

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Key Ideas and Details		
Standards: <i>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to ask and answer questions about key details in a text?</i>	<i>To question the text assists in understanding the key details of a text.</i>	<i>Complete a graphic organizer about the topic of the book. Reading informational texts using the 3-2-1 strategy-after listening to a informational text write 3 things they discovered, 2 things they found interesting, and one question they still have.(Teachers should model first)</i>
Content Statements		
Asking and answering questions about key details of a text helps to better understand the text.		
Assessments	Teacher Resources Reading Street 2013 Alignment MSB 1: 50, 90, 126 MSB 2: 27, 47, 67, 107, 130 MSB 3: 27, 70, 94-95, 107, 130 MSB 4: 70, 107, 130 MSB 5: 47, 66, 68, 107, 114-115, 127 MSB 6: 27, 30, 67, 106-107,114-115, 127 TE 1: 196-197, 408-409, 556, 572-583	
<i>Student will listen to a read aloud and write or draw illustrations to answer: Who? What? Where? and Why?</i>		
Equipment Needed		
NJ Model Curriculum Alignment		
With prompting and support, ask and answer questions about key details in a text.		

TE 2: 44, 60-71, 85, 142, 156, 158-171, 185, 242, 256, 258-271, 285, 444, 459-473

TE 3: 44, 60-73, 296-297, 424-425, 442, 456, 458-469, 482, 500, 592-593

TE 4: 296-297, 444, 458, 459-469, 598-599

TE 5: 142, 158-177, 191, 208, 248, 264-277, 290, 291, 302-303, 452, 468-479, 492, 532-533, 550, 564, 566-583, 614

TE 6: 26-27, 59-73, 86, 98-99, 100-101, 242, 257-271, 298-299, 444, 458, 459-469, 483, 522-523, 540, 554, 556-557, 580, 598

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Key Ideas and Details		
Standards: RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do you gather information about a story?</i>	<i>Identifying the main topic of a text will enable one to recall important details of a text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <p style="text-align: center;"><i>Choose six great words from the story that tell a lot about your topic. Describe and illustrate the word meanings.</i></p> <p><i>Retell familiar stories including details and events.</i></p>
Content Statements		
Every piece of text contains a major topic of focus and details surrounding that topic.		
Assessments		Teacher Resources
<i>Retell a familiar story using prompts (e.g., sentence strips, pictures,) using the details in the illustrations to tell what comes next.</i>		Reading Street 2013 Alignment
Equipment Needed		MSB 1: 50, 126 MSB 2: 26, 46, 54–55, 66, 106, 130 MSB 3: 26, 70, 106, 114–115, 130 MSB 4: 106, 130 MSB 5: 46, 66, 70, 94–95, 106, 126 MSB 6: 26, 30, 54–55, 66, 106, 126
NJ Model Curriculum Alignment		
With prompting and support, identify the main topic and retell key details of a text.		

TE 1: 196–197, 408–409, 554–555,
570, 572–583

TE 2: 42–43, 58, 140–141, 224–225,
240–241, 256–257, 277, 284, 426–
427, 442–443, 458, 596–597

TE 3: 42–43, 75, 86, 87, 296–297,
440–441, 456, 592–593

TE 4: 296–297, 442–443, 458, 482,
483, 487, 598–599

TE 5: 140–141, 156, 246–247, 262,
302–303, 434–435, 450–451, 466–
467, 492, 506–507, 510, 548–549,
564, 596

TE 6: 42–43, 98–99, 224–225, 240–
241, 242, 256, 277, 284, 298–299, 302, 442–443, 458, 538–539,
554

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Key Ideas and Details		
Standards: RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can you describe the connection between two individuals, events, ideas, or pieces of informational text?</i>	<i>Making a connection between characters, events, ideas, or information of a text supports a reader’s comprehension.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <p style="text-align: center;"><i>After listening to a read aloud record the information learned from the text on left hand side of a chart. Write your connections, responses, and questions on the right side.</i></p> <p style="text-align: center;"><i>Compare and contrast characters from a story using a Venn diagram.</i></p>
Content Statements		
Making connections to text enhances comprehension.		
Assessments		Teacher Resources
<i>Students will use a Venn diagram to make connections between two individuals, events, ideas or pieces of information from a text.</i>		<p>Reading Street 2013 Alignment</p> <p>MSB 1: 50 MSB 2: 14–15, 94–95, 107 MSB 3: 14–15, 54–55 MSB 5: 34–35, 54–55 MSB 6: 14 TE 1: 196–197</p>
Equipment Needed		
NJ Model Curriculum Alignment		
With prompting and support, describe the connection between two individuals,		

events, ideas, or pieces of information in a text.

