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Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Reading 3.1 Strand A: Concepts About Print Enduring Understanding: Written documents possess common text features that support comprehension.				
	Essential Question: What are text features? <i>Guiding Questions:</i> How do common text features help the reader comprehend? How does recognizing text organization aid comprehension?	1a* Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs). (C) b* Use a text index and glossary independently and appropriately. (T) 2* Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources). (C/T) TS. Students will be able to use textual and graphic features (index, glossary, table of contents) to obtain and comprehend information.	3.1.1, 3.1.2, 3.1.3	Think Pair Share Text sample with labeled text features Group scavenger hunt to locate information Highlight important information in text samples <i>Departments will develop rubrics.</i>
Reading 3.1 Strand B: Phonological Awareness (includes phonemic awareness) No additional indicators at this grade level.				

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Reading 3.1 Strand C: Enduring Understanding: Spelling patterns and exceptions supports fluency and comprehension.				
	Essential Question: How do spelling rules and exceptions aid in decoding and word recognition?	1. Distinguish among the spelling of homophones. (C) 2. Apply spelling and syllabication rules that aid in decoding and word recognition. 3. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words. (C/T) 4. Apply knowledge of new words correctly (refer to word parts and word origin). 5. Use a dictionary to decode new words independently.	3.1.1, 3.1.2, 3.1.3, 3.1.4	Oral fluency reading assessment <i>Departments will develop rubrics.</i>

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<p>Reading 3.1 Strand D: Fluency Enduring Understanding: Reading both silently and orally enables readers to apply strategies that support comprehension.</p>				
	<p>Essential Question: What strategies do good readers use to increase fluency and comprehension? <i>Guiding Questions:</i> What do good readers sound like? Does reading silently increase comprehension? What do good readers do when the text doesn't make sense?</p>	<p>1. Read aloud in ways that reflect understanding of proper phrasing and intonation. (M) 2. Read silently for the purpose of increasing speed, accuracy, and automaticity. (C) 3. Apply knowledge of letter-sound associations, language structures, and context to recognize words (C/T) 4. Adjust reading speed appropriately for different purposes and audiences (M) 5. Reread informational text for clarity. TS. Students will be able to read a variety of increasingly difficult texts and genre aloud and silently to improve speed, accuracy, stamina and fluency</p>	<p>3.1.1, 3.1.2, 3.1.3, 3.1.4</p>	<p>Teacher monitored Reader's Theater Oral fluency Assessment Student developed comprehension questions for discussion Written response to discreet and open-ended questions Visual representation to demonstrate comprehension from silent reading <i>Departments will develop rubrics.</i></p>

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Reading 3.1 Strand E: Enduring Understanding: Using reading strategies is essential to comprehension.				
	<p>Essential Question: How do readers interact with the text? <i>Guiding Questions:</i> What techniques help good readers comprehend the text? What techniques keep readers engaged in text?·</p>	<p>1a. Activate prior knowledge and anticipate what will be read or heard. (C) b. Vary reading strategies according to their purpose for reading and the nature of the text. (C/M) c. Reread to make sense of difficult paragraphs or sections of text. (T/M) d. Make revisions to text predictions during and after reading. (M) e. Apply graphic organizers to illustrate key concepts and relationships in a text. (T) Test Specifications 3. Recognize a purpose for reading. 4. Paraphrase, retell, or interpret words, phrases, or sentences from the text. TS. Students will be able to make predictions, question and activate prior knowledge. Students will be able to self-select literature and respond in reading notebook; include reflections/ analysis of genre, plot, vocabulary, connections, theme, author intention, and prediction.</p>	<p>3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6</p>	<p>Metacognitive map (KWL) Reader's response journal Reading Log Student completed graphic organizers Written response to discreet and open-ended questions Written interpretation of text Student/teacher conference using Major Points Interview <i>Departments will develop rubrics.</i></p>

