

<b>Domain:</b> <i>Reading Literature (RL)</i>		
<b>Cluster:</b> <b>Key Ideas and Details</b>		
Standard: RL.K.1- With prompting and support, ask and answer questions about key details in a text.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
How do readers construct meaning from text?	Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.	<p>Through listening and responding to literature, children gain an understanding of the concept of respect. They learn to see things from another’s point of view.</p> <p>Materials:</p> <p>Copy of <i>Hey, Little Ant</i> by Phillip and Hannah Hoose</p> <p>A large cut out of an ant.</p> <p><i>Show the large model ant to the class. Have the ant talk to the class and give its point of view. For example: "Many children think it is okay to step on ants and squash our homes. Can you imagine how scary it would be to see a giant shoe coming down on your head? What if a giant kicked over your house? Although we are small, each of us is still important. Have you ever felt that way?" Tell the students that you are going to read a book to help them see the world from an ant’s point of view. Tell them that at the end, they must decide who is right, the boy or the ant.</i></p> <ul style="list-style-type: none"> <li>• Read the book <i>Hey, Little Ant</i> to the students. Stop, check for understanding, and let students make predictions as you</li> </ul>
<b>Content Statements</b>		

		<p>read. After the story, ask the students to respond to the question at the end of the book. Brainstorm ideas from the book that teach us how to treat ants (and each other).</p> <ul style="list-style-type: none"> <li>• Talk about how ants see things differently. (What would a shoe look like?)</li> <li>• Ask the learners to draw what they think the shoe would like to the ant.</li> </ul>
<b>Assessments</b>	<b>Teacher Resources</b>	
	<b>Reading Street 2013 Alignment</b>	
<b>Equipment Needed</b>	<p><b>MSB 1:</b> 27, 47, 48–49, 67, 70–71, 87, 107, 110–111, 130–131</p> <p><b>MSB 2:</b> 30–31, 50–51, 70–71, 87, 90–91, 110–111, 127</p>	

**NJ Model Curriculum Alignment 2012**

With prompting and support, ask and answer questions about key details in a text.

**MSB 3:** 47, 50-51, 67, 87, 90-91, 110-111, 127, 129  
**MSB 4:** 27, 30-31, 47, 50-51, 67, 87, 90-91, 127  
**MSB 5:** 27, 29, 30-31, 87, 90-91, 130-131  
**MSB 6:** 47, 50-51, 70-71, 87, 110-111  
**TE 1:** 26-27, 44, 60-75, 88, 89, 146, 160, 161, 162-171, 174-175, 184-185, 242, 256, 258-277, 290, 291, 302-303, 304-305, 348, 364-383, 397, 469-485, 499, 608-609  
**TE 2:** 96-97, 196-197, 296-297, 340, 342, 358-373, 387, 398-399, 498-499, 544, 560-571, 585  
**TE 3:** 144, 159-173, 187, 198-199, 244, 258-259, 260-271, 285, 298-299, 342, 357-371, 396-397, 494-495, 496-497, 522-523, 540, 554, 556-567, 594-595, 598  
**TE 4:** 44, 59-69, 82, 83, 94-95, 140, 154, 156-171, 184, 196-197, 198-199, 242, 258-271, 277, 284, 285, 298-299, 342, 358-373, 398-399, 494-495, 496-497, 540, 555-573  
**TE 5:** 44, 60-71, 96-97, 204-205, 234, 280-281, 304-305, 348, 362, 363-381, 406-407, 608-609, 610-611  
**TE 6:** 144-145, 160-171, 196-197, 296-297, 342, 358-373, 386, 387, 398-399, 494-495, 496-497, 594-595

