

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

| Time Frame: Months or # of Days | Essential Questions Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment |
|---|---|--|---|--|
| | Writing | Strand A: Writing as a Process | | |
| The Writing Curriculum is spiral in nature with many strands running through the entire year. | What is the process all good writers follow to produce a quality product? | <p>Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.</p> <p>Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.</p> | 3.2 A.3 3.2 A.6 | Writer's notebook containing guide pages for the writing process Recording sheets for students i.e.,brainstorming list, graphic organizers, checklists, genre criteria, and exemplars |
| Therefore adjust time frames based on class need. | How does revision strengthen a piece of writing? | <p>Reflect on own writing, noting strengths and areas needing improvement.</p> <p>Review work for clarity, organization, and fluency.</p> <p>Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.</p> <p>Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.</p> <p>Improve the clarity of writing by rearranging words, sentences, and paragraphs.</p> <p>Use paragraphs effectively.</p> <p>Review own writing with others to understand the readers' perspective and to consider and incorporate ideas for revision.</p> | 3.2 A.14 3.2 A.10 3.2 A.8 3.2 B.6 3.2 a.14 3.2 A.9 | Student work samples in stages of process Teacher/student writing conference Anecdotal records Status of the class chart Peer conferencing checklist (Handbook for generic questions and forms) |

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

| Time Frame: Months or # of Days | Essential Questions Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment |
|---------------------------------------|--|---|--|---|
| | How does editing enhance the writing piece? | Review and edit work for spelling and usage. Publish a piece as the final step in the writing process. | 3.2 A.10 3.2 a. 15 | Student writing piece taken though all stages of the writing process following a conference |
| | What tools/concepts does a writer need to use to complete any given genre? | Develop an awareness of form, structure, and author's voice in various genres. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing. Make decisions about the use of precise language, including adjectives, adverbs, verbs, any specific details and justify choices made. Understand and apply the elements of a scoring rubric to improve and evaluate writing. Use a variety of reference materials to edit work. Review own writing with others to understand the readers' perspective and to consider and incorporate ideas for revision. Use computer writing applications during the writing process. | 3.2 A.4 3.2 A.5 3.2 A.7 3.2 A.13 3.2 A.11 3.2 A.9 3.2 A.12 | Participation in discussion of picture books and structures Use of graphic organizers Class generated word lists of overused words and interesting words Use state or district designed genre specific rubrics Use peer editing checklists (Handbook) |

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

| Time Frame: Months or # of Days | Essential Questions Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment |
|---------------------------------------|--|--|--|--|
| | | Strand B: Writing as a Product | | |
| | Which genres are grade appropriate for student writing? | <p>Write grade appropriate, multi-paragraph, narrative and expository pieces across curricula.</p> <p>Write stories with multiple paragraphs that develop a situation or plot, describe the setting and include an ending.</p> <p>Write informational compositions with multiple paragraphs that present important ideas, provide details, and offers a concluding paragraph.</p> <p>Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based).</p> <p>Write various types of prose, such as short stories, biographies, autobiography, or memoir that contain narrative elements.</p> <p>Write various forms of poetry.</p> <p>Write clearly and appropriately for various types of test situations.(e.g., speculative prompt, poetry prompt, and response to reading).</p> | <p>3.2 B.2</p> <p>3.2 A.1</p> <p>3.2 A.2</p> <p>3.2 B.2</p> <p>3.2 B.4</p> <p>3.2 b.11</p> <p>3.2 b.10</p> | <p>Student self-selected writing samples</p> <p>Teacher and student scored writing pieces using genre specific rubric</p> <p>MSD District portfolio requirements (TBD)</p> <p>Informational composition directly related to the social studies curriculum (topic TBD)</p> <p>Monthly responses to reading prompt and quarterly responses to persuasive and speculative prompts (NJASK preparation)</p> |
| | Which elements do good writers include in any final product? | <p>Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.</p> <p>Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.</p> <p>Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.</p> <p>Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.</p> <p>Prepare a bibliography page for reports or research papers.</p> | <p>3.2 B.10</p> <p>3.2 B.5</p> <p>3.2 B.9</p> <p>3.2 B.7</p> | <p>Student will recognize, list, and discuss the elements of each genre's organizational structure.</p> <p>Student writing will mirror the explicit instruction of organizational structures: appropriate opening, sequence and conclusion within each writing genre.</p> |

