

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
Strand A: Concepts About Print Proficient Readers use concepts about print to navigate text			
How do you read text?	(T) Match oral words to printed words (e.g., pointing to print as one reads). (C) Practice reading print in the environment at school and at home with assistance. C) Identify that sentences begin with a capital and end with a punctuation mark.	3.1 A.1 3.1 A.2 3.1 a.5	Running record Anecdotal notes/conferencing (checklist) Informal teacher observation Checklist
When and why do you use text?	(C) Identify favorite books and stories. (C) Retell a story read aloud using main characters and events. (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 though pictures and verbal sharing to convey understanding.	3.1 A.3 3.1 A.4 3.1 a.6 3.1 a.7 3.1 a.8	Reading survey Informal teacher observation Anecdotal notes/conferencing Written responses Discussions Checklist primary reading survey Affective

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. Phonological Awareness (includes phonemic awareness) Proficient readers have phonologic awareness.			
How do letters make sounds?	(C) Demonstrate understanding of all sound- symbol relationships. (C) Add, delete, or change sounds to change words (e.g., cow to how, cat to can). (C) Recognize that some sounds can be represented by multiple letters and one letter can represent multiple sounds. (C) Categorize and/or distinguish words based on sound differences (ex: long and short vowels) and sound similarities.	3.1 B.1 3.1 B.5 3.1 b.6 3.1 b.7	Running record Anecdotal notes/conferencing Informal teacher observation Writing samples WAWA Checklist
How do sounds make words?	(C) Blend or segment the phonemes of most one-syllable words. (C) Listen and identify the number of syllables in a word. (C) Merge spoken segments into a word.	3.1 B.2 3.1 B.3 3.1 B.4	Running record Anecdotal notes/conferencing Informal teacher observation Writing samples Checklist

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
<p>Strand C: Decoding and Word Recognition Proficient Readers use a variety of cues to decode and recognize words.</p>			
<p>How does a reader decode words?</p>	<p>(C) Identify all vowel and consonant sounds in spoken and written words (including blends such as bl, br; and digraphs such as th, wh, vowel combinations). (C) Recognize and use rhyming words to reinforce decoding skills. (C) Decode regular one-syllable words and nonsense words (e.g., sit, zot). (C) Use sound-letter correspondence knowledge to sound out unknown words when reading text. (C) Decode unknown words using basic phonetic analysis. (C) Decode unknown words using context clues (semantics and syntax). (C) Decode words using simple inflected endings (s, ed, ing) with support. (C) Look for known chunks or small words to attempt to decode an unknown word.</p>	<p>3.1 C.1 3.1 C.2 3.1 C.3 3.1 C.4 3.1 C.6 3.1 C.7 3.1 c.8 3.1 c.11</p>	<p>Running record Anecdotal notes/conferencing WAWA San Diego Writing samples Informal teacher observation- examples: guided reading reading response circles choral reading partner reading echo reading Checklist</p>

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
How do you develop a word bank?	(C) Recognize high frequency words in and out of context. (C) Decode basic abbreviations (Mr., Ms., etc.). (C) Recognize some compound words.	3.1 C.5 3.1 c.9 3.1 c.10	Same as above

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
Strand D: Fluency Proficient Readers read with speed, accuracy, automaticity and proper expression			
What does a fluent reader do?	(C) Answer questions correctly that are posed about stories and nonfiction texts read. (C) Begin to read simple text with fluency. (C) Read with fluency both fiction and nonfiction that is grade-level appropriate. (C) Track text appropriately. (C) Engage in choral reading. (C) Reread text with fluency and in a manner that sounds like natural speech. (C) Use proper inflection using endpoints. (C) Read silently for an appropriate period of time.	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	Running record Anecdotal notes/conferencing Informal teacher observation- examples: guided reading reading response circles choral reading partner reading Checklist Reader's Theatre

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
Strand E: Reading Strategies (before, during, and after) Proficient Readers apply strategies before, during, and after reading.			
What do you do before reading to understand text?	(M) Establish a purpose for reading and adjust reading rate. (C) Book walk independently. (T) Learn vocabulary to prepare for text comprehension.	3.1 E.2 3.1 e.8 3.1 e.9	Anecdotal notes/conferencing Discussions K-W-L chart Graphic organizers Informal teacher observation- examples: guided reading reading response circles
What do you do during reading to understand text?	(M) Use prior knowledge to make sense of text. (M) Use pictures as cues to check for meaning. (M) Check to see if what is being read makes sense. (M) Monitor their reading by using fix-up strategies (e.g., searching for clues). (T) Make predictions based on illustrations and text. (T) Use K-W-L strategy to facilitate text comprehension with teacher guidance. (C) Confirm or revise predictions based on reading. (T) Skip difficult words in an effort to read on and determine meaning. (T) Return to the beginning of a sentence and try again.	3.1 E.1 3.1 E.3 3.1 E.4 3.1 E.5 3.1 e.10 3.1 e.11 3.1 e.12 3.1 e.13 3.1 e.14	Anecdotal notes/conferencing Discussions Graphic organizers Informal teacher observation- examples: guided reading reading response circles Checklist

