MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Reading 3.1.8 Strand A: Concepts About Print **Enduring Understanding:Written documents possess common text features that support comprehension.**				
	Essential Question: What are text features? *Guiding Questions:* How do common text features help the reader comprehend? How does recognizing text organization aid comprehension?	1* Identify and use common textual features and organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text). No additional indicators at this grade level. **TS. Students will be able to use textual and graphic features (index, glossary, table of contents) to obtain and comprehend information.**	3.1.1	Think Pair Share Text sample with labeled text features Group scavenger hunt to locate information Highlight important information in text samples *Departments will develop rubrics.*
Reading 3.1.8 Strand B: Phonological Awareness (includes phonemic awareness) **No additional indicators at this grade level.**				

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Reading 3.1.8 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 spellings of homophones to determine meaning (e.g. cite, site, sight). (C) 2* Apply spelling and syllabication rules that aid in decoding and word recognition.(C/T) 3* Continue to use structural analysis and context analysis to decode new words. (C) 4* Apply knowledge of word structures and patterns to read with automaticity. (C)	3.1.1, 3.1.2, 3.1.3, 3.1.4	Oral fluency reading assessment *Departments will develop rubrics.*

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Reading 3.1.8 Strand D: Fluency Enduring Understanding: Reading both silently and orally enables readers to apply strategies that support comprehension.				
	Essential Question: What strategies do good readers use to increase fluency and comprehension? *Guiding Questions:* What do good readers sound like? Does reading silently increase comprehension? What self-correcting strategies do readers use? What do good readers do when the text doesn't make sense?	1* Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression. (M) 2* Read increasingly difficult texts silently with comprehension and fluency. (C) 3* Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently. (M) 4* Adjust reading rate in response to the type of text and level of difficulty (e.g. recreational reading vs. informational reading). (M) 5. Reread informational text for clarity. (M) **TS. Students will be able to read a variety of increasingly difficult texts and genre aloud and silently to adjust speed, accuracy, stamina and fluency.**	3.1.1, 3.1.2, 23.1.3, 3.1.4	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 *Departments will develop rubrics.*

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Reading 3.1.8 Strand E: Enduring Unnderstanding: Using reading strategies is essential to comprehension.				
	Essential Question: How do readers interact with the text? *Guiding Questions:* What techniques help good readers comprehend the text? What techniques keep readers engaged in text?	1*Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences. (M) 2a. Automatically use various reference materials for meaning. (T) b* Apply graphic organizers to illustrate key concepts and relationships in a text. (T) 3* Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast). (C/T) **TS. Students will be able to make predictions, question and activate prior knowledge.**	3.1.1, 3.1.2	Metacognitive map (KWL) Reader's response journal Student completed graphic organizers Written response to discreet and open-ended questions Written interpretation of text Student/teacher conference using Major Points Interview *Departments will develop rubrics.* *Products* **Response Journals** **Open-Ended Response** **Conference Notes** **Vocabulary Lists** **Reading Logs** **Reader's Notebook** **Tests** **Essays** **Creative Assignments**

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
		Students will be able to self-select literature and set up a reading notebook to include reflections on and analysis of genre, plot, vocabulary, connections, theme, author intention, and prediction. **Students will monitor and utilize automatically strategies good readers use before, during, and after reading.**		

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Reading 3.1.8 Strand F: Enduring Unnderstanding: Using vocabulary origin, meaning, and usage support comprehension.				
	Essential Question: How does vocabulary develop?	1* Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading. (C) 4* Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in speaking and writing experiences. (C) 5* Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings. (C)	3.1.1, 3.1.4, 3.1.5	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 *Departments will develop rubrics.*

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question: How does word usage aid pronunciation and comprehension?	2*. Clarify and/or infer word meanings through the use of a word's definition, example, context clues, restatement, or contrast. (C/T) 3* Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources. (T) 5* Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings. (C)	3.1.2, 3.1.3, 3.1.5	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 *Departments will develop rubrics.*

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Reading 3.1.8 Strand G: Enduring Understanding: Comprehending and responding to text requires a variety of different skills and strategies.				
	Essential Question 1. How does knowledge of genre support the comprehension of text? *Guiding Questions:* What is genre? How do genre differ from each other? What skills are necessary for the comprehension of everyday texts? How does genre change students' strategies for the analysis of drama, poetry, prose, etc?	1*. Critically assess the purpose, structure, and elements of fiction and nonfiction and provide support from the text as evidence of understanding. (C) 12* Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet). (C) 13. Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture. (C) 15* Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents. (T)	3.1.1, 3.1.12, 3.1.13, 3.1.15	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) *Departments will develop rubrics.*

