

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

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. Therefore adjust	Where and how do ideas for writing originate?	<ul style="list-style-type: none"> ▪Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. ▪Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. 	3.2 A.1 3.2 A.3	Conference notes Writer's notebook Graphic organizer
time frames based on class need.	How do authors write for different purposes?	<ul style="list-style-type: none"> ▪Develop an awareness of form, structure, and author's voice in various genres. ▪Build knowledge of the characteristics and structures of a variety of genres. ▪Analyze real world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles. 	3.2 A.2 3.2 B.4 3.2 B.9	Genre-Voice checklist Teacher observations Written reflection
	How do writers use language to improve their writing?	<ul style="list-style-type: none"> ▪Begins to make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details. 	3.2 A.7	Language upgrade assessment
	What format can a writer choose to present an idea?	<ul style="list-style-type: none"> ▪Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing. 	3.2 A.4	Scoring Rubric
	How do writers personalize their writing?	<ul style="list-style-type: none"> ▪Incorporates personal voice in writing with increasing fluency. 	3.2 a.13	Voice checklist

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	What do writers do to improve their drafts?	<ul style="list-style-type: none"> ▪Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice. ▪Review own writing with others to understand the reader’s perspective and to consider ideas for revision. ▪Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources. ▪Improve appropriate use of paragraphs. ▪Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue. ▪Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. ▪Improve the clarity of writing by rearranging words, sentences, and paragraphs. 	<p>3.2 A.5</p> <p>3.2 A.6</p> <p>3.2 A.8</p> <p>3.2 a.12</p> <p>3.2 B.3</p> <p>3.2 B.5</p> <p>3.2 B.8</p>	<p>Writer's Revision Checklist</p> <p>Peer Revision</p> <p>Teacher Observation</p> <p>Writing Conference</p>
	What do writers do before publishing a piece?	<ul style="list-style-type: none"> ▪Review and edit work for spelling, mechanics, clarity and fluency. ▪Edit writing for correct grade appropriate grammar usage, capitalization, punctuation, and spelling. 	3.2 A.7	<p>Editing Checklist</p> <p>Genre Specific Rubric</p>
	What technology is available for writers?	<ul style="list-style-type: none"> ▪Use computer writing applications during most of the writing process. 	3.2 A.9	<p>Teacher Observation</p> <p>Published Piece</p>
	How do writers assess their writing?	<ul style="list-style-type: none"> ▪Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing. ▪Reflect on one’s writing, noting strengths and areas needing improvement. 	<p>3.2 A.10</p> <p>3.2 A.11</p>	<p>Scoring Rubric</p> <p>Reflection Checklist</p>

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Strand B: Writing as a Product			
How do writers express ideas?	<ul style="list-style-type: none"> ▪ Create narrative pieces, such as memoir or personal narrative, which contain description and relate ideas, observations, or recollections of an event or experience. ▪ Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information. ▪ Write grade appropriate persuasive and expository paragraphs. 	3.2 B.1 3.2 B.2	Narrative Rubric Narrative Checklist Writer's Notebook Project-Specific Rubrics Paragraph Checklist
How are different ideas organized in writing?	<ul style="list-style-type: none"> ▪ Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas. ▪ Support main idea or topic with facts, examples or explanations, including information from multiple sources. 	3.2 B.10	Organization Checklist NJ Holistic Scoring Rubric
How can writers improve their sentences?	<ul style="list-style-type: none"> ▪ Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words. ▪ Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing. 	3.2 B.6 3.2 B.7	Writer's Revision Checklist Scoring Rubric
In what ways will writers engage the audience?	<ul style="list-style-type: none"> ▪ Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. 	3.2 B.11	Pair-Share Sheet Whole Class Sharing
How can writing be shared?	<ul style="list-style-type: none"> ▪ Present and discuss writing with other students. ▪ Develop a collection of writings (e.g., a literacy folder or portfolio). 	3.2D	Pair-Share Sheet Whole Class Sharing
How can rubrics be used to improve writing?	<ul style="list-style-type: none"> ▪ Apply elements of grade-appropriate rubrics to improve writing. 		NJ Holistic Scoring Rubric