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
What do you do after reading to understand text?	(T) Use basic graphic organizers to build on experiences and extend learning. (M) Begin to apply study skills strategies to assist with retention and new learning (e.g., survey, question, read, recite, & review—SQ3R). (T) Re-read text for fluency, comprehension, and specific information.	3.1 E.6 3.1 E.7 3.1 e.15	Anecdotal notes/conferencing Discussions Graphic organizers Written responses Culminating projects/presentations Informal teacher observation

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
Strand F: Vocabulary Development Proficient readers build vocabulary to develop concepts.			
How does vocabulary grow?	(C) Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words. (C) Use and explain common antonyms, synonyms, and homonyms. (C) Comprehend common and/or specific vocabulary in informational texts and literature. (T) Use dictionary and other resources with assistance to build vocabulary. (T) Continue to develop vocabulary and concepts through multisensory means. (T) Use picture and context clues to enhance vocabulary and concept development. (T) Build larger vocabulary and concepts through shared conversation and varied listening & reading experiences. (T) Use a word wall to reinforce vocabulary. C) Classify words into categories. (C) Listen to text above-grade level (e.g.: picture or chapter books) to increase vocabulary.	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 3.1 f.9 3.1 f.10	Anecdotal notes/conferencing Discussions San Diego Graphic organizers K-W-L chart Written responses Informal teacher observation High frequency word list Running records Word wall Checklist

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
Strand G: Comprehension Skills and Response to Text Proficient readers use a variety of skills to comprehend and respond to text			
What comprehension strategies do good readers use?	(C) Draw simple conclusions from information gathered from pictures, print, and people. (T) Demonstrate familiarity with genres of text, including storybooks, fairytales, folktales, expository texts, poetry, and newspapers. (C) Sequence information learned from text into a logical order to retell facts. (C) Identify, describe, compare, and contrast the elements of plot, setting, and characters. (C) Make simple inferences. (C) Make predictions based on illustrations and text. (C) Confirm or revise predictions based on reading. (C) Listen to and read nonfiction text (including biographies, magazines, etc). (C) Respond to text through projects, discussions, journal entries, etc. (T) Use personal knowledge to process meaningful elements of fiction & nonfiction text.	3.1 G.1 3.1 G.2 3.1 G.3 3.1 G.4 3.1 G.5 3.1 g.8 3.1 g.10 3.1 g.11 3.1 g.12 3.1 g.13 3.1 g.14 3.1 g.15 3.1 g.19	Anecdotal notes/conferencing Discussions K-W-L chart Graphic organizers Written responses Informal teacher observation Running records Word wall Reading log of independent selections Checklist Affective primary reading survey

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
What comprehension strategies do good readers use?	(T) Use basic graphic organizers to aid comprehension. (C) Retell, summarize, and identify main idea of fiction and nonfiction text. (C) Express a personal response to text. (C) Listen, read, and discuss multi-cultural, holiday, and other literature.	See above.	
How do good readers demonstrate comprehension?	(C) Confirm or revise predictions based on reading. (T/C) Select books, choose roles, and share with classmates. (C) Select reading materials for pleasure. (C) Follow simple directions	3.1G.6 3.1G.7 3.1g.9 3.1g.16 3.1g.17 3.1g.18	Same as above

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
Strand H: Inquiry and Research Proficient readers engage in inquiry and research.			
When does a reader need to do research?	(T/M) Develop and explore questions related to a topic of interest. (C) Read a variety of fiction and nonfiction, and produce evidence of reading comprehension. (T) Listen to a variety of fiction and nonfiction and provide verbal evidence of comprehension.	3.1 H.1 3.1 H.3 3.1 h.4	K-W-L chart Anecdotal notes/conferencing Discussions Informal teacher observation Graphic organizers
How does a good reader research?	(M) Draw conclusions from information and data gathered. (T) Use basic resources (word walls, word bank, dictionaries) to increase vocabulary. (M) Locate information using alphabetical order with assistance. (T) Use basic graphic organizers to aid comprehension with peer or teacher assistance. (T) Use icons and search engines to locate information via electronic sources with assistance. (T) Use classroom resources (thematic displays, books, centers) to locate information. (T) Use library as a resource for additional information. (C) Locate places and information on globes, maps, timelines, etc.	3.1 H.2 3.1 h.5 3.1 h.6 3.1 h.7 3.1 h.8 3.1 h.9 3.1 h.10 3.1 h.11	Informal teacher observation Checklists Projects Writing samples Anecdotal notes/conferencing