TE 2: 26–27, 44, 49, 58–59, 61, 67, 68, 84, 202, 284, 289, 426–427, 444, 458, 486, 504

TE 3: 26–27, 44, 58, 65, 73, 86, 226–227, 284, 297, 442, 447, 456, 458–469, 481, 483, 500

TE 4: 122–123

TE 5: 124–125, 142, 156, 160, 190, 191, 208, 230–231, 248, 262, 265, 266, 275, 290, 308, 471, 472, 475, 476

TE 6: 26–27, 44, 58, 61, 62, 64, 66, 68, 72, 86, 98–99, 100–101, 104, 284, 562, 564, 580

Domain: *Strand: Reading Informational Text*

Cluster: **Craft and Structure**

Standards: RI.K.4 -With prompting and support, ask and answer questions about unknown words in a text.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can we uncover the meaning of unknown words?</i>	<p><i>Vocabulary will be enriched through asking and answering questions about text.</i></p> <p><i>Increasing vocabulary assists with the comprehension of text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Listen to read aloud and ask questions about words they do not understand.</i> • <i>Using a nursery rhyme in a flip chart, point to the words from left to right. If there is a word they do not understand they should raise their hand to ask about it.</i>
Content Statements		
<p>The meaning of unknown words will assist in the comprehension of the text.</p>		

Assessments	Teacher Resources
<i>Using a familiar nursery rhyme the student will point to the words and using Wikki Stix they will frame the unknown words and ask questions to gain meaning.</i>	<p>Reading Street 2013 Alignment</p> <p>TE 1: 579, 581</p> <p>TE 2: 60, 62, 63, 67, 68, 71, 158, 169, 258, 259, 260, 261, 263, 265, 266, 267, 269, 271, 468</p> <p>TE 3: 64, 465, 466</p> <p>TE 4: 462</p> <p>TE 5: 158, 164, 165, 270, 272, 273,</p>
Equipment Needed	
<p>NJ Model Curriculum Alignment With prompting and support, ask and answer questions about unknown words in a</p>	

text.

275, 276, 473, 474, 566, 572

TE 6: 60, 61, 64, 65, 258, 266, 459, 461, 463, 465, 467, 556,
566, 567

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Craft and Structure		
Standards: RI.K.5- Identify the front cover, back cover, and the title page of a book.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to become familiar with parts of a book?</i>	<p><i>Every book consists of different parts.</i></p> <p><i>Each different part serves a different purpose for the reader.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>Create their own book about a topic, using a front and back cover, and a title page.</i></p> <p><i>Play a game called ‘Book Match’. With pictorial card clues the student matches cards, which depict parts of a book (e.g., spine, author’s name, title page, etc....) to actual books in the classroom explaining the purpose of each part.</i></p>
Content Statements		
Recognizing different parts of a book helps to define their purpose.		
Assessments		Teacher Resources
<i>Student will identify the front cover, back cover, and the title page of a book.</i>		<p>Reading Street 2013 Alignment</p> <p>TE 1: 24, 554</p> <p>TE 2: 42, 140, 240, 442</p> <p>TE 3: 42, 440</p> <p>TE 4: 442</p> <p>TE 5: 140, 246, 309, 450</p> <p>TE 6: 42, 240, 442, 538</p>
Equipment Needed		
NJ Model Curriculum Alignment		
Identify the front cover, back cover, and title page of a book.		

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Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Craft and Structure		
Standards: RI.K.6- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does the role of the author and illustrator differ?</i>	<p><i>Every piece of text is written by a person called an author.</i></p> <p><i>The reason why authors write is to convey information to an audience.</i></p> <p><i>Illustrators create illustrations (pictures, drawings, or maps, etc.) that are often included in a piece of text.</i></p> <p><i>Illustrations can help the reader better understand the text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Choose words or phrases from their journal and create images that help communicate their meaning.</i> <i>Using pbs.org- view different author’s biographical information and discuss.</i>
Content Statements		
The author and illustrator have different roles in the development of a text.		
Assessments	<p>Teacher Resources</p> <p>www.pbs.org/kids</p> <p>Reading Street 2013 Alignment</p> <p>TE 1: 150, 554 TE 2: 42, 140, 238, 240, 442, 540</p>	
<i>Using a storybook, students will identify the author’s and illustrator’s name by pointing to them and verbally explain their roles.</i>		
Equipment Needed		
NJ Model Curriculum Alignment		