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Reading 3.1 Strand F: Vocabulary Development Enduring Understanding: Understanding vocabulary origin, meaning, and usage support comprehension.				
	Essential Question: How does vocabulary expand?	1. Develop an extended vocabulary through both listening and independent reading. (C) 2a* Infer word meanings from learned roots, prefixes, and suffixes. (C/T) 2b* Infer specific word meanings in the context of reading passages. (C) 3a* Use the dictionary for a variety of purposes (e.g., definitions, word origins, parts of speech). (T) 3b* Use a thesaurus to identify alternative word choices and meanings. (T)	3.1.1, 3.1.2, 3.1.3	Diagnostic/Pretest Authentic Use in Essay Traditional Assessment - Quizzes and Test Group and Individual Monitoring with Checklist Read Aloud Think Pair Share Graphic Organizers for Vocabulary Analogy Activity Vocabulary Puzzles and Games Root Word Analysis Synonym/Antonym Exercises <i>Departments will develop rubrics.</i>

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	<p>Essential Question: How does word usage aid pronunciation and comprehension?</p>	<p>4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in speaking and writing experiences. (C) 5* Identify and correctly use antonyms, synonyms, homophones, and homographs. (C)Test Specifications 6. Make tentative predictions of meaning. (C) TS. Students will be able to infer the meaning of vocabulary through context, chunking, rereading, word deconstruction and the use of reference materials.</p>	3.1.4, 3.1.5	<p>Diagnostic/Pretest Authentic Use in Essay Traditional Assessment - Quizzes and Test Group and Individual Monitoring with Checklist Read Aloud Think Pair Share Graphic Organizers for Vocabulary Analogy Activity Vocabulary Puzzles and Games Root Word Analysis Synonym/Antonym Exercises <i>Departments will develop rubrics.</i></p>

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<p>Reading 3.1 Strand G: Enduring Understanding: Comprehending and responding to text requires a variety of different skills and strategies.</p>				
	<p>Essential Question 1. How does knowledge of genre support the comprehension of text? <i>Guiding Questions:</i> What is genre? What are text features that aid in comprehension? How do genre differ from each other?</p>	<p>1a* Recognize common organizational patterns in text that support comprehension (e.g. headings, captions), (C) 1b* Identify and analyze text types, formats, and elements in fiction and nonfiction.(C) 12* Identify and respond to the elements of sound and structure in poetry. (C) 15 Demonstate the use of everyday texts (e.g. train schedules, directions, brochures) and make judgments about the importance of such documents. (T) 17* Identify genre by their distinctive elements (e.g. tell-tale- exaggeration) 18*Distinguish between major and minor details.</p>	<p>3.1.1, 3.1.2, 3.1.12, 3.1.15, 3.1.17, 3.1.18</p>	<p>Think, Pair, Share List of Genre and definitions applied to any text read. Brainstormed List of Strategies for analyzing genre using comparative exercises between different genre. Simulation of use of everyday texts (i.e. planned trip, follow a recipe with a product) Dictionary of Poetic Forms with poetry samples. <i>Departments will develop rubrics.</i></p>

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	<p>Essential Question 2. How does understanding literary techniques and elements support comprehension? Guiding Questions: How are the different elements of literature defined and what is their relationship in a piece of work? How does the structure and organization of text support comprehension? (i.e. using cause /effect, sequencing, order of importance, etc)</p>	<p>2a* Recognize characterization, setting, theme, point of view, and plot in fiction. (C) 2b* Explain ways that they setting contributes to the mood of a novel, play, or poem. (C) 4* Use cause and effect and sequence of events to gain meaning. (C) 6* Recognize persuasive and propoganda techniques used to influence readers. (C) 7. Identify and analyze literary techniques and elements such as figurative language, meter, rhetorical, and stylistic features of text. (C) 11* Recognize sensory details, figuratiuce and other literary devices in text. (C) 13a* Analyze drama as a source of information, entertainment, persuasion or a tranmitter of culture. (C) 13b (Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed. (C) 16* Interpret idiomatic expressions. (C) 18* Distinguish between major and minor details. (C) TS. Students will be able to analyze recurring themes and point of view across text and respond critically to author(s) intentions.</p>	<p>3.1.2, 3.1.4, 3.1.6, 3.1.7, 3.1.11, 3.1.13a, 3.1.13b, 3.1.16</p>	<p>Story Maps of plot Character Sketches Setting Map/Analysis Dialogue Journals Cause/Effect Organizer KWL Charts Figurative Language Activities Critical Review Think/Pair/Share Propaganda Posters Editorials Highlighted/annotated texts Diorama/Tableau Tests/Quizzes Major Points Interview Literary Essay <i>Departments will develop rubrics.</i></p>

