

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?
5-6 weeks	Why do living things travel from place to place?	3.1. A1; B2; C1, 4; D1-3, 6; F1, 3; G3-5; 3.2. A1-13 B1-5 C1-6 3.3 A1-4 B1-4 C1-2 D1-3 3.4 A1-3 B1-2 3.5 A1-5 B1-3	<ul style="list-style-type: none"> • Use titles, tables of content and chapter headings to locate information • Sound out unknown words • Decode phonograms (chunks) • Read and spell words with irregular spelling patterns • Use appropriate pacing and inflection, use appropriate inflection for exclamations and dialogue, pause at appropriate end points. • Employ learned reading strategies to determine if text makes sense without being prompted • Develop sight word vocabulary • Demonstrate evidence of expanding language repertory • Identify, describe, compare and contrast narrative elements • Make inferences and support them with textual information • Respond to text using the 5Ws • Read a variety of texts • Implement writing: prewriting, draft, revise, edit, publish • Produce finished writings/stories from personal experiences/narratives with a beginning, middle, and end to share with classmates • Write in a variety of simple genres 	<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

			<ul style="list-style-type: none"> • Write for a variety of purposes and audiences • Use and apply elements of grade appropriate rubrics • Develop a collection of writings • Use correct spelling, mechanics, and legible handwriting • Develop fluency by writing daily and for sustained amounts of time • Write in a variety of forms, to a variety of Audiences, for a variety of purposes • Use grade appropriate dictionary • Use ABC order to locate information 			<ul style="list-style-type: none"> • Silent Reading • Field Trips

