

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>			
How do text features aid in comprehension?	(T) Use a text index and glossary appropriately. (T) Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).	3.1 A.1 3.1 A.2	Student created text feature chart
What is the purpose of print conventions? What are some common print formats?	(C). Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print. (T). Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources.)  <b>Test Specifications</b> Interpret textual conventions.	3.1 a.3 3.1 a.4 3.1 a.5	Student oral reading conference Student created bibliography (DAP)

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<b>B. Phonological Awareness (includes phonemic awareness)</b> <b>Proficient readers have phonologic awareness.</b>			
How does the application of phonetics aid in the awareness of unfamiliar words?	(C) Apply sophisticated understanding of phonetics to unfamiliar and complex words.	3.1 b.1	San Diego word list High Frequency word list Running reading record
<b>Strand C: Decoding and Word Recognition</b> <b>Proficient Readers use a variety of cues to decode and recognize words.</b>			
Why do readers adjust their reading rate?	(M) Adjust reading speed appropriately for different purposes and audiences. (C.1) (C) Read aloud in ways that reflect understanding of proper phrasing and intonation. (T) Read silently for the purpose of increasing speed, accuracy, and reading fluency.	3.1 C.1 3.1 C.3 3.1 C.4	Individual student oral reading conference Tape record student reading
How do readers decode and recognize words?	(M) Apply knowledge of letter-sound associations, language structures, and context to recognize complex words. (M) Apply self-correcting strategies to decode and gain meaning from print, both orally and silently. (T) Apply spelling and syllabication rules that aid in decoding and word recognition.	3.1 C.2 3.1 c.5 3.1 c.6	San Diego word list Running record WAWA Informal teacher observation Guided reading literacy groups

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<b>Strand D: Fluency</b> <b>Proficient Readers read with speed, accuracy, automaticity and proper expression</b>			
What do fluent readers do? *Why do readers vary their rate? *What strategies do fluent readers use?	(C) Read silently for the purpose of increasing speed, accuracy, and reading fluency. (C) Read various genres aloud in ways that reflect proper phrasing and intonation. (C) Adjust reading speed appropriately for different purposes and audiences (T) Apply scanning, skimming, or careful reading as needed. (C) Identify the need to vary reading speed for different purposes. (M) Apply self-correcting strategies to decode and gain meaning from print, both orally and silently.	3.1 D.3 3.1 D.2 3.1 D.1 3.1 d.5 3.1 d.6 3.1 D.4	Harcourt fluency assessments Reading conference Tape record student reading Running record Informal teacher observation Anecdotal notes

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<b>Strand E: Reading Strategies (before, during, and after)</b> <b>Proficient Readers apply strategies before, during, and after reading.</b>			
When do readers use comprehension strategies? * How do good readers prepare to read a text? *What strategies do good readers use in the act of reading text?	E. Readers use comprehension strategies before, during and after reading.  <b>Before:</b> (T) Activate prior knowledge and anticipate what will be read or heard. (T) Set goals for reading. (T) Recognize author’s purpose. (T) Create mental images of text to enhance comprehension. (T) Make connections to self, text, and/or world. (T) Use Reference aids for word meanings when reading.  <b>During:</b> (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.	3.1 E.1 3.1 e.9 3.1 e.10 3.1 e.14 3.1 e.15 3.1 E.5 3.1 E.2 3.1 E.4 3.1 e.1 3.1 E.3 3.1 e.12 3.1 e.13 3.1 e.16 3.1 E.7 3.1 E.8 3.1 e.14	Anchor charts Keene: Major Points Interview Literature Circle responses and class discussions Graphic organizers Journal responses: single and double entries Student self assessment Anecdotal notes Individual student conference Use of "Post-it" notes, Think marks Participation in Book Talks and literacy groups

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<p>*What strategies do good readers use after reading text?</p>	<p><b>After:</b>                      (T) Make revisions to text predictions during and after reading.                      (T) Self-generate questions to verify or expand understanding of the text.                      (T) Apply graphic organizers to illustrate key concepts and relationships in a text.</p> <p><b>Test Specifications</b>                      (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>		

