

ACADEMIC
PLANS
2009-2010

GREAT
EXPECTATIONS

Dear Educators,

The Superintendent of Schools has set great expectations for every child in our District. He expects every child to demonstrate ten percent growth in their test scores this academic year. I strongly believe that this is achievable because we have consistently increased students' reading and writing ability by one or two grade levels within a school year. Therefore, being ambitious, I believe that the Franklin Family can show a fifteen percent increase.

Last year, we worked extensively on utilizing the Eight Step Process to individualize instruction. We developed and enriched our classroom Learning Centers, provided a tutorial program, and enhanced our technical capabilities to facilitate learning. These endeavors did not yield the anticipated success of our students on the NJASK.

This academic year, we must have clear evidence that we are using data to manage our delivery of instruction. We have simplified the lesson planning format and introduced various processes that will help you individualize instruction. We have selected a minimum of ten objectives that will be covered during the first marking period. We are expected to administer weekly assessments in order to ascertain that our goal to educate students is achieved. If not, we must re-teach that small cluster by using the centers and other pedagogical techniques.

During my visit to your classes, the following must be evident and accessible:

- **Assessment Data**
- **Instructional Focus**
- **Assessments for continuous Learning**
- **Parental contact information**

This academic plan clearly delineates an effective way to deliver and manage instruction. I expect that we follow the recommendations specified in this academic plan so we can get the desired outcome, which is a fifteen percent growth for all our students.

Marc Maurice, Principal

| Evidence to Be Stored in Binders/Books | |
|---|--|
| Type of Data | Where to Record the Data |
| Beginning Assessment Data | |
| <ul style="list-style-type: none"> • NJASK 3-4 Scores • ACCESS Scores for Bilingual • DRA2, Gates and SRI scores • Cluster Data—identify “cusp” students (highlight on data sheets) | <ul style="list-style-type: none"> • MS Excel Data Spreadsheet—individual teachers; monitored by principal and vice principal |
| <ul style="list-style-type: none"> • Identify Skills Clusters that need improvement | <ul style="list-style-type: none"> • See NJ ASK Data |
| Management | |
| <ul style="list-style-type: none"> • Parental Contact • Discipline Records • Attendance | <ul style="list-style-type: none"> • Parent Log • Copies of Referrals • Roster Book/Attendance Records |
| Instructional Focus | |
| <ul style="list-style-type: none"> • Instructional Focus Calendars (from NJ ASK, etc. Data and Weekly Assessments) • Student Groupings by Instructional Needs, based on NJ ASK, ACCESS, Inventories • Recommended instructional strategies for students—Evidence of Differentiation • Learnia • Study Island/First in Math/Criterion Data • Learning Centers—Types/Appeal to Learning Styles, Interests, and Levels • Leveled Reading Groups | <ul style="list-style-type: none"> • Place in Data Book |
| <ul style="list-style-type: none"> • Lesson Plans | <ul style="list-style-type: none"> • Lesson Plan Book |
| Assessments for Learning (Continuous) | |
| <ul style="list-style-type: none"> • Non-negotiables | <ul style="list-style-type: none"> • Student Work Portfolios |
| <ul style="list-style-type: none"> • District Benchmarks • Weekly Assessments CPI Assessments—Writing—Using NJHSR; Math Assessments—based on cluster deficiencies and Curriculum maps and pacing guides | <ul style="list-style-type: none"> • MS Excel Data Spreadsheet |
| <ul style="list-style-type: none"> • Unit and Weekly Tests | <ul style="list-style-type: none"> • Grade Book |