<b>Domain:</b> <i>Reading Literature (RL)</i>		
<b>Cluster:</b> <b>Key Ideas and Details</b>		
Standard: RL.K.2- With prompting and support, retell familiar stories, including key details.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
Try to recall the characters, plot sequence, problems & solutions and retell the story in own words.	Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.	<p>Materials Required: Top hat, Magic wand, 1-3 pictures of famous heroes or book characters, 1-3 pictures of exotic or fun</p> <p>“<i>Brave Little Monster</i>”, by Ken Baker  Activity Time: 20-30 minutes  Concepts Taught: Story creation using characters, setting, and plot</p> <p>Beforehand, the teacher places the pictures inside of the top hat. With the hat sitting upside down on a table in front of the class, the teacher explains that creating stories is like magic. When you write a story, it lets you magically become the hero that saves the day. The teacher then taps the brim of the hat with the magic wand and then pulls out one or more of the character/hero pictures from the hat. The teacher shows the picture(s) to the class and explains who it is a picture of if they don't already know. The teacher continues to say that not only do stories let you magically become the book's hero, but when you write stories you can choose to become whatever hero you want. These heroes are the story's main characters.</p> <p>The teacher taps the hat again and pulls out a picture of one or more of the fun or exotic places, and then explains that stories can magically whisk you away to far away places. These places</p>
<b>Content Statements</b>		

		<p>are called the story's setting. When you write a story you can transport yourself and your reader to any place or setting that you want. You can let your readers feel like they have really traveled to that place or setting by describing what it looks like, or even how it smells, feels (i.e. warm, cold, windy, etc), sounds, or tastes (i.e. salt water) like.</p> <p>The teacher than asks the class if a character and setting are all that you need for a story. After the responses die down, the teacher states that most stories start with a problem or challenge that the hero must resolve. The teacher taps the hat again and pulls out a picture of one or more of the challenges/problems. The teacher explains that a story's problem can be any kind of problem; an ordinary everyday problem or an extraordinary problem. It just needs to make the story interesting and somewhat believable. The main part of the story will be the hero trying to solve the problem—this is known as the plot. The hero won't usually solve the problem on the first couple of tries, but the story usually ends when the hero finally solves the problem. The teacher explains that the initial problem, the journey the character takes to try to solve the problem, and the ultimate resolution of the problem all comprise the story's plot (Note: for younger grades, you can simplify this section by not talking about "plot" and just referring to it as the story's problem).</p> <p>The teacher then hands out the pieces of paper and asks the children to try to identify and write down the character, setting, and plot in the book <i>Brave Little Monster</i> as it is read to the class.</p>
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<b>Assessments</b>	<b>Teacher Resources</b>	
Students will be assessed on plot, characters, and sequence of a story using picture cards. Students will have special construction paper split into 4 parts. Then the students must draw (and write words, if they can) pictures, sequencing the events. Details such as the characters and setting should also be included.	<b>Reading Street 2013 Alignment</b>	
<b>Equipment Needed</b>		
<b>NJ Model Alignment 2012</b> With prompting and support, retell familiar stories, including key details.	<p><b>MSB 1:</b> 26, 46, 66, 86, 106  <b>TE 1:</b> 42-43, 58, 60-75, 144-145, 160, 224-225, 240-241, 256, 258-277, 290, 291, 304-305, 346-347, 362, 454, 468, 503  <b>TE 2:</b> 96-97, 196-197, 296-297, 340-341, 356, 542-543, 558  <b>TE 3:</b> 142-143, 158, 242-243, 340-341, 356, 403, 538-539, 554  <b>TE 4:</b> 26-27, 42-43, 58, 138-139, 154-155, 202, 224-225, 241, 256, 340-341, 356, 398-399, 538-539, 554  <b>TE 5:</b> 42-43, 58-59, 346-347, 362, 608-609  <b>TE 6:</b> 142-143, 158, 177, 296-297, 340-341, 356, 494-495</p>	