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<b>Strand F: Vocabulary Development</b> <b>Proficient readers build vocabulary to develop concepts.</b>			
How does vocabulary development aid in comprehension?	(T) Infer word meanings from learned roots, prefixes, and suffixes. (C) Infer specific word meanings in the context of reading passages. (C) Identify and correctly use antonyms, synonyms, homophones, and homographs. (T) Use a grade-level appropriate dictionary independently to define unknown words. (T) Use a thesaurus to identify alternative word choices and meanings. Test Specifications (C) Make tentative predictions of meaning.	3.1 F.1 3.1 F.2 3.1 F.3 3.1 F.4 3.1 f.6 3.1 F.5	Informal teacher observation/anecdotal notes Student conferences

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<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 the author impact text?	(C) Discuss author’s purpose, views, and beliefs. (T) Recognize historical and cultural biases and different points of view. (T) Recognize persuasive and propaganda techniques used to influence readers.	3.1 G.1 3.1 G.6 3.1 G.5	Student conferences
How does knowledge of literary elements aid and enhance comprehension?	(C) Identify genre by their distinctive elements (e.g. tall tale-exaggeration). (T) Explain how authors use humor, sarcasm, and imagery to extend meaning. (T) Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly. (T) Evaluate the importance of literary elements in stories (e.g. setting, characters, plot, point of view, and mood.) (T) Recognize and interpret literary devices in text (e.g. simile, metaphor, personification, alliteration) (C) Interpret idiomatic expressions.	3.1 G.2 3.1 g.27 3.1 G.7 3.1 G.12 3.1 G.13 3.1 G.17	Anchor charts Keene: Major Points Interview Literacy Circle responses and class discussions Graphic organizers Journal responses: single and double entries 5Ws summary Story map Illustration of idioms Student self assessment Anecdotal notes District benchmark assessment

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How do text structures and features help readers to comprehend?	C) Distinguish cause and effect, fact and opinion, main idea, sequence of events, and supporting details in nonfiction and fiction. (C) Follow complex written directions. (T) Respond to the elements of sound and structure in poetry. (T) Utilize common organizational patterns in text that support comprehension (e.g., headings, captions). (T) Identify the structures in drama. (T) Integrate information in graphs, charts and diagrams that support the text. (C) Identify text structure in informational text (e.g. cause and effect).	3.1 G.3 3.1 g.29 3.1 g.14 3.1 G.10 3.1 G.15 3.1 g.31 3.1 G.11	

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Which comprehension strategies do good readers use when interacting with text?	(C) Cite relevant evidence from text to support conclusions. (C) Anticipate and construct meaning by making conscious connections to self, an author, and others. (C) Self generate how, why, and what-if questions in interpreting fiction/nonfiction texts. (C) Cite relevant evidence from text to support judgments, opinions, generalizations, conclusions or inferences. (T) Distinguish between major and minor details in fiction and non-fiction. (T) Summarize main idea in informational and fictional texts.	3.1 g.25 3.1 G.4 3.1 g.26 3.1 G.9 3.1 G.8 3.1 g.28	

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How do good readers practice their skills?	(T) Read regularly in materials appropriate for their independent reading level. (C) Self-select a variety of literary and informational texts by author, genre, topic, or theme.	3.1 G.16 3.1 g.30	Reading log of independent selections
How do young readers judge text?	(C) Evaluate text based on literary and personal value. (C) Respond to literature in a variety of ways based on purpose or genre of text.  <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.	3.1 g.32 3.1 g.33 3.1 G.18 3.1 G.19 3.1 g.20 3.1 G.21 3.1 G.22 3.1 G.23 3.1 G.24	

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<b>Strand H: Inquiry and Research</b> <b>Proficient readers engage in inquiry and research.</b>			
How do reading skills aid in inquiry and research?	(T) Use library classification systems, print or electronic, to locate information. (T) Develop and revise questions for investigations prior to, during, and after reading. (T) Use multiple sources to locate information relevant to research questions. (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, outlining ideas, and/or making charts. (C) Draw conclusions from information gathered from multiple sources.	3.1 H.1 3.1 H.2 3.1 H.3 3.1 H.4 3.1 H.6 3.1 H.7 3.1 H.5 3.1 H.8 3.1 h.9	Informal teacher observation/anecdotal notes Student project