Data-Driven Instruction Monitoring Process Teacher Form

Teacher Name _____

Grade _____

| Number and Percent of students at each level | Interventions/Instructional Strategies |
|--|--|
| <p>Benchmark <i>(performing at or above proficiency)</i></p> <p>Number of students at benchmark _____</p> <p>Percent of students at benchmark _____</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Web-Based Tutorial Programs e.g. Study Island, Criterion <input type="checkbox"/> Writing <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> Peer-tutoring <input type="checkbox"/> Learning Centers <input type="checkbox"/> Differentiated Learning Groups <input type="checkbox"/> Intervention/Enrichment Period <input type="checkbox"/> IEP Services Adjustments: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> Modified In-Class Assignments <input type="checkbox"/> Modified Homework Assignments <input type="checkbox"/> Modified Assessments <input type="checkbox"/> Focused Mini-Lessons <input type="checkbox"/> After-school tutoring <input type="checkbox"/> Community Resources e.g. Trenton Libraries <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> Parent Connections – for additional reinforcement at home <input type="checkbox"/> Teacher 1:1 review <input type="checkbox"/> Small Group Review <input type="checkbox"/> Supplemental Services <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> Supplemental Services <input type="checkbox"/> More Intense Guided Reading Instruction <p>Other Interventions:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> |
| <p>Strategic <i>(performing just below proficiency)</i></p> <p>Number of students at strategic _____</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Web-Based Tutorial Programs e.g. Study Island, Criterion <input type="checkbox"/> Writing <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> Peer-tutoring <input type="checkbox"/> Learning Centers <input type="checkbox"/> Differentiated Learning Groups <input type="checkbox"/> Intervention/Enrichment Period <input type="checkbox"/> IEP Services Adjustments: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <input type="checkbox"/> Modified In-Class Assignments <input type="checkbox"/> Modified Homework Assignments |

| | |
|---|--|
| <p>Percent of students at strategic _____</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Modified Assessments <input type="checkbox"/> Focused Mini-Lessons <input type="checkbox"/> After-school tutoring <input type="checkbox"/> Community Resources e.g. Trenton Libraries <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Connections – for additional reinforcement at home <input type="checkbox"/> Teacher 1:1 review <input type="checkbox"/> Small Group Review <input type="checkbox"/> Supplemental Services <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Supplemental Services <input type="checkbox"/> More Intense Guided Reading Instruction <p>Other Interventions:</p> <hr/> <hr/> |
| <p>Intensive <i>(performing well-below proficiency)</i></p> <p>Number of students at intensive _____</p> <p>Percent of students at intensive _____</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Web-Based Tutorial Programs e.g. Study Island, Criterion <input type="checkbox"/> Writing <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Peer-tutoring <input type="checkbox"/> Learning Centers <input type="checkbox"/> Differentiated Learning Groups <input type="checkbox"/> Intervention/Enrichment Period <input type="checkbox"/> IEP Services Adjustments: <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Modified In-Class Assignments <input type="checkbox"/> Modified Homework Assignments <input type="checkbox"/> Modified Assessments <input type="checkbox"/> Focused Mini-Lessons <input type="checkbox"/> After-school tutoring <input type="checkbox"/> Community Resources e.g. Trenton Libraries <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Connections – for additional reinforcement at home <input type="checkbox"/> Teacher 1:1 review <input type="checkbox"/> Small Group Review <input type="checkbox"/> Supplemental Services <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Supplemental Services <input type="checkbox"/> More Intense Guided Reading Instruction <p>Other Interventions:</p> <hr/> <hr/> |

Learning Journals
and
Writing across the
Curriculum
Calendars

Language Arts
Writing Journal
Calendars

Learning Journals

Writing Across the Curriculum (WAC)

A learning journal allows students to make personal connections with their course work, no matter if they are studying a new equation in math class or frogs in science, prejudice in social studies or poetry in language arts.

- It allows them to do so free from the pull of right answers and performance.
- Journal writing provides a way for students to work things out for themselves, to take an active role in their learning.
- It is a tool to explore their thoughts and their feelings about their course work in all of their classes.

Students write daily entries responding to....

- specific teacher prompts or open ended questions,
- a reading,
- a video, song or poem,
- a field trip experience,
- a math problem

Management of the Learning Journal

- Students should write in their learning journal for:
 - At least 5 minutes every day
- Journal notebook cover should have:
 - Name
 - Grade
 - Journal
 - School
- Students should use a common heading on journal entries, which should be located on the top right side of the page:
 - Date
 - Topic
 - Subject (K-5)
- Journals are used to promote fluency and thinking therefore they are NOT graded for spelling, grammar or mechanics.
- Teachers review and respond to student learning journals at frequent intervals –giving comments or suggestions, asking questions, and helping students make connections.
- **Journal writing occurs for approximately 5 minutes each day.**
- **Each week a different type of journal entry is expected:**
 - For example, Week of February 23rd – Writing Prompts

Grades K-5 Daily journal writing is done only in the following subjects:

- Monday & Thursday - Language Arts
- Tuesday & Friday – Social Studies/Science
- Wednesday – Mathematics

What types of journal entries are students expected to write?