<b>Domain:</b> <i>Reading Literature (RL)</i>		
<b>Cluster:</b> <b>Key Ideas and Details</b>		
Standard: RL.K.3- With prompting and support, identify characters, setting, and major events in a story.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to think about characters, plot, setting, etc. in a story?	Print carries messages. Texts have consistent features that support the reader to access information written texts.	<p>Read "<i>Brave Irene</i>", by William Steig Or: Watch online video of former Vice President of the United States of America <i>Al Gore</i> reading this story at <a href="http://www.storylineonline.net">http://www.storylineonline.net</a></p> <ul style="list-style-type: none"> <li>• Describe the circumstances of the time you had to be courageous.</li> </ul> <p>2. In this book Irene’s mother has “pet” names for Irene.</p> <ul style="list-style-type: none"> <li>• What are these “pet” names?</li> <li>• What is a “pet” name?</li> <li>• What “pet” name(s) have you been called?</li> </ul> <p>3. The plot in this book is very developed.</p> <ul style="list-style-type: none"> <li>• There is a beginning, middle and end. Describe the beginning, middle and end of this story.</li> <li>• There is an INTRODUCTION of the: Who? Where? and What? Describe the Who? Where? And What of this story.</li> <li>• There is a PROBLEM. Tell about the PROBLEM in this story. <ul style="list-style-type: none"> <li>• The story is developed through the COMPLICATION and the CLIMAX.</li> </ul> </li> </ul>
<b>Content Statements</b>		
All students will be able to identify characters, setting, and the major events that occur in a story. Students must understand meaning and be able to comprehend the reasons that events happen in any given plot.		

		<p>Describe the COMPLICATION and the CLIMAX in this story.          •And, finally, there is a RESOLUTION.</p>
<p><b>Assessments</b></p>		<p style="text-align: center;"><b>Teacher Resources</b></p> <p style="text-align: center;"><b>Reading Street 2013 Alignment</b></p> <p><b>MSB 1:</b> 14–15, 27, 30, 34–35, 47, 54, 70, 94–95, 107, 110  <b>MSB 2:</b> 34–35, 70, 89, 90, 129  <b>MSB 3:</b> 34–35, 50, 74–75  <b>MSB 4:</b> 74–75, 87, 90, 109, 114–115  <b>MSB 5:</b> 50, 74–75, 128, 130  <b>MSB 6:</b> 34–35, 47, 74–75, 89, 94–95, 107, 108–109, 129  <b>TE 1:</b> 26–27, 42, 44, 58, 60–75, 88, 89, 100–101, 128–129, 144–145, 146, 160, 161, 162–171, 184–185, 198–199, 203, 224–225, 240–241, 242, 256, 258–277, 290, 291, 302–303, 304–305, 306, 364–383, 396, 436–437, 454, 441, 468, 469–485, 498, 596, 608–609  <b>TE 2:</b> 30, 124–125, 184, 196–197, 198–199, 203, 296–297, 298–299, 328, 358–373, 376–377, 386, 398–399, 500–501, 530, 560–571, 574–575, 585  <b>TE 3:</b> 30, 76–77, 100–101, 126–127, 144, 158, 159–173, 186, 198–199, 200–201, 204, 205, 260–271, 324–</p>
<p>Students will be asked to identify the characters, setting, and major events in a story by being asked, in whole group or small group instruction time, to draw out the characters/setting/major events on chart paper or construction paper. Children understand if it is mapped out correctly.</p>		
<p><b>Equipment Needed</b></p>		
<p><b>NJ Model Alignment 2012</b></p> <p>With prompting and support, identify characters, settings, and major events in a story.</p>		



325, 347, 356, 357-371, 384, 385,  
396-397, 398-399, 402, 494-495,  
496-497, 522-523, 545, 556-567,  
580, 581, 585, 594-595

**TE 4:** 26-27, 44, 58, 59-69, 82, 83,  
96-97, 100, 156-171, 184, 185, 189,  
196-197, 198-199, 202, 224-225,  
256, 258-271, 284, 298-299, 302,  
303, 324-325, 342, 347, 356, 358-  
373, 386, 387, 391, 398-399, 400-  
401, 404, 430, 472-473, 496-497,  
522-523, 540, 554, 555-573, 586,  
600-601

**TE 5:** 60-71, 84, 85, 190, 202-203,  
204-205, 330-331, 334, 335, 348,  
353, 362-381, 384-385, 394, 395,  
399, 408-409, 412, 413, 536, 586-  
587, 608-609, 610-611

