

<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?
5-6 weeks	<ul style="list-style-type: none"> <li>• How am I special?</li> </ul>	3.1 A1; C.1, 3, 4; D1-6; F1, 3; G4, 5,  3.2. A1-6 B1-2, 5 C1-6 D1-5  3.3 A1-4 B1-2 C1-2 D1-3  3.4 A1-3 B1-2  3.5 A1-5 B1-3	<ul style="list-style-type: none"> <li>• Decode phonograms (chunks)</li> <li>• Use appropriate pacing and inflection, use appropriate inflection for exclamations and dialogue, pause at appropriate end points.</li> <li>• Demonstrate evidence of expanding language repertory</li> <li>• Use titles, tables of content and chapter headings to locate information</li> <li>• Identify, describe, compare and contrast narrative elements</li> <li>• Distinguish cause/effect/main idea</li> <li>• Distinguish underlying theme or message in interpreting fiction</li> <li>• Compare/contrast story plots, characters, settings, themes</li> <li>• Employ learned</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> </ul>

			<p>strategies to determine if text makes sense without being prompted</p> <ul style="list-style-type: none"><li>• Develop sight word vocabulary</li><li>• Develop fluency by writing daily and for sustained amounts of time</li><li>• Use context clues</li><li>• Read and spell words with irregular spelling patterns</li><li>• Use 5Ws to respond to text</li><li>• Implement writing: prewriting, draft, revise, edit, publish</li><li>• Write in a variety of simple genres</li><li>• Produce stories from personal experiences/narratives with a beginning, middle, and end to share with classmates</li><li>• Use correct spelling, mechanics, and legible handwriting</li><li>• Use and apply elements of grade appropriate rubrics</li><li>• Develop a collection of writings</li><li>• Develop fluency by writing daily and for sustained amounts of time</li></ul>			<ul style="list-style-type: none"><li>• Note Taking</li><li>• Silent Reading</li></ul>
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