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	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 text. How does the structure and organization of text support comprehension? (i.e. using cause /effect, sequencing, order of importance, etc)	2*. Analyze how the elements of setting, characterization, plot, and mood influence the progression and resolution of the plot. (C) 4. Use cause and effect to adjust projected outcomes. (M) 6* Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts. (C) 7* Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text. (C) 11*. Critically assess the author's use of idioms, analogies, metaphors, and similes in prose and poetry. (M)	3.1.2, 3.1.4, 3.1.6, 3.1.7, 3.1.11	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 *Departments will develop rubrics.*

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	How do different literary techniques such as figurative language, the use of persuasion, rhetoric, meter, etc. deepen the reader's comprehension?			

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question: 3. How do authors' backgrounds or experiences shape and influence their works? **Guiding Questions:** What is an author's background? How do proficient readers recognize an author's values in his/her works? What are the common themes in multiple texts? How do different authors approach the same topic?	8a* Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event. (C) b*. Recognize perspectives of authors in a variety of interdisciplinary works. (C) 14* Compare and analyze the various works of writers through an author's study. (C)	3.1.8, 3.1.14	Author Study essay with rubric Author Research Biographies Think/Pair/Share Thematic visuals (posters, bookmarks, etc) Value/concept Map Quizzes Reading/Response Log Letter to Author

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question: 4. How is theme an essential component in understanding literature? *Guiding Questions:* What clues do proficient readers use to infer message or theme?	9a* Identify and analyze recurring themes across literary works. (C) b* Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works. (C)	3.1.9	Venn Diagram Class Discussion Think/Pair/Share Essay/Open Ended Questions Tests Comparative analysis across genre with similar themes Reading/response Log *Departments will develop rubrics.*

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question: 5.How do proficient readers interact appropriately with different texts? *Guiding Questions:* 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?	3* Respond critically to text ideas and the author's craft by using textual evidence to support interpretations. (M) 5* Interpret text ideas through journal writing, discussion, and enactment.(T) 10*a. Speculate about text by generating inferential questions. (M) b. Read and respond critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of fiction and nonfiction and providing support from the text as evidence of understanding. (C) **TS. Students will be able to recognize and analyze the elements of the plot diagram (exposition, introduction of conflict, rising action, climax, falling action, and resolution) as understood in narrative text.** **Students will be able to analyze recurring themes and point of view across texts and respond critically to author(s) intentions.**	3.1.3, 3.1.5, 3.1.10, 3.1.10	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 *Departments will develop rubrics.*

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
		Students will be able to analyze various forms of characterization. Students will be able identify, read, interpret, perform, and compare textual elements for 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. Students will be able to discuss literature based on reflections from their reader's notebook. 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.).		

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Reading 3.1.8 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 written and oral work that demonstrates comprehension of informational materials. (C/T) 5* Collect materials for a portfolio that reflect possible career choices.(New Skill) ©	3.1.1, 3.1.5	Rubric assessed Research Paper using MLA format Rubric AssessedAuthor/genre Study Paper Internet source checklist Projects and/or oral presentations with Rubric Organizational Time Line Notecard check Graphic Organizer Outline *Departments will develop rubrics.*
	Essential Question: What is Research?	4* Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors. (New Skill) (C) 2* Self-select materials appropriately related to a research project. (T)	3.1.4, 3.1.2	
	Essential Question: How do we assess our needs for information?	2* Self-select materials appropriately related to a research project. (T)	3.1.2	
	Essential Question: What are varied types of information and where are they located?	3* Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings). (C)	3.1.2	

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question: In what way should researched information be orginized and what techniques should be used in this organization?	2* Self-select materials appropriately related to a research project. (T)	3.1.2	
	Essential Question 1. How do proficient writers gather ideas? *Guiding Questions:* What is a graphic organizer? What are different types of organizers?	3* Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).	3.2.3	A catalogue of graphic organizers with generated ideas. An organized collection of like ideas across content areas Brainstormed lists Focus games and exercises Organizational webs Think/Pair/Share

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question 2. How do proficient writers organize and develop their ideas? ***Guiding Questions:*** 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?	1* Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. 2* Write multi- paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. 3* Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes). 4a Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing. b* Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made. 5* Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.	3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7	A catalogue of graphic organizers A porfolio of rubric-graded process writing pieces in different genre Writer's Checklists Peer Editing Peer/Teacher Process Conferencing with rubrics and checklists Departments will develop rubrics.