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

| | | | | |
|--|--|--|--|--|
| | | <p>Test Specifications Respond clearly and appropriately to a given prompt. Select a focus and appropriate details to support it. Organize the response to include an introduction, appropriate transitions, and a conclusion. Use varied sentence structure and word choice. Use elaboration to engage the audience. Synthesize information from a variety of sources in a written response.</p> | | |
|--|--|--|--|--|

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

| Time Frame: Months or # of Days | Essential Questions Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment |
|---------------------------------------|--|--|--|---|
| | | Strand C: Mechanics, Spelling, and Handwriting | | |
| | What conventions of print do good writers use? | <p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.</p> <p>Use knowledge of English grammar and usage to express ideas effectively.</p> <p>Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.</p> <p>Use increasingly complex sentence structure (Simple, compound and complex sentences) and syntax to express ideas.</p> <p>Use quotation marks and related punctuation correctly in passages of dialogue.</p> <p>Use correct capitalization, punctuation, commas, colons throughout writing. Edit for such.</p> | <p>3.2 C.1</p> <p>3.2 C.3</p> <p>3.2 C.7</p> <p>3.2 C.2</p> <p>3.2 C.5</p> <p>3.2 C.4</p> <p>3.2 C.8</p> | <p>Pre and post tests of discrete grammar and usage skills (Sources: Writer's Express, Harcourt Language Handbook, MUG Shots)</p> <p>Student/teacher writing conference</p> <p>Student writing notebook with drafts and portfolio with published pieces accompanied by a writer's self-reflection</p> |
| | | <p>Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.</p> <p>Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones.</p> <p>Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.</p> <p>Write legibly in manuscript or cursive to meet district standards.</p> | <p>3.2 C.6</p> <p>3.2 c.11</p> <p>3.2 C.9</p> <p>3.2 C.10</p> | <p>Spelling TBD by LA Committee Reference materials should be consistent at grade levels across district</p> <p>Cursive mandatory by September</p> |
| | | <p>Test Specifications</p> <p>Use conventions of print and literary forms.</p> <p>Revise and edit a passage for content/organization, usage, sentence construction, and mechanics.</p> | | |

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

| Time Frame: Months or # of Days | Essential Questions Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment |
|--|--|--|--|---|
| Strand D: Writing Forms, Audiences and Purposes | | | | |
| | What structural characteristics does a good writer include in a given genre? | Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing. Organize paragraphs sequentially using topic sentences. Use appropriate transitions between and within paragraphs to signal specific form of writing. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters). Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page. | 3.2 D.3 3.2 D.6 3.2 D.5 3.2 D.7 3.2 D.8 3.2 D.9 | Student self-edited original personal narrative and other selected genres Student submits a published curriculum based research report following specific guidelines. (Focused topic, 2/3 pages, simple outline to organize notes, introduction, body, closing, paraphrase information from a variety of sources, relevant graphics, works consulted page) Student will conference with teacher throughout process. |
| | | Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed. Demonstrate the ability to write friendly/business letters in correct format and coherent style. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, compare/contrast, and order of importance. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, and photographs). | 3.2 D.10 3.2 D.11 3.2 D.12 3.2 D.14 | Student self-edited essay using genre specific criteria checklists or rubrics Student writing will reflect awareness of appropriate text structure Student will include appropriate text features in writing |

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

| Time Frame: Months or # of Days | Essential Questions Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment |
|---------------------------------------|--|--|---|--|
| | How does knowledge of audience influence good writing? | Demonstrate the development of a personal style and voice in writing. Gather, select, and organize information appropriate to a topic, task, and audience. | 3.2 D.15 3.2 D.2 | Student writing in which the reader senses the person behind the words. |
| | Why do writers write? | Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community). Develop independence by setting self-selected purposes and generating topics for writing by writing daily for sustain amounts of time. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature. Review scoring criteria of relevant rubrics. Develop a collection of writings (e.g., a literacy folder or portfolio). Test Specifications Use language appropriate to the audience. | 3.2 D.1 3.2 d.18 3.2 d. 19 3.2 D.13 3.2 D. 16 3.2 D.17 | Determine author's purpose through a variety of picture book read alouds Students identify purpose as part of planning process Reader's notebook: responses to class novels, personal reading, literature circles incorporating teacher/student established criteria Response to reading scored with NJ rubric Three column response to learning (topic, details, personal response) Student applies knowledge of NJ rubric to previously scored writing samples of self and others Student's writing notebook and writing portfolio |