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	(Continued) How do the different literary techniques such as figurative language, the use of persuasion, rhetoric, meter, etc. deepen the reader's comprehension? How do proficient readers support their comprehension with evidence from the text?	Students will be able to recognize direct and indirect characterization. Students will be able identify, read, interpret, perform, and compare elements of different genre. Students will be able to use graphic organizers (such as sequence of events, compare/contrast, etc.) to gain meaning and illustrate key concepts and events in a text.		

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	<p>Essential Question: 3. How do authors' backgrounds or experiences shape and influence their works? <i>Guiding Questions:</i> What is cultural bias? What is the author's background? How do proficient readers recognize an author's perspective?</p>	<p>8* Recognize and understand historical and cultural biases and different points of view. (C) 4 . Compare and analyze the various works of writers through and author's study. (C)</p>	3.1.8, 3.1.14	<p>Author Study essay with rubric Author Research Biographies Think/Pair/Share Point of view project including propaganda samples (posters, bookmarks, etc) based on a cultural bias Quiz Reading Log Letter to Author <i>Departments will develop rubrics.</i></p>

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	<p>Essential Question: 4. How is theme an essential component in understanding literature? <i>Guiding Questions:</i> What clues do proficient readers use to infer message or theme? How do proficient readers create thematic questions using quoted text as support?</p>	<p>9* Identify and analyze features of themes conveyed through characters, actions, and images. (C) 10* Make inferences using textual information and provide supporting evidence.</p>	3.1.9, 3.1.10	<p>Venn Diagram Class Discussion Think/Pair/Share Essay/Open Ended Questions Tests Comparative analysis across genre with similar themes Reading Log Life Lesson Posters/bookmarks with theme statements from texts. <i>Departments will develop rubrics.</i></p>

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	<p>Essential Question: 5. How do proficient readers interact appropriately with different texts? <i>Guiding Questions:</i> What methods do proficient readers use to generate and respond to questions about texts? How do proficient readers make personal connections to texts? How do proficient readers extract information from the text as evidence of comprehension?</p>	<p>3* Respond critically to an author's purpose, ideas, views, and beliefs. (C) 5* Construct meaning from text by making conscious connections to self, and author, and others. (C) 10* Make inferences using textual information and provide supporting evidence. (C) TS. Students will be able to discuss literature based on reflections from their reader's notebook. Students will monitor and utilize strategies good readers use before, during, and after reading. Students will be able to identify, analyze and respond to literary devices and elements in poetry including sensory details, figurative language, sound and structure, as well as formats in nonfiction such as article, autobiography and everyday texts (schedules, etc.).</p>	<p>3.1.3, 3.1.5, 3.1.10</p>	<p>Reader Response Journals Diorama/Tableau Think/Pair/Share Class Discussion Oral Presentation Book Review Research projects using citations Literature Extension (new ending, new chapter, chapter titles, etc) Student-generated questions <i>Departments will develop rubrics.</i></p>

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	Essential Question: 6. What comprehension strategies do proficient readers use to approach a test?	Test Specifications 19* Recognize a theme or central idea. (C) 20* Recognize details that develop or support the main idea. (C) 21* Extrapolate information. (C) 22* Follow directions. (C) 23* Recognize the organizational structure of the text. (C) 24* Make judgments, form opinions and draw conclusions. (C) 25* Interpret literary elements. (C)	3.1.19, 3.1.20, 3.1.21, 3.1.22, 3.1.23, 3.1.24, 3.1.25	Review bank of test strategies. i.e. underlining, margin notes, pre-reading of questions, practice tests, student generated questions.

