

<b>Suggested Time Line</b> How much time will be spent on this learning	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
3 weeks	<ul style="list-style-type: none"> <li>Why is important for people to work together?</li> </ul>	3.1. A1-3 B1-3 C1-6 D1-3 E1-3 F1-3 G2, 3,5, 6 H1-3  3.2. A1-4 B1-3 C1-2  3.3 A-1 B1-2  3.4 A1-2 B1-2  3.5 A1-2 B1-2	<ul style="list-style-type: none"> <li>Match oral words to printed words</li> <li>Practice reading print in the environment\</li> <li>Locate and identify title, author, and illustrator</li> <li>Identify consonant sounds/blends in spoken words</li> <li>Demonstrate understanding of all sound symbol relationships</li> <li>Identify consonant sounds/blends in spoken words</li> <li>Listen and identify syllables in a word</li> <li>Decode/Use rhyming</li> <li>Use sound letter correspondence knowledge to sound out unknown words when reading text</li> <li>Read short vowel words/one syllable words</li> <li>Recognize high frequency words in and out of context</li> <li>Read words/simple text with fluency</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>AR</li> <li>Tests</li> <li>Kid biz</li> <li>Narrative writing</li> <li>Student projects</li> <li>Journal/essays</li> <li>Teacher observations</li> <li>H.W.</li> <li>Self-assessments</li> <li>Presentations</li> <li>Rubrics</li> <li>DIBELS</li> <li>Portfolios</li> <li>Book Reports</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated instruction</li> <li>Learning centers</li> <li>Writers workshop</li> <li>Flexible grouping</li> <li>Critical viewing/listening</li> <li>Overhead</li> <li>Graphic organizers</li> <li>Audio</li> <li>Teacher modeling</li> <li>Guided reading</li> <li>Guided writing</li> <li>DEAR</li> <li>Conferencing</li> <li>Guided Practice</li> <li>Reinforcement</li> <li>Cooperative Learning</li> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Book talk</li> <li>Choral reading</li> <li>Partner reading</li> <li>Echo reading</li> <li>Discussion</li> <li>Cooperative activities</li> <li>Daily oral language</li> <li>Structured writing prompts</li> <li>Learning centers</li> <li>Portfolio writing</li> <li>Computer/word processing</li> <li>Word wall</li> <li>Picture prompts</li> <li>Reread aloud</li> <li>Self-correct to enhance comprehension</li> <li>Active listening</li> <li>Critical listening</li> <li>Audio Visual</li> <li>Cassettes</li> <li>Flashcards</li> <li>Role Playing</li> <li>Conferencing</li> <li>Guided Practice</li> <li>Homework</li> <li>Games/Puzzles</li> <li>Technology</li> <li>PC Lab</li> <li>Note Taking</li> <li>Silent Reading</li> </ul>

			<ul style="list-style-type: none"><li>• Demonstrate comprehension of stories (Q&amp;A)</li><li>• Read with fluency both fiction and nonfiction</li><li>• Establish a purpose for reading</li><li>• Use pictures as cues for meaning</li><li>• Use prior knowledge to make sense of text</li><li>• Develop sight word vocabulary (300-500 words)</li><li>• Use and explain common antonyms and synonyms</li><li>• Comprehend common/simple vocab in informational text</li><li>• Use sound letter correspondence knowledge to sound out unknown words when reading text</li><li>• Decode</li><li>• Read words with fluency</li><li>• Develop sight word vocabulary (300-500 words)</li><li>• Draw simple conclusions from information</li><li>• Sequence</li><li>• Identify and describe elements of a story</li></ul>			<ul style="list-style-type: none"><li>• Alphasarts</li></ul>
--	--	--	---	--	--	--

			<ul style="list-style-type: none"><li>• Read regularly using independent –level materials</li><li>• Phonic analysis</li><li>• Make predictions</li><li>• Recall details and locate information</li><li>• Begin using basic writing process: prewriting, draft, revise, edit, publish</li><li>• Write first and last name</li><li>• Participate in group writing</li><li>• Observe teacher modeling</li><li>• Begin to use a simple checklist in writing</li><li>• Write a complete sentence using punctuation</li><li>• Produce written expressions</li><li>• Generate ideas for writing</li><li>• Speak and respond in complete sentences</li><li>• Participate orally</li><li>• Read aloud</li><li>• Listen and respond to directions, rhyming words and text</li><li>• Develop comprehension skills through listening</li><li>• View and respond to print and non-print media</li></ul>			
--	--	--	--	--	--	--