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		<p>Test Specifications</p> <ul style="list-style-type: none">▪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.		
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Strand C: Mechanics, Spelling, and Handwriting				
	What are the conventions that writers use?	Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	3.2 C.1	Editing Checklist Teacher Made Convention Checklist NJ Holistic Scoring Rubric
	How do writers edit for various conventions?	Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.	3.2 C.10	Teacher Observation
	How do writers use grammar to express ideas?	Use increasingly complex sentence structure and syntax to express ideas. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.	3.2 C.2 3.2 C.3	Writing Conference Pair Share Sheet
	How do writers organize their work?	Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation. Indent in own writing to show the beginning of a paragraph.	3.2 C.6 3.2 C.7	Writing Conference
	How does mechanics improve writing?	Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue. Use capital letters correctly in sentences, for proper nouns, and in titles.	3.2 C.4 3.2 C.5	Editing Checklist
	How does knowledge of spelling patterns improve writing?	Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones. Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing.	3.2 C.8 3.2 C.9	Peer Conferencing Editing Checklist

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	How do writers make their writing presentable to the reader?	Write legibly in manuscript or cursive to meet district standards.	3.2 C.11	Teacher Observation
		<p>Test Specifications</p> <ul style="list-style-type: none"> ▪Use conventions of print and literary forms. ▪Revise and edit a passage for content/organization, usage, sentence construction, and mechanics. 		

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Strand D: Writing Forms, Audiences, and Purposes			
What strategies do writers use?	<p>Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).</p> <p>Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.</p> <p>Develop fluency by writing daily and for sustained amounts of time.</p> <p>Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.</p> <p>Review scoring criteria of a writing rubric.</p>	<p>3.2 D.1</p> <p>3.2 D.2</p> <p>3.2 D.10</p> <p>3.2 D.14</p>	<p>Genre Specific Rubric</p> <p>Writers Notebook</p> <p>NJ Holistic Scoring Rubric</p>
How do writers express their ideas in a variety of ways?	<p>Develop independence by setting self-selected purposes and generating topics for writing.</p> <p>Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).</p> <p>Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.</p> <p>Write formal and informal letters for a variety of audiences and purposes.</p> <p>Demonstrate the development of a personal style and voice in writing.</p>	<p>3.2 D.3</p> <p>3.2 D.4</p> <p>3.2 D.7</p> <p>3.2 D.9</p> <p>3.2 D.13</p>	<p>Narrative Rubric</p> <p>Writers Notebook</p> <p>Published Portfolio</p>
How do writers share information?	<p>Write informational reports that frame a topic, include facts and details, and draw information from several sources.</p> <p>Use relevant graphics in writing (e.g., maps, charts, illustrations).</p>	<p>3.2 D.8</p> <p>3.2 D.12</p>	<p>Project Specific Rubric</p>

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	How do writers show reflection?	<p>Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.</p> <p>Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.</p> <p>Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.</p> <p>Develop a collection of writings (e.g., a literacy folder or a literacy portfolio).</p>	<p>3.2 D.5</p> <p>3.2 D.6</p> <p>3.2 D.11</p> <p>3.2 D.15</p>	<p>Pair Share Sheet</p> <p>Writer's Portfolio</p> <p>Open Ended Rubric</p> <p>Project-Specific Rubric</p>
		<p>Test Specifications</p> <p>Use language appropriate to the audience.</p>		

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Speaking		Strand A: Discussion		
What are the necessary elements of a group discussion?	Use details, examples, and reasons to support central ideas or clarify a point of view.	3.3 A.1 3.3 A.2 3.3 A.3	Coopertaive Group Performance Group Reflection Checklist	
		Strand B: Questioning (Inquiry) and Contributing		
What essential questions are used to gather information?	Develop questioning techniques (e.g., who, what, when, where, why, and how). Use interview techniques to develop inquiry skills	3.3 B.1 3.3 B.2	List of Questioning Techniques and Inquiry Checklist	
How can information be explored and shared?	Explore concepts by describing, narrating, or explaining how and why things happen. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning Reflect and evaluate information learned as a result of the inquiry	3.3 B.3 3.3 B.4 3.3 B.5	Inquiry Result Sheet Presentation to Class	
How can groups resolve tasks?	Solve a problem or understand a task through group cooperation	3.3 B.6	Results of Group Discussion Solutions to Proposal to Class	Presentation