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
		6 Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision. 7*. Demonstrate understanding of a scoring rubric to improve and evaluate writing. 8* Compose, revise, edit, and publish writing using appropriate word processing software. 9* Reflect on own writing, noting strengths and setting goals for improvement.		

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question: 3. How do proficient writers improve their writing? ***Guiding Questions:*** How does attention to specific langage and detail improve writing? How do proficient writers respond appropriately when conferencing? How do proficient writers apply editing suggesting to improve writing?	4a Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing. b* Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made. 5* Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice. 6 Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision. 7* Utilize the New Jersey Registered Holistic scoring rubric to improve and evaluate their writing	3.2.4, 3.2.5	Revision symbol and checklist Peer/Teacher conferencing with checklists Rubrics Multiple Drafts with visible revision and edits. Edited essays Editing exercises and activities Departments will develop rubrics.

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question: 4. How do proficient writeres collect and publish their work?	8* Compose, revise, edit, and publish writing using appropriate word processing software. 9* Reflect on own writing, noting strengths and setting goals for improvement. **TS. Students will be able to identify and draw conclusions from multiple sources for the purposes of inquiry and research to produce various products.**	3.2.6, 3.2.7	Word-processed final essays Porfolio of works with reflection exercises Checklist of strengths and weaknesses.

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Writing 3.2.8 Strand A: Writing as a Process (prewriting, drafting, revising, editing, postwriting) **Endurung Understanding: Writing is a recursive process.**				
	Essential Question: How can the various types of writing structures be recognized and implemented? *Guiding Questions:* 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?	1* Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing. (C) 2* Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words. (C/M) 7* Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based. (M) 8* Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page. (M) 9* Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements. (M)	3.2.1, 3.2.2, 3.2.3, 3.2.4	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 Grammar exercises Sentence Diagrams/Patterns Descriptive Passages Department will develop rubrics.

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Question: How does the use of logical progression and clear transitions lend itself to clarity in writing? *Guiding Questions:* 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?	3* Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. (C) 4* Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas. (M) 5* Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. (M) 6* Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. (M) **TS. Students will be able to use writer's notebooks, life maps, boxes and bullets, chronologies/flowcharts, Somebody Wanted But So charts, outlines, and Content, Purpose and Audience charts to generate and organize ideas to create a variety of texts.**		Personal Narrative Various Expository Essays 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 Speculative Writing based on a picture.

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
		Students will be able to compose beginnings and leads using the strategies of thesis statements, anecdotes and literary allusions. Students will be able to compose beginnings and leads using the strategies of thesis statements, anecdotes and literary allusions. Students will be able to compose conclusions that are circular, recommending, and complex. Students will be able to use more effective imagery and sensory details in a piece of writing. Students will be able to use reference materials to revise and edit work Students will maintain a writing portfolio of publishable work. Students will be able to gather, select and organize information in writing samples that include quotations, citations and works cited.		

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
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.				
	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. (C) 2* Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style. (M) 3* Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis. (M) 4* Refine the use of subordination, coordination, apposition, and other devices to indicate relationships between ideas.(C) 6* Edit writing for correct grammar, usage, capitalization, punctuation, and spelling. (M) **TS. Students will be able to write with consistent verb tense.** **Students will be able to advance conflict using dialogue.**	3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.6	Grammar Practice Paragraphs with varying sentence types Editing Exercises using standard editing marks Spelling and vocabulary quizzes including synonym and antonym exercises.

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
		Students will be able to translate point of view from one piece to create another from it. **Students will be able to extend their use of specific nouns, strong verbs, and descriptors to promote voice.** **Students will be able to extend their use of figurative language to include extended metaphor, personification, idiom, and onomatopoeia, in addition to simile, alliteration, and hyperbole.** **Students will be able to understand and use parallelism, subordination, coordination, apposition and other devices to indicate the relationship between ideas.**		
	Essential Questions: How do transition words and phrases improve the fluidity and focus of a piece of writing?	5 Introduce transition words to reinforce a logical progression of ideas.	3.2.5	Transition elercises Writer's Checklist Essays edited for transition Department will developp rubrics.