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Reading 3.1 Strand H: Inquiry and Reaserch Endurung Understanding: Inquiry and research are techniques used by readers and writers to better comprehend text.				
	Essential Question: What is Inquiry?	1* Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience. (C/T) 2a* Develop and revise questions for investigations prior to, during, and after reading.(C) 2b* Select and use multiple sources to locate information relevant to research questions.(C/T) 2c* Draw conclusions from information gathered from multiple sources.(C) 2d* Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.(T) 2e* Summarize and organize information by taking notes, outlining ideas, and/or making charts.(T) 3* Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding. (C) TS. Students will be able to identify and draw conclusions from multiple sources for the purposes of inquiry and research to produce various products.	3.1.1, 3.1.2, 3.1.3	Rubric assessed Research Paper using MLA format Rubric Assessed Author/genre Study Paper Internet source checklist Projects and/or oral presentations with Rubric Organizational Time Line Notecard check Graphic Organizer Outline <i>Departments will develop rubrics.</i>

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	Essential Question: What is Research?	2a* Develop and revise questions for investigations prior to, during, and after reading.(C)	3.1.2	
	Essential Question: How do we assess our needs for information?	2e* Summarize and organize information by taking notes, outlining ideas, and/or making charts.(T) 3* Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding. (C)	3.1.2, 3.1.3	
	Essential Question: What are varied types of information and where are they located?	2c* Draw conclusions from information gathered from multiple sources.(C)	3.1.2	

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	<p>Essential Question: In what way should researched information be organized and what techniques should be used in this organization?</p>	<p>2e* Summarize and organize information by taking notes, outlining ideas, and/or making charts.(T) 3* Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding. (C)</p>	3.1.2, 3.1.3	

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Writing 3.2 Strand A: Writing as a Process (prewriting, drafting, revising, editing, postwriting) Enduring Understanding: Writing is a recursive process.				
	Essential Question: How do proficient writers gather ideas? <i>Guiding Questions:</i> What is a graphic organizer? What are different types of organizers?	3a* Generate ideas for writing through reading and making connections across the curriculum and with current events. TS. Students will be able to use writer's notebooks and a variety of graphic organizers to generate and organize ideas and to create a variety of texts.	3.2.3	A catalogue of graphic organizers with generated ideas. An organized collection of like ideas across content areas/ Writers Notebook Quick Writes Brainstormed lists Focus games and exercises Organizational webs Think/Pair/Share

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	<p>Essential Question: How do proficient writers organize and develop their ideas? <i>Guiding Questions:</i> How can graphic organizers help writers focus and develop their writing skills in different genre? How do proficient writers connect a series of paragraphs? How do proficient writers display voice and style in their writing?</p>	<p>1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail 2* Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary 3b* Expand knowledge about form, structure, and voice in a variety of genres. c* Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing. 4a* Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing 5a* Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice. b* Review and edit work for spelling, usage, clarity, organization, and fluency c* Use a variety of reference materials to revise/edit work. 6* Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision. 7* Understand and apply the elements of a scoring</p>	<p>3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5</p>	<p>A catalogue of graphic organizers A portfolio of rubric-graded process writing pieces in different genre Writer's Checklists Peer Editing Peer/Teacher Process Conferencing with rubrics and checklists <i>Departments will develop rubrics.</i></p>

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	<p>Essential Question: How do proficient writers improve their writing?</p> <p><i>Guiding Questions:</i> How does attention to specific language and detail improve writing? How do proficient writers respond appropriately when conferencing? How do proficient writers apply editing suggesting to improve writing?</p>	<p>3b* Expand knowledge about form, structure, and voice in a variety of genres</p> <p>4.b* Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.</p> <p>5a* Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.</p> <p>b* Review and edit work for spelling, usage, clarity, organization, and fluency.</p> <p>c* Use a variety of reference materials to revise/edit work.</p> <p>6* Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision.</p> <p>7* Understand and apply the elements of a scoring rubric to improve and evaluate writing.</p> <p>9* Reflect on own writing, noting strengths and setting goals for improvement.</p>	<p>3.2.3, 3.2.4, 3.2.5, 3.2.7,</p>	<p>Revision symbol and checklist Peer/Teacher conferencing with checklists Rubrics Multiple Drafts with visible revision and edits. Edited paragraphs Editing exercises and activities</p>

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	Essential Question: How do proficient writers collect and publish their work?	8* Use computer writing applications during the writing process. 9* Reflect on own writing, noting strengths and setting goals for improvement. TS. Students will be able to revise work based on self-reflection, peer and teacher conferences.	3.2.6, 3.2.7	Word-processed final essays Portfolio of works with reflection exercises Checklist of strengths and weaknesses.

