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Essential Questions Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Strand A: Concepts About Print Proficient Readers use concepts about print to navigate text			
How do good readers find information in text?	(C) Use titles, indexes, glossaries, tables of contents, and chapter headings to locate information. (C) Interpret graphs, tables, charts, globes, maps, and diagrams. (T) Identify purpose and use of print sources such as dictionaries, magazines, electronic sources for information.	3.1 A.1 3.1 a.3 3.1 a.5	Teacher checklist of skills for use during non-fiction reading activities
What can we learn from print? *How are paragraphs organized to present information about one topic?	(T) Recognize the purpose of a paragraph. (C) Identify purposes and uses of print conventions such as endpoints, paragraphing, etc. during whole-class instruction.	3.1 A.2 3.1 a.4	Anecdotal notes of student oral reading during reading conference using authentic questioning

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<p align="center">B. Phonological Awareness (includes phonemic awareness) Proficient readers have phonologic awareness.</p>			
<p>How do sounds form words? *What is the relationship between sounds and letters? *How are letters words and sentences formed?</p>	<p>(T) Add, delete, or change middle sounds to change words (e.g., pat to put). (T) Use knowledge of letter-sound correspondences to sound out unknown words. (C) Identify letter combinations that make single sounds (ex: hi and high) & letter combinations that make multiple sounds.(e.g.: goat, gem, gnat). (T) Distinguish between long and short vowel patterns. (T) Build automaticity in phonemic awareness.</p>	<p>3.1 B.1 3.1 B.2 3.1 b.3 3.1 b.4 3.1 b.5</p>	<p>Running record San Diego word list High frequency sight word list Reading conference record</p>

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<p align="center">Strand C: Decoding and Word Recognition Proficient Readers use a variety of cues to decode and recognize words.</p>			
<p>What different ways do good readers attack words they don't know? * How do good readers break a word apart? * How do good readers blend sounds together to read a word?</p>	<p>(C) Look for known chunks or small words to facilitate the decoding of unknown words. (C) Reread inserting the beginning sound of the unknown word. (C) Decode regular multisyllable words and parts of words (e.g., capital, Kalamazoo). (C) Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings. (C) Use long and short vowel patterns to read words. (C) Read words with basic prefixes and suffixes.</p>	<p>3.1 C.1 3.1 C.2 3.1 C.3 3.1 C.4 3.1 c.5 3.1 c.6 3.1 c.7 3.1 c.8 3.1 c.9 3.1 c.10</p>	<p>Running record San Diego word list High frequency word list Standardized reading battery (ex. DRA,DRB) WAWA Reading conference record</p>
	<p>(C) Decode abbreviations. (C) Decode compound words. (C) Increase number of high frequency words read fluently in and out of context. (C) Increase flexibility with sound manipulations to build decoding automaticity</p>		

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Strand D: Fluency

Proficient Readers read with speed, accuracy, automaticity and proper expression

<p>What do fluent readers sound like? *What is the purpose of punctuation marks when reading? *What do good readers do when something doesn't make sense?</p>	<p>(C) Pause at appropriate endpoints (e.g., comma, period). (C) Use appropriate pace;"not choppy" or word-by-word. (C) Use appropriate inflection(e.g., dialogue, exclamations,questions). (C) Read silently without finger or lip movement. (C/M) Self-monitor when text does not make sense.</p>	<p>3.1 D.1 3.1 D.2 3.1 D.3 3.1 D.4 3.1 D.5 3.1 D.6 3.1 d.7 3.1 d.8</p>	<p>Running record Harcourt Oral Reading Fluency Assessment Reading Conference Record Reader's Theater</p>
	<p>(C/M) Employ learned strategies to determine if text makes sense without being prompted. (C) Recognize grade-level words accurately and with automaticity so that a text sounds like spoken language when read aloud. (C) Vary reading speed for different purposes with teacher guidance.</p>		

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<p align="center">Strand E: Reading Strategies (before, during, and after) Proficient Readers apply strategies before, during, and after reading.</p>			
<p>What comprehension strategies do good readers use before, during, and after reading?</p>	<p>Before: (T) Skim text to obtain the gist of it. (T) Build vocabulary and concepts to prepare for text comprehension. (T/C) Make predictions and confirm/revise based on text. (T) Identify author's purpose for writing text.</p>	<p>3.1 e.3 3.1 e.4 3.1 e.5 3.1 e.6</p>	<p>Running record Districtwide benchmark assessment Reading responses using graphic organizers Fiction/Nonfiction retelling rubric Reading behaviors checklist</p>
<p>*How do good readers prepare to read a text? *How do predictions help the reader understand text? * What do good readers do when they come to a word they don't know? *How does prior knowledge help a good reader understand text? *How do good readers use what they've read to learn more?</p>	<p>During: (T) Skip over difficult words in an effort to read on and determine meaning. (T) Return to the beginning of a sentence and try again. (T) Use semantics (pictures, context cues) graphophonics, and syntax to assist with decoding of new words. (T) Adjust reading rate according to text and purpose. (T) Set purpose for reading and check to verify or change predictions during/after reading. (T) Use K-W-L chart to facilitate text comprehension. (T) Monitor comprehensions and self correct errors while reading. (T) Relate prior knowledge to new information in the text.</p>	<p>3.1 E.1 3.1 E.2 3.1 e.7 3.1 e.8 3.1 e.9 3.1 e.10 3.1 e.11</p>	<p>Running record Districtwide benchmark assessment Reading responses using graphic organizers Fiction/Nonfiction retelling rubric Reading behaviors checklist</p>

