

**HAMPTON BOROUGH PUBLIC SCHOOL**

**LANGUAGE ARTS LITERACY**

**& READING**

**CURRICULUM GUIDE**

**KINDERGARTEN THROUGH EIGHTH GRADE**

Adopted: November 20, 2007

**HAMPTON BOROUGH PUBLIC SCHOOL**

**LANGUAGE ARTS LITERACY  
& READING  
CURRICULUM GUIDE  
K-8**

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AFFIRMATIVE ACTION STATEMENT

It is the policy of the Board of Education to provide equal employment and educational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Office:

Andrew Dunn  
c/o Hampton School  
32-41 South Street  
Hampton, NJ 08827  
(908) 537-4101

ADAPTATIONS FOR SPECIAL EDUCATION STATEMENT

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Hampton Public School. Modifications necessary to accommodate the education needs of individual pupil's handicaps will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Special Services  
c/o Hampton School  
32-41 South Street  
Hampton, NJ 08827  
(908) 537-4101

### PURPOSE/RATIONALE

It is the intent of the Hampton Public School District to create a language arts literacy environment for all learners, regardless of race, national origin, gender, religion, English proficiency, socio-economic status or disability. Students will understand and use the basic elements of language arts literacy which with and contribute to their capabilities to think critically, make meaning, and solve problems in order to learn and succeed personally and professionally. The content areas are comprised of the reading writing, speaking, listening, literature and viewing skills needed to succeed in the next century.

Literacy is the ability to think as well know how to acquire knowledge for thinking and communicating. Literacy is more than the acquisition of a specific, predetermined set of skills in reading, writing, speaking, listening, and viewing. Language evokes histories, emotions, values, issues, knowledge, and inventions. It is what we share and what sets us apart, from one another. If students learn to read, write, speak, listen and view critically, strategically, and creatively, and if they learn to use these arts individually and in groups, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

### FORMAT FOR INSTRUCTION

The language arts are interdependent processes that inform and enrich each other, more often than not merging in an integrated act of learning literacy that lends itself naturally to integration throughout the curriculum.

The method of instruction includes a variety of instructional strategies that address the needs of all students and their particular learning styles with an integrated, multi-sensory approach. Students acquire a wide variety of knowledge and skills required by the standards and indicators of the New Jersey Core Curriculum Standards.

The Hampton Public School District endorses language arts which enables one to think logically and creatively; express ideas; understand and participate meaningfully in spoken, written, and nonverbal communications; formulate and answer questions; and search for, organize, evaluate, and apply information using current educational technology integrated throughout the curriculum.

Good literature is clearly the foundation of an effective language program, and it is essential and central to reading and writing in the contemporary classroom.

<b>KINDERGARTEN LANGUAGE ARTS</b>				
<b>OBJECTIVES AND SKILLS WRITING AS A PROCESS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Students can recognize that thoughts can written into words	<b>3.2.K.A.1</b>	<b>X</b>	<b>X</b>	
Observe teacher modeling	<b>3.2.K.A.2</b>	<b>X</b>	<b>X</b>	
Share personal experiences for a story	<b>3.2.K.A.3</b>	<b>X</b>	<b>X</b>	
Attempt to put ideas into writing using pictures	<b>3.2.K.A.4</b>	<b>X</b>	<b>X</b>	
Write their first and last name	<b>3.2.K.A.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
Use pictures to put a story into sequence order	<b>3.2.K.A.7</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS PENMANSHIP/HANDWRITING</b>	<b>NJCCCS 3.2.K.A</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Write all uppercase and lowercase letters of the alphabet from teacher copy	<b>3.2.K.C.5</b>	<b>X</b>	<b>X</b>	
Spacing of words	<b>3.2.K.C.3</b>	<b>X</b>	<b>X</b>	
Gaining control of penmanship	<b>3.2.K.C.4</b>	<b>X</b>	<b>X</b>	
Use left to right and top to bottom directionally and use appropriate spacing between words.		<b>X</b>		
Understanding how to grip a pencil correctly, paper position, and beginning strokes	<b>3.2.K.C.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS GRAMMAR/SPELLING</b>	<b>NJCCCS 3.2.K.C</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Use letter/sound knowledge in attempt to write (print) words	<b>3.2.K.C.1</b>	<b>X</b>	<b>X</b>	
Spell his/her own name	<b>3.2.K.C.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Recognize and begin to use left-to-right and top-to-bottom directionally	<b>3.2.K.C.3</b>	<b>X</b>	<b>X</b>	
Recognize spacing between words	<b>3.2.K.C.3</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS WRITING GENRES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Communicate personal response to literature through drawing, telling, or writing	<b>3.2.K.D.1</b>	<b>X</b>	<b>X</b>	
Show and tell favorite work samples (drawing or writing) with teacher	<b>3.2.K.D.2</b>	<b>X</b>	<b>X</b>	

***I***=Introduce***D***=Develop***M***=Master

<b>GRADE 1 LANGUAGE ARTS</b>				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:				
<b>OBJECTIVES AND SKILLS GRAMMAR</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>A. PARTS OF SPEECH</b>	<b>3.2.1.C</b>			
• <b>Noun</b>				
Singular		<b>X</b>		
Plural		<b>X</b>		
Common		<b>X</b>		
Proper		<b>X</b>		
Possessive		<b>X</b>		
Abbreviated		<b>X</b>		
• <b>Subject verb agreement</b>		<b>X</b>		
• <b>Pronoun usage</b>		<b>X</b>		
• <b>Verb</b>				
Action		<b>X</b>		
Helping		<b>X</b>		
Linking				
Regular		<b>X</b>		
Tense		<b>X</b>		
• <b>Adjectives</b>		<b>X</b>		
Common		<b>X</b>		
Proper		<b>X</b>		
<b>B. PUNCTUATION</b>				
• <b>Ending punctuation</b>		<b>X</b>		
• <b>Commas</b>				
Dates, locations, and addresses		<b>X</b>		
For items in a series		<b>X</b>		
• <b>Capitalization</b>	<b>3.2.1.C.2</b>			
First word of a sentence		<b>X</b>	<b>X</b>	<b>X</b>
The pronoun "I"		<b>X</b>	<b>X</b>	<b>X</b>

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Names of people		X	X	X
Proper nouns		X	X	
Months and days of the week		X	X	X
Titles and initials of people		X	X	
<b>C. SPELLING</b>				
• <b>Common, phonetically regular words</b>		X	X	
• <b>Frequently used, irregular words</b>		X	X	
<b>OBJECTIVES AND SKILLS WRITTEN LANGUAGE CONVENTIONS</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>A. MECHANICS</b>	<b>3.2.1.C</b>			
• <b>Sentence structure</b>		X		
Interrogative, declarative, imperative		X		
Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)		X		
<b>B. WRITING STRATEGIES:</b>				
• <b>Collaborative writing</b>	<b>3.2.1.A.1</b>	X		
• <b>Picture and label</b>	<b>3.2.1.A.6</b>	X	X	
• <b>Writing to prompts</b>	<b>3.2.1.A.4</b>	X		
• <b>Simple checklist/Peer review</b>	<b>3.2.1.A.9</b>	X		
<b>C. ORGANIZATION &amp; FOCUS</b>				
Use simple sentences to convey ideas	<b>3.2.1.A.4</b>	X	X	
Personal stories and experiences	<b>3.2.1.D.1.2</b>	X	X	
<b>D. REVISING/SKILLS</b>				
Revise using a rubric or checklist	<b>3.2.1.A.9</b>	X		
<b>OBJECTIVES AND SKILLS PENMANSHIP/HANDWRITING</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
• <b>Penmanship/Handwriting</b>	<b>3.2.1.C</b>			
Print lower case		X	X	
Print upper case		X	X	
Spacing of words	<b>3.2.1.C.6</b>	X	X	

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Neatness		<b>X</b>	<b>X</b>	
Use left to right and top to bottom directionally and use appropriate spacing between words.	<b>3.2.1.C.6</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS WRITING GENRE</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>A. NARRATIVE WRITING</b>	<b>3.2.1.D.2</b>			
• <b>Stories</b>		<b>X</b>		
• <b>Journals</b>		<b>X</b>		
<b>DAILY WRITING JOURNAL</b>	<b>3.2.1.D.1</b>			
Label pictures		<b>X</b>	<b>X</b>	
Journal write and simple sentences	<b>3.2.1.A.4</b>	<b>X</b>	<b>X</b>	

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<b>GRADE 2 LANGUAGE ARTS</b>				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:				
<b>OBJECTIVES AND SKILLS GRAMMAR</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>A. PARTS OF SPEECH</b>	<b>3.2.2.C</b>			
• <b>Noun</b>				
Singular				
Plural		<b>X</b>	<b>X</b>	
Common		<b>X</b>	<b>X</b>	
Proper		<b>X</b>	<b>X</b>	
Possessive		<b>X</b>	<b>X</b>	
Abbreviated		<b>X</b>	<b>X</b>	
• <b>Subject verb agreement</b>		<b>X</b>	<b>X</b>	
• <b>Pronoun usage</b>		<b>X</b>	<b>X</b>	
• <b>Verb</b>				
Action		<b>X</b>	<b>X</b>	
Helping		<b>X</b>	<b>X</b>	
Linking		<b>X</b>	<b>X</b>	
Regular		<b>X</b>		
Irregular		<b>X</b>	<b>X</b>	
Tense		<b>X</b>	<b>X</b>	
• <b>Adjectives</b>		<b>X</b>	<b>X</b>	
Common		<b>X</b>	<b>X</b>	
Proper		<b>X</b>	<b>X</b>	
Comparative		<b>X</b>		
Superlative		<b>X</b>		
• <b>Adverbs</b>	<b>3.2.2.C</b>	<b>X</b>	<b>X</b>	
• <b>Abbreviations</b>		<b>X</b>	<b>X</b>	<b>X</b>
• <b>Contractions</b>				
• <b>Capitalization</b>	<b>3.2.2.C.2</b>	<b>X</b>	<b>X</b>	<b>X</b>