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

| Time Frame: Months or # of Days | Essential Questions Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment |
|--|---|--|---|---|
| | Speaking | Strand A: Discussion | | |
| | How does a speaker effectively communicate his thinking? | Use details, examples and reasons to support central ideas or clarify a point of view. Stay focused on a topic and ask relevant questions. Take turns without dominating. Respond orally to literature. Participate in class discussion appropriately. | 3.3 A.1 3.3 A.2 3.3 A.3 3.3 a.4 3.3 a.5 | Anecdotal observation of student participation in class discussion literature circles, book clubs, etc. Literature circle rubric Student self reflection rubric for literature circles |
| | | | | |
| | | Strand B: Questioning (Inquiry) and Contributing | | |
| | How does questioning aid in and deepen understanding? How can questioning be used in group situations? | Respond orally by adding questions and comments while integrating knowledge. Use interview techniques to develop inquiry skills. Explore concepts by describing, narrating, or explaining how and why things happen. Discuss information heard, offer personal opinions, and ask for restatement or general explanations to clarify meaning. Reflect and evaluate information learned as a result of inquiry. Solve a problem or understand a task through group cooperation. Demonstrate use of a variety of questions, including literal, inferential, and evaluative questions. | 3.3 B.1 3.3 B.2 3.3 B.3 3.3 B.4 3.3 B.5 3.3 B.6 3.3 b.7 | Student participation in class discussion/literature circle, etc. Discussion rubric Student-led interview using 5 W's on appropriate curriculum-based topic Anecdotal observation with checklist Self-reflection: "Did I ask the right question?" Curriculum specific group task related to social studies, math, etc. Anecdotal observation using checklist correlated to Bloom's Taxonomy |
| | | | | |
| | | Strand C: Word Choice | | |
| | How does a specific situation dictate word choice? | Use convincing dialogue to role-play short scenes involving familiar situations or emotions. Use varied word choices to clarify, illustrate, and elaborate. Use figurative language purposefully in speaking situations Select and use suitable vocabulary to fit a range of audiences. Adapt language to persuade, explain, or seek information. | 3.3 C.1 3.3 C.2 3.3 C.3 3.3 C.4 3.3 c.5 | Student participation in presentations, skits, etc. to demonstrate appropriate word choice |
| NJCCS- UPPER CASE MSD Curric lower case | | | | |

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

| | | | | |
|------------------------|--|---|--|---|
| | | Strand D: Oral Presentation | | |
| | What are the characteristics of a quality oral presentation? | <p>Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to audience of peers, younger students, and/or parents.</p> <p>Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement.</p> <p>Use clear, precise, organized language that reflects the conventions of spoken English.</p> <p>Use visuals such as charts or graphs when presenting for clarification.</p> <p>Use props effectively while speaking.</p> <p>Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.</p> <p>Use several verbal and nonverbal elements of delivery (e.g., eye contact, stance) to maintain audience focus.</p> <p>Understand and use criteria from a rubric to improve oral presentation.</p> <p>Incorporate peer feedback and teacher suggestions for revision in content, organization, and delivery.</p> <p>Speak for a variety of audiences and purposes.</p> <p>Read aloud with fluency.</p> | <p>3.3 D.1</p> <p>3.3 D.2</p> <p>3.3 D.3</p> <p>3.3 D.4</p> <p>3.3 D.5</p> <p>3.3 D.6</p> <p>3.3 D.7</p> <p>3.3 D.9</p> <p>3.3 D.10</p> <p>3.3 d.11</p> <p>3.3 D.8</p> | <p>Oral presentation of written research paper or topic of inquiry</p> <p>Student participation in presentations, skits, etc</p> <p>Presentation rubric with criteria incorporating proficiencies/skills</p> <p>Teacher checklist/rubric</p> <p>Student self-reflection: written or rubric</p> <p>DRA Fluency Assessment</p> |
| | | | | |
| | Listening | Strand A: Active Listening | | |
| | What behaviors do active listeners demonstrate? | <p>Listen actively for a variety of purposes such as enjoyment and obtaining information.</p> <p>Listen attentively and critically to a variety of speakers.</p> <p>Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.</p> <p>Recognize and analyze persuasive techniques while listening.</p> <p>Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).</p> <p>Listen to determine a speaker’s purpose, attitude, and perspective.</p> <p>Use, when appropriate, criteria/rubric to evaluate oral presentations, such as a purpose, delivery techniques, content, visual aids, body language, and facial expressions.</p> | <p>3.4 A.1</p> <p>3.4 A.2</p> <p>3.4 A.3</p> <p>3.4 A.4</p> <p>3.4 A.5</p> <p>3.4 A.6</p> <p>3.4 A.7</p> | <p>Anecdotal observation of student participation in class discussion literature circles, book clubs, etc.</p> <p>Literature circle rubric</p> <p>Student self-reflection rubric for literature circles</p> <p>Reflect on and identify speaker’s purpose following curriculum-based presentation</p> <p>Presentation rubric with criteria incorporating proficiencies/skills</p> <p>Teacher observation/Student self-reflection</p> |
| NJCCS- UPPER CASE | | | | |
| MSD Curric: lower case | | | | 9 |