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
	Essential Questions: Why are paragraphs necessary and what should a good paragraph look like? **Guiding Question:** Why are paragraphs necessary and what should a good paragraph look like?	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)	3.2.7	Vocabulary exercises Word-Prcessed edited essays Grammar exercises
	Essential Questions: How does presentation affect comprehension of a piece of writing?	8* Write legibly in manuscript or cursive to meet district standards. **TS. Students will be able to extend, expand and combine sentences for variety.** **Students will be able to edit for relevancy and redundancy to promote clarity of expression** **Students will be able to revise work based on self-reflection, peer and teacher conferences.**	3.2.8	Handwriting samples Word Processing

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Writing 3.2 Strand C: Mechanics, Spelling, Handwriting **Enduring Understanding: Use of mechanics, correct spelling and legible handwriting enhancs the meaning of written product and communication of ideas.**				
	Essential Question: How does a proficient writer use purpose to shape or achieve goals with his/her writing.	1* Differentiate purpose, format, and audiences in writing personal narratives, short stories, business letters, memoirs, poetry and persuasive and expository text that relate clear, coherent events or situations. 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* Present evidence when writing persuasive essays, examples, and justification to support arguments. (M) 12* Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument. (M)	3.2.1, 3.2.2, 3.2.4, 3.2.9, 3.2.11, 3.2.12	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) *Departments will develop rubrics.*

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
		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) **TS. Students will explore the use of flashback, foreshadowing, logic, suspense, and mood.**		
	Essential Question: How do effective writers express themselves? *Guiding Question: How do effective writers express their ideas and opinions? How do writers use visuals to communicate ideas?*	4* Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information. (M) 5* Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters). (C/M) 6* Use primary and secondary sources to understand the value of each when writing a research report. (C/M) 7* Write reports based on research and include citations, quotations, and works consulted page. (C/M) 8* Explicate the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.	3.2.3, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 3.2.13	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 Promts Narrative Essays *Departments will develop rubrics.*

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
		9* Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum. (M) 10* State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate. (M) 14 Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs). (T) 15* Use personal style and voice effectively to support the purpose and engage the audience of a piece of writing. (M)		

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

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* Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio). (M)	3.2.14, 3.2.15	Selected Writing Samples including rubric-scored selections. **Narrative Writing** **Poetry** **Compare/Contrast/Persuasive Essays** **Literary Analysis** **Writer's Notebook/Journal** **Exploded Moments Snapshots** **Thoughtshots** **Writing Portfolio** *Departments will develop rubrics.*

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Speaking 3.3 Strand A: Discussion (small group and whole class) Enduring Understanding: Profocient participation in class discussions enriches the classroom experience.				
	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 *Departments will develop rubrics.*

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
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 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, 3.4.7	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 *Departments will develop rubrics.*

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Speaking 3.3 Strand C: Word Choice **Enduring Understanding: Proficient speakers use varied word choice and sentence structures.**				
	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 whole 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 debate (e.g., small group discussion). (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 *Departments will develop rubrics.*

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Speaking 3.3 Strand D: Oral Presentations Enduring Understanding: Proficient oral presentations utilize different techniques to ensure efficacy and engagement.				
	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* Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations. (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 *Departments will develop rubrics.*

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Listening 3.4 Strand A: Active Listening **Enduring Understanding: Active listening enhances comprehension.**				
	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 *Departments will develop rubrics.*

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Listening 3.4 Strand B: Questioning (Inquiry) and Contributing Enduring Understanding: Proficient questioning and contributing are essential skills in the learning envirment.				
	Essential Question: How does the combination of varied elements add dimension to oral presentation and enhance comprehension to the content.	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, reasearch projects, and extemporaneous/impromptu dramatic speeches. (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)	3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8	Think/Pair/Share Rubric-Based oral presentations using various mediums. Peer-Teacher conferences and checklists *Departments will develop rubrics.*

Key: C=Comprehension T= Tool M= Metacognitive
* Denotes MSD modifications TS.= Target Skill

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
		6* Develop speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations. (M) 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. ©		

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Viewing and Media Literacy 3.5 Strand A Constructing Meaning **Endurung Understanding: It is important to analyze visual and print media in order to construct meaning.**				
	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 *Departments will develop rubrics.*

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Viewing and Media Literacy 3.5 Strand B: Visual and Verbal Messages Enduring Understanding: It is importing analyze visual and verbal messages in order to judge credibility in value.				
	Essential Questions: 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 *Departments will develop rubrics.*

MSD Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Time Frame: Months or # of Days	Content/Topic Essential Questions	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Viewing and Media Literacy 3.5 Strand C: Living With Media Enduring Understanding: Understanding media is part of everyday life.				
	Essential Questions: How is knowledge of the different roles of various types of media integral to daily life? *Guiding questions:* How does media directly affect daily life? What determines the appropriate use of media?	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)	3.5.1, 3.5.2, 3.5.3	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 *Departments will develop rubrics.*