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<b>B. PUNCTUATION</b>				
• <b>Ending punctuation</b>		X	X	X
• <b>Commas</b>				
Greeting and closure of a letter		X	X	X
Dates, locations, and addresses		X	X	
For items in a series		X	X	
• <b>Capitalization</b>	<b>3.2.2.C.2</b>			
First word of a sentence		X	X	X
The pronoun “I”		X	X	X
Names of people		X	X	X
Proper nouns		X	X	X
Months and days of the week		X	X	X
Titles and initials of people		X	X	X
<b>C. SPELLING</b>				
• <b>Common, phonetically regular words</b>		X	X	
• <b>Frequently used, irregular words</b>		X	X	
<b>OBJECTIVES AND SKILLS WRITTEN LANGUAGE CONVENTIONS</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>A. MECHANICS</b>	<b>3.2.2.C</b>			
• <b>Sentence structure</b>		X	X	X
Interrogative, declarative, imperative		X	X	
Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)		X	X	
<b>B. WRITING STRATEGIES:</b>				
Prewriting, plan	<b>3.2.2.A.1.6.</b>	X	X	
Picture		X	X	
Web		X	X	
Rough copy	<b>3.2.2.A.7</b>	X	X	
Peer review	<b>3.2.2.A.10.11</b>	X		
Checklist	<b>3.2.2.A.12</b>	X		
Collaborative	<b>3.2.2 A</b>	X	X	

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Shared writing		X	X	
Writing to prompts		X	X	
<b>C. ORGANIZATION &amp; FOCUS</b>				
• Use models and traditional structures for writing	3.2.2.B.4			
• Friendly letters		X	X	X
• Personal stories & experiences	3.2.2.B.2	X	X	
• Address purpose, audience, format	3.2.2.D.1-5	X		
<b>D. REVISING/SKILLS</b>				
• Revise using a rubric or checklist	3.2.2.A.9	X		
<b>OBJECTIVES AND SKILLS PENMANSHIP/HANDWRITING</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
• Penmanship/Handwriting	3.2.2.C			
Print lower case		X	X	X
Print upper case		X	X	X
Spacing of words		X	X	
Neatness		X	X	X
• Introduce cursive handwriting				
Cursive lower case		X		
Cursive upper case		X		
<b>OBJECTIVES AND SKILLS WRITING GENRE</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>A. NARRATIVE WRITING</b>	3.2.2.D.5			
Narrative		X	X	
Stories		X	X	
Paragraphs		X	X	
Personal Narrative		X		
Journal		X	X	
Descriptive writing with pictures		X		
Titles		X		
Poems		X		

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Paragraphs		<b>X</b>		
Stories		<b>X</b>	<b>X</b>	
<b>B. EXPOSITORY WRITING</b>	<b>3.2.2.D.5</b>			
Directions		<b>X</b>		
Friendly letter		<b>X</b>	<b>X</b>	<b>X</b>
Comparison-contrast		<b>X</b>		
Book report		<b>X</b>	<b>X</b>	
Invitation		<b>X</b>	<b>X</b>	
<b>C. EVERYDAY WRITING JOURNAL</b>		<b>X</b>	<b>X</b>	
Answer questions		<b>X</b>	<b>X</b>	
Free write (with topic list)		<b>X</b>		

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<b>GRADE 3 LANGUAGE ARTS</b>				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:				
<b>OBJECTIVES AND SKILLS GRAMMAR</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>A. PARTS OF SPEECH</b>	<b>3.2.3.C</b>			
• <b>Noun</b>	<b>3.2.3C.2</b>		<b>X</b>	
Singular			<b>X</b>	
Plural			<b>X</b>	
Common			<b>X</b>	
Proper			<b>X</b>	
Possessive			<b>X</b>	
Abbreviate				
• <b>Subject verb agreement</b>			<b>X</b>	
• <b>Pronoun usage</b>			<b>X</b>	
• <b>Verb</b>			<b>X</b>	
Action			<b>X</b>	
Helping			<b>X</b>	
Linking			<b>X</b>	
Regular			<b>X</b>	
Irregular			<b>X</b>	
Tense			<b>X</b>	
• <b>Adjectives</b>			<b>X</b>	
Common			<b>X</b>	
Proper			<b>X</b>	
Articles		<b>X</b>		
Comparative			<b>X</b>	
Superlative			<b>X</b>	
• <b>Adverbs</b>			<b>X</b>	
• <b>Abbreviations</b>			<b>X</b>	
• <b>Contractions</b>			<b>X</b>	
• <b>Capitalization</b>			<b>X</b>	

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<b>B. PUNCTUATION</b>	<b>3.2.3C.1</b>			
• <b>Ending punctuation</b>			X	
Period			X	X
Question mark			X	X
Exclamation point			X	X
• <b>Commas</b>			X	
• <b>Quotation mark</b>			X	
• <b>Apostrophe</b>			X	
• <b>Capitalization</b>	<b>3.2.3C.2</b>		X	
First word of a sentence			X	X
Greetings			X	
Names of people			X	X
Proper nouns			X	X
Months and days of the week			X	X
Titles and initials of people			X	X
<b>C. SPELLING</b>	<b>3.2.3.C.4</b>			
• <b>Patterns (phonetic features)</b>			X	
• <b>Structural analysis (syllabication)</b>			X	
• <b>High-frequency words (sight words)</b>			X	
<b>OBJECTIVES AND SKILLS WRITTEN LANGUAGE CONVENTIONS</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>A. MECHANICS</b>	<b>3.2.3.C.1</b>			
• <b>Sentence structure</b>			X	
Question/Interrogative,			X	
Statement/Declarative,			X	
Command/Imperative			X	
Exclamation/Exclamatory			X	
• <b>Sentence parts</b>	<b>3.2C1</b>		X	
Subject			X	
Predicate			X	
Complete			X	

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<b>• Paragraphs, minimum 4 sentences</b>				
Topic sentences		X	X	
Supporting details		X	X	
Conclusion		X	X	
Single and multi-paragraph compositions			X	
<b>B. WRITING PROCESS:</b>	<b>3.2A</b>			
<b>Organization and Focus</b>				
<b>• Purpose:</b>	<b>3.2A1</b>			
Inform/entertain or persuade			X	
Express thoughts and ideas			X	
Share experiences			X	
Communicate socially			X	
<b>• Audience</b>				
Self			X	
Peers			X	
Community			X	
<b>• Format</b>				
Write for a variety of situations	<b>3.2D1</b>		X	
Write across the curriculum	<b>3.2D4</b>		X	
<b>Pre-Write Planning</b>	<b>3.2A1</b>			
Recall experiences			X	
Listening and reading stories			X	
Discussion			X	
Brainstorming			X	
Graphic Organizers	<b>3.2A3</b>		X	
<b>Drafting</b>	<b>3.2A4</b>			
Compose first draft from prewriting work	<b>3.2A4</b>		X	
<b>Revising/Editing</b>	<b>3.2A5</b>			
Rereading for meaning			X	
Apply elements of grade level rubrics or checklists to improve work	<b>3.2B5</b>		X	
Narrow the focus			X	

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Sequencing			X	
Elaborate with details, examples and dialog		X	X	
Improve opening		X		
Improve closing		X		
Word choice to develop voice, use vivid words			X	
Peer reaction/share writing	3.2A6		X	
Use reference materials to revise work	3.2A9	X		
Edit for basic spelling and mechanics	3.2A10		X	
Word-processing applications to publish part of the writing process.			X	
Correct sentence fragments and run-ons		X		
Combine simple sentences			X	
<b>Publishing</b>				
Develop a collection of writings: i.e. a literacy folder or portfolio			X	
<b>OBJECTIVES AND SKILLS PENMANSHIP/HANDWRITING</b>	<b>NJCCCS 3.2C5</b>	<i>I</i>	<i>D</i>	<i>M</i>
Cursive lower case			X	
Cursive upper case			X	
Spacing, indentation			X	
Correct formation and neatness			X	
<b>OBJECTIVES AND SKILLS WRITING GENRE &amp; APPLICATIONS</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>A. NARRATIVE WRITING</b>	<b>3.2.3.D.5</b>			
• <b>Stories—Realistic or Humorous</b>				
Character development		X		
Plot—sequential events		X		
Setting		X		
• <b>Collaborative writing model</b>		X		
• <b>Personal response</b>			X	
• <b>Journal writing</b>			X	

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• <b>Descriptive writing with pictures</b>			<b>X</b>	
<b>B. EXPOSITORY WRITING</b>	<b>3.2.3.D.5</b>			
• <b>Nonfiction Text</b>		<b>X</b>		
Reports		<b>X</b>		
Procedures		<b>X</b>		
Directions		<b>X</b>		
Friendly letter			<b>X</b>	
News articles		<b>X</b>		
Essays		<b>X</b>		
Persuasive paragraphs		<b>XX</b>		
Cross curricular paragraphs				
• <b>Everyday</b>	<b>3.2D2</b>			
Journal			<b>X</b>	
Summary			<b>X</b>	
Label			<b>X</b>	
Caption			<b>X</b>	
• <b>Non-fiction research</b>				
Note taking		<b>X</b>		
Organize information		<b>X</b>		
Publish			<b>X</b>	
Illustrate			<b>X</b>	
• <b>Book reports</b>			<b>X</b>	

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<b>GRADE 4 LANGUAGE ARTS</b>				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:				
<b>OBJECTIVES AND SKILLS GRAMMAR</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>A. PARTS OF SPEECH</b>				
• <b>Noun</b>				
Singular			<b>X</b>	<b>X</b>
Plural			<b>X</b>	<b>X</b>
Common			<b>X</b>	<b>X</b>
Proper			<b>X</b>	<b>X</b>
Possessive			<b>X</b>	
Abbreviate			<b>X</b>	<b>X</b>
• <b>Subject verb agreement</b>		<b>X</b>	<b>X</b>	
• <b>Pronoun usage</b>		<b>X</b>	<b>X</b>	
• <b>Verb</b>				
Action			<b>X</b>	<b>X</b>
Helping		<b>X</b>	<b>X</b>	
Linking		<b>X</b>	<b>X</b>	
Regular			<b>X</b>	<b>X</b>
Irregular			<b>X</b>	<b>X</b>
Tense	<b>3.2C3</b>		<b>X</b>	
• <b>Adjectives</b>				
Common			<b>X</b>	
Proper			<b>X</b>	
Articles			<b>X</b>	
Comparative			<b>X</b>	<b>X</b>
Superlative			<b>X</b>	<b>X</b>
• <b>Adverbs</b>		<b>X</b>	<b>X</b>	
• <b>Abbreviations</b>			<b>X</b>	<b>X</b>
• <b>Contractions</b>			<b>X</b>	<b>X</b>
• <b>Capitalization</b>			<b>X</b>	<b>X</b>

