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Essential Questions Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
<p>Strand A: Concepts About Print Proficient readers use concept about print to navigate text.</p>			
<p>What can we learn from print? How can a variety of printed materials help provide specific information?</p>	<p>(T) Use a glossary or index to locate information in a text. (T) Identify and locate text features such as headings and bold print. (C) Locate features that support text meaning (e.g., maps, charts, illustrations). (T) Identify differences of various print formats, including newspapers, magazines, books, and reference resources. (C) Recognize that printed materials provide specific information.</p>	<p>3.1 A.1 3.1 A.3 3.1 a.4 3.1 a.5 3.1 a.6</p>	<p>Reading Conference Record: Intermediate</p>
<p>Strand B: Phonological Awareness Proficient readers have Phonologic awareness.</p>			
<p>How do sounds make words?</p>	<p>(C) Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).</p>	<p>3.1 B.1</p>	<p>Running Record Duthie Index Phonics Assesment Developmental Reading Assesment (DRA)</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>How word decoding strategies help/aid in fluency? How word families assist in decoding unfamiliar words?</p>	<p>(M) Adjust reading speed appropriately for different purposes and audiences. (T) Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion). (T) Use letter-sound correspondence, structural analysis (e.g., roots, affixes) and context to decode words. (T) Know and use common word families to decode unfamiliar words. (T) Recognize compound words, contractions, and common abbreviations. (T) Read silently for the purpose of increasing speed, accuracy. (M) Apply self-correcting strategies to decode. (T) Use context to accurately read words with more than one pronunciation. (C) Decode regular multisyllable words and parts of words (e.g., capital, Kalamazoo).</p>	<p>3.1 C.1 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>Oral Reading Fluency Assesment Harcourt Running Record Informal Miscue Analysis San Diego Quick Reading Assessment Developmental Reading Assesment (DRA)</p>

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Strand D: Fluency

Proficient readers read with speed, accuracy, automaticity and proper expression.

<p>What do fluent readers do?</p>	<p>(C) Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud. (C) Read aloud with proper phrasing, inflection, and intonation. (C) Read longer text and chapter books independently and silently. (M) Employ self-correcting strategies to determine if text makes sense without being prompted. (C) Identify the need to vary reading speed for different purposes.</p>	<p>3.1 D.1 3.1 D.2 3.1 D.3 3.1 d.4 3.1 d.5</p>	<p>Readers' Theater Harcourt Oral Fluency Assessment Developmental Reading Assesment (DRA)</p>
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Strand E: Reading Strategies (before, during, and after)

Proficient readers apply strategies before, during, and after reading.

<p>What strategies do proficient readers use before reading?</p>	<p>(T) Activate prior knowledge and anticipate what will be read or heard. (T) Set goals for reading. (T) Recognize author's purpose.</p>	<p>3.1 E.1 3.1 e.4 3.1 e.5</p>	<p>Intermediate-Grade Checklist of Teacher Observation of a Child's Comprehension Skills Anecdotal Notes Developmental Reading Assesment (DRA)</p>
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<p>What strategies do proficient readers use during reading?</p>	<p>(T) Vary reading strategies according to their purpose for reading and the nature of the text. (M) Monitor comprehension and accuracy while reading in context and self-correct errors. (T) Reread to make sense of difficult paragraphs or sections of text.</p>	<p>3.1 E.1 3.1 E.2 3.1 E.3 3.1 e.6 3.1 e.7 3.1 e.8 3.1 e.9 3.1 e.10</p>	<p><i>Post - Its</i> to record thoughts Mosaic Assesment Book Talk and/ or in a Readers' Response Group Developmental Reading Assesment (DRA)</p>
	<p>(T) Read ahead for clarification. (T) Use pictures and context clues to assist with decoding of new words. (T) Create mental images of text to enhance comprehension. (T) Make connections to self, text, and/or world.</p>		
<p>What strategies do proficient readers use after reading?</p>	<p>(C) Check to verify or change predictions during/after reading. (C) Self generate questions to verify or expand understanding of the text. (C) Develop and use graphic organizers to build on experiences and extend learning.</p>	<p>3.1 E.1 3.1 E.4 3.1 e.11</p>	<p>Mosaic Assesment Book Talk and/ or in a Readers' Response Group Oral, written, and/or artistic response and/or project Fiction Retelling Rubric Non-Fiction Retelling Rubric Developmental Reading Assesment</p>