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

| | | | | |
|--|--|--|---|---|
| | | Strand B: Listening Comprehension | | |
| | What comprehension strategies do good listeners exhibit? | Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling). Ask pertinent questions, take notes, and draw conclusions based on information presented. Make inferences based on an oral report or presentation. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems. Follow three-and four-step oral directions. Describe how language reflects specific regions/cultures. | 3.4 B.1 3.4 B.3 3.4 B.4 3.4 B.2 3.4 B.5 3.4 b.6 | Student responds to speaker with two kudos and a question Anecdotal observation of student engagement following lesson for a curriculum-based task Anecdotal observation of student competence Discussion of variety of dialects, accents, etc. in literature |
| | | | | |
| | Viewing | Strand A: Constructing Meaning | | |
| | How do text's features aid in the understanding media literacy? How does the viewer recognize the purpose and form of media text? | Respond to and evaluate the use of illustrations to support text. Use graphs, charts, and diagrams to report data. Interpret information found in pictorial graphs, map keys, and icons on a computer screen. Distinguish between factual and fictional visual representations (e.g., political cartoons). Identify the central theme in a movie, film, or illustration. Identify the target audience for a particular program, story, or advertisement. Demonstrate an awareness of different media forms, (e.g., newspapers, internet, magazines) and how they contribute to communication. Understand uses of persuasive text related to advertising in society. Distinguish different points of view in media texts. | 3.5 A.1 3.5 A.2 3.5 a.9 3.5 A.3 3.5 A.4 3.5 A.5 3.5 A.6 3.5 A.7 3.5 A.8 | Student journal entry; class discussion Conduct survey on topic of interest and create various graphs—Everyday Math Research-based question using Internet Discussion using examples from newspapers, magazines, etc. Student journal entry; class discussion Student examines example of advertising in media and identifies its effectiveness Student written editorial persuading someone to vote, i.e., Coins for a Cause |
| | | | | |

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

| Strand B: Visual and Verbal Messages | | | | |
|--|--|--|---|---|
| | What must a viewer understand to interpret visual and verbal messages? | Understand that creators of both print media and electronic media have a purpose and target audience. | 3.5 B.1 | Student cites example of advertising in media, identifies its target audience and its effectiveness |
| | | Evaluate media messages for credibility. | 3.5 B.2 | |
| | | Explore and interpret various messages found in advertisements and other text. | 3.5 B.3 | |
| | What knowledge is helpful to the viewer's understanding of visual and verbal messages? | Interpret verbal and nonverbal messages reflected in personal interactions with others. | 3.5 B.4 | Student responds appropriately to social cues |
| | | Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding. | 3.5 B.5 | Student journal entry; class discussion Completion of Venn Diagram; compare and contrast response |
| | | Compare and contrast media sources, such as film and book versions of a story. | 3.5 B.6 | Uses technology appropriately when gathering information for research, publishing, current events, etc. |
| | | Understand the uses of technology (e.g., the Internet for research. | 3.5 B.7 | |
| Strand C: Living with Media | | | | |
| How does one effectively prepare for a presentation? | Express and justify preferences for media choices. | 3.5 C.1 | Student/Teacher conferencing in preparation for presentation Multimedia (i.e.: PowerPoint, video) rubric | |
| | Choose the most appropriate media for a presentation. | 3.5 C.2 | | |
| | Use a rubric to evaluate the content of media presentations. | 3.5 C.3 | | |
| | Examine and evaluate effects of media on the family, home, and school. | 3.5 C.4 | | |
| What changes has media brought about? | | | | |