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<b>B. PUNCTUATION</b>				
• <b>Ending punctuation</b>				
Period				X
Question mark				X
Exclamation point				X
• <b>Commas</b>		X	X	
• <b>Quotation marks</b>		X	X	
• <b>Apostrophe</b>			X	X
• <b>Capitalization</b>			X	X
<b>C. SPELLING</b>				
• <b>Patterns (phonetic features)</b>		X	X	
• <b>Structural analysis (syllabication)</b>		X	X	
• <b>High-frequency words (sight words)</b>			X	
<b>OBJECTIVES AND SKILLS WRITTEN LANGUAGE CONVENTIONS</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>A. MECHANICS</b>				
• <b>Sentence structure</b>			X	X
Question/Interrogative,			X	X
Statement/Declarative,			X	
Command/Imperative			X	
Exclamation/Exclamatory			X	
• <b>Sentence parts</b>				
Subject			X	
Predicate			X	
Complete			X	X
• <b>Paragraphs, minimum 4 sentences</b>				
Topic sentences			X	X
Supporting details			X	X
Conclusion			X	X
Single and multi-paragraph compositions			X	

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<b>B. WRITING PROCESS:</b>				
• <b>Pre-write planning</b>				
Discussion				X
Brainstorming			X	X
Conducting interviews	3.2A3		X	
Task specific graphic organizers	3.2A3		X	
• <b>Drafting</b>			X	X
• <b>Organization and Focus</b>				
Address purpose, audience, & format		X	X	
Single and multi-paragraph compositions		X	X	
• <b>Revising/Editing</b>				
Use grade level rubrics to evaluate, improve writing	3.A10	X		
Improve vocabulary: use vivid words and synonyms	3.2A8	X	X	
Increase elaboration	3.A5	X	X	
Combine sentences		X	X	
Provide details, examples, dialogue		X	X	
• <b>Proofreading/Publishing</b>				
Collaborative writing model		X	X	
<b>OBJECTIVES AND SKILLS PENMANSHIP/HANDWRITING</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Cursive lower case				X
Cursive upper case				X
Spacing, indentation				X
Correct formation and neatness			X	
<b>OBJECTIVES AND SKILLS WRITING GENRE &amp; APPLICATIONS</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>A. NARRATIVE WRITING</b>				
• <b>Stories</b>			X	X
• <b>Paragraphs</b>		X	X	
• <b>Multi-paragraph essay</b>		X	X	

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• <b>Personal narrative</b>			X	X
• <b>Journal</b>			X	
• <b>Descriptive writing with pictures</b>			X	
<b>B. EXPOSITORY WRITING</b>				
• <b>Nonfiction Text</b>				
Reports		X		
Procedures			X	
Directions			X	
Friendly letter			X	X
News articles		X		
Essays			X	X
Persuasive paragraphs			X	
Cross curricular paragraphs			X	
• <b>Weekly</b>				
Journal			X	
Summary		X		
Label		X	X	
Caption		X	X	
• <b>Non-fiction research</b>				
Topic selection		X		
Narrow topic		X		
Research topic		X		
Note taking		X	X	
Organize information		X		
Illustrate		X	X	
Publish		X	X	
• <b>Book reports</b>		X		

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<b>GRADE 5 LANGUAGE ARTS</b>				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:				
<b>OBJECTIVES AND SKILLS GRAMMAR</b>	<b>NJCCCS 3B7; 3C1; 3C3</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
• <b>Parts of Speech</b>	3A7		X	
• <b>Syntax</b>	3C2		X	
• <b>Sentence Structure</b>	3C2			X
Simple	3C2		X	
Compound	3C4			X
Four kinds of sentences and applied punctuation	3C4	X	X	
Applied punctuation, including commas and colons	3C4	X		
Subordination (dependent clauses)	3C4	X		
• <b>Correct <i>dialogue</i> format</b>	3C5			
• <b>Spelling</b>	3C6			
Roots			X	
Prefixes			X	
Suffixes			X	
English spelling patterns			X	
• <b>Capitalization</b>	3C4			X
• <b>Punctuation for a variety of purposes</b>	3C4		X	
• <b>Appropriate treatment of quotations from and the titles of books, articles, poems, etc.</b>	3C4	X		
• <b>Usage</b>	3A7		X	
• <b>Editing skills to improve writing</b>	3A8; 3A9; 3A10; 3A11; 3B6; 3C8		X	
• <b>Vocabulary</b>	3A4; 3A7		X	
• <b>Mechanics</b>	3C1		X	
• <b>Proper use of <i>homonyms</i>...</b>	3C1		X	
<b>OBJECTIVES AND SKILLS ESSAY WRITING PROCESS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
• <b>Identify purpose/topic/audience</b>	3A4; 3A6	X		

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• <b>Planning:</b>				
Brainstorming	<b>3D2</b>		<b>X</b>	
Pre-write			<b>X</b>	
Graphic organizer appropriate to writing task			<b>X</b>	
• <b>Paragraphs:</b>				
Minimum of 6 sentences per paragraph			<b>X</b>	<b>X</b>
Topic sentence	<b>3D8</b>		<b>X</b>	<b>X</b>
Supporting details such as simple mini-scenes, quotes, or statistics			<b>X</b>	<b>X</b>
Transitions – between paragraphs			<b>X</b>	
Conclusion			<b>X</b>	<b>X</b>
• <b>Multi-paragraph composition:</b>				
Minimum of 4 paragraphs		<b>X</b>	<b>X</b>	
Using 4-8 sentences per paragraph			<b>X</b>	
Use clear topic sentence			<b>X</b>	
Maintain unified focus		<b>X</b>	<b>X</b>	
Use logical organization and progression of ideas by writing an opening paragraph, supporting details with transitions, and conclusion	<b>3D</b>	<b>X</b>		
• <b>Revise and Edit:</b>				
Use resources such a dictionaries, thesaurus, and spelling list to improve writing/word choices	<b>3C9</b>		<b>X</b>	
Use references to check English grammar rules	<b>3C9</b>		<b>X</b>	
Use holistic scoring rubric to revise and edit work	<b>3C8; 3A13</b>		<b>X</b>	
Revise and edit for focus and coherency	<b>3A8; 3A9; 3A11; 3B6; 3D16</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS WRITING GENRES</b>	<b>NJCCCS 3A4; 3D3</b>	<b>I</b>	<b>D</b>	<b>M</b>
• <b>Narrative Writing</b>				
Short stories			<b>X</b>	
Picture prompt/stories			<b>X</b>	
Dialogue using proper format		<b>X</b>		
Poetry			<b>X</b>	

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Business letter	3D11	X		
Personal letter	3D11		X	
Open-ended questions			X	
Expository	3C7		X	
Persuasive	3D10	X		
Biography			X	
Cause and Effect	3B3	X		
• <b>Research Writing:</b>	3B3; 3B9			
Identify the question or topic	3A5		X	
Narrow the topic	3A5	X		
Evaluate validity of available resources		X		
Create research web or outline	3A5	X		
Read and paraphrase minimum of two sources	3B5	X		
Read and directly quote minimum of two sources	3B5	X		
Create source cards	3B8	X		
Works Cited MLA format	3B8	X		

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<b>GRADE 6 LANGUAGE ARTS</b>				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:				
OBJECTIVES AND SKILLS GRAMMAR	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
• <b>Parts of Speech</b>	3A9; 3C1		X	
• <b>Syntax</b>	33A9;C2		X	
• <b>Sentence Structure-</b>	3A9; 3C2			
Simple	3A9; 3C2			X
Compound	3A9; 3C2		X	
Compound-complex	3A9; 3C2		X	
Subordination	3A9; 3C.1; 3C2		X	
Coordination	3A9; 3C1; 3C2	X	X	
Conjunctions	3A9; 3C2		X	X
• <b>Punctuation – all sentence types</b>	3A9; 3C2			X
• <b>Prepositional phrases</b>	3A9; 3C2	X	X	
• <b>Spelling</b>	3A9; 3C6		X	
• <b>Capitalization</b>	3A9; 3C3; 3C4		X	X
• <b>Usage</b>	3A9		X	
• <b>Mechanics</b>	3A9		X	
• <b>Vocabulary – varied word choices</b>	3A9; 3A6; 3B7		X	
• <b>Subject-verb agreement</b>	3A9		X	
• <b>Dialogue – format and punctuation</b>	3A9;3C5		X	
• <b>Proper title format for books...</b>			X	
OBJECTIVES AND SKILLS ESSAY WRITING PROCESS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
• <b>Identify purpose/topic/audience</b>	3D1; 3D2	X	X	
• <b>Planning:</b>				
Brainstorm; pre-write using graphic organizer appropriate to writing task	3A4; 3A5;3D2; 3D10		X	X
• <b>Paragraphs:</b>	3C7			

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Topic Sentence	3D8		X	X
Supporting details – mini scenes, rhetoric, quotes, or statistics	3D8	X	X	
Transitional sentences	3D10	X	X	
• <b>Multi-paragraph composition:</b>	3A1			
Minimum 5 paragraphs	3A1	X	X	
Using 5-8 sentences per paragraph with varied sentence structure	3D9	X	X	
Use clear topic sentence	3D8	X	X	
Maintain unified focus	3D8		X	
Use logical organization and progression of ideas :	3D8		X	
Supporting details with transitions	3D8		X	
Conclusion	3D8	X	X	
• <b>Revise and Edit:</b>	3A7; 3A9			
Use holistic scoring rubric to evaluate, edit, and revise writing	3A9; 3A12	X	X	
• <b>Apply standard English conventions to writing</b>	3A13		X	
<b>OBJECTIVES AND SKILLS WRITING GENRES</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
• <b>Narrative Writing</b>	3A3; 3D3			
Narratives – 1 <sup>st</sup> and 3 <sup>rd</sup> person	3B2; 3D3;	X	X	
Short Stories	3B2		X	
Picture Prompt	3A1		X	
Dialogue – using correct format and punctuation	3C5		X	
Poetry	3B2		X	
Expository Writing:	3B2		X	
Newspaper article	3A1; 3B2		X	
Business letter	3D9		X	
Personal letter	3A1		X	
Compare and Contrast	3A1	X	X	
• <b>Research Writing</b>				
Respond to research question	3D7		X	

