013 Alignment**

**SE 1:** 48–49, 244–245, 311, 448–449

**SE 2:** 80–81, 252–253, 422–423

**TE 1:** 48h, 48–49a, 51c

**TE 2:** 244–245a, 286–287, 311a,  
SG•66, 345c

**TE 3:** 371b, 448h, 446–447, 448–449a

**TE 4:** 80h, 80–81a, 83c, 136–137

**TE 5:** 252h, 255c

**TE 6:** 374–375, 397c–397d, 422h, 423a, 440–441, SG•54,  
SG•60



<b>Domain:</b> <i>Strand: Reading Standards for Literature</i>		
<b>Cluster:</b> <i>Craft and Structure</i>		
<b>Standards:</b> <u>RL.2.5.</u> <i>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How does the understanding of story structure support overall comprehension?</i></p> <p><i>How can one identify the components of each element in the story structure?</i></p>	<p><i>Story structure will aid in the comprehension and overall understanding of the text.</i></p> <p><i>Identifying the components of each story element(beginning: character, setting; middle: problem; ending: solution) is important to the author’s message.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Read an excerpt from a story pulled from the beginning and one pulled from the end of the same story. Ask students which one they think is the beginning of the story and which one they think is the end of the story. Students should explain their reasoning. After, create an activity where there are numerous beginnings and endings on separate pieces of paper. Students should sort them into two categories beginning and ending.</i></li> </ul>
<b>Content Statements</b>		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>Identify the elements of a story.</i></li> <li><i>Describe the overall structure of the story and its</i></li> </ul>		

<i>importance.</i>		
<b>Assessments</b>		<p style="text-align: center;"><b>Teacher Resources</b></p> <p style="text-align: center;">Presentation <a href="http://www.prezi.com">www.prezi.com</a></p> <p style="text-align: center;">Interactive Reading and Writing Website: <a href="http://www.readwritethink.org">http://www.readwritethink.org</a> <a href="http://www.storylineonline.net">www.storylineonline.net</a> <a href="http://www.blabberize.com">www.blabberize.com</a> <a href="http://www.cambridgeenglishonline.com/ Cartoon_Maker">www.cambridgeenglishonline.com/ Cartoon_Maker</a></p> <p style="text-align: center;">Interactive Whiteboard Resources: <a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a> <a href="http://www.exchange.smarttech.com">www.exchange.smarttech.com</a></p> <p style="text-align: center;">Free fiction/nonfiction text: <a href="http://timeforkids.com">http://timeforkids.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.tumblebooks.com">www.tumblebooks.com</a></p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>create their own beginning/ending/middle to a story prompt given</i></li> <li>• <i>engage in a shared writing activity, where each child contributes to a section of the story. (beginning, middle, end)</i></li> </ul>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• <b>Various genres at student's reading level</b></li> <li>• <b>Read-aloud text above student's independent reading level</b></li> <li>• <b>Interactive Whiteboards</b></li> <li>• <b>Overhead projector</b></li> <li>• <b>Chart Paper</b></li> </ul>		

**NJ Model Curriculum Objective 2013 Alignment**

- **Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

**Reading Street 2013 Alignment**

**SE 1:** 104, 302

**SE 2:** 124–125, 158–159, 260–261

**TE 1:** 26g–26h, 26–27, 28–29, 42–43, 43b, 44h, 88g–88h, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 103a, 104h, 113h–113i, 156g–156h, 158–159, 160–161, 162–163, 173b, 174h, UR•31, UR•32–UR•33

**TE 2:** 294–295, 298–299, 302–303, 306h, SG•55, 340h, UR•41, UR•43

**TE 3:** SG•14, 407a, 417c, SG•31, SG•48, 457a, 464–465, 468–469, 479b, SG•65, UR•31, UR•32–UR•33, UR•41, UR•42–UR•43

**TE 4:** 46h, 124a, 140–141, 142–143, 143a, SG•65, 158a, 168–169, 172–173, 174–175, 187b, 187c, SG•82

**TE 5:** 227c, 260a, 268–269, 272–273, 277a, 278h, 278–279, 287b, 293c–293d, 304–305, 312–313, 313a, 321c–21d, 352h, UR•42

**TE 6:** 447b, 448–449a, 457c, 495b, SG•82

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<b>Domain:</b> <i>Strand: Reading Standards for Literature</i>		
<b>Cluster:</b> <i>Craft and Structure</i>		
<b>Standards:</b> <u>RL.2.6.</u> <i>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<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"> <li><i>Write a story from a different perspective. Select a children's book and read it out loud to students. Once finished discuss who's point of view the story was told from. Then select another character from the story. Ask students to think of how this character might tell the story. Students will then write the story from that character's perspective.</i></li> <li><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></li> </ul>
<b>Content Statements</b>	<p><i>Point of view can develop their conceptual understanding of the text.</i></p>	
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>Identify the point of view of the story.</i></li> <li><i>Determine how the point of view impacts the overall tone of a story.</i></li> </ul>		