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Writing 3.2 Strand B: Writing as a Product (resulting in formal product or publication) Writing that results in work samples leads to increased understanding.				
	<p>Essential Question: How can the various types of writing structures be recognized and implemented? <i>Guiding Questions:</i> How do writing structures differ from one another? How do proficient writers structure their writing to fit their purpose? How do proficient writers compose complex sentences?</p>	<p>1* Expand knowledge of characteristics, structures, and tone of selected genres. (C) 2* Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words. (C/M) 7* Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue- based) (M) 8* Write grade appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports). *Prepare a works consulted page for reports or research papers. (M) 9* Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements. (M)</p>	<p>3.2.1, 3.2.3, 3.2.4</p>	<p>Persuasive Essay Compare/Contrast Essay Cause-Effect Essay Personal Narrative Various Expository Essays Journal Responses Research Outlines using MLA Bibliographical notation Memoir Short Stories Biographies Poetry Grammar exercises Sentence Diagrams/Patterns Descriptive Passages <i>Departments will develop rubrics.</i></p>

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	<p>Essential Question: How does the use of logical progression and clear transitions lend itself to clarity in writing?</p> <p><i>Guiding Questions:</i> What is the thesis statement? How is the funnel paragraph used to create an introduction? What is the purpose of the introduction and the conclusion of a piece of writing? How do proficient writers transition from one paragraph to the next?</p>	<p>3* Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. (C)</p> <p>4* Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas. (M)</p> <p>5* Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. (M)</p> <p>6* Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. (M)</p> <p>TS. Students will be able to compose leads using the strategies of thesis statements, bold statements, rhetorical question, quotations, and foreshadowing.</p> <p>Students will be able to compose conclusions that are summative, predictive and consequential.</p> <p>Students will be able extend their use of imagery and sensory details to engage the audience and develop voice in a piece of writing.</p>		<p>Personal Narrative Various Expository Essays Personal Essay Literary Essay Compare and Contrast Essay Journal Responses Research Outlines using MLA Bibliographical notation Memoir Short Stories Biographies Descriptive Passages Prewriting Transition exercises Lists of transitional phrases and their uses Funnel paragraphs, diagrams and examples <i>Departments will develop rubrics.</i></p>

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		<p>TS. Students will be able to compose paragraphs using topic sentences, supporting details, provide evidence, justification and transitions.</p> <p>Students will be able to unify paragraphs using multiple word and phrase transitions.</p> <p>Students will recognize and use first and third person, third person omniscient points of view.</p> <p>Students will be able to extend their use of specific nouns, strong verbs, and descriptors.</p> <p>Students will be able to extend their use of figurative language to include metaphor, personification, idiom, and onomatopoeia, in addition to simile, alliteration, and hyperbole.</p> <p>Students will be able to write complex sentences.</p> <p>Students will be able to extend, expand and combine sentences for variety.</p> <p>Students will be able to edit for cliché and redundancy.</p> <p>Students will be able to revise for clarity.</p>		

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	<p>Essential Question: How does knowledge of structure and genre lead to appropriate responses in test prompts?</p>	<p>Test Specifications</p> <ul style="list-style-type: none"> a. Respond clearly and appropriately to a given prompt. b. Select a focus and appropriate details to support it. c. Organize the response to include an introduction, appropriate transitions, and a conclusion. d. Use varied sentence structure and word choice. e. Use elaboration to engage the audience. f. Synthesize information from a variety of sources in a written response. 		<p>Practice Tests Easys Open-Ended Responses</p>

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Writing 3.2 Strand C: Mechanics, Spelling, Handwriting Enduring Understanding: Use of mechanics, correct spelling and legible handwriting enhances the meaning of written product and communication of ideas.				
	1. Essential Question: How do sentence structure and the conventions of writing clarify meaning?	1* Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting. (C) 2* Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way. (M) 3* Use knowledge of English grammar and usage to express ideas effectively. (M) 4* Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing. (C) TS. Students will utilize dialogue to meaningfully advance plot. Students will be able to edit for consistent verb tense.	3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8	Grammar Exercises Paragraphs with varying sentence types Editing exercises using standard editing marks Spelling and vocabulary quizzes including synonym and antonym exercises. Spelling Demons lists Dialogue exercises Department will create rubrics.