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

TE 3: 440

TE 4: 140, 338, 442

TE 5: 140, 246, 309, 450

TE 6: 42, 240, 442, 538

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Integration of Knowledge and Ideas		
Standards: RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How are words in a text supported by illustrations?</i>	<i>Text can be derived through the illustrations.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>Using a wordless picture, book students will create text to represent the illustrations.</i></p> <p><i>Draw an illustration as the teacher reads one page from an unknown story trying to relate the text to a picture.</i></p>
Content Statements		
Words in a text are often supported by illustrations.		
Assessments		Teacher Resources
<i>Students will match story sentence strips from a familiar story to illustrations in that story, relating text to illustrations.</i>		Reading Street 2013 Alignment
Equipment Needed		MSB 1: 50 MSB 2: 130 MSB 3: 70 MSB 5: 70–71 TE 1: 196–197, 408–409, 554–555, 570, 572–583
NJ Model Curriculum Alignment		
With prompting and support, describe the relationship between illustrations and the		

text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

TE 2: 42-43, 60-71, 140-141, 158-171, 224-225, 240-241, 258-271, 442-443, 459-473

TE 3: 42-43, 60-73, 296-297, 440-441, 458-469

TE 4: 442-443, 458, 459-469

TE 5: 140-141, 158-177, 246-247, 262, 264-277, 302-303, 450-451, 468-479, 548-549, 564, 566-583

TE 6: 42-43, 59-73, 98-99, 240-241, 256, 257-271, 442-443, 458, 459-469, 538-539, 554, 556-557

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Integration of Knowledge and Ideas		
Standards: RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important for authors to provide reasons and examples to support their ideas?</i>	<i>Whether or not the author’s key ideas are supported by reasons.</i>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Read a book (e.g., <i>Earth Day</i> by Trudi Strain) and create a cause/effect table to record the students’ ideas.
Content Statements		
Students will identify reasons/details that support the author’s key ideas.	<i>In identifying the author’s reasons, they must look at both words and illustrations in a piece of text.</i>	
Assessments	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">Earth Day by Trudi Strain</p> <p style="text-align: center;">The Day Jimmy’s Boa Ate the Wash</p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>TE 2: 85, 185, 285, 487 TE 3: 87, 483 TE 4: 483 TE 5: 191, 291, 493, 597 TE 6: 87, 285, 483, 581</p>	
<i>Students will create a cause/effect table for the story “The Day Jimmy’s Boa Ate the Wash”</i>		
Equipment Needed		
NJ Model Curriculum Alignment		
With prompting and support, identify the reasons an author gives to support points in a text.		

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Integration of Knowledge and Ideas		
Standards: RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why do different authors write about and illustrate the same topic in different ways?</i>	<i>Identifying basic similarities and differences between two texts assists in building knowledge of a topic.</i>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> Choose two books about the same topic and have students compare/contrast them. Create a graphic organizer recording the findings.
Content Statements		
Students will identify basic similarities and differences between two texts on the same topic.		
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>MSB 2: 127 MSB 6: 27, 127 TE 2: 87, 176, 276, 444, 478 TE 3: 78, 474 TE 4: 247, 474, 500 TE 5: 182, 250, 282, 484, 588 TE 6: 44, 78, 276, 289, 303, 474, 540, 572</p>
<i>Using 2 different authors versions of the story the Three Little Pigs, students will create a graphic organizer to compare/contrast the text.</i>		
Equipment Needed		
NJ Model Curriculum Alignment		
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Range of Reading and Level of Text Complexity		
Standards: RI.K.10- Actively engage in group reading activities with purpose and understanding.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to actively engage students in group reading activities with purpose and understanding?</i>	<i>Group reading activities will promote an understanding of the text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Read level readers to a partner</i>
Content Statements		
Students will engage in group reading activities.		
Assessments		Teacher Resources
<i>Read level readers to a partner and create a group illustration depicting their understanding of the text.</i>		Reading Street 2013 Alignment
Equipment Needed		TE 1: 554, 571, 597 TE 2: 42–43, 59, 85, 140, 157, 185, 240, 257, 285, 442–443, 458, 487 TE 3: 42, 59, 87, 440–441, 457, 483 TE 4: 443, 483 TE 5: 140, 157, 191, 246, 263, 291, 450–451, 466–467, 493, 548, 565, 597 TE 6: 42, 58, 87, 240–241, 285, 442–443, 458, 483, 538–539, 555, 581
NJ Model Curriculum Alignment		
Actively engage in group reading activities with purpose and understanding.		