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		Strand C: Word Choice		
	How can word choice or dialogue influence the audience?	Use convincing dialogue to role play short scenes involving familiar situations or emotions Use figurative language purposefully in speaking situations Use appropriate vocabulary to support or clarify a message Adapt language to persuade, explain, or seek information	3.3 C.1 3.3 C2 3.3 C3 3.3 C4	Presentation of a Commercial/Skit Creation of a Language Reference Guide
		Strand D: Oral Presentation		
	How do speakers engage the audience?	Speak for a variety of audiences and purposes. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation. Read aloud with fluency	3.3 D.1 3.3 D.4 3.3 D.6	Results of Presentation Survey
	How do speakers prepare to present information?	Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. Use notes or other memory aids to structure a presentation. Participate in a dramatization or role play across the curriculum.	3.3 D.2 3.3 D.3 3.3 D.4	Formal Presentation to the Class Presentation Rubric Presentation Video
		Understand and use criteria for a rubric to improve an oral presentation.	3.3 D.7	Presentation Rubric

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Listening		Strand A: Active Listening		
	How do listeners adjust their attention?	Listen actively for a variety of purposes, such as enjoyment and obtaining information. Listen attentively and critically to a variety of speakers. Interpret vocabulary gained through listening.	3.4 A.1 3.4 A.2 3.4 A.3	Results of student created checklist for listening to different audiences
		Strand B: Listening Comprehension		
	How do listeners show understanding?	Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.	3.4 B.1	Written responses from students following an oral listening experience
	What strategies do active listeners use?	Develop listening strategies,(e.g., asking questions and taking notes) to understand what is heard.	3.4 B.2	Students' written questions following an oral presentation; Discussion Points handout
	How do listeners apply their understanding?	Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.	3.4 B.3	Extension Activities sheet
	How do students use information to develop new ideas?	Make inferences based on oral report or presentation.	3.4 B.4	Written questions from students following an oral reading selection
	Does language differ according to regions?	Describe how language reflects specific regions and/or cultures.	3.4 B.5	Language Listening study e.g., Northeast compared to Southeast
	What strategies do listeners use to remember directions?	Follow three and four step oral directions.	3.4 B.6	Completed four-step oral direction project e.g., geometric drawing

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	Viewing and Media Literacy	Strand A: Constructing Meaning		
	How can visual information enhance learning?	Interpret information found in pictorial graphs, map keys, and icons on a computer screen.	3.5 A.1	Visual sources checklist e.g., newspapers, magazines, schedules, computers
	Do illustrations provide further understanding of information?	Respond to and evaluate the use of illustrations to support text.	3.5 A.2	Results of a discussion regarding illustrators' use of pictures
	What visual aids can be used to further illustrate an idea?	Use graphs, charts, and diagrams to report data.	3.5 A.3	Collection of student-created graphs, charts, and diagrams
	How is reality revealed in a diagram?	Distinguish between factual and fictional visual representations.	3.5 A.4	Venn Diagram
	What is the most important idea in a visual presentation?	Identify the central theme in a movie, film, or illustration.	3.5 A.5	Written and/or oral responses to a discussion
	Who would most benefit from a particular program?	Identify the target audience for a particular program, story, or advertisement.	3.5 A.6	Results of a discussion after viewing multiple examples
	What different forms of media are available?	Demonstrate an awareness of different media forms and how they contribute to communication.	3.5 A.7	Results of media checklist
		Strand B: Visual and Verbal Messages		
	What is the purpose of print media?	Understand that creators of both print media and electronic media have a purpose and target audience for their work.	3.5 B.1	Media Exploration sheet; Results of class discussions
	What messages do advertisements convey/send?	Explore and interpret various messages found in advertisements and other texts.	3.5 B.2	Media Exploration sheet; Results of class discussions
	What messages are depicted in photos?	Discuss the emotional impact of photos and how they aid understanding.	3.5 B.3	Graphic organizer for print/photo understanding
	How do books and films differ?	Compare and contrast media sources, such as film and book versions of a story.	3.5 B.4	Venn Diagram; Compare/Contrast Essay
		Strand C: Living with Media		
	What are the most favorable media choices?	Express preferences for media choices.	3.5 C.1	Results of "Top Three" Class Survey

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