**TE 6:** 126-127, 144-145, 158, 160-  
171, 184, 185, 189, 198-199, 324-  
325, 328, 342, 347, 356, 358-373,  
376-377, 386, 391, 398-399, 400-  
401, 404, 405, 426-427, 430, 431,  
449, 472-473, 482, 494-495, 496-  
497, 526, 570-571

<b>Domain:</b> <i>Reading Literature (RL)</i>		
<b>Cluster:</b> <b>Craft and Structure</b>		
Standard: RL.K.4- Ask and answer questions about unknown words in a text.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>What can a reader do when they cannot understand? What are readers thinking about as they read?</p>	<p>Readers use strategies to construct meaning.</p>	<p>Readers can ask questions about unknown words in a text to the teacher. Students can also reread for meaning and understand a synonym for the word in a similar context to understand meaning. Teacher can take a small reading group and students can play “guessing games” with the unknown words or, as Reading Street calls them, “Amazing Words.” Teacher puts the words on an index card and students guess the word out of context.</p>
<b>Content Statements</b>		
<p>Readers will reread a text for meaning and for unknown words. Students can also ask questions to the teacher for purpose.</p>		
<b>Assessments</b>	<b>Teacher Resources</b>	
<p>Teacher can measure student ability to identify/understand unknown words in a text by asking them questions about the meaning of the word. Students use this as their informal “exit ticket” following the unit/story read.</p>	<p align="center"><b>Reading Street 2013 Alignment</b></p> <p><b>MSB 1:</b> 28, 88  <b>TE 1:</b> 62, 66, 149, 188, 245, 294, 351, 378, 400  <b>TE 2:</b> 358, 566, 567  <b>TE 3:</b> 160, 557, 558  <b>TE 4:</b> 61, 63, 65, 67, 68, 560, 565,</p>	
<b>Equipment Needed</b>		
<b>NJ Model Curriculum Alignment 2012</b>		

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Ask and answer questions about unknown words in a text.

568, 573

**TE 5:** 65

**TE 6:** 347, 362, 364

<b>Domain:</b> <i>Reading Literature (RL)</i>		
<b>Cluster:</b> <b>Craft and Structure</b>		
Standard: RL.K.5- Recognize common types of texts (e.g., story books, poems).		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
What are the differences between different types of texts?	Researchers gather and critique information from different sources for specific purposes.	Students can identify various types of texts by asking questions. Teacher can tell students to make a list of the types of text they know and write on chart paper. They may identify poems, fictional stories, non-fictional stories, and even magazines. The teacher can then have them make a Venn Diagram (using manipulatives such as 2 hula hoops, at the kindergarten level) to identify the similarities/differences between the types of texts.
<b>Content Statements</b>	People rely on a variety of resources, types of print to obtain information.	
Students will be able to identify different types of texts after the teacher explains the various kinds (i.e., story books, poems, magazines, etc.)		
<b>Assessments</b>		<b>Teacher Resources</b>  <b>Reading Street 2013 Alignment</b>  <b>MSB 1:</b> 70–71, 130–131 <b>MSB 2:</b> 30–31, 50–51, 70–71, 74–75, 90–91, 110–111, 114–115 <b>MSB 3:</b> 30–31, 50–51, 90–91, 110–111 <b>MSB 4:</b> 30–31, 50–51, 90–91, 110–111, 129
The teacher will ask the students to name various kinds of texts. This type of assessment may be done prior to children’s learning at the start of the school year to determine the child’s level of exposure to text at home.		
<b>Equipment Needed</b>		
<b>NJ Model Curriculum Alignment</b>		

Recognize common types of texts (e.g., storybooks, poems).

