

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 alphabet?	(C) Identify all upper and lower case letters. (C) Sequence letters in alphabetical order. (C) Distinguish letters from words.	3.1 a.7 3.1 a.8 3.1 A.2	Informal teacher observation <b>KDG Assessment</b> Writing samples Anecdotal notes/conferencing Checklist
How is speech recorded?	(C) Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment) and identify print in their environment. (C/M) Recognize that print represents spoken sentences.	3.1 A.1 3.1 A.5	Informal teacher observation KDG Assessment Writing samples A anecdotal notes/conferencing Checklist
How are words recorded in sentences?	(C) Recognize that words are separated by spaces. (C) Follow words left to right and from top to bottom.	3.1 A.3 3.1 A.4	Informal teacher observation Anecdotal notes/conferencing Writing samples Checklist
What is a book?	(C) Demonstrate understanding of the function of a book and its parts, including front and back and title page.	3.1 A.6	Informal teacher observation Anecdotal notes/conferencing

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

<p align="center"><b>B. Phonological Awareness (includes phonemic awareness)</b>  <b>Proficient readers have phonologic awareness.</b></p>			
<p>How do letter sounds make words?</p>	<p>(C) Demonstrate understanding that spoken words consist of sequences of phonemes.                      (C) Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.                      (C) Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).                      (C) Identify many, though not all, one-to-one letter-sound correspondences.                      (C) Given a spoken word, produce another word that rhymes with it.</p>	<p>3.1 B.1                      3.1 B.2                      3.1 B.3                      3.1 B.4                      3.1 B.5</p>	<p>Informal teacher observation  <b>KDG Assessment</b>                      Writing samples                      Anecdotal notes/conferencing                      Checklist</p>

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

<p style="text-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 letters make words?</p>	<p>(C) Recognize some words by sight.                      (C) Recognize and name all uppercase and lowercase letters of the alphabet.                      (C) Recognize and read one’s name.                      (C) Use knowledge of sound-symbol correspondence to sound out words during class activities.</p>	<p>3.1 C.1                      3.1 C.2                      3.1 C.3                      3.1 c.4</p>	<p>Informal teacher observation  <b>KDG Assessment</b>                      Writing samples                      Anecdotal notes/conferencing                      Checklist                      Running records</p>
<p>What helps in recognizing words?</p>	<p>(C) Use picture clues to identify words.                      (C) Recognize and read predictable text.</p>	<p>3.1 c.5                      3.1 c.6</p>	<p>Informal teacher observation                      Anecdotal notes/conferencing                      Checklist                      Running records</p>

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

**Strand D: Fluency**

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

<p>How should reading sound?</p>	<p>(T/C) Practice reading behaviors such as retelling, reenacting, or dramatizing stories.                  (C/M) Recognize when a simple text fails to make sense when listening to a story read aloud.                  (C) Follow along in books, message charts, etc. while text is read aloud.                  (C) Read predictable text with fluency.                  (C) Read wordless books.</p>	<p>3.1 D.1                  3.1 D.2                  3.1 D.3                  3.1 d.5                  3.1 d.6</p>	<p>Informal teacher observation  <b>KDG Assessment</b>                  Anecdotal notes/conferencing                  Checklist                  Running records                  Reader's Theatre</p>
<p>How do you respond to what is being read?</p>	<p>(C) Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).</p>	<p>3.1 D.4</p>	<p>Informal teacher observation                  Anecdotal notes/conferencing                  Affective primary reading survey</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 E: Reading Strategies (before, during, and after)</b>  <b>Proficient Readers apply strategies before, during, and after reading.</b></p>			
<p>What do you do before reading to understand text?</p>	<p>(C) Track or follow print when listening to a familiar text being read.                      (T) Think ahead and make simple predictions when listening to text.                      (C) Book walk with the teacher.                      (C) Make predictions based on illustrations or portions of stories.</p>	<p>3.1 E.1                      3.1 E.2                      3.1 e.6                      3.1 e.7</p>	<p>Informal teacher observation                      Anecdotal notes/conferencing                      Checklist                      Reading response circles</p>
<p>What do you do during reading to understand text?</p>	<p>(T) Use picture clues to aid understanding of story content.                      (M) Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher.                      (C) "Read" familiar materials from memory, not necessarily verbatim from the print alone.</p>	<p>3.1 E.3                      3.1 E.4                      3.1 E.5</p>	<p>Informal teacher observation                      Anecdotal notes/conferencing                      Checklist                      Reading response circles</p>
<p>What do you do after reading to understand text?</p>	<p>(C) Retell fiction and nonfiction text.</p>	<p>3.1 e.8</p>	<p>Informal teacher observation                      Anecdotal notes/conferencing                      Checklist                      Graphic organizers                      Reading response circles</p>