<b>Assessments</b>		<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Write a retelling of a story from a different point of view.</i></li> <li>• <i>List examples from the text that show the point the view.</i></li> <li>• <i>Create two comic strips, each one highlighting a different point of view of the same situation.</i></li> </ul>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• <b>Various stories told from different points of view at student's reading level</b></li> <li>• <b>Read-alouds, demonstrating different points of view.</b></li> <li>• <b>Interactive Whiteboards</b></li> <li>• <b>Overhead projector</b></li> <li>• <b>Chart Paper</b></li> <li>• <b>Comic strips</b></li> </ul>		<p>Interactive Reading and Writing Website:</p> <p><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></p> <p><a href="http://www.storylineonline.net">www.storylineonline.net</a></p> <p><a href="http://www.blabberize.com">www.blabberize.com</a></p> <p><a href="http://www.cambridgeenglishonline.com/Cartoon_Maker">www.cambridgeenglishonline.com/Cartoon_Maker</a></p> <p>Interactive Whiteboard Resources:</p> <p><a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a></p> <p><a href="http://www.exchange.smarttech.com">www.exchange.smarttech.com</a></p> <p>Free fiction/nonfiction text:</p> <p><a href="http://timeforkids.com">http://timeforkids.com</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p><a href="http://www.tumblebooks.com">www.tumblebooks.com</a></p>

**NJ Model Curriculum Objective 2013 Alignment**

- **Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

**Reading Street 2013 Alignment****SE 1:** 183, 312, 450**SE 2:** 322**TE 1:** 174f, 181e, 183, 183c**TE 2:** 301b, 311b, 313a, 313b**TE 3:** 444f, 449b, 462–463, 464–465, UR•33**TE 4:** 34–35, 144f**TE 5:** 221c, 232–233, 268–269, 277a, 285a, 295a–296a, 306–307, 314f, 318–319, 320–321, 357c, UR•42**TE 6:** 529c

<b>Domain:</b> <i>Strand: Reading Standards for Literature</i>		
<b>Cluster:</b> <i>Integration of Knowledge and Ideas</i>		
<b>Standards:</b> <u>RL.2.7.</u> <i>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its character, setting, or plot.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<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>How can integrating information from a variety of visual images and text help them draw conclusions when reading?</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>They can integrate information presented from visual cues, images and text to better enable them to draw conclusions.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Complete a story map or sequencing chart. Read a selection to students then have them fill out a graphic organizer that requires them to use the visualization skill to complete it.</i></li> <li><i>Listen to a selection and then illustrate a character based on the scenario/traits that they heard. The selection should describe a situation a character was in and how they reacted. Based off of that students should draw a picture of what they believe the character looks like and the scene.</i></li> </ul>
<b>Content Statements</b>		
<i>Students will be able to:</i>		

<ul style="list-style-type: none"> <li>• <i>Use illustrations/ words in print/ digital text to aid in the comprehension of the story.</i></li> <li>• <i>Make predictions based on illustrations/ picture clues.</i></li> <li>• <i>Explain how illustrations /words in print/digital text allows them a greater understanding of the character, setting and plot in a story.</i></li> </ul>		
<b>Assessments</b>	<b>Teacher Resources</b>	
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Write about a picture prompt that they have chosen</i></li> <li>• <i>Add captions to pictures that they are given so that they can enhance the understanding of the text.</i></li> </ul>	<p>Interactive Reading and Writing Website:  <a href="http://www.readwritethink.org">http://www.readwritethink.org</a>  <a href="http://www.storylineonline.net">www.storylineonline.net</a>  <a href="http://www.blabberize.com">www.blabberize.com</a>  <a href="http://www.cambridgeenglishonline.com/ Cartoon_Maker">www.cambridgeenglishonline.com/ Cartoon_Maker</a></p>	

**Equipment Needed**

- **Various stories at student's reading level**
- **Read-alouds**
- **Interactive Whiteboards**
- **Overhead projector**
- **Chart Paper**
- **Comic strips**
- **Graphic software**
- **Pictures from various sources**

[www.storyit.com/Starters/picstart.htm](http://www.storyit.com/Starters/picstart.htm)  
<http://etc.lrhdsd.org/pictureprompt/intro.html>

Interactive Whiteboard Resources:

[www.prometheanplanet.com](http://www.prometheanplanet.com)  
[www.exchange.smarttech.com](http://www.exchange.smarttech.com)