**MSB 5:** 14–15, 30–31, 50–51, 90–91, 110–111

**MSB 6:** 50–51, 70–71, 110–111, 130–131

**TE 1:** 42, 100–101, 144, 240, 302–303, 346, 608–609

**TE 2:** 96–97, 196–197, 296–297, 324–325, 340, 356–357, 375, 386, 398–399, 400–401, 498–499, 526–527, 542, 558, 598–599

**TE 3:** 98–99, 142, 186, 198–199, 242, 340, 396–397, 494–495, 538

**TE 4:** 42, 94–95, 138, 196–197, 240, 340, 398–399, 494–495, 526, 538, 576–577, 586, 587

**TE 5:** 26–27, 42, 58, 84, 96–97, 98–99, 202–203, 346, 406–407, 504–505, 608–609

**TE 6:** 142, 196–197, 296–297, 340, 482, 494–495, 592–593

<b>Domain:</b> <i>Reading Literature (RL)</i>		
<b>Cluster:</b> <b>Craft and Structure</b>		
Standard: RL.K.6- With prompting and support, name the author and illustrator of a story and define the role in each in telling the story.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
How can you locate and understand the role of the author and illustrator of a story?	Apply research skills to select and make use of relevant information from texts.	Teacher can have students play a game in small group. One student picks up a card with the words “What’s an author?” for example. The student must say the role of that person to get a point. Another card may have the words “Where is an author found?” The student must point to where the author’s name is located on a book correctly to get a point. Repeat with illustrator and have the students collect as many points as possible. The winner gets to play “teacher” and hold the pointer for that small group instruction lesson.
<b>Content Statements</b>		
Students will be able to correctly identify the author and illustrator of a story and be able to define their roles in telling a story.		
<b>Assessments</b>	<b>Teacher Resources</b>	
A student will be assessed by asking questions such as “what is an illustrator’s job? Where can he/she be found in a book? How is the illustrator’s job important to a story?”		
<b>Equipment Needed</b>		
	<b>Reading Street 2013 Alignment</b>	
	<b>MSB 4:</b> 89 <b>MSB 6:</b> 108–109 <b>TE 1:</b> 142, 238, 344, 552	

**NJ Model Curriculum Alignment**

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**TE 2:** 40, 138, 154, 238, 256, 338, 354, 440, 456, 540, 556

**TE 3:** 40, 56, 140, 142, 240, 338, 354, 438, 454, 536, 552

**TE 4:** 40, 56, 136, 152, 238, 254, 328, 338, 340, 354, 376–377, 440, 456, 552

**TE 5:** 40, 138, 154, 244, 260, 309, 360, 448, 464, 546, 562

**TE 6:** 40, 56, 140, 156, 238, 254, 338, 354, 430, 456, 472–473, 536, 552

<b>Domain:</b> <i>Reading Literature (RL)</i>		
<b>Cluster:</b> <b>Integration of Knowledge and Ideas</b>		
Standard: RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
How can the illustrations help me think about the story?	The illustrations are connected to the storyline.	The teacher can choose a picture book. The book should not have words. Have students to a picture walk and communicate the story to a friend. After this, they can create their own picture books with no words and ask a friend to “read” their story. When done, in whole group, the teacher can explain the importance of detailed illustrations to help move the story along. Then, the teacher reads a story with BOTH pictures and words. They can compare the differences between the two books.
<b>Content Statements</b>		
Students will associate a picture with the story they are reading. This will make them understand the relationship between the stories and illustrations.		
<b>Assessments</b>		<b>Teacher Resources</b>  <b>Reading Street 2013 Alignment</b>  <b>MSB 1:</b> 110–111 <b>MSB 6:</b> 90–91 <b>TE 1:</b> 42–43, 56–57, 62–75, 144–145, 158–159, 162–171, 258–277, 330–331, 346–347, 364–383, 469–485
Students can be tested by asking them to explain a story and the importance/relevance of the illustration in a story.		
<b>Equipment Needed</b>		
<b>NJ Model Curriculum Alignment</b>		



With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**TE 2:** 124–125, 340–341, 356, 358–373, 542–543, 560–571