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Strand F: Vocabulary Development Proficient readers build vocabulary to develop concepts.			
<p>How can vocabulary words in context assist in comprehension?</p>	<p>(C) Infer word meanings from taught roots, prefixes, and suffixes. (T) Point to or clearly identify specific words or wording that cause comprehension difficulties. (C) Identify and correctly use antonyms, synonyms, homophones, and homographs. (T) Use a grade-appropriate dictionary with assistance from teacher. (T) Use pictures and context clues to assist with meaning of new words. (C) Extend vocabulary and concepts through listening and reading experiences.</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</p>	<p>Locate and discuss unfamiliar vocabulary in text (e.g. written or orally) Classify and analyze words (e.g. written or orally) Concept Definition Mapping (Frayer Model)</p>

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Strand G: Vocabulary and Concept Development Proficient readers use a variety of skills to comprehend and respond to text.			
<p>How does text structure aid comprehension?</p>	<p>(C) Recognize author’s purpose of the text. (T) Recognize differences among forms of literature, including poetry, fiction, and nonfiction. (C) Compare and contrast literary elements in stories (e.g. setting, characters, plot, and point of view). (T) Identify the structure in poetry. (C) Self-select a variety of literary and informational texts by author, genre, or interest. (T) Recognize how common organizational patterns in text support comprehension (e.g., headings, captions).</p>	<p>3.1 G.1 3.1 G.3 3.1 G.9 3.1 G.10 3.1 G.13 3.1 g.15 3.1 g.16 3.1 g.17 3.1 g.18 3.1 g.19</p>	<p>Graphic organizers Running Record Reading Responses Reading Conferences</p>
	<p>(T) Identify drama as a genre. (C) Interpret information in graphs, charts, and diagrams. (C) Identify simple text structure in informational text (e.g. chronological order).</p>	<p>3.1 g.20 3.1 g.21 3.1 g.22 3.1 g.23 3.1 g.24 3.1 g.25 3.1 g.26</p>	

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<p>What strategies do good readers use?</p>	<p>(C) Recognize cause/effect, sequence, fact/opinion, and main idea/supporting details in interpreting texts. (C) Introduce how, why, and what-if questions in interpreting fiction/nonfiction texts. (C) Follow two-step written directions. Keys of Comprehension: ~Activate prior knowledge. ~Create mental and sensory images. ~Generate questions before, during, and after reading. ~Summarize during and after reading. ~Analyze various text structures. ~Draw inferences to build coherent understanding. ~Answer questions to reprocess relevant text (B&P). ~Self monitor and apply appropriate fix it strategies.</p>	<p>3.1 G.2 3.1 G.4</p>	<p>Mosaic Assessment</p>
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<p>How do good readers show comprehension?</p>	<p>(C) Cite literal evidence from text to support conclusions. (C) Begin to construct meaning from text by making conscious connections to self, an author, and others. (T) Recognize how author’s use humor, sarcasm, and imagery to extend meaning. (T) Discuss underlying theme or message in interpreting fiction. (C) Draw conclusions and inferences from texts. (C) Summarize main points from fiction and nonfiction texts. (T) Begin to identify similes, metaphors, and alliteration as literary devices. (T) Read regularly in materials appropriate for their grade or independent reading level.</p>	<p>3.1 G.5 3.1 G.6 3.1 G.7 3.1 G.8 3.1 G.11 3.1 G.12 3.1 G.14</p>	<p>Dramatizations Oral presentations Graphic organizer Think marks Journal responses</p>
	<p>(C) Use information and reasoning to examine bases of hypotheses and opinions. (C) Identify idiomatic expressions. (C) Evaluate text based on literary and personal value. (C) Participate in creative responses to text (e.g. dramatizations, oral presentations).</p>		

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Strand H: Inquiry and Research Proficient readers engage in inquiry and research.			
What is research and inquiry? How effective readers analyze different text?	(T) Use library classification systems, print or electronic, to locate information. (T) Begin to develop questions with guidance for investigations prior to, during, and after reading. (T) Read a variety of nonfiction and fiction books and produce evidence of understanding. (C) Read independently and research topics using a variety of materials with guidance to satisfy personal, academic, and social needs, and produce evidence of reading. (C) Use maps, graphs, timelines, tables or other visual sources to address research questions. (C) Summarize and organize information by taking notes, and/or making charts.	3.1 H.1 3.1 H.3 3.1 H.2 3.1 h.4 3.1 h.5 3.1 h.6 3.1 h.7 3.1 h.9	Inquiry and Research Rubric
	(C) Draw conclusions from information and data gathered. (C) Produce projects and reports, using visuals, media, and/or technology to show learning and support the the learning.		