

This curriculum is spiral in nature; teachers should adjust 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	<b>WRITING</b>	<b>Strand A: Writing as a Process</b>		
nature with many strands running through the	What is writing?	Recognize that thoughts and talk can be written down in words. Observe the teacher modeling writing. Generate and share ideas and experiences for a story.	3.2A.1 3.2A.2 3.2A.3	Student shares ideas for a story orally, written or with pictures.
entire year. Therefore adjust time frames based on class need.	How do we share what we write?	Attempt to put ideas into writing using pictures, developmental spelling, or conventional text. Participate in group writing activities such as experience stories, interactive writing, and shared writing.	3.2A.4 3.2A.6	Student shares ideas for a story orally, written or with pictures. - writing samples - journal - student conferences
	How are different names written?	Write (print) own first and last name.	3.2A.5	Writing sample done independently utilizing correct upper and lowercase letters
	What is a story?	Participate in group writing activities such as experience stories, interactive writing, and shared writing. Begin to sequence story events for writing using pictures, developmental spelling, or conventional text.	3.2A.6 3.2A.7	Student shares a story orally, written or in pictures that has a beginning, middle and end. - writing samples - student conferences
		<b>Strand B: Writing as a Product</b>		
	Who will I share my writing with and how will it look like and sound like?	Show and talk about work samples containing pictures, developmental spelling, or conventional text. Produce finished writings to share with class and / or for publication.	3.2B.1 3.2b.3	Student shares written work with the class, with a partner or publishes finished writing.
	What are my best pieces of writing? What makes them my best work?	Collect favorite work samples to place in personal writing folder. (Label Books, List Books, Personal Narrative, How to Book, All About Books, Poetry)	3.2B.2	writing samples e.g favorite stories in portfolio and/or published

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<b>Strand C: Mechanics, Spelling and Handwriting</b>				
	How do letters/sounds make words?	Use letter/sound knowledge in attempting to write (print) some words.	3.2C.1	The child utilizes inventive spelling - writing samples - label pictures - journal
	How are words spelled?	Spell/write own name. Copies environmental print	3.2C.2 3.2c.6	Student copies words from classroom environment - word wall - classroom labels - books
	How is a sentence written?	Recognize and begin to use left-to-right and top-to-bottom directionality and spacing	3.2C.3	Student writes a phrase or sentence utilizing proper directionality and spacing - writing samples - journal
	What do we need to know so we can write properly?	Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.	3.2C.4	teacher observation during writing workshop - checklist
	How are letters written?	Write all uppercase and lowercase letters of the alphabet from teacher copy. Write most letters independently.	3.2C.5 3.2c.7	Student copies letters correctly from sample Student writes letters independently - checklist
	How are words written?	Copies environmental print.	3.2c.6	Student copies words from classroom environment - word wall - classroom labels - books
<b>Strand D: Writing Forms, Audiences and Purposes</b>				
	What is a response to literature?	Communicate personal response to literature through drawing, telling, or writing.	3.2D.1	Student responds to literature orally, written or through pictures.
	How are responses shared?	Show and talk about favorite work samples (drawing or writing) with teacher and family. Create written text with assistance for others to read.	3.2D.2 3.2d.3	Student shares pictures or written work with the class, with a partner and family. Student creates a product for others to read.

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	How is a journal used?	Produce journal entries showing relationships between illustrations and printed text.	3.2d.4	Student creates a sample where picture matches words.
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	<b>Speaking</b>	<b>Strand A: Discussion</b>		
	What can we talk about?	Share experiences and express ideas. React to stories, poems, and songs.	3.3A.1 3.3A.3	informal observations discussions
	How do we share our ideas and stories?	Participate in conversations with peers and adults.	3.3A.2	informal observations discussions
<b>Strand B: Questioning (Inquiry) and Contributing</b>				
	How is information shared verbally?	Share in conversations with others.	3.3B.1	informal observations discussions
	How is more information gained?	Use oral language to extend learning.	3.3B.2	informal observations discussions
<b>Strand C: Word Choice</b>				
	What can we describe with each other?	Use language to describe feelings, people, objects, and events.	3.3C.1	informal observations discussions
	Where can we find new words to use?	Suggest rhyming words during word play, songs, or read-aloud.	3.3C.2	informal observations discussions checklist
<b>Strand D: Oral Presentation</b>				
	How is language developed through presentation?	Sing familiar songs and rhymes to promote oral language development. Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes).	3.3D.1 3.3d.3	informal observations
	How is language expressed?	Begin to use social conventions of language.	3.3D.2	informal observations discussions

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	<b>Listening</b>	<b>Strand A: Active Listening</b>		
What can good listeners do?	Listen fully to understand instructions or hear daily messages. Listen to identify main characters and events. Listen for comprehension to make connections etc. Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.	3.4A.1 3.4A.2 3.4A.3	informal observations discussions checklist	
		<b>Strand B: Listening Comprehension</b>		
What is comprehension?	Listen attentively to books teacher reads to class.	3.4B.1	informal observations discussions	
How do I show that I understand the stories we read?	Answer questions correctly about books read aloud. Follow simple oral directions.	3.4B.2 3.4b.3	informal observations discussions checklist	
	<b>Viewing</b>	<b>Strand A: Constructing Meaning</b>		
How is meaning constructed visually?	Make predictions about visual information (e.g., pictures in books).	3.5A.1	informal observations discussions checklist	
How do characters contribute to meaning?	Discuss favorite characters from books, film, and television.	3.5A.2	informal observations discussions	