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Narrow topic	<b>3D7</b>	<b>X</b>	<b>X</b>	
Create graphic organizer or outline	<b>3D7</b>		<b>X</b>	
Paraphrase		<b>X</b>	<b>X</b>	
Distinguish primary from secondary sources	<b>3D7; 3C9</b>	<b>X</b>	<b>X</b>	
Create Source Cards			<b>X</b>	
Correctly apply quotation in research body	<b>3D12</b>	<b>X</b>		
Develop Works Cited using MLA format	<b>3D7</b>	<b>X</b>		

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<b>GRADE 7 LANGUAGE ARTS</b>				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:				
<b>OBJECTIVES AND SKILLS GRAMMAR</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
• <b>Parts of Speech</b>	3C1		X	
• <b>Syntax</b>			X	
• <b>Sentence structure-</b>				X
Simple	3C2			X
Compound	3C2		X	X
Compound-complex	3C2		X	
Phrases: adverbial and prepositional	3C2		X	
Subordination, coordination, and conjunctions	3C4		X	
Independent and dependent clauses			X	
Appositives	3C4		X	
• <b>Punctuation</b>			X	X
• <b>Spelling conventions</b>			X	
• <b>Capitalization</b>				X
Title capitalization, underline/italicized/quotation			X	X
• Correct usage of homonyms				X
• Usage			X	X
• Parallelism	3C6		X	X
• Vocabulary – varied word choices			X	
• Subject – verb agreement			X	X
<b>OBJECTIVES AND SKILLS ESSAY WRITING PROCESS</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
	3A2; 3A3; 3A4; 3A5; 3A7; 3C5; 3C6; 3D2; 3D10; 3D11; 3D12; 3D13; 3D14			
• <b>Identify purpose/topic/audience</b>			X	
• <b>Planning:</b>	3A3		X	

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Brainstorming			X	X
Pre-write			X	X
Graphic Organizer			X	X
• <b>Paragraphs:</b>	<b>3A2</b>			
Topic sentence			X	X
Supporting details			X	X
Mini-scenes, rhetoric, quotes, or statistics			X	
Transitional sentences			X	
• <b>Multi-paragraph Composition:</b>	<b>3A2</b>			
Minimum of 5 paragraphs			X	
Using 5-8 sentences per paragraph with varied sentence structure			X	
Use clear topic sentence	<b>3A3</b>		X	X
Maintain unified focus			X	
Use logical organization and progression of ideas by writing an opening paragraph, supporting details with transitions, and conclusion			X	X
• <b>Revise and Edit:</b>				
Apply standard English conventions to writing	<b>3A4</b>		X	X
Use holistic scoring rubric to revise and edit work	<b>3A5</b>		X	
<b>OBJECTIVES AND SKILLS WRITING GENRES</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
• <b>Narrative writing</b>				
Short Stories	<b>3A 1; 3B1; 3B2</b>		X	
Picture prompt / stories	<b>3A 1;3B4</b>		X	
Dialogue writing using proper format	<b>3C5</b>		X	
Poetry	<b>3D4; 3D5</b>		X	
Irony, alliteration, hyperbole, metaphor, simile			X	
Business letter	<b>3D4</b>		X	
Friendly letter	<b>3D4</b>		X	X
Open-ended responses	<b>3D8</b>		X	
Expository	<b>3D10</b>		X	

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Persuasive	<b>3D10</b>		<b>X</b>	
<b>• Research Writing:</b>	<b>3B3; 3A3</b>			
Narrowing the topic	<b>3A3</b>	<b>X</b>	<b>X</b>	
Create a research outline		<b>X</b>	<b>X</b>	
Evaluate and choose appropriate sources – primary and secondary		<b>X</b>	<b>X</b>	
Create Source cards		<b>X</b>	<b>X</b>	<b>X</b>
Write in 3 <sup>rd</sup> person only			<b>X</b>	<b>X</b>
Paraphrase		<b>X</b>	<b>X</b>	
Imbedded citations		<b>X</b>		
Parenthetical citations		<b>X</b>		
Works Cited in MLA format		<b>X</b>		

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<b>GRADE 8 LANGUAGE ARTS</b>				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:				
<b>OBJECTIVES AND SKILLS GRAMMAR</b>	<b>NJCCCS 3C 1; 3C2</b>	<i>I</i>	<i>D</i>	<i>M</i>
• <b>Parts of speech</b>			X	X
• <b>Syntax</b>			X	X
• <b>Sentence Structure</b>			X	X
Simple-Compound			X	X
Compound-complex			X	X
Subordination			X	X
Coordinating			X	X
Conjunctions			X	X
Appositives		X	X	X
• <b>Spelling</b>		X	X	X
• <b>Capitalization</b>			X	X
• <b>Usage</b>		X	X	X
• <b>Mechanics</b>			X	X
• <b>Vocabulary – varied word choices</b>			X	X
• <b>Parallelism</b>			X	
• <b>Verbals</b>			X	
Gerunds			X	
Participles			X	
Infinitives			X	
<b>OBJECTIVES AND SKILLS EXPOSITORY WRITING ESSAY WRITING PROCESS</b>	<b>NJCCCS 3A 2; 3A3; 3A4; 3A5; 3 A 6; 3A 7; 3 D 10; 3D11</b>	<b>I</b>	<b>D</b>	<b>M</b>
• <b>Identify purpose, topic, and audience</b>				
Persuasive essays			X	X
Pro/con			X	X
Cause and effect			X	X

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Compare/Contrast				
Responses to literature			X	
• <b>Planning</b>			X	
Brainstorm			X	
Pre-write			X	
Graphic organizer			X	
• <b>Paragraphs</b>				
Topic sentence			X	
Supporting details mini-scenes, quotes, or statistics			X	
Transitional sentence			X	
• <b>Essay Composition</b>				
Minimum 6 paragraph using 6-8 sentences per paragraph with varied sentence structure			X	
Maintain unified focus			X	X
Use logical organization or progression of ideas by writing an opening paragraph, supporting details with transitions, and conclusion			X	
• <b>Revise And Edit</b>				
Use Holistic scoring to improve and evaluate writing			X	
Apply standard English conventions to writing			X	
<b>OBJECTIVES AND SKILLS WRITING GENRES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
• <b>Creative Writing</b>	<b>3A 1; 3B 2; 3B4</b>			
Short stories			X	
Picture prompt/stories			X	
Dialog: correct format and punctuation	<b>3C.5</b>		X	
Urban myths			X	
Literature responses			X	
• <b>Literary Devices</b>				
Irony		X	X	
Alliteration			X	
Hyperbole			X	

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Metaphor/Simile			X	
Onomatopoeia			X	
• <b>Research Writing</b>	<b>3 A 3; 3 B3; 3C7; 3D 6-8</b>			
Narrowing topic			X	X
Create research outline			X	
Evaluate and choose appropriate sources – primary and secondary			X	
3 <sup>rd</sup> Person ONLY			X	
Paraphrase information			X	
Imbedded citations			X	
Parenthetical citations			X	
Works Cited			X	

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<b>KINDERGARTEN READING</b>				
<b>OBJECTIVES AND SKILLS CONCEPT ABOUT PRINT</b>	<b>NJCCCS 3.1.K.A</b>	<i>I</i>	<i>D</i>	<i>M</i>
Realize that speech can be recorded in words (his or her own name, words and symbols in the environment)	<b>3.1.K.A.1</b>	X	X	X
Distinguish letters from words	<b>3.1.K.A.2</b>	X	X	X
Recognize that words are separated by spaces	<b>3.1.K.A.3</b>	X	X	X
Follow words left to right and from top to bottom	<b>3.1.K.A.4</b>	X	X	X
Recognize that print represent spoken language	<b>3.1.K.A.5</b>	X	X	X
<b>OBJECTIVES AND SKILLS PHONOLOGICAL AWARENESS (includes phonemic awareness)</b>	<b>NJCCCS 3.1.K.B</b>	<i>I</i>	<i>D</i>	<i>M</i>
Demonstrate understanding that spoken word consist of sequences of phonemes	<b>3.1.K.B.1</b>	X	X	X
Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds	<b>3.1.K.B.2</b>	X	X	X
Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle)	<b>3.1.K.B.3</b>	X	X	X
Learn many, though not all, one-to-one letter-sound correspondences	<b>3.1.K.B.4</b>	X	X	X
Given a spoken word, produce another word that rhymes with it	<b>3.1.K.B.5</b>	X	X	X
<b>OBJECTIVES AND SKILLS DECODING AND WORD RECOGNITION</b>	<b>NJCCCS 3.1.K.C</b>	<i>I</i>	<i>D</i>	<i>M</i>
Recognize some words by sight	<b>3.1.K.C.1</b>	X	X	X
Recognize and name most uppercase and lowercase letters of the alphabet	<b>3.1.K.C.2</b>	X	X	X
Recognize and read one's name				
<b>OBJECTIVES AND SKILLS METACOGNITIVE STRATEGIES</b>	<b>NJCCCS 3.1.K.G</b>	<i>I</i>	<i>D</i>	<i>M</i>
Background knowledge: prior knowledge and experiences		X		

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Respond to a variety of poems and stories through movement, art, music, and drama	<b>3.1.K.G.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Verbally identify the main character, setting, and important events in a story read aloud	<b>3.1.K.G.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Identify favorite books and stories	<b>3.1.K.G.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Retell a story read aloud using main characters and events	<b>3.1.K.G.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
Participate in shared reading experiences	<b>3.1.K.G.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
Make predictions based on illustrations or portions of stories	<b>3.1.K.G.6</b>	<b>X</b>	<b>X</b>	<b>X</b>
Directions: one,-two verbal		<b>X</b>	<b>X</b>	
Main idea		<b>X</b>		
Predict		<b>X</b>		
Read age appropriate materials regularly		<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS READING STRATEGIES (Before, during, and after reading)</b>	<b>NJCCCS 3.1.K.E</b>	<i><b>I</b></i>	<i><b>D</b></i>	<i><b>M</b></i>
Begin to track or follow print when listening to a familiar text being read	<b>3.1.K.E.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Think ahead and make simple predictions about text	<b>3.1.K.E.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Use picture clues to aid understanding of story content	<b>3.1.K.E.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher	<b>3.1.K.E.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
“Read” familiar texts from memory, not necessarily verbatim from the print alone	<b>3.1.K.E.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS FLUENCY</b>	<b>NJCCCS 3.1.K.D</b>	<i><b>I</b></i>	<i><b>D</b></i>	<i><b>M</b></i>
Practice reading behaviors such as retelling, reenacting, or dramatizing stories	<b>3.1.K.D.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Recognize when a simple text fails to make sense when listening to a story read aloud	<b>3.1.K.D.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Attempt to follow along in block while listening to a story read aloud	<b>3.1.K.D.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Listen and respond attentively to literacy texts (e.g., nursery rhymes) and functional texts (e.g., science books)	<b>3.1.K.D.4</b>	<b>X</b>	<b>X</b>	<b>X</b>