- Free write
- Writing prompts
- Summary
- Reflections
- Personal experience
- Self assessments
- Note taking
- Reader Response



OCTOBER JOURNAL CALENDAR

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| WORD BANK: leaves - bat - scarecrow - costume - skeleton - color - owl - spider - trick - treat - pumpkin - harvest - witch - ghost - candy - autumn - acorn - jacket - scary - rake - fire - safety - Halloween | | | | |
| 5 Why are firefighters so important? Write a few sentences telling why. | 6 You are sailing on one of Columbus' ships. Write what your day was like. | 7 If you were going on a voyage, what would you take with you and why? | 8 What is your favorite thing about Fall? | 9 Use your five senses to write about Autumn. (I see, I smell, I feel, I hear, I taste...) |
| 12 Tell about some ways you help at home. | 13 List as many words as you can that rhyme with ghost. | 14 Make a recipe for witch's stew. | 15 Write a list of safety rules for trick-or-treating. | 16 Write words that rhyme with bat. Then write a "batty" poem. |
| 19 October is Pizza Month. Write a pizza recipe. | 20 Tell the story of a leaf that falls from a tree. | 21 Write about the adventures of a scarecrow. | 22 What things can you do to make your home safe from fire? | 23 Write out the steps you would take to make a jack-o-lantern. |
| 26 Draw a map and write directions on how to get home from school. | 27 List 5 ways to prevent fires. | 28 FREE | 29 Describe your Halloween costume without telling what you will be. | 30 Write a story about a haunted house. |


October WAC Focus Calendar 2009

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--|---|-------|-----|----------------|--------|
| | LA | SS / Sci. | Math. | LA | 1 SS / Sci. | 2 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Journal: Personal Experience Students record thoughts on a personal experience.. | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | Columbus Day | Journal: Reader Response e.g. content from a reading (early grades can illustrate, label, etc.) | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | Journal: Writing Prompts Teacher uses a picture, phrase, video, song, poem, or a sentence starter as a starting point for writing. | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | Journal: Notes on Content Study Students take notes on the content being learned. (early grades – vocabulary, etc.) | | | | | |

Get more great calendars with CalendarsThatWork.com Full Access.



K-2 October Writing Calendar

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-------------------------------|---------------------------|---------------------------|----------------------------------|------------------------------|-----------------------------------|---|
| | | | | 1 My mom looks like this. | 2 This is how I get to school. | 3 |
| 4 This is my family. | 5 On my birthday | 6 My favorite color is | 7 I really like | 8 Columbus wanted to | 9 Columbus wanted to | 10 |
| 11 HOLIDAY Columbus Day | 12 A | 13 is red. | 14 When someone is crying I | 15 After school I | 16 My family likes to | 17 |
| 18 I am angry when | 19 The | 20 is yellow. | 21 I like to play | 22 My favorite toy is | 23 I am afraid of | 24 |
| 25 I help at home when I | 26 A Jack-o-Lantern is | 27 | 28 For Halloween I want to be | 29 The witch has a black | 30 The best treat is | 31  |