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		6* Use correct capitalization and punctuation, including commas and colons, throughout writing. (M) * Use quotation marks and related punctuation correctly in passages of dialogue. (M) * Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing. (M) * Edit writing for correct grammar usage, capitalization, punctuation, and spelling. (M) TS. Students will be able to edit for spelling.		
	Essential Questions: How do transition words and phrases improve the fluidity and focus of a piece of writing?	5* Use transition words to reinforce a logical progression of ideas.		

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	<p>Essential Questions: Why are paragraphs necessary and what should a good paragraph look like? <i>Guiding Question:</i> Why are paragraphs necessary and what should a good paragraph look like?</p>	<p>7* Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work. (T/M)</p>	3.2.9	<p>Vocabulary exercises Word-Processed edited essays Grammar exercises</p>
	<p>Essential Questions: How does presentation affect comprehension of a piece of writing?</p>	<p>8* Write legibly in manuscript or cursive to meet district standards.</p>	3.2.10	<p>Handwriting samples Word Processing</p>

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<p>Writing 3.2 Strand D: Wrting Forms, Audiences, and Purposes Endurung Understanding: Knowledge of writing forms, audiences and purpose is essential to mastering effective written communication.</p>				
	<p>Essential Question : How does a proficient writer use purpose to shape or achieve goals with his/her writing.</p>	<p>1. Write for different purposes (e.g. to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g. self,peers, community). (C/M) 2. Gather, select, and organize information appropriate to a topic, task, and audience. (C/M) 3. Apply knowledge and strategies for composing pieces in a variety of genres (e.g. narrative, expository, persuasive poetic, and everyday/workplace or technical writing). (C/M) 11* Demonstrate the ability to write business letters in correct format and coherent style. (T/M) TS. Students will be able to read and respond to mentor texts to identify the forms and elements of target genre.</p>	<p>3.2.1, 3.2.2, 3.2.3, 3.2.10, 3.2.11</p>	<p>Peer editing Checklists Oral presentations Rubric assessment for essay Open ended essay questions Journal responses Graphic organizers and outlines MLA format exercises Application of style sheets and rubrics. Stylistic revision of texts (rewriting texts using a different voice and/or focus audience) <i>Departments will develop rubrics.</i></p>

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		12* Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance. (T/M) 13* Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature. (M)		

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	<p>Essential Question: How do effective writers express themselves? <i>Guiding Question:</i> How do effective writers express their ideas and opinions? How do writers use visuals to communicate ideas?</p>	<p>4* Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples. (M) 5* Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution. (C/M) 6* Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters). (C/M) 7* Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page. (C/T/M) 8● State the central idea or theme of a piece of writing. 9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum. (M) TS. Students will be able to use reference materials/rubrics to revise and edit work in addition to using citations.</p>	<p>3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.11, 3.2.13</p>	<p>Persuasive essays Dialogue samples Application of style sheets and rubrics. Stylistic revision of texts (rewriting texts using a different voice and/or focus audience) Research Paper/Projects including graphics with MLA and rubric assessment Thesis Statement exercises Open-ended writing samples Response Journals Picture Prompts Narrative Essays <i>Departments will develop rubrics.</i></p>

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		<p>10* Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed. (M)</p> <p>14* Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs). (T)</p> <p>15* Demonstrate the development of a personal style and voice in writing. (M)</p> <p>TS. Students will be able to develop CPR (Character, Problem, Resolution)</p>		

