

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

Time Frame: Months or Days	Essential Questions Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments
	Writing	Strand A: Writing as a Process		
The writing Curriculum is spiral in nature with many strands running through the entire year. Therefore adjust	How do good writers plan before writing?	Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing. Examine books that model; Small Moment Narratives, How to Books, All About Books, Persuasive, Personal Essay, Poetry. Observe the modeling of writing. Use graphic organizers to assist with planning writing.	3.2 A.1 3.2 A.2 3.2 A.6	Evaluation of writing workshop planning sheets. (brainstorming web, story web, character map, authority list etc Writing conference notes
time frames based on class need.	What does a good first draft look like?	Begin to develop an awareness of simple story structures and author's voice. Use sentences to convey ideas in writing. Maintain the use of a basic writing process to develop writing. Compose readable first drafts. Use everyday words in appropriate written context.	3.2 A.3 3.2 A.4 3.2 A.5 3.2 A.7 3.2 A.8	Writing conference notes Writing and revising checklist
	What are some strategies good writers can use to revise their first drafts?	Reread drafts for meaning, to add details, and to improve correctness. Focus on elaboration as a strategy for improving writing. Participate with peers to comment on and react to each other's writing.	3.2 A.9 3.2 A.10 3.2 A.11	Writing and revising checklist Writing conference notes
	How do good writers edit their first drafts?	Use a simple checklist to improve elements of own writing. Use computer writing applications during some parts of the writing process.	3.2 A.12 3.2 A.13	Self-evaluation editing checklist

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Strand B: Writing as a Product			
How do good writers write for different purposes?	Produce stories from personal experiences. Produce a narrative with a beginning, middle, and end. Write nonfiction pieces; letters, How to..books, All About...books, Persuasive	3.2 B.2 3.2 B.3 3.2 B.4	Published personal narrative based on authority list Published non-fiction piece
What do good writers do with their finished products?	Produce finished writing to share with classmates and/or for publication. Organize favorite work samples in a writing folder or portfolio.	3.2 B.1 3.2 B.5	"Published" work
Strand C: Mechanics, Spelling, and Handwriting			
What does a good writing product look like?	Use correct end point punctuation. Apply basic rules of capitalization. Use correct spelling of some high frequency words. Apply sound/symbol relationships to writing words. Recognize and apply basic spelling patterns. Write legibly to meet district standards.	3.2 C.1 3.2 C.2 3.2 C.3 3.2 C.4 3.2 C.5 3.2 C.6	WAWA Teacher conference notes based on self-editing checklist of a published piece
Strand D: Writing Forms, Audiences, and Purposes			
How does a good writer write for different purposes?	Create written texts for others to read. Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas. Use writing as a tool for learning self-discovery and reflection. Use reading and technology to support writing.	3.2 D.1 3.2 D.2 3.2 D.3 3.2 D.4	evaluation of published pieces based on specific genre or topic studies
What different forms can good writing take?	Write in a variety of simple genres to satisfy personal, academic, and social needs, such as Small Moment Narratives, How to Books, All About Books, Persuasive, Persoanal Essay, Poetry.	3.2 D.5	student writing samples

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Speaking Strand A: Discussion				
	How do learners participate in an effective discussion?	Elaborate on experiences and ideas. Begin to stay focused on a topic of discussion. Offer personal opinions related to topics of discussion. Wait their turn to speak.	3.3 A.1 3.3 A.2 3.3 A.3 3.3 A.4	Teacher observation and anecdotal notes during class discussion assessing: -waiting turn to speak -speaking on topic -ability to paraphrase, elaborate, question
Strand B: Questioning (Inquiry) and Contributing				
	How do learners demonstrate understanding through questioning and contributing?	Ask for explanation to clarify meaning. Respond to ideas posed by others. Restate to demonstrate understanding. Identify a problem and simple steps for solving the problem.	3.3 B.1 3.3 B.2 3.3 B.3 3.3 B.4	Teacher observation and anecdotal notes during class discussion assessing: -waiting turn to speak -speaking on topic -ability to paraphrase, elaborate, question
Strand C: Word Choice				
	How do learners identify and use new vocabulary?	Use new vocabulary learned from literature and classroom experiences. Recognize and discuss how authors use words to create vivid images.	3.3 C.1 3.3 C.2	Teacher observation and anecdotal notes during class discussion
Strand D: Oral Presentation				
	How does a learner effectively present to an audience?	Participate in a dramatization or role play. Begin to understand the importance of looking at a speaker. Talk about an experience or work sample in front of a small group.	3.3 D.1 3.3 D.2 3.3 D.3	Presentation of dramatization/role play Oral speaking checklist

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Listening Strand A: Active Listening				
	How do learners actively listen?	Listen critically to identify main ideas and supporting details. Begin to distinguish between types of speech (e.g., a joke, a chat, a warning). Listen and contribute to class discussions.	3.4 A.1 3.4 A.2 3.4 A.3	Teacher observation and anecdotal notes
Strand B: Listening Comprehension				
	How do learners demonstrate listening comprehension?	Follow one- and two- step oral directions. Develop a strong listening vocabulary to aid comprehension and oral and written language growth.	3.4 B.1 3.4 B.2	Teacher observation and anecdotal notes
	Viewing	Strand A: Constructing Meaning		
	How do learners construct meaning when viewing various media?	Speculate about characters, events, and settings in books, film, and television. Recognize that media messages are created for a specific purpose (e.g., to inform, entertain, persuade). Use graphs and charts to report data. Recognize the work of a favorite illustrator	3.5 A.1 3.5 A.2 3.5 A.3 3.5 A.4	Class discussions Teacher observation