Math Objectives

Language Arts
Objectives

Do-Now
Calendars

For All Grade Levels

Franklin Elementary School
200 Williams Street
Trenton, New Jersey 08610

Mr. Marc Maurice
Principal

First Marking Period
Mathematics Objectives by Grade Level

Kindergarten

| NJCCCS: | Objectives: |
|---------------------------------|---|
| 4.2.K.A.2 | Recognize and utilize math vocabulary as related to position words (left/right, over/under, inside/outside, etc). |
| 4.4.K.C.1 | Identify and/or sort objects by same and different attributes including color, shape, size or kind. |
| 4.4.K.C.1 | Solve problems by determining the sorting rule for groups of sorted objects. |
| 4.1.K.A.1 | Recognize, write and use objects to represent and count the quantities of 0-10. |
| 4.1.K.A.1, 4.1.K.A.5 | Use one-to-one correspondence and counting to compare groups and determine which has more, fewer, or the same amount. |
| 4.2.K.A.2 | Solve problems by making and reading a real graph. |
| 4.1.K.A.5 | Compare two numbers using sets of objects and one-to-one correspondence to determine which number is greater and which is less. |
| 4.1.K.A.1 | Use a number line to order numbers from 0-10. |
| 4.1.K.A.1, 4.1.K.A.3, 4.1.K.A.5 | Use ordinal numbers first through tenth to identify positions. |
| 4.3.K.A.1 | Solve problems by copying and extending growing patterns. |

First Marking Period
Mathematics Objectives by Grade Level

Grade 1

| Cumulative Progress Indicators (CPIs): | Objectives: |
|--|--|
| 4.1.1.A.5, 4.5.1.E.1 | Recognize, write, order, and compare whole numbers through 12. |
| 4.3.1.A.1 | Recognize, describe, extend, and create patterns. |
| 4.1.1.B.5, 4.5.1.A.2, 4.5.1.A.3, 4.5.1.E.1 | Find numbers that are 1 and 2 more than and 1 and 2 less than a given number. |
| 4.1.1.B.1 | Solve simple addition and subtraction story problems. |
| 4.1.1.B.1 | Create story problems that illustrate simple addition and subtraction facts using pictures and/or manipulatives. |
| 4.1.1.A.1 | Identify and write numerals through 100. |
| 4.1.1.A.3 | Understand that numbers have a variety of uses on a calendar (How many days in a week?, What is yesterday, today and tomorrow's date?, Is the date odd or even?, etc). |
| 4.1.1.B.1, 4.5.1.E.1 | Demonstrate ways that numbers up to 10 can be divided into two parts. |
| 4.1.1.B.1, 4.5.1.E.1 | Find the sum of two addends. |
| 4.1.1.B.1, 4.3.1.C.2, 4.5.1.E.1 | Write addition and subtraction sentences to find sums and differences. |
| 4.1.1.B.3, 4.5.1.E.1 | Write sums and differences for both horizontal and vertical forms of addition and subtraction. |
| 4.1.1.B.4, 4.3.1.C.2, 4.5.1.E.1 | Solve word problems by choosing addition or subtraction. |
| 4.1.1.A.5, 4.5.1.E.1 | Compare two groups to find how many more, how many fewer. |

First Marking Period
Mathematics Objectives by Grade Level

Grade 2

| Cumulative Progress Indicators (CPIs): | Objectives: |
|---|--|
| 4.1.2.B.1, 4.1.2.B.3 | Join two groups together and write an addition sentence to tell how many in all. |
| 4.1.2.A.1 | Solve a story problem by writing an addition sentence. |
| 4.1.2.B.1, 4.1.2.B.3 | Take away a number of objects from a group and count to find how many are left. |
| 4.1.2.A.5 | Compare two groups to find how many more or how many fewer. |
| 4.1.2.B.1, 4.1.2.B.3 | Write subtraction sentences to solve both separation and comparison problems. |
| 4.3.2.C.2, 4.5.2.E.2 | Solve problems by choosing addition or subtraction. |
| 4.5.2.A.1-5, 4.5.2.B.1-4, 4.5.2.E.1-3 | Solve a problem by: using logical reasoning; acting it out; looking for a pattern. |
| 4.3.2.D.1 | Use commutative property to find sums. |
| 4.1.2.B.1 | Recognize facts that have sums of 10. |
| 4.3.2.B.3 | Write the addition and subtraction sentences that make up a fact family. |
| 4.3.2.C.2 | Find the missing addend in an addition sentence. |
| 4.1.2.B.3 | Count on to add 1, 2, or 3 to another number. |
| 4.1.2.B.3 | Recognize doubles as a strategy for remembering sums. |
| 4.1.2.B.3 | Use double facts to learn doubles-plus-1 facts. |
| 4.1.2.B.1, 4.1.2.B.3, 4.1.2.B.7 | Find the sum of three addends. |

