

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

Essential Questions Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
<b>Strand A: Concepts About Print</b> <b>Proficient Readers use concepts about print to navigate text</b>			
What is the purpose of print conventions?	(C) Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.	3.1 A.2	Anecdotal Notes
How do different features aid the reader in navigating and understanding the text?	(T) Use a text index and glossary independently and appropriately. (C) Identify ways that features support text meaning (e.g., maps, charts, illustrations).	3.1 A.3 3.1 a.4	Use a glossary or index to locate information Student created text feature charts Reading Conference checklist
What are the differences in various types of texts?	(T) Identify differences of various print formats, including newspapers, magazines, books, and reference resources.	3.1 A.1	Guided Class Discussions Reading Conference checklist
	Test Specification: (C) Interpret textual conventions. (C) Apply sophisticated understanding of phonetics to unfamiliar and complex words.		

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

<p><b>Strand B: Phonological Awareness Enduring understanding.</b>  <b>Proficient Readers have Phonologic Awareness</b></p>			
<p>How does the application of phonetics aid in the awareness of unfamiliar words?</p>	<p>(C) 1. Apply sophisticated understanding of phonetics to unfamiliar and complex words.</p>	<p>3.1 b.1</p>	<p>San Diego Word List                  Reading Conference checklist                  Developmental Reading Assesment (DRA)</p>

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

<p align="center"><b>Strand C: Decoding and Word Recognition</b>  <b>Proficient Readers use a variety of cues to decode and recognize words.</b></p>			
<p>How do the sound and rate of reading affect the recognition of written words?</p>	<p>(M) 1. Adjust reading speed appropriately for different purposes and audiences.                      (T) 2. Know and use sounds for an expanded range of prefixes and suffixes.                      (T) Use letter-sound correspondence, structural analysis (e.g., roots, affixes) and context to decode words.                      (T) Read silently for the purpose of increasing speed, accuracy, and fluency.</p>	<p>3.1 C.1                      3.1 c.4                      3.1 c.5                      3.1 c.6</p>	<p>Reading Conference Checklist                      Oral word assessment to observe different behaviors                      WADE</p>
<p>What strategies are necessary to decode unfamiliar words?</p>	<p>(T) Know and use common word families to decode unfamiliar words.                      (T) Recognize compound words, contractions, and abbreviations.                      (M) Apply self-correcting strategies to decode and gain meaning from print, both orally and silently.                      (T) Use context to identify and correctly use homographs.                      (T) Apply spelling and syllabication rules that aid in decoding and word recognition.</p>	<p>3.1 C.2                      3.1 C.3                      3.1 c.7                      3.1 c.8                      3.1 c.9</p>	<p>Teacher Observations of Oral Reading                      Reading Conference checklist                      San Diego Word List                      Running Record                      WADE                      Developmental Reading Assessment (DRA)</p>

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

<b>Strand D: Fluency</b> <b>Proficient Readers read with speed, accuracy, automaticity and proper expression</b>			
What does fluent reading sound like?	(C) Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks. (C) Read aloud with proper phrasing, inflection, and intonation.	3.1 D.1 3.1 d.3	Teacher Observations of Oral Reading Reading Conference Harcourt Fluency Assessment Informal Miscue Analysis Developmental Reading Assesment (DRA)
What strategies do readers use to enhance their fluency in different contexts?	(C) Read silently for the purpose of increasing speed, accuracy, and reading fluency. (M) Apply self-correcting strategies to decode and gain meaning from print, both orally and silently. (C) Identify and apply scanning, skimming, or careful reading as needed. (C) Identify the need to vary reading speed for different purposes.	3.1 D.2 3.1 d.4 3.1 d.5 3.1 d.6	Teacher Observations of Oral Reading Harcourt Fluency Assessment Running Record Informal Miscue Analysis

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

<p align="center"><b>Strand E: Reading Strategies (before, during, and after)</b>  <b>Proficient Readers apply strategies before, during, and after reading.</b></p>			
<p>What pre-reading strategies does the reader use?</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.8                      3.1 e.9</p>	<p>Guided Class and Small Group Discussions                      Locate and discuss unfamiliar vocabulary in text                      Developmental Reading Assesment (DRA)</p>
<p>What strategies does the reader 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.                      (T) Read ahead for clarification                      (T) Use 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>3.1 E.2                      3.1 E.3                      3.1 e.10                      3.1 e.11                      3.1 e.12                      3.1 e.13                      3.1 e.14</p>	<p>Large Bookmarks to take notes                      Use 7 Keys of Comprehension                      Mosaic Assessment                      Interview Rubric                      Developmental Reading Assesment (DRA)                      Observation checklist</p>

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

<p>What strategies do readers use after reading?</p>	<p>(T) Make revisions to text predictions during and after reading.                  (T) Self-generate questions to verify or expand understanding of the text.                  (T) Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).                  (M) Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.                  (M) Identify specific words or passages causing comprehension difficulties and seek clarification.</p>	<p>3.1 E.4                  3.1 E.5                  3.1 e.8                  3.1 e.9                  3.1 e.10</p>	<p>Journal Entry rubric                  Guided Class and Small Group                  Discussions                  Mosaic Assessment                  Student Self Assessment                  Creative response to text with a project                  Mosaic Assessment                  Interview Rubric                  Developmental Reading Assesment (DRA)                  Observation checklist</p>
	<p>Test Specifications:                  (C) Recognize a purpose for reading.                  (C) Paraphrase, retell, or interpret words, phrases, or sentences from the text.                  (C) Create mental images of text to enhance comprehension.</p>	<p>3.1 E.6                  3.1 E.7</p>	

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

<p align="center"><b>Strand F: Vocabulary Development</b>  <b>Proficient readers build vocabulary to develop concepts.</b></p>			
How do readers infer word meanings?	(T) Infer word meanings from learned roots, prefixes, and suffixes. (C) Infer specific word meanings in the context of reading passages.	3.1 F.1 3.1 F.2	Oral quiz on vocabulary Teacher Observations
What strategies do readers use to understand meanings of unfamiliar words?	(C) Identify and correctly use antonyms, synonyms, homophones, and homographs. (T) Use a grade-appropriate dictionary (independently) to define unknown words. (T) Begin to use a grade level thesaurus to identify word choices and meanings.	3.1 F.3 3.1 F.4 3.1 f.5	Oral quiz on vocabulary Guided Group Discussions Classify and analyze words
	<b>Test Specifications:</b> (C) Make tentative predictions of meaning.		

