

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	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
The Writing Curriculum is spiral in	WRITING	Strand A: Writing as a Process		
nature with many strands running through the entire year. Therefore adjust time frames based on class need.	How do stories get developed?	Begin to generate ideas for writing through talking, sharing, and drawing. Observe the modeling of writing. Begin to use a basic writing process to develop writing. Use simple sentences to convey ideas. Continue to use pictures, developmental spelling or conventional text to create writing drafts. Begin to mimic an author’s voice and patterns.	3.2 A1 3.2 A2 3.2 A3 3.2 A4 3.2 A6 3.2 A8	Teacher conferences with students --student reads their writing aloud, teacher records ad makes notes on story content, student thought process, application of correct and inventive spelling, and basic mechanics Journal Entries --Teacher looks for evidence of student using startegies taught during structured writing time in their free writing time (dated) Student created stories that follow an author's example i.e.: Green Eggs and Ham- Purple Pickles and Bacon Authority List
	How do you improve your writing?	Increase fluency (ability to write ideas easily) to improve writing. Revisit pictures and writings to add detail. Begin to use a simple checklist to improve writing with teacher support. Begin to use simple computer writing applications during some parts of the writing process.	3.2 A5 3.2 A7 3.2 A9 3.2 A10	Writing sample at intervals --date stamp to show progression Writing workshop folders --date stamp work to see progress over time/teacher looks for evidence of self editing and teacher directed editing Teacher conferences with students --student reads their writing aloud, teacher/student discuss ways of improving writing and student is directed to edit Journal Entries --Teacher looks for evidence of student using startegies taught during structured writing time in their free writing time (dated)

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		Strand B: Writing as a Product		
	What does a finished product look like?	Produce finished writings to share with class and/or for publication. (Personal Narrative, How to, All About Books, Letters, Poetry) Produce stories from personal experiences. Show and talk about own writing for classroom audience. Collect favorite works to place in personal writing folder.	3.2 B1 3.2 B2 3.2 B3 3.2 B4	Published books -individual and class Sharing take home journals , example class bear/lost tooth bag Author's chair Personal writing portfolio of favorite works "Published" section in Writer's Workshop folder/binder Conference Notes --recording accuracy in emulating mentor text

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Strand C: Mechanics, Spelling and Handwriting				
	How do you write letters and words?	Write all upper and lowercase letters of the alphabet from memory. Apply sound/symbol relationships to writing words. Use developmental spelling or phonics-based knowledge to spell independently, when necessary.	3.2 C1 3.2 C3 3.2 C4	WAWA Writing samples Cast-a-Spell (anecdotal) Spelling games (anecdotal) Spelling Test/Dolce List "Making Words" (observation, work sample)
	What does good writing look like?	Begin to use basic punctuation and capitalization. Develop awareness of conventional spelling. Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.	3.2 C2 3.2 C5 3.2 C6	Journal Entries --Teacher looks for evidence of student using strategies taught during structured writing time in their free writing time (dated) Writing samples from portfolio --at benchmark times Daily Language--editing process
Strand D: Writing Forms, Audiences and Purposes				
	How do you convey your ideas through writing?	Create written texts for others to read. Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text.	3.2 D1 3.2 D2	Journal Entries --Teacher looks for evidence of student using strategies taught during structured writing time in their free writing time (dated) Writing samples Drafts (product prior to editing) part of writing workshop folder/binder Portfolio (product post editing) Graphic Organizer --teacher looks for focus, main idea, details, etc Published books --was student able to create product for particular unit

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	Speaking	Strand A: Discussion		
	How do you participate verbally in class?	<p>Speak in complete sentences. Offer personal opinions in discussion and retell</p> <p>Respond to ideas and questions posed by others. Ask and answer various types of questions.</p>	<p>3.3 A1 3.3 A2</p> <p>3.3. B1 3.3 B2</p>	<p>Class discussion (anecdotal) Individual discussion--teacher-student OR observation of student(s)-student(s) (example: turn and talk, small group) Conferences--reading or writing</p>
	How can I act out story elements?	<p>Role-play situations and dramatize story events. Retell a story to check for understanding.</p>	<p>3.3 A3 3.3 D3</p>	<p>Class discussion (anecdotal) Running Records Story boards (observation) Reader's Theater "Performance"</p>
	Strand B: Questioning (Inquiry) and Contributing			
	How do you improve your speech?	<p>Respond to ideas and questions posed by others. Ask and answer various types of questions.</p>	<p>3.3 B1 3.3 B2</p>	<p>Class discussion (anecdotal) Cooperative Groups Reading books aloud (to peer, to teacher, into tape recorder) Reading poetry aloud DRA (fluency component)</p>
		Strand C: Word Choice		
	How do you develop oral language?	<p>Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes). Participate in choral reading to develop phonemic awareness, oral language, and fluency.</p>	<p>3.3 D1 3.3 D2</p>	<p>Class participation (anecdotal) Teacher observation DRA (fluency component) Reading books aloud (to peer, to teacher, into tape recorder)</p>

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	How do you make reading sound like talking?	Read aloud from developmentally appropriate texts with attention to expression.	3.3 D4	Observation during running record Classroom observation DRA (fluency component) Reading books aloud (to peer, to teacher, into tape recorder)
	Listening	Strand A: Active Listening		
	What is phonemic awareness?	Listen to hear initial, final, and eventually middle sounds in words. Listen to a spoken word to produce another word that rhymes with it.	3.4 A2 3.4 A4	Cast-A-Spell (observation) Students identify, add, or delete beginning, middle, and ending sounds (teacher notes) WAWA Unedited writing samples
	How do our eyes follow along with words and stories?	Listen to a familiar text being read to begin tracking print. Begin to track print when listening to a familiar text being read or when rereading their own writing.	3.4 A3 3.4 B6	Teacher observation Class participation
	What is a good listener?	Listen and respond appropriately to directions. Follow simple oral directions.	3.4 A1 3.4 B2	Teacher observation Class participation Completed Task
		Strand B: Listening Comprehension		
	How do you make connections to stories aloud?	Listen to make predictions about stories read aloud. Recall information from listening to stories, poems, television, and film. Retell, reenact, or dramatize stories or parts of stories heard. Respond appropriately to questions about stories Ask questions for clarification and explanation of stories and ideas heard and read aloud. Make connections (text to self/world/text)	3.4 B1 3.4 B3 3.4 B4 3.4 B5 3.4 B7	Running records E-Assessment DRA Teacher observation Class participation

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	Viewing	Strand A: Constructing Meaning		
	How do you understand media?	Retell the story from a favorite media program (e.g., television, movie). Distinguish between "pretend" and "real" in the media. Begin to recognize that media messages have different purposes. Speculate about visual representations (e.g., pictures, artwork). Use simple graphs and charts to report data. Begin to recognize the work of a favorite illustrator. Begin to compare and contrast media characters.	3.5A1 3.5A2 3.5A3 3.5A4 3.5A5 3.5A6 3.5A7	Teacher Observation/anecdotal notes Class Discussion Verbal Responses