First Marking Period
Mathematics Objectives by Grade Level

Grade 3

| Cumulative Progress Indicators (CPIs): | Objectives: |
|--|--|
| 4.3.1.A.5 | Tell from context whether a given number is used to locate, name, measure, or count. |
| 4.1.3.A.1, 4.1.3.A.2 | Generate equivalent representation of a number by composing and decomposing numbers. |
| 4.1.3.A.1, 4.1.3.A.2 | Read and write numbers whole numbers through hundred thousands. |
| 4.1.3.A.6, 4.3.3.D.2 | Compare and order whole numbers through hundred thousands. |
| 4.1.3.A.2, 4.3.3.A.1 | Continue number patterns and use place-value patterns to find sums and differences. |
| 4.1.3.A.3 | Determine whether a number is odd or even. |
| 4.1.3.C.2 | Round numbers to the nearest ten or hundred. |
| 4.1.3.B.5 | Find the value of money (\$5 and \$1 bills, half-dollars, quarters, dimes, nickels, pennies) and make change by counting on. |
| 4.3.3.D.1 | Use addition property to find sums. |
| 4.1.3.B.1 | Use inverse relationship between addition and subtraction to write related sentences, solve problems with missing numbers, and verify solutions. |
| 4.3.3.B.1 | Complete tables representing patterns, and give the rule for the patterns. |
| 4.3.3.C.2, 4.5.3.A.2, 4.5.3.A.3 | Write number sentences for word problems, and use complete sentences to write answers. |
| 4.1.3.B.3 | Use mental math to add numbers by breaking them apart using place value. |
| 4.1.3.B.1 | Add mentally by using compensation with multiples of 10. |

First Marking Period
Mathematics Objectives by Grade Level

Grade 4

| Cumulative Progress Indicators (CPIs): | Objectives: |
|--|--|
| 4.1.4.A.2 | Use place value ideas to write multiples of 100 and 1,000 in different ways. |
| 4.1.4.A.2 | Read and write numbers through millions. |
| 4.1.4.A.2, 4.3.4.A.1 | Use place value to name the same number in different ways. |
| 4.1.4.A.2, 4.1.4.A.6, 4.4.4.D.2 | Compare and order numbers through millions. |
| 4.1.4.C.1 | Round whole numbers through millions. |
| 4.1.4.B.3, 4.1.4.C.2, 4.1.4.C.4 | Estimate totals made up of large numbers. |
| 4.5.4.A.3 | Give appropriate and alternate strategies for solving word problems. |
| 4.1.4.B.1, 4.1.4.B.3, 4.1.4.B.8 | Compute sums and differences of numbers mentally. |
| 4.1.4.C.2 | Use rounding and front-end estimation to estimate sums and differences. |
| 4.1.4.C.2, 4.1.4.A.3 | Indicate whether an estimate is an overestimate or underestimate. |
| 4.1.4.B.1, 4.1.4.B.3 | Find the sums of 3 or more whole numbers. |
| 4.1.4.B.7 | For a variety of problems, state the computation method to be used to add or subtract using that method. |
| 4.3.4.A.1 | Give missing numbers or figures in a pattern. |
| 4.3.4.C.2 | Evaluate variable expressions that involve a single operation of addition or subtraction. |