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	<p>After: (T) Re-read text for fluency, comprehension, and specific information. (T) Use graphic organizers to build on experiences and extend learning. (M) Apply study skills strategies to assist with retention and new learning (e.g., survey, questions, read, recite, and review-SQ3R)</p>	<p>3.1 e.12 3.1 e.13 3.1 e.14 3.1 e.15</p>	<p>Running record Districtwide benchmark assessment Reading responses using graphic organizers Fiction/Nonfiction retelling rubric Reading behaviors checklist</p>
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<p align="center">Strand F: Vocabulary Development Proficient readers build vocabulary to develop concepts.</p>			
<p>What strategies do good readers use to understand new words?</p>	<p>(C) Develop a vocabulary of 500-800 regular and irregular sight words. (C) Know and relate meanings of simple prefixes and suffixes. (C) Demonstrate evidence of expanding language repertoire. (C) Understand concept of antonyms and synonyms. (C) Use grade level dictionary and other resources with assistance.</p>	<p>3.1 F.1 3.1 F.2 3.1 F.3 3.1 F.4 3.1 F.5 3.1 f.6 3.1 f.7 3.1 f.8</p>	<p>Districtwide benchmark assessment Reading conference record San Diego word list Running record</p>
	<p>(T) Extend vocabulary and concepts through shared conversation and varied listening & reading experiences. (T) Use a word wall to reinforce vocabulary. (T) Use picture and context cues to assist with meaning of unfamiliar words. (C) Listen to text above-grade level (e.g.: chapterbooks, periodicals) to increase vocabulary.</p>		

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Strand G: Comprehension Skills and Response to Text Proficient readers use a variety of skills to comprehend and respond to text			
What strategies do good readers use to understand text?	(C) Recognize cause and effect in text. (C/M) Make inferences and support them with textual information. (C) Make predictions and confirm/revise based on text. (T) Obtain information from nonfiction text. (T) Assimilate new understandings from text to prior knowledge. (T) Use author and illustrator study to facilitate comprehension.	3.1 G.2 3.1 G.3 3.1 g.6 3.1 g.9 3.1 g.13 3.1 g.8	Running record Strategy use interview for inference Reading conference record Reading responses using graphic organizers Literature circle student artifacts
How do good readers show they understand? *What are different ways to respond to text? *How can graphic organizers help a good reader?	(C) Demonstrate ability to recall facts and details of text. (C) Respond to text by using how, why, and what-if questions. (C) Discuss the likely purpose of a grade-level text. (C) Convey a personal response to text. (C) Use graphic organizers to facilitate comprehension.	3.1 G.1 3.1 G.5 3.1 g.7 3.1 g.10 3.1 g.11	Fiction/Nonfiction retelling rubric Reading conference record Reading responses using graphic organizers Literature circle student artifacts Checklist of comprehension skills

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<p>How does text structure aid comprehension? *How do good readers use written directions to help them?</p>	<p>(C) Continue to identify story elements in text (theme, setting, character, plot, etc.) (C) Follow written directions.</p>	<p>3.1 G.4 3.1 g.18</p>	<p>Reading conference record Reading responses using graphic organizers Literature circle student artifacts</p>
<p>How do good readers approach different types of text? *How do good readers express the joy of reading? *What is a genre?</p>	<p>(T) Expand repertoire of text within various genres, including storybooks, fairytales, folk tales, expository texts, poetry, and newspapers. (T/C) Select books, choose roles, and share with classmates to convey joy of reading. (T) Select books to read independently, at home and school, for enjoyment. (C) Share enthusiasm that evolved from reading. (C) Compare and contrast multi-cultural, holiday, and other literature.</p>	<p>3.1 g.12 3.1 g.14 3.1 g.15 3.1 g.16 3.1 g.19</p>	<p>Reading conference record Reading responses using graphic organizers Student reading log Literature circle student artifacts Monthly reading reflection Affective reading inventory</p>

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Strand H: Inquiry and Research Proficient readers engage in inquiry and research.			
<p>How do good readers search for information? *What classroom resources can help you locate information? *How are resource materials organized?</p>	<p>(T) Locate information using alphabetical order. (C) Read a variety of nonfiction and fiction books and produce evidence of reading. (T) Produce evidence of understanding (verbal report, picture, project, etc.) (T) Use icons and search engines to locate information via electronic sources. (T) Use a variety of graphic organizers to aid comprehension. (T) Use resources (word walls, personal dictionaries) to increase vocabulary. (T) Use classroom resources (thematic displays, computers, dictionaries) to locate information.</p>	<p>3.1 H.1 3.1 H.2 3.1 H.3 3.1 h.4 3.1 h.5 3.1 h.6 3.1 h.7 3.1 h.8 3.1 h.9</p>	<p>Checklist for classroom word wall use Reading responses using graphic organizers Book reports Literature circle artifacts</p>
	<p>(T) Use library as a resource for additional information with assistance. (C) Read and research topics, along with a group or class, using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.</p>		