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Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question: How do proficient writers select pieces for their portfolios?	16* Review scoring criteria of relevant rubrics. (T) 17* Develop a collection of writings (e.g., a literacy folder or a literacy portfolio). (M) TS. Students will maintain a writing portfolio of publishable work.	3.2.14	Selected Writing Samples including rubric-scored selections. <i>Departments will develop rubrics.</i>

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Speaking 3.3 Strand A: Discussion (small group and whole class) Enduring Understanding: Proficient participation in class discussions enriches the classroom experience.				
	Essential Question: How does a proficient discussion group help to improve both personal and classroom understanding?	1* Support a position, acknowledging opposing views. (M) 2* Present ideas and opinions spontaneously in response to a topic or other speakers. (M) 3* Apply rules for cooperative or wole class debate on a controversial issue. (M) 4* Define group roles using consensus to ensure task is understood and completed. (T/M) 5* Respond orally to literature. (C/M) 6* Participate in class discussions appropriately. (C/M) 7* Participate in an informal debat (e.g. small group discusiion). (C/M)	3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7	Think/Pair/Share Literature Circles with a rubric-based final product Prepared notecards for a classroom debate Group evaluations Oral discussion with a checklist Group understandings task where the roles of the group are defined by students. A student-generated document of group participation guidelines Group and individual teacher conferences <i>Departments will develop rubrics.</i>

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Speaking 3.3 Strand B: Questioning (Inquiry) and Contributing Enduring Understanding: Proficient questioning and contributing is an essential skill in the learning environment.				
	Essential Question: How do proficient speakers contribute to the classroom?	1* Respond orally by paraphrasing, adding questions, and comments while integrating knowledge to clarify viewpoints. (C/M) 2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions. (C/M) 3* Identify and explore issues and problems through group discussions and interviews. (C/M) 4* Question to clarify others' opinions. (C/M) 5. Reflect and evaluate information learned as a result of the inquiry. (C/M) 6* Solve a problem or understand a task through group cooperation. (C)	3.3.1, 3.3.2, 3.3.3, 3.3.4	Think/Pair/Share Student-Teacher conferences Student-generated bank of discussion questions Interviews with notes and presentation/response Expository presentations Debate with notecards <i>Departments will develop rubrics.</i>

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Speaking 3.3 Strand C: Word Choice Enduring Understanding: Proficient speakers use varied word choice and sentence structures.				
	Essential Question: How does the appropriate use of advanced vocabulary and sentence structure contribute to understanding and comprehension.	1* Paraphrase, illustrate, clarify, and/or elaborate on a topic or idea. (C/M) 2* Develop and use advanced vocabulary related to a topic. (C) 3* Use vivid language that stimulates an audience's interest. (C/M) 4* Incorporate varied sentence structure and correct grammar. (C)	3.3.1, 3.3.2, 3.3.3, 3.3.4	Think/Pair/Share Oral discussion with a checklist Group and Individual Teacher Conferences Vocabulary Notecards including synonyms and antonyms to extend meaning Figurative language exercises Audience-specific vocabulary exercises Poetry samples using figurative language Grammar and sentence structure exercises Paraphrasing exercises <i>Departments will develop rubrics.</i>

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<p>Speaking 3.3 Strand D: Oral Presentations Enduring Understanding: Proficient oral presentations utilize different techniques to ensure efficacy and engagement.</p>				
	<p>Essential Question: How does the combination of varied elements add dimension to oral presentation and enhance comprehension to the content.</p>	<p>1* Use writing to prompt discussion and enhance planning of formal and informal presentations. (C) 2* Use visual aids, media, and/or technology to support oral communication. (T) 3* Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics. (C/M) 4* Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries. (M) 5* Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery. (M) 6* Develop speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations. (M)</p>	<p>3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8</p>	<p>Think/Pair/Share Rubric-Based oral presentations using various mediums. Peer-Teacher conferences and checklists <i>Departments will develop rubrics.</i></p>

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		7* Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.(T/M) 8* Read aloud with fluency and comprehension. ©		