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<b>OBJECTIVES AND SKILLS VOCABULARY &amp; CONCEPT DEVELOPMENT</b>	<b>NJCCCS 3.1.K.F</b>	<i>I</i>	<i>D</i>	<i>M</i>
Continue to develop a vocabulary through meaningful, concrete experiences	<b>3.1.K.F.1</b>	X	X	X
Identify and sort words in basic categories	<b>3.1.K.F.2</b>	X	X	X
Explain meaning of common signs and symbols	<b>3.1.K.F.3</b>	X	X	X
Use new vocabulary and grammatical construction in own speech	<b>3.1.K.F.4</b>	X	X	X
<b>OBJECTIVES AND SKILLS READING GENRES</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>Fiction</b>				
Demonstrate familiarity with genres of text		X		
Storybooks (Poetry)		X		
<b>Non-Fiction</b>				
Multi-cultural		X		
Independent reading choices		X		
<b>OBJECTIVES AND SKILLS LITERARY ELEMENTS</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
Identify, describe, compare, and contrast the elements:		X		
Characters		X		
Plot		X		
Setting		X		
<b>OBJECTIVES AND SKILLS INQUIRY &amp; RESEARCH</b>	<b>NJCCCS 3.1.K.H</b>	<i>I</i>	<i>D</i>	<i>M</i>
Locate and know the purpose for various literacy areas of the classroom and the library/media center	<b>3.1.K.H.1</b>	X	X	X
Choose books related to topics of interest	<b>3.1.K.H.2</b>	X	X	X

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<b>FIRST GRADE READING</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:</b>				
<b>OBJECTIVES AND SKILLS CONCEPT ABOUT PRINT</b>	<b>NJCCCS 3.1.1.a</b>	<i>I</i>	<i>D</i>	<i>M</i>
Identify letters, words, and sentences		<b>X</b>		
Recognize that sentences in print are made up of words		<b>X</b>		
Match oral words to printed words (e.g., pointing to print as one reads)	<b>3.1.1.a.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Practice reading print in the environment at school with assistance	<b>3.1.1.a.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Locate and identify the title, author, and illustrator of a book or reading selections	<b>3.1.1.a.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Interpret simple graphs, charts, and diagrams	<b>3.1.1.a.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS PHONOLOGICAL AWARENESS (includes phonemic awareness)</b>	<b>NJCCCS 3.1.1.B</b>	<i>I</i>	<i>D</i>	<i>M</i>
Demonstrate understanding of all sound-symbol relationships	<b>3.1.1.B.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Blend or segment the phonemes of most one-syllable words	<b>3.1.1.B.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Listen and identify the number of syllables in a word	<b>3.1.1.B.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Merge spoken segments into a word	<b>3.1.1.B.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
Add, delete, or change middle sounds to change words (e.g., cow to how, cat to can).	<b>3.1.1.B.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS DECODING AND WORD RECOGNITION</b>	<b>NJCCCS 3.1.1.C</b>	<i>I</i>	<i>D</i>	<i>M</i>
Count and track sounds in a syllable, syllables in words, and words in sentences		<b>X</b>	<b>X</b>	
Blend sounds (phonemes) to make words or syllables		<b>X</b>	<b>X</b>	
Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh)	<b>3.1.1.C.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Recognize and use rhyming words to reinforce decoding skills	<b>3.1.1.C.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Decode regular one-syllable words and nonsense words (sit, zot)	<b>3.1.1.C.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Recognize high frequency words in and out of context	<b>3.1.1.C.5</b>	<b>X</b>	<b>X</b>	<b>X</b>

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Decode unknown words using basic phonetic analysis and context clues	<b>3.1.1.C.6.7</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS METACOGNITIVE STRATEGIES</b>	<b>NJCCCS 3.1.1.G</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Background knowledge: prior knowledge and experiences		<b>X</b>		
Draw simple conclusions from information gathered from pictures, print, and people	<b>3.1.1.G.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Sequence information learned from text into logical order to retell facts	<b>3.1.1.G.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Directions: one,-two verbal		<b>X</b>	<b>X</b>	
Locate information (alphabetical order)		<b>X</b>	<b>X</b>	
Make (simple) inferences	<b>3.1.1.G.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
Main idea		<b>X</b>		
Predict		<b>X</b>		
Read regularly in independent-level materials	<b>3.1.1.G.6</b>	<b>X</b>	<b>X</b>	<b>X</b>
Engage in silent independent reading for specific purposes	<b>3.1.1.G.7</b>	<b>X</b>	<b>X</b>	<b>X</b>
Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, newspapers	<b>3.1.1.G.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS READING STRATEGIES (Before, during, and after reading)</b>	<b>NJCCCS 3.1.1.E</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Use prior knowledge to make sense of text	<b>3.1.1.E.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Establish a purpose for reading and adjust reading rate	<b>3.1.1.E.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Use pictures as cues to check for meaning	<b>3.1.1.E.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Check to see if what is being read makes sense	<b>3.1.1.E.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
Monitor their reading by using fix-up strategies (e.g., searching for clues)	<b>3.1.1.E.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
Use graphic organizers to build experiences	<b>3.1.1.E.6</b>	<b>X</b>	<b>X</b>	<b>X</b>
(Begin) to apply study skills strategies	<b>3.1.1.E.7</b>	<b>X</b>	<b>X</b>	<b>X</b>
• Survey		<b>X</b>	<b>X</b>	<b>X</b>
• Question		<b>X</b>	<b>X</b>	<b>X</b>
• Read		<b>X</b>	<b>X</b>	<b>X</b>
• Recite		<b>X</b>	<b>X</b>	<b>X</b>

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• Review (SQ3R)		X	X	X
<b>OBJECTIVES AND SKILLS FLUENCY</b>	<b>NJCCCS 3.1.1.D</b>	<i>I</i>	<i>D</i>	<i>M</i>
Answer questions correctly that are posed about stories read	<b>3.1.1.D.1</b>	X	X	X
Begin to read simple text with fluency	<b>3.1.1.D.2</b>	X	X	X
Read with fluency both fiction and nonfiction that is grade-level appropriate	<b>3.1.1.D.3</b>	X	X	X
<b>OBJECTIVES AND SKILLS VOCABULARY &amp; CONCEPT DEVELOPMENT</b>	<b>NJCCCS 3.1.1.F</b>	<i>I</i>	<i>D</i>	<i>M</i>
Develop a vocabulary of 300-500 sight words and phonetically regular words	<b>3.1.1.F.1</b>	X	X	X
Use and explain common antonyms and synonyms	<b>3.1.1.F.2</b>	X	X	X
Comprehend common and/or specific vocabulary in informational texts and literature	<b>3.1.1.F.3</b>	X	X	X
<b>OBJECTIVES AND SKILLS READING GENRES</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>Non-fiction Reading</b>	<b>3.1.1.G.2</b>			
Demonstrate familiarity with genres of text				
Storybooks		X	X	X
Expository texts		X	X	X
Poetry		X	X	X
Newspapers		X	X	X
Multi-cultural		X		
Independent reading choices		X	X	
<b>OBJECTIVES AND SKILLS LITERARY ELEMENTS</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
Identify, describe, compare, and contrast the elements:		X	X	X
Characters		X	X	X
Plot		X	X	X
Setting		X	X	X

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<b>OBJECTIVES AND SKILLS INQUIRY &amp; RESEARCH</b>	<b>NJCCCS 3.1.1.H</b>	<i>I</i>	<i>D</i>	<i>M</i>
Ask and explore questions related to a topic of interest	<b>3.1.1.H.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Draw conclusions from information and data gathered	<b>3.1.1.H.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading	<b>3.1.1.H.3</b>	<b>X</b>		

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<b>SECOND GRADE READING</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</b>				
<b>OBJECTIVES AND SKILLS CONCEPT ABOUT PRINT</b>	<b>NJCCCS 3.1.2.A</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Identify letters, words, and sentences		<b>X</b>	<b>X</b>	<b>X</b>
Recognize that sentences in print are made up of words		<b>X</b>	<b>X</b>	<b>X</b>
Identify the front cover, title page, title, and author of a book		<b>X</b>	<b>X</b>	<b>X</b>
Use titles, tables of contents, and chapter headings to locate information	<b>3.1.2.A.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Recognize the purpose of a paragraph	<b>3.1.2.A.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS PHONOLOGICAL AWARENESS (includes phonemic awareness)</b>	<b>NJCCCS 3.1.2.B</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Count and track sounds in a syllable, syllables in words, and words in sentences		<b>X</b>	<b>X</b>	
Blend sounds (phonemes) to make words or syllables		<b>X</b>	<b>X</b>	
Add, delete, or change middle sounds to change words (e.g. pat to put).	<b>3.1.2.B.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Use knowledge of letter-sound correspondences to sound out unknown words.	<b>3.1.2.B.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Distinguish long- and short-vowel sounds in orally stated words		<b>X</b>	<b>X</b>	<b>X</b>
Identify and produce rhyming words		<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS DECODING AND WORD RECOGNITION</b>	<b>NJCCCS 3.1.2.C</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Consonants: single blends, digraphs in initial, final, medial positions		<b>X</b>	<b>X</b>	
Vowels: short, long, digraphs, r-controlled, variant, schwa		<b>X</b>	<b>X</b>	
Look for known chunks or small words to attempt to decode an unknown word	<b>3.1.2.C.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Reread inserting the beginning sound of the unknown word	<b>3.1.2.C.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Decode regular multi-syllable words and parts of words (e.g., capital, Kalamazoo)	<b>3.1.2.C.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Read many irregularly spelled words and such spelling patterns as	<b>3.1.2.C.4</b>	<b>X</b>	<b>X</b>	<b>X</b>

