

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
3 weeks	<ul style="list-style-type: none"> • What makes a good friend? • How are you a good friend? 	3.1. A1 B1-2 C1-3, 4, 6 D1-3 E1-3 F1-2 G1, 3, 4 H-1 3.2 A1-3 B1-2 C1-2 3.3 A1 B1-2 3.4 A1-2 B1-2 3.5 A1-2 B1-2	<ul style="list-style-type: none"> • Match oral words to printed words • Demonstrate understanding of all sound symbol relationships • Read short vowel words/one syllable words • Identify consonant sounds/blends in spoken words • Use sound letter correspondence knowledge to sound out unknown words when reading text • Decode/Use rhyming • Read words/simple text with fluency • Demonstrate comprehension of stories (Q&A) • Read with fluency both fiction and nonfiction • Develop sight word vocabulary (300-500 words) • Use prior knowledge to make sense of text • 	<ul style="list-style-type: none"> • Discussion • AR • Tests • Kid biz • Narrative writing • Student projects • Journal/essays • Teacher observations • H.W. • Self-assessments • Presentations • Rubrics • DIBELS • Portfolios • Book Reports • Homework 	<ul style="list-style-type: none"> • Differentiated instruction • Learning centers • Writers workshop • Flexible grouping • Critical viewing/listening • Overhead • Graphic organizers • Audio • Teacher modeling • Guided reading • Guided writing • DEAR • Conferencing • Guided Practice • Reinforcement • Cooperative Learning • Lecture 	<ul style="list-style-type: none"> • Journals • Book talk • Choral reading • Partner reading • Echo reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Learning centers • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • Self-correct to enhance comprehension • Active listening • Critical listening • Audio Visual • Cassettes • Flashcards • Role Playing • Conferencing • Guided Practice • Homework • Games/Puzzles • Technology • PC Lab • Note Taking • Silent Reading

			<ul style="list-style-type: none">• Use and explain common antonyms and synonyms• Draw simple conclusions from information/text• Establish a purpose for reading• Use pictures as cues for meaning• Sequence• Identify, describe, compare and contrast narrative elements• Phonic analysis• Make predictions• Recall details and locate information• Ask and explore a questions related to a topic of interest• Begin using basic writing process: prewriting, draft, revise, edit, publish• Write first and last name• Participate in group writing• Observe teacher modeling• Begin to use a simple checklist in writing• Write a complete sentence using punctuation• Produce written expressions for sharing			<ul style="list-style-type: none">• Alphasmarts
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			<ul style="list-style-type: none">• Write upper and lower case letters from memory• Use basic punctuation and capitalization• Generate ideas for writing• Speak and respond in complete sentences• Participate orally• Read aloud• Listen and respond to directions, rhyming words and text• Develop comprehension skills through listening• View and respond to print and non-print media• Listen to hear initial, final and middle sounds of words• Listen to make predictions• Retell story from favorite media program• Distinguish between “pretend” and “real” in media• Begin to interpret messages in simple advertisements			