Free fiction/nonfiction text:

<http://timeforkids.com>  
[www.scholastic.com](http://www.scholastic.com)  
[www.tumblebooks.com](http://www.tumblebooks.com)

**NJ Model Curriculum Objective 2013 Alignment**

- Use **information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**

**Reading Street 2013 Alignment**

**SE 1:** 104, 174

**SE 2:** 124, 248, 278, SG•54, 314, 348, 382, 448

**TE 1:** 38–39, 40–41, SG•3, SG•4, SG•8, SG•14, SG•15, 100–101, 102–103, 103a, 104–105a, SG•37, SG•49, 156g–156h, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 170–171, 172–173, 174, 174h, UR•12–UR•13, UR•32–UR•33, UR•51, UR•52–UR•53

**TE 2:** 200–201, 248, 278, 314, 335a, SG•83

**TE 3:** 362–363, 388–389, 390–391, SG•14, SG•15, 392–393, 394–395, 400–401, 402–403, 410–411, 412–413, 424–425, 426–427, 432–433, 434–435, 470–471, UR•12, UR•32, UR•51, UR•52–UR•53

**TE 4:** SG•3, SG•8, SG•9, 124a, 128–129, 130–131, 132–133, 134–135, 144–145a, SG•55, 162–163, 164–165, 178–179a, SG•72, SG•70SG•76, SG•77, UR•32–UR•33, UR•43

**TE 5:** 234–235, 236–237, 238–239, 248–249a, 264–265, 266–267, 268–269, 270–271, 278–279a, 292a, 295a, 300–301, 302–303, 310–311, 312–313, 313a, 314–315, 323b, SG•65, 332–333, 334–335, 342–343, 348–349a, 357b, 357c, UR•22, UR•52–UR•53

**TE 6:** 367a, 380–381, 382–383a, 434–435, 438–439, 448–449, 520–521, SG•71, SG•83, UR•52

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<b>Domain:</b> <i>Strand: Reading Standards for Literature</i>		
<b>Cluster:</b> <i>Integration of Knowledge and Ideas</i>		
<b>Standards:</b> <u>RL.2.9.</u> <i>Compare and contrast two or more versions of the same story (Cinderella stories) by different authors or different cultures.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How does an author's perspective or a different culture alter the way in which a character is represented?</i></p> <p><i>How does comparing and contrasting two or more versions of the same story give the reader a greater understanding of the story?</i></p>	<p><i>Cultural differences and the author's point of view can cause a character to be portrayed differently.</i></p> <p><i>Recognizing multiple viewpoints when reading, allows the reader to consider the cultural nuances embedded in the story's origin.</i></p> <p><i>Comparing and contrasting two or more versions of the same story will allow them to interpret the story on a more complex level.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Select a story that comes in two versions then have students use compare and contrast charts/ Venn Diagrams to see the similarities and differences.</i></li> <li><i>Read the same story from various points of view or cultures (<u>Cinderella, The True Story of the Three Little Pigs...</u>) Discuss why students think characters see situations differently in the stories. (Evil characters will see it from a different point of view than characters that portray good.)</i></li> </ul>
<b>Content Statements</b>		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>Compare and contrast similar characters through various versions of the same story.</i></li> </ul>		

<b>Assessments</b>		<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• Use a graphic organizer to compare and contrast the same characters in different versions of a story.</li> <li>• Create their own version of a popular fairytale...such as a “modern day Cinderella”.</li> </ul>		<p>Interactive Reading and Writing Website:</p> <p><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></p> <p><a href="http://www.storylineonline.net">www.storylineonline.net</a></p>
<b>Equipment Needed</b>		Interactive Whiteboard Resources:
<ul style="list-style-type: none"> <li>• <b>Various versions of the same story at student’s reading level</b></li> <li>• <b>Read-alouds of different versions of the same story</b></li> <li>• <b>Interactive Whiteboards</b></li> <li>• <b>Overhead projector</b></li> <li>• <b>Graphic organizers</b></li> <li>• <b>Chart Paper</b></li> </ul>		<p><a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a></p> <p><a href="http://www.exchange.smarttech.com">www.exchange.smarttech.com</a></p> <p>Free fiction/nonfiction text:</p> <p><a href="http://timeforkids.com">http://timeforkids.com</a></p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p> <p><a href="http://www.tumblebooks.com">www.tumblebooks.com</a></p>

**NJ Model Curriculum Objective 2013 Alignment**

- Compare and contrast **two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**

**Reading Street 2013 Alignment****SE 1:** 49, 79, 444**TE 2:** 324–325, 334–335, 335a, UR•52–UR•53**TE 3:** 428–429, 432–433, 442–443, 443a, 444–445, 451c