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diphthongs, special vowel spellings, and common endings				
<b>OBJECTIVES AND SKILLS METACOGNITIVE STRATEGIES</b>	<b>NJCCCS 3.1.1.G</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Author’s purpose	<b>3.1.2.G</b>	<b>X</b>		
Background knowledge: prior knowledge and experiences		<b>X</b>		
Recognize cause and effect in text	<b>3.1.2.G.2</b>	<b>X</b>	<b>X</b>	
Directions: one,-two, multi-step		<b>X</b>	<b>X</b>	
Locate information		<b>X</b>	<b>X</b>	
Demonstrate ability to recall facts and details of text (summarize)	<b>3.1.2.G.1</b>	<b>X</b>	<b>X</b>	
Main idea		<b>X</b>		
Fact and opinion		<b>X</b>		
Make inferences	<b>3.1.2.G.3</b>	<b>X</b>		
Sequence		<b>X</b>		
Predict		<b>X</b>		
Continue to identify story elements in text	<b>3.1.2.G.4</b>	<b>X</b>		
Respond to text by using how, why, and what-if questions	<b>3.1.2.G.5</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS READING STRATEGIES (Before, during, and after reading)</b>	<b>NJCCCS 3.1.2.E</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Skip over difficult words in an effort to read on and determine meaning	<b>3.1.2.E.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Return to the beginning of a sentence and try again (reread)	<b>3.1.2.E.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Picture walk (prior knowledge)		<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS FLUENCY</b>	<b>NJCCCS 3.1.2.D</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Use appropriate pace; “not choppy” or word by word	<b>3.1.2.D.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Read aloud accurately and with appropriate intonation and expression	<b>3.1.2.D.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Pause at appropriate end points (comma, period).	<b>3.1.2.D.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Read silently without finger or lip movement	<b>3.1.2.D.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
Self-monitor when text does not make sense	<b>3.1.2.D.5</b>	<b>X</b>	<b>X</b>	

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Employ learned strategies to determine if text makes sense without being prompted	3.1.2.D.6	X	X	
<b>OBJECTIVES AND SKILLS VOCABULARY &amp; CONCEPT DEVELOPMENT</b>	<b>NJCCCS 3.1.2.F</b>	<i>I</i>	<i>D</i>	<i>M</i>
Develop a vocabulary of 500-800 regular and irregular sight words	3.1.2.F.1	X	X	X
Know and relate meanings of simple prefixes and suffixes	3.1.2.F.2	X	X	X
Understand concept of antonyms and synonyms	3.1.2.F.3	X	X	
Begin to use a grade-appropriate dictionary with assistance from teacher	3.1.2.F.4	X	X	
<b>OBJECTIVES AND SKILLS READING GENRES</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>Non-fiction Reading</b>				
History		X		
Science		X		
Biography		X		
<b>Fiction Reading</b>				
Traditional literature – myth, legends...		X		
Historical fiction		X		
Poetry		X	X	
Multi-cultural		X		
Plays		X		
Independent reading choices		X	X	
<b>OBJECTIVES AND SKILLS LITERARY ELEMENTS</b>	<b>NJCCCS 3.1.2.G.4</b>	<i>I</i>	<i>D</i>	<i>M</i>
Plot		X	X	
Character		X	X	
Setting		X	X	
Theme/essential message		X		
<b>OBJECTIVES AND SKILLS INQUIRY &amp; RESEARCH</b>	<b>NJCCCS 3.1.2.H</b>	<i>I</i>	<i>D</i>	<i>M</i>
Locate information using alphabetical order	3.1.2.H.1	X	X	X
Read a variety of nonfiction and fiction books and produce evidence of reading	3.1.2.H.2	X	X	

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***D***=Develop

***M***=Master

<b>THIRD GRADE READING</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</b>				
<b>OBJECTIVES AND SKILLS METACOGNITIVE STRATEGIES</b>	<b>NJCCCS 3.1.1.G</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Read and comprehend both fiction and nonfiction that is appropriately designed for grade level	<b>3.1.3.G.13</b>	<b>X</b>	<b>X</b>	
Author's purpose	<b>3.1.3.G.1</b>	<b>X</b>	<b>X</b>	
Survey Questions prior to reading		<b>X</b>	<b>X</b>	
Activate Prior Knowledge		<b>X</b>	<b>X</b>	
Question purpose of reading		<b>X</b>	<b>X</b>	
Distinguish cause and effect	<b>3.1.3.G.2</b>	<b>X</b>	<b>X</b>	
Fact and opinion		<b>X</b>	<b>X</b>	
Main idea: stated/unstated		<b>X</b>	<b>X</b>	
Locate information		<b>X</b>	<b>X</b>	
Make inferences	<b>3.1.3.G.8</b>	<b>X</b>	<b>X</b>	
Sequence		<b>X</b>	<b>X</b>	
Summarize	<b>3.1.3.G.7</b>	<b>X</b>	<b>X</b>	
Predict		<b>X</b>	<b>X</b>	
Reread to make sense of difficult passage		<b>X</b>	<b>X</b>	
Directions: one-, two-, multi-step		<b>X</b>	<b>X</b>	
Draw conclusions		<b>X</b>	<b>X</b>	
Paraphrase/restate facts and details		<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS READING STRATEGIES (Before, during, and after reading)</b>	<b>NJCCCS 3.1.2.E</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Syllable rules and patterns (decoding)	<b>3.1.3.C.2</b>	<b>X</b>	<b>X</b>	
Prefixes, suffixes, derivations, and root words	<b>3.1.3.C.1</b>	<b>X</b>	<b>X</b>	
Word Recognition (infer, contextual clues) Vocabulary lesson		<b>X</b>	<b>X</b>	
Word Meaning	<b>3.1.3.C.3</b>	<b>X</b>	<b>X</b>	
Word relationships		<b>X</b>	<b>X</b>	

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<b>OBJECTIVES AND SKILLS FLUENCY</b>	<b>NJCCCS 3.1.2.D</b>	<i>I</i>	<i>D</i>	<i>M</i>
Read aloud narrative and expository text with appropriate pacing, intonation, and expression	<b>3.1.3.D.3</b>	<b>X</b>	<b>X</b>	
Read aloud in a manner that sounds like natural speech	<b>3.1.3.D.1</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS VOCABULARY &amp; CONCEPT DEVELOPMENT</b>	<b>NJCCCS 3.1.2.F</b>	<i>I</i>	<i>D</i>	<i>M</i>
Use a grade-appropriate dictionary with assistance from teacher	<b>3.1.3.F.4</b>	<b>X</b>	<b>X</b>	
Multiple-meaning words	<b>3.1.3.F.5</b>	<b>X</b>	<b>X</b>	
Infer word meaning from taught roots, prefixes, and suffixes	<b>3.1.3.F.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Context/context clues	<b>3.1.3.F.5</b>	<b>X</b>	<b>X</b>	
Antonyms/synonyms		<b>X</b>	<b>X</b>	<b>X</b>
Homophones/homonyms/homographs usage		<b>X</b>	<b>X</b>	
Apply resources – dictionary, thesaurus	<b>3.1.3.F.4</b>	<b>X</b>	<b>X</b>	
Spell previously studied words and spelling patterns accurately	<b>3.1.3.F.1</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS READING GENRES</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>Non-fiction Reading</b>	<b>3.1.3.G.13</b>			
History		<b>X</b>		
Science		<b>X</b>	<b>X</b>	
Biography		<b>X</b>	<b>X</b>	
Newspaper/current events		<b>X</b>	<b>X</b>	
<b>Fiction Reading</b>				
Traditional literature – myth, legends...		<b>X</b>		
Historical fiction		<b>X</b>		
Short stories		<b>X</b>		
Poetry		<b>X</b>	<b>X</b>	
Multi-cultural		<b>X</b>		
Plays		<b>X</b>		
Independent reading choices	<b>3.1.3.G.12</b>	<b>X</b>	<b>X</b>	

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<b>OBJECTIVES AND SKILLS LITERARY ELEMENTS</b>	<b>NJCCCS 3.1.2.G.4</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Plot	<b>3.1.3.G.10</b>	<b>X</b>	<b>X</b>	
Setting – time/place/duration		<b>X</b>	<b>X</b>	
Character		<b>X</b>	<b>X</b>	<b>X</b>
Setting		<b>X</b>	<b>X</b>	<b>X</b>
Theme/essential message	<b>3.1.3.G.6</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS RESPONSES TO LITERATURE</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Recall details	<b>3.1.3.G.2</b>	<b>X</b>	<b>X</b>	
Ask how, why, and what-if questions in interpreting nonfiction texts	<b>3.1.3.G.4</b>	<b>X</b>	<b>X</b>	
Summarize – ability to summarize beginning, middle, and end	<b>3.1.3.G.7</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS INQUIRY AND RESEARCH</b>	<b>NJCCCS 3.1.3H</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Use Library classification systems, print or electronic, to locate information	<b>3.1.3.H.1</b>	<b>X</b>	<b>X</b>	
Draw conclusions from information and data gathered	<b>3.1.3.H.2</b>	<b>X</b>	<b>X</b>	
Read a variety of nonfiction and fiction books and produce evidence of understanding	<b>3.1.3.H.3</b>	<b>X</b>	<b>X</b>	

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<b>FOURTH GRADE READING</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</b>				
<b>OBJECTIVES AND SKILLS METACOGNITIVE STRATEGIES</b>	<b>NJCCCS 3.1.1.G</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Author's purpose	<b>3.1.4.G.4</b>	<b>X</b>	<b>X</b>	
Survey Questions prior to reading		<b>X</b>	<b>X</b>	
Activate Prior Knowledge			<b>X</b>	<b>X</b>
Question purpose of reading	<b>3.1.4.G.3</b>		<b>X</b>	
Distinguish cause and effect	<b>3.1.4.G.2</b>		<b>X</b>	
Fact and opinion			<b>X</b>	<b>X</b>
Main idea:stated/unstated			<b>X</b>	
Locate information			<b>X</b>	<b>X</b>
Make inferences	<b>3.1.4.G.3</b>	<b>X</b>	<b>X</b>	
Sequence			<b>X</b>	<b>X</b>
Summarize	<b>3.1.4.G.7</b>		<b>X</b>	
Predict			<b>X</b>	<b>X</b>
Reread to make sense of difficult passage			<b>X</b>	
Directions: one-, two-, multi-step	<b>3.1.4.G.5</b>			<b>X</b>
Draw conclusions	<b>3.1.4.G.3</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS READING STRATEGIES (Before, during, and after reading)</b>	<b>NJCCCS 3.1.2.E</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Decode	<b>3.1.4.C</b>			<b>X</b>
Prefixes, suffixes, derivations, and root words	<b>3.1.4.C.1</b>		<b>X</b>	
Word Recognition (infer, contextual clues)	<b>3.1.4.F.2</b>		<b>X</b>	
Word Meaning	<b>3.1.4.F.1</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS FLUENCY</b>	<b>NJCCCS 3.1.4.D</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Read aloud narrative and expository text with appropriate pacing, intonation, and expression	<b>3.1.4.D.1</b>		<b>X</b>	