**TE 3:** 142–143, 159–173, 242–243, 260–271, 340–341, 357–371, 538–539, 556–567

**TE 4:** 42–43, 59–69, 138, 156–171, 240, 258–271, 340–341, 358–373, 538–539, 555–573

**TE 5:** 42–43, 60–71, 346–347, 362, 363–381

**TE 6:** 142–143, 160–171, 184, 340–341, 358–373, 398–399

<b>Domain:</b> <i>Reading Literature (RL)</i>		
<b>Cluster:</b> <b>Integration of Knowledge and Ideas</b>		
Standard: RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
How are characters and their adventures/experiences different in various stories? How are they similar?	You can compare and contrast new information to previous information (personalexperiences or other texts).	Using a common theme like going to school (one of the themes in the kindergarten unit from Reading Street), compare stories like “Go to School, Mouse,” and “Thomas and the School Trip.” Students can discuss the similarities (different ways they go to school, who goes to school, what materials they need, etc.). In whole group, they can also talk about how THEY got to school (text to text connections as well as text to self).
<b>Content Statements</b>		
Students will compare and contrast the characters and their experiences in different stories.		
<b>Assessments</b>		<b>Teacher Resources</b>  <b>Reading Street 2013 Alignment</b>  <b>MSB 2:</b> 14–15 <b>MSB 3:</b> 27, 30, 67 <b>MSB 5:</b> 54–55, 67, 87, 90 <b>MSB 6:</b> 27, 87 <b>TE 1:</b> 330, 372, 469 <b>TE 2:</b> 97, 98–99, 203
Teacher will ask questions about the similarities between the experiences of characters in familiar stories (ex. Thomas the train series).		
<b>Equipment Needed</b>		
<b>NJ Model Curriculum Alignment</b>		
With prompting and support, compare and contrast the adventures		

and experiences of characters in familiar stories.

**TE 3:** 100–101, 285, 384, 385, 389,  
598

**TE 4:** 82, 475

**TE 5:** 89, 304, 348

**TE 6:** 49, 79, 202, 289, 303, 342

<b>Domain:</b> <i>Reading Literature (RL)</i>		
<b>Cluster:</b> <b>Range of Reading and Level of Text Complexity</b>		
Standard: RL.K.10- Actively engage in group reading activities with purpose and understanding.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>What is a story? What is its purpose? How are stories about different people, places and times relevant?</p>	<p>Reading and writing are ways to explore personal interests, answer important questions, satisfy a need for information, to entertain and be entertained.</p>	<p>In whole group, the teacher can write on chart paper a compare/contrast lesson about a familiar book and its relevancy to the students. Children can ask/answer questions about the book and compare their own experiences to the ones from the book. This can also be reinforced in small group instruction time. Students can draw experiences on construction paper and label their pictures to understand the connections between the story and their own life.</p>
<b>Content Statements</b>		
<p>Students will understand the purpose of a story and be able to identify why the stories are relevant.</p>		
<b>Assessments</b>	<b>Teacher Resources</b>	
<p>Teachers can assess students by having them answer the essential questions. Their answers either in whole group or small group will determine their general understanding of the story, plot, its purpose, and the relevancy to their own lives.</p>	<p><b>Reading Street 2013 Alignment</b></p> <p><b>TE 1:</b> 42–43, 56–57, 59, 89, 102–103, 158–159, 183, 240–241, 254–255, 289, 345, 360–361, 395, 466–467, 497, 568–569, 595</p> <p><b>TE 2:</b> 83, 354–355, 385, 485, 556–557, 583</p>	
<b>Equipment Needed</b>		
<p><b>NJ Model Curriculum Alignment</b> Actively engage in group reading activities with purpose and</p>		

understanding.

**TE 3:** 85, 156–157, 185, 256–257, 283, 354–355, 383, 454–455, 481, 552–553, 579

**TE 4:** 56–57, 152–153, 254–255, 283, 354–355, 385, 456–457, 481, 552–553, 585

**TE 5:** 56–57, 83, 189, 260–261, 289, 360–361, 393, 491, 595, 596

**TE 6:** 44, 85, 156–157, 183, 283, 354–355, 385, 481, 579