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

<b>Strand F: Vocabulary Development</b> <b>Proficient readers build vocabulary to develop concepts.</b>			
What is vocabulary?	(C) Identify and sort words in basic categories. (C) Explain meanings of common signs and symbols.	3.1 F.2 3.1 F.3	Informal teacher observation Anecdotal notes/conferencing Checklist Graphic organizers Word wall Reading response circles
How does vocabulary grow?	(C) Develop vocabulary and concepts through meaningful, concrete and multisensory experiences. (M) Use new vocabulary and grammatical construction in own speech. (T) Use a word wall to reinforce vocabulary. (T) Build vocabulary and concepts through shared conversation and varied listening experiences. (T) Use picture cues to enhance concept development. (C) Listen to text above-grade level (e.g.: picture or chapter books) to increase vocabulary.	3.1 F.1 3.1 F.4 3.1 f.5 3.1 f.6 3.1 f.7 3.1 f.8	Informal teacher observation Anecdotal notes/conferencing Checklist Writing samples- examples: journal writing creative writing Discussions Reading response circles

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

<b>Strand G: Vocabulary and Concept Development</b> <b>Proficient readers use a variety of skills to comprehend and respond to text</b>			
What do good readers do to comprehend?	(C) Respond to a variety of poems and stories through movement, art, music, and drama. (C) Verbally identify the main character, setting, and important events in a story read aloud. (C) Retell a story read aloud using main characters and events. (C) Participate in shared reading experiences. (C) Make predictions based on illustrations or portions of stories. (C) Relate prior experiences to new ideas gleaned from listening to text. (C) Respond to fiction and nonfiction text through pictures and verbal sharing to convey understanding. (T) Build familiarity with genres of text, including storybooks, fairytales, folktales, expository texts, poetry, and newspapers.	3.1 G.1 3.1 G.2 3.1 G.4 3.1 G.5 3.1 G.6 3.1 g.7 3.1 g.8 3.1 g.9	Informal teacher observation Anecdotal notes/conferencing Checklist Graphic organizers Responses to text (verbal, pictorial, written) Discussions Reading response circles

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

<p>How do good readers demonstrate good comprehension?</p>	<p>(C) Identify favorite books and stories.                  (T) Build familiarity with genres of text, including storybooks, fairytales, folktales, expository texts, poetry, and newspapers.                  (C) Express opinion about text.                  (C) Listen or read stories for enjoyment.                  (C) Select books and other sources of reading during free time.                  (C) Share excitement of experiences with listening, reading, and exploring print.                  (T) Follow pictorial, verbal and/or written directions.                  (C) Listen and discuss multi-cultural and holiday literature.</p>	<p>3.1 G.3                  3.1 g.10                  3.1 g.11                  3.1 g.12                  3.1 g.13                  3.1 g.14                  3.1 g.15</p>	<p>Informal observation                  Anecdotal notes                  Conferencing                  Checklist                  Graphic organizers                  Culminating projects                  Discussions                  Reading log of independent selections                  Reading response circles                  Affective primary reading survey</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 H: Inquiry and Research</b>  <b>Proficient readers engage in inquiry and research.</b></p>			
Where do you find different types of books?	(T) Locate and know the purposes for various literacy areas of the classroom and the library/media center. (T) Choose books related to topics of interest.	3.1 H.1 3.1 H.2	Informal teacher observation Anecdotal notes/conferencing Reading survey Reading log of independent selections Literature circles Affective primary reading survey

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

<p>Where do you find information?</p>	<p>(T) Explore topic based centers to broaden interest and develop meaning.                  (T) Use picture cues/icons and basic symbols to navigate electronic sources.                  (T) Listen and provide verbal evidence of fiction and nonfiction comprehension.                  (C) Identify parts of globes &amp; maps and their purposes.                  (T) Reference sound charts. (For bilingual students, sensitivity must be heightened with regard to sound/symbol reference (i.e.: alphabet cards should use pictures that have the same initial sounds in English/Spanish)                  (T) Use a graphic organizer (i.e.: pictorial representation) to aid comprehension.</p>	<p>3.1 H.3                  3.1 h.4                  3.1 h.5                  3.1 h.6                  3.1 h.7                  3.1 h.8</p>	<p>Informal observation                  Anecdotal notes/conferencing                  Discussions                  Reading response circles</p>
---------------------------------------	--	---	--