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Reads at different speeds using scanning, skimming, or careful reading as appropriate	3.1.4.D.2	X	X	
Word relationships			X	
<b>OBJECTIVES AND SKILLS VOCABULARY &amp; CONCEPT DEVELOPMENT</b>	<b>NJCCCS 3.1.2.F</b>	<b>I</b>	<b>D</b>	<b>M</b>
Literal meaning – denotation (dictionary definition) grade appropriate	3.1.4.F.4		X	
Recognize figurative language		X		
Recognize sensory details			X	
Connotation – positive, negative, or neutral intention of a word		X		
Antonyms/synonyms	3.1.4.F.3		X	X
Homophones/homononyms/homographs usage			X	
Apply resources – dictionary, thesaurus	3.1.4.F.4		X	
Oral Reading	3.1.4.G.13		X	
Silent Reading	3.1.4.G.13		X	
Use graphic organizers to illustrate key concepts and relationship to text	3.1.4.E.3		X	
<b>OBJECTIVES AND SKILLS READING GENRES</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Non-fiction Reading</b>	<b>3.1.4.G.8</b>			
History			X	
Science			X	
Biography			X	
Newspaper/current events			X	
<b>Fiction Reading</b>				
Traditional literature – myth, legends...	3.1.4.G.8	X		
Historical fiction			X	
Short stories			X	
Poetry		X		
Multi-cultural		X	X	
Plays			X	
Independent reading choices	3.1.4.G.13		X	

**I=Introduce**

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<b>OBJECTIVES AND SKILLS LITERARY ELEMENTS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Plot	<b>3.1.4.G.10</b>		<b>X</b>	
Setting – time/place/duration				<b>X</b>
Character	<b>3.1.4.G.9</b>		<b>X</b>	
Rising Action		<b>X</b>		
Theme/essential message	<b>3.1.4.G.10</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS RESPONSES TO LITERATURE</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Recall details	<b>3.1.4.G.3</b>		<b>X</b>	<b>X</b>
Summarize – ability to summarize beginning, middle, and end	<b>3.1.4.G.7</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS INQUIRY AND RESEARCH</b>	<b>NJCCCS 3.1.2.H</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Use Library classification systems, print or electronic, to locate information	<b>3.1.4.H.1</b>		<b>X</b>	
Investigate a favorite author produce evidence of research	<b>3.1.4.H.2</b>	<b>X</b>		

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<b>FIFTH GRADE READING</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</b>				
<b>OBJECTIVES AND SKILLS METACOGNITIVE STRATEGIES</b>	<b>NJCCCS 3.G.4</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Survey Questions prior to reading	<b>3E1</b>		<b>X</b>	
Activate Prior Knowledge	<b>3E1</b>		<b>X</b>	
Question purpose of reading	<b>3E1</b>		<b>X</b>	
Predict	<b>3E1;3E4</b>		<b>X</b>	
Reread to make sense of difficult passage	<b>3E3</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS READING STRATEGIES (Before, during, and after reading)</b>	<b>NJCCCS 3.D.1, 3.E.2</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Decode	<b>3C1-4</b>		<b>X</b>	
Word Recognition (infer, contextual clues)	<b>3D1;3D3 3F1-2; 3G9</b>		<b>X</b>	
Word Meaning	<b>3D2; 3F1-2</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS FLUENCY</b>	<b>NJCCCS 3.D1, 3.E2</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Read aloud narrative and expository text with appropriate pacing, intonation, and expression	<b>3.1.4.D.1</b>	<b>X</b>	<b>X</b>	
Reads at different speeds using scanning, skimming, or careful reading as appropriate	<b>3.1.4.D.2</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS VOCABULARY &amp; CONCEPT DEVELOPMENT</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Word relationships	<b>3F2</b>		<b>X</b>	
Word etymology	<b>3D2;3F1</b>	<b>X</b>		
Literal meaning – denotation (dictionary definition)	<b>3F3</b>	<b>X</b>	<b>X</b>	
Recognize figurative language	<b>3G13</b>	<b>X</b>		
Recognize sensory details	<b>3G13</b>		<b>X</b>	
Connotation – positive, negative, or neutral intention of a word	<b>3F1</b>		<b>X</b>	

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Antonyms/synonyms	3F3		X	X
Homophones/homonyms/homographs usage	3F3		X	X
Apply resources – dictionary, thesaurus	3F4-5		X	
Oral Reading	3D1		X	
Silent Reading	3D4		X	
Use graphic organizers to illustrate key concepts and relationship to text	3F5		X	
Interpret idiomatic expressions	3G17	X	X	
<b>OBJECTIVES AND SKILLS READING GENRES</b>	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
<b>Non-fiction Reading</b>	3G11;3H1-7			
History	3G5;3G6		X	
Science			X	
Biography			X	
Research	3H1-7		X	
Newspaper/current events	3G6;3H1		X	
<b>Fiction Reading</b>				
Traditional literature – myth, legends...			X	
Historical fiction			X	
Short stories	3G12		X	
Poetry	3G13-14		X	
Multi-cultural			X	
Plays	3G15		X	
Independent reading choices	3G16		X	
<b>OBJECTIVES AND SKILLS LITERARY ELEMENTS</b>	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
Plot line analysis	3G12	X		
Setting – time/place/duration			X	X
Character			X	X
Rising Action			X	

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Recognize types of conflict as Person Vs _____				
- Person Vs self			<b>X</b>	
- Person Vs person			<b>X</b>	
- Person Vs society			<b>X</b>	
- Person Vs Nature			<b>X</b>	
- Person Vs Fate			<b>X</b>	
Climax (turning point)			<b>X</b>	
Falling Action			<b>X</b>	
Denouement (Resolution)			<b>X</b>	
Universal theme	<b>3G6;3G7</b>		<b>X</b>	<b>X</b>
Author's message	<b>3G1;3G7</b>		<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS RESPONSES TO LITERATURE</b>	<b>NJCCCS 3.G.1</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Recall details	<b>3G3G8;</b>		<b>X</b>	
Summarize – ability to summarize beginning, middle, and end	<b>3E4</b>		<b>X</b>	
Interpret – understanding important text implication; relevant supporting facts	<b>3G4</b>		<b>X</b>	
Analyze – ability to recognize message/event and form reason or opinion with supporting details	<b>3G5</b>	<b>X</b>	<b>X</b>	
Reflection – ability to think about story and connect it to reader's own life through written or oral responses to discussion questions	<b>3G4</b>	<b>X</b>	<b>X</b>	
Synthesis - design or create a project that reflects in depth understanding of a written piece	<b>3G4</b>	<b>X</b>	<b>X</b>	
Use graphic organizer to illustrate key concepts and relationship to text	<b>3H8</b>	<b>X</b>	<b>X</b>	

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***D***=Develop

***M***=Master

<b>SIXTH GRADE READING</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 61, students will:</b>				
<b>OBJECTIVES AND SKILLS METACOGNITIVE STRATEGIES</b>	<b>NJCCCS 3D4;3E1 3E4;3G43 G15</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Activate prior knowledge	<b>3E1</b>		<b>X</b>	
Question	<b>3H1</b>		<b>X</b>	
Predict	<b>3E1</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS READING STRATEGIES (Before, during, and after reading)</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Decode	<b>3D1-3</b>		<b>X</b>	<b>X</b>
Reread to make sense of difficult text	<b>3E3</b>		<b>X</b>	<b>X</b>
Word recognition (infer, contextual clues)	<b>3D4 3F1-2</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS FLUENCY</b>	<b>NJCCCS 3D2</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Oral reading	<b>3D2</b>		<b>X</b>	<b>X</b>
Silent reading	<b>3D3</b>		<b>X</b>	<b>X</b>
Idioms/idiomatic expressions	<b>3G18</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS VOCABULARY &amp; CONCEPT DEVELOPMENT</b>	<b>NJCCCS 3F1</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Vocabulary	<b>3F1</b>	<b>X</b>	<b>X</b>	
Meaning by context	<b>3F2</b>		<b>X</b>	
Inferring	<b>3F1;3G9</b>		<b>X</b>	
Word relationships	<b>3G4</b>		<b>X</b>	
Word etymology	<b>3F4-5</b>		<b>X</b>	
Use dictionary, thesaurus	<b>3F4-5</b>		<b>X</b>	
Recognize figurative language	<b>3G13</b>		<b>X</b>	
Recognize sensory details	<b>3G13</b>		<b>X</b>	

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Denotation – dictionary meaning	3F1	X	X	
Connotation/ - positive, negative, or neutral intention of a word	3F2	X	X	
Antonyms / synonyms	3F3		X	
Reread to make sense of difficult text	3E3		X	
Interpret idiomatic expressions	3G17		X	
<b>OBJECTIVES AND SKILLS READING GENRES</b>	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
<b>Non-fiction Reading</b>	3G9, 3G10-11, 3H1-7			
History [textbook]	3G3		X	
Science	3G3		X	
Biography	3G3		X	
Research	3H1-6		X	
Newspaper/ current events	3H1-6		X	
<b>Fiction Reading</b>				
Traditional Literature - myths	3G1	X	X	
Historical fiction	3G3;3G5;3G6		X	
Mystery / Suspense			X	
Realistic Fiction			X	
Multi-cultural			X	
Poetry	3G14		X	
Short stories	3G12		X	
Plays	3G16-17		X	
Independent Reading choices			X	
<b>OBJECTIVES AND SKILLS LITERARY ELEMENTS</b>	NJCCCS 3G12-13	<i>I</i>	<i>D</i>	<i>M</i>
Plot analysis	3G12	X	X	
Setting – time/place/duration	3G17		X	X
Character			X	X
Recognize conflict as Person Vs _____				