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

<b>Strand G: Comprehension Skills and Response to Text</b> <b>Proficient readers use a variety of skills to comprehend and respond to text</b>			
How does text structure aid comprehension?	(T) Employ common organizational patterns in text to support comprehension (e.g., headings, captions). (T) Identify the structures in drama. (C) Analyze information in graphs, charts, and diagrams that support the text. (C) Identify text structure in informational text (e.g. chronological order, problem solution, compare and contrast). C) Create various methods to respond to literature based on purpose or genre of text.	3.1 G.12 3.1 g.26 3.1 g.27 3.1 g.28 3.1 g.31	Graphic Organizers Journal Entry rubric Guided Class Discussion Reading Conference checklist

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

<p>*What strategies do good readers use?</p>	<p>(C) Recognize an author’s purpose and point of view.                  (T) Distinguish forms of literature, including poetry, drama, fiction, and nonfiction.                  (C) Begin to distinguish cause and effect, fact and opinion, main idea, sequence of events, and supporting details in nonfiction and fiction.                  (C) Construct meaning through text to self, text to text, and text to world connections.                  (C) Begin to self-generate how, why, and what-if questions in interpreting fiction/nonfiction texts.                  (T) Expand knowledge of literary devices in stories (e.g. similes, metaphors, personification, hyperbole).                  (T) Identify the sounds and structures in poetry.</p>	<p>3.1 G.2                  3.1 G.6                  3.1 G.8                  3.1 G.10                  3.1 G.11                  3.1 g.21                  3.1 g.22</p>	<p>Journal Entry rubric                  Guided Class and Small Group                  Discussions                  Graphic Organizers                  Student Self Assessment                  Mosaic Assessment                  Teacher Observation checklist</p>
--	---	--	---

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

<p>What strategies do good readers use? (cont.)</p>	<p>(T) Read regularly in materials appropriate for their independent reading level.                  (C) Identify idiomatic expressions.                  (T) Distinguish between major and minor details in fiction and non-fiction.</p>	<p>3.1 G.13                  3.1 g.29                  3.1 g.32</p>	
<p>How do good readers show comprehension?</p>	<p>(T) Cite specific evidence from text to support conclusions.                  (T) Respond to author’s use of humor, sarcasm, and imagery to extend meaning.                  (C) Discuss underlying themes across cultures in various texts.                  (C) Make judgments, form opinions, draw conclusions, and inferences from text.                  (T) Identify and summarize the main idea in informational and fictional texts.                  (C) Compare and contrast literary elements in stories (e.g. setting, characters, plot, point of view, and mood).                  (C) Follow simple, multiple-step written directions.                  (C) Understand author’s opinions and how they address culture, ethnicity, gender, and historical periods.                  (C) Evaluate text based on literary and personal value.</p>	<p>3.1 G.1                  3.1G.3                  3.1 G.4                  3.1 G.5                  3.1 G.7                  3.1 G.9                  3.1 g.23                  3.1 g.24                  3.1 g.30</p>	<p>Reports and Projects assessed by a rubric                  Journal Entry rubric                  Written Responses to assess comprehension based on rubric</p>

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

	<p><b>Test Specifications:</b>                  (C) Recognize a theme or central idea.                  (C) Recognize details that develop or support the main idea.                  (C) Extrapolate information.                  (C) Follow directions.                  (C) Recognize the organizational structure of the text.                  (C) Make judgments, form opinions, and draw conclusions.                  (C) Interpret literary elements.</p>	<p>3.1 G.14                  3.1 G.15                  3.1 G.16                  3.1 G.17                  3.1 G.18                  3.1 G.19                  3.1 G.20</p>	
--	---	---	--

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

<b>Strand H: Inquiry and Research</b> <b>Enduring Understanding: Proficient readers engage in inquiry and research.</b>			
How do readers use resources to locate information?	(T) Use library classification systems, print or electronic, to locate information. (T) Use multiple sources to locate information relevant to research questions.	3.1 H.1 3.1 h.6	Scavenger Hunt Observation Log Demonstrate research skills by locating information using books and technology through written projects Inquiry and Research Rubric
What strategies do readers use to conduct research?	(T) Develop and revise questions for investigations prior to, during, and after reading. (C) Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. (C) Interpret and use graphic sources of information, such as maps, graphs, timelines, or tables to address research questions. (C) Summarize and organize information by taking notes, and/or making charts or other graphic organizers. (C) Draw conclusions from information gathered from multiple sources. (C) Investigate a favorite author and produce evidence of research.	3.1 H.2 3.1 H.3 3.1 h.5 3.1 h.7 3.1 h.8 3.1 h.9	Graphic Organizers Note Taking Teacher Observation Inquiry and Research Rubric

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

<p>How do readers present the information gained from their research?</p>	<p>(C) Produce projects and reports using visuals, media, and/or technology to show learning and support the learning of an audience. (h.10)</p>	<p>3.1 h.10</p>	<p>Inquiry and Research Rubric</p>
---	--	-----------------	------------------------------------