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Listening 3.4 Strand A: Active Listening Enduring Understanding: Active listening enhances comprehension.				
	Essential Question: What techniques improve active listening?	1.* Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group). (C/M) 2.* Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy. (C/M) 3.* Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.(C/M) 4.* Recognize and analyze persuasive techniques while listening. (C/M) 5.* Recognize the rich and varied language of literature. (T/M) 6.* Listen to determine a speaker’s purpose, attitude, and perspective. (C/M) 7.* Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions. (T/M)	3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6	Think/Pair/Share Active listening exercises Interviews Oral presentation evaluation <i>Departments will develop rubrics.</i>

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Listening 3.4 Strand B: Questioning (Inquiry) and Contributing Enduring Understanding: Proficient questioning and contributing are essential skills in the learning environment.				
	Essential Question: How can proficient listeners show comprehension through listening?	1.* Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. (C/M) 2.* Exhibit proficiency in integrating oral reading with listening, writing, and viewing. (C/M) 3.* Critique information heard or viewed. (C/M) 4.*Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric). (C/T/M) 5.* Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. (C/M) 6.* Follow multi-step oral directions. (C/M) 7.*Make inferences based on an oral report or presentation. (C/M)	3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6	Think/Pair/Share Journal responses to audio story Oral word problems Rubric-based critique of oral presentation Student-generated questions for oral presentations Direction games or activities

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Viewing and Media Literacy 3.5 Strand B: Visual and Verbal Messages Enduring Understanding: It is important to analyze visual and verbal messages in order to judge credibility in value.				
	Essential Questions: How do consumers identify the purpose of various visual and print sources?	1. Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude. (C/M) 2. Analyze the use of elements (e.g., setting, plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions. (C/M) 3. Analyze and respond to visual and print messages (e.g., humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages. (C/M) 4. Compare and contrast how the various forms of media (e.g., newspapers, radio, television, internet news outlets) cover the same topic. (C/M)	3.5.1, 3.5.2, 3.5.3, 3.5.4	Editorials Oral Discussion with a checklist Student-created icons Movie Reviews Analysis of advertisements for audience and purpose. Story Map/Board of a piece of media. Analysis of cartoons/comic strips. Think/Pair/Share <i>Departments will develop rubrics.</i>

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Viewing and Media Literacy 3.5 Strand B: Visual and Verbal Messages Enduring Understanding: It is important to analyze visual and verbal messages				
	Essential Question: How do proficient viewers and readers of media determine differences between content and intent?	1. Analyze and compare the pros and cons of visual and verbal advertising. (C/M) 2. Evaluate various media messages for credibility. (C/M) 3. Use criteria/rubric to judge the effectiveness of visual and verbal presentations. (C/M) 4. Make inferences based upon the content of still images. (C/M) 5. Compare and contrast media sources, such as film and book versions of a story. (C/M) 6. Understand the uses of technology (e.g., the internet for research). (C/T)	3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5	Written Analysis of Print Ads and Commercials Editorials Oral Discussion with a checklist Student-created print ads/commercials aimed toward a specific audience and with specific intent, graded on a rubric MLA-cited research projects from internet sources Analysis of advertisements for audience and purpose. Comparison of Student-generated Story Map/Board Analysis of cartoons/comic strips. Collection of images, categorized and explained by intent Think/Pair/Share <i>Departments will develop rubrics.</i>

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Viewing and Media Literacy 3.5 Strand C: Living With Media Enduring Understanding: Understanding media is part of everyday life.				
	<p>Essential Questions: How is knowledge of the different roles of various types of media integral to daily life? <i>Guiding questions:</i> <i>How does media directly affect daily life?</i> <i>What determines the appropriate use of media?</i></p>	<p>1. Evaluate media forms, such as television, video, games, music, and film for content (e.g., rubric). (T/M) 2. Analyze media content for emotional effect on audience. (C/M) 3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information. (T/C/M)</p>	<p>3.5.1, 3.5.2, 3.5.3</p>	<p>Written Analysis of various types of media Editorials Oral Discussion with a checklist Student-created print ads/commercials aimed toward a specific audience and with specific intent, graded on a rubric Comparison of Student-generated Story Map/Board Analysis of cartoons/comic strips. Collection of images, categorized and explained by relevance Think/Pair/Share Various media presentations <i>Departments will develop rubrics.</i></p>