***I***=Introduce

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-Person Vs self		X	X	
-Person Vs person		X	X	
-Person Vs Society		X	X	
-Person Vs Nature		X	X	
-Person Vs Fate		X	X	
Climax		X	X	
Denouement (resolution)		X	X	
Universal theme	3G7		X	
Author's message	3G1		X	
Cultural bias	3G6	X	X	
<b>OBJECTIVES AND SKILLS RESPONSES TO LITERATURE</b>	<b>NJCCCS 3E4;3E6</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Recall details	3G1		X	
Summarize – ability to summarize beginning, middle, and end	3G1 3G8		X	
Interpretation – understanding important text implications; relevant supporting facts	3G15		X	
Analysis – Reflection – ability to recognize message/event and form a relevant reason for opinion with supporting details	3G15 3G17		X	
Synthesis – Design or create a project that reflects in depth understanding of a written piece	3H7		X	
Use graphic organizers to illustrate key concepts and relationship to text	3F5		X	

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<b>SEVENTH GRADE READING</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</b>				
<b>OBJECTIVES AND SKILLS CONCEPTS ABOUT PRINT/TEXT</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Identify and use common textual features			<b>X</b>	
<b>OBJECTIVES AND SKILLS METACOGNITIVE STRATEGIES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Activate prior knowledge	<b>3E1</b>		<b>X</b>	<b>X</b>
Question	<b>3H1</b>		<b>X</b>	<b>X</b>
Predict	<b>3E1</b>			<b>X</b>
Apply knowledge of paragraphing	<b>3A1</b>			<b>X</b>
<b>OBJECTIVES AND SKILLS READING STRATEGIES (Before, during, and after reading)</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Decode	<b>3D1-3</b>			<b>X</b>
Reread to make sense of difficult text	<b>3E3</b>			<b>X</b>
Word recognition (infer, contextual clues)	<b>3D4 3F1-2</b>		<b>X</b>	<b>X</b>
Apply spelling rules and syllabication	<b>3C2</b>		<b>X</b>	<b>X</b>
Correct use of homophones	<b>3C1</b>			<b>X</b>
<b>OBJECTIVES AND SKILLS FLUENCY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Oral reading	<b>3D2</b>			<b>X</b>
Silent reading	<b>3D3</b>			<b>X</b>
Idioms/idiomatic expressions	<b>3G18</b>		<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS VOCABULARY &amp; CONCEPT DEVELOPMENT</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Vocabulary expansion	<b>3F1-4</b>		<b>X</b>	
Meaning by context	<b>3F2</b>			<b>X</b>

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Inferring	3F1;3G9		X	
Word relationships	3G4		X	
Word etymology	3F4-5		X	X
Literal meanings	3F4			X
Figurative meanings	3F4, 3G13		X	X
Innuendo	3F4, 3G13		X	X
Recognize sensory details	3G13			X
Denotation – dictionary meaning	3F1			X
Connotation/ - positive, negative, or neutral intention of a word	3F2		X	X
Antonyms / synonyms	3F3			X
Reread to make sense of difficult text	3E3			X
Interpret idiomatic expressions	3G17		X	X
<b>OBJECTIVES AND SKILLS READING GENRES</b>	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
<b>Non-fiction Reading</b>	3G9, 3G10-11, 3H1-7			
History	3G3		X	
Science	3G3		X	
Biography	3G3		X	
Research	3H1-6		X	
Newspaper/ current events	3H1-6		X	X
<b>Fiction Reading</b>				
Traditional Literature - myths	3G1			X
Historical fiction	3G3;3G5;3G6		X	X
Mystery / Suspense		X	X	
Science fiction		X	X	
Modern Fantasy		X	X	
Biography		X	X	X
Realistic Fiction			X	X
Multi-cultural			X	X
Poetry	3G14		X	X

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Short stories	<b>3G12</b>	<b>X</b>	<b>X</b>	<b>X</b>
Plays	<b>3G16-17</b>	<b>X</b>	<b>X</b>	
Independent Reading choices		<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS LITERARY ELEMENTS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Plot analysis	<b>3G12</b>		<b>X</b>	<b>X</b>
Setting – time/place/duration	<b>3G17</b>		<b>X</b>	<b>X</b>
Character—Dynamic-vs.-static character		<b>X</b>	<b>X</b>	<b>X</b>
Conflict—Person-vs.- self, nature, society, person, and/or fate			<b>X</b>	<b>X</b>
Climax			<b>X</b>	<b>X</b>
Denouement (resolution)			<b>X</b>	<b>X</b>
Universal theme	<b>3G7</b>		<b>X</b>	<b>X</b>
Author’s message	<b>3G1</b>		<b>X</b>	<b>X</b>
Cultural bias	<b>3G6</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS RESPONSES TO LITERATURE</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Recall details	<b>3G13, 3H2</b>		<b>X</b>	<b>X</b>
Summarize – ability to summarize beginning, middle, and end	<b>3G1 3G8</b>		<b>X</b>	<b>X</b>
Interpretation – understanding important text implications; relevant supporting facts	<b>3G13</b>		<b>X</b>	<b>X</b>
Analysis – Reflection – ability to recognize message/event and form a relevant reason for opinion with supporting details	<b>3G13 3G17</b>		<b>X</b>	<b>X</b>
Synthesis – Design or create a project that reflects in depth understanding of a written piece	<b>3H7</b>		<b>X</b>	<b>X</b>

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<b>EIGHTH GRADE READING</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>				
<b>OBJECTIVES AND SKILLS CONCEPTS ABOUT PRINT/TEXT</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Identify and use common textual features</b>				
Logical order			<b>X</b>	<b>X</b>
Comparison/Contrast			<b>X</b>	<b>X</b>
Cause/Effect			<b>X</b>	<b>X</b>
Chronological			<b>X</b>	<b>X</b>
Sequential			<b>X</b>	<b>X</b>
Procedural Text			<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS METACOGNITIVE STRATEGIES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Activate prior knowledge	<b>3E1</b>		<b>X</b>	<b>X</b>
Question	<b>3H1</b>		<b>X</b>	<b>X</b>
Predict	<b>3E1</b>		<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS READING STRATEGIES (Before, during, and after reading)</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Decode	<b>3D1-3</b>			<b>X</b>
Reread to make sense of difficult text	<b>3E3</b>		<b>X</b>	<b>X</b>
Word recognition (infer, contextual clues)	<b>3D4 3F1-2</b>		<b>X</b>	<b>X</b>
Apply spelling rules and syllabication	<b>3C2</b>		<b>X</b>	<b>X</b>
Correct use of homophones	<b>3C1</b>		<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS FLUENCY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Fluency	<b>3D1; 3D2</b>		<b>X</b>	<b>X</b>
Oral reading	<b>3D2</b>		<b>X</b>	<b>X</b>
Silent reading	<b>3D3</b>		<b>X</b>	<b>X</b>

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Idioms/idiomatic expressions	3G18		X	X
<b>OBJECTIVES AND SKILLS VOCABULARY &amp; CONCEPT DEVELOPMENT</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Vocabulary expansion	3F1-4		X	X
Meaning by context	3F2		X	X
Inferring	3F1;3G9		X	X
Word relationships	3G4		X	X
Word etymology	3F4-5		X	X
Literal meanings	3F4		X	X
Figurative meanings	3F4, 3G13		X	X
Innuendo	3F4, 3G13		X	X
Recognize sensory details	3G13		X	X
Denotation – dictionary meaning	3F1		X	X
Connotation/ - positive, negative, or neutral intention of a word	3F2		X	X
Antonyms / synonyms	3F3		X	X
Reread to make sense of difficult text	3E3		X	X
Interpret idiomatic expressions	3G17		X	X
<b>OBJECTIVES AND SKILLS READING GENRES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Non-fiction Reading</b>	<b>3E1; 3E2</b>		<b>X</b>	<b>X</b>
History	3G3		X	X
Science	3G3		X	X
Biography	3G3		X	X
Research	3H1-6		X	X
Newspaper/ current events	3H1-6		X	X
<b>Fiction Reading</b>				
Traditional Literature - myths	3G1		X	X
Allegory ( <i>Animal Farm</i> )		X	X	X
Historical fiction	3G3;3G5;3 G6			
Holocaust (Misc. Authors)		X	X	X

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African American Experience (Paulsen, misc. authors)		X	X	X
Civil War		X	X	X
Mystery / Suspense (Conan Doyle, Misc. Authors)		X	X	
Science fiction		X	X	
Modern Fantasy		X	X	X
Biography (Weisel, Misc. Authors)		X	X	X
Realistic Fiction (Hinton)			X	X
Multi-cultural			X	X
Poetry (Poe)	3G14	X	X	X
Short stories (O'Henry, Misc. Authors)	3G12	X	X	X
Novellas (Dickens)		X	X	X
Plays (Shakespeare, Misc. Authors)	3G16-17	X	X	X
Independent Reading choices		X	X	X
	3G15			
<b>OBJECTIVES AND SKILLS AUTHOR STUDY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Poe	3G7	X	X	
O'Henry	3G7	X	X	X
Hinton		X	X	X
Dickens		X	X	
Shakespeare	3G10; 3G11	X	X	
<b>OBJECTIVES AND SKILLS LITERARY ELEMENTS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Plot analysis	3G12		X	X
Setting – time/place/duration	3G17		X	
Character—Dynamic-vs.- static			X	X
Conflicts—Person-vs.-self, nature, society, person, and/or fate			X	X
Climax				X
Denouement (resolution)			X	X
Universal theme	3G9		X	X
Author's message	3G1		X	X

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Cultural bias	<b>3G6</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS RESPONSES TO LITERATURE</b>	<b>NJCCCS 3E1; 3G12;3G6; 3G13</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Recall details	<b>3G13, 3H2</b>		<b>X</b>	<b>X</b>
Summarize – ability to summarize beginning, middle, and end	<b>3G1 3G8</b>		<b>X</b>	<b>X</b>
Interpretation – understanding important text implications; relevant supporting facts	<b>3G13</b>	<b>X</b>	<b>X</b>	<b>X</b>
Analysis – Reflection – ability to recognize message/event and form a relevant reason for opinion with supporting details	<b>3G13 3G17</b>	<b>X</b>	<b>X</b>	<b>X</b>
Synthesis – Design or create a project that reflects in depth understanding of a written piece	<b>3H7</b>		<b>X</b>	<b>X</b>

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