First Marking Period
Mathematics Objectives by Grade Level

Grade 5

| Cumulative Progress Indicators (CPIs): | Objectives: |
|---|--|
| 4.5.5.A.1-5, 4.5.5.B.1-4, 4.5.5.D.1-6, 4.5.5.E.1 | Use various strategies to solve word problems <ul style="list-style-type: none"> • Make an organized list • Look for a pattern • Work backwards • Draw a picture, etc. |
| 4.2.5.A.1, 4.2.5.D.1, 4.2.5.E.1 | Measure, draw, and classify angles. |
| 4.2.5.A.2 | Identify and classify polygons, triangles, and quadrilaterals. |
| 4.2.5.A.2 | Identify relationships between parts of a circle such as center, radius, diameter, chord, and central angle. |
| 4.2.5.A.3, 4.2.5.A.4, 4.2.5.B.2 | Identify and draw congruent, similar, and symmetrical figures and draw a line or lines of symmetry. |
| 4.2.5.B.1, 4.2.5.B.2 | Determine whether a pair of congruent figures are related by a slide (translation), flip (reflection), or turn (rotation). |
| 4.2.5.C.1 | On a coordinate grid, plot points for ordered pairs and identify the ordered pairs for plotted points. |
| 4.2.5.D.2 | Change between one customary unit of length and another. |
| 4.2.5.D.2 | Add and subtract customary units of length. |
| 4.2.5.D.4 | Measure and draw lengths to the nearest inch, quarter inch, and eighth. |
| 4.2.5.D.2, 4.2.5.D.3 | Choose the most appropriate metric unit of length. |
| 4.2.5.D.2, 4.2.5.D.3 | Measure lengths to the nearest centimeter and millimeter. |
| 4.2.5.E.2, 4.2.5.E.3 | Find the perimeter and area of a polygon. |
| 4.2.5.E.2 | Find the area of a rectangle or square by using a formula. |

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First Marking Period
 Language Arts Objectives by Grade Level

Kindergarten

| NJCCCS | Objectives |
|-----------|--|
| 3.1.K.A.2 | Recognize the alphabet as a whole and initial consonants-Know that letters stand by themselves and are used to form words. |
| 3.1.K.B.4 | Develop an understanding of the letter-sound association. Learn many one-to-one-letter sound correspondences. |
| 3.1.K.B.5 | Rhyme words and begin to blend and segment words. |
| 3.1.K.F.1 | To develop vocabulary for size, colors, high frequency word, action words, order words, and describing words. |
| 3.1.K.D.4 | Begin to develop listening skills |
| 3.1.K.G.2 | Begin to note details in a story |
| 3.1.K.G.2 | Discuss characters and setting of a story. |
| 3.1.K.G.2 | Begin to summarize stories. |
| 3.1.K.G.4 | Begin to sequence events of a story. |
| 3.1.K.G.6 | Make predictions about stories. |

| NJCCCS | Objectives |
|-----------|--|
| 3.2.K.C.3 | Write words using left-to-right and top-to-bottom directionality and appropriate spacing. |
| 3.2.K.C.4 | Develop better penmanship by holding the pencil correctly, putting paper in the right place on desk, and starting letters from the correct spot. |
| 3.2.K.D.1 | Respond to literature through drawing, telling, or writing. Journal entries. |

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First Marking Period
Language Arts Objectives by Grade Level

Grade 1

| NJCCCS | Objectives |
|------------------------|--|
| 3.1.1.A.2 | Demonstrate the ability to follow print through participation in group, shared and individual experiences. |
| 3.1.1.B.1 | Relate the spoken language to the written word. |
| 3.2.1.A.1 | Understand that we express our thoughts and feelings in writing. |
| 3.2.1.C.1 | Begin to develop the concepts of writing a sentence using correct letter formation. |
| 3.2.1.C.4 | Recognize and write initial consonant sounds and short vowels. |
| 3.1.1.C,5 | Identify high frequency words and spelling words. |
| 3.2.1.C.2 | Begin to use correct punctuation and the proper usage of capital and lower case letters. |
| 3.1.1.G.3 3.1.1.H.2 | Recognize sequence of events, cause and effect, and compare and contrast. |
| 3.2.1.A.4 | Write informational and descriptive sentences. |
| 3.2.1.A.5 | Write journal entries from writing prompts. |

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First Marking Period
Language Arts Objectives by Grade Level

Grade 2

| NJCCCS | Objectives |
|-----------|--|
| 3.1.2.B.2 | Accurately read words by using phonics to sound them out. |
| 3.1.2.G.1 | Demonstrate ability to recall facts and details of text. |
| 3.1.2.G.4 | Identify story elements. |
| 3.1.2.G.2 | Make story predictions based on story elements. |
| 3.1.2.G.1 | Sequence story elements- identify beginning, middle, and end of a story. |
| 3.2.2.A.4 | Write complete sentences using naming parts and action parts. |
| 3.2.2.C.1 | Use correct end point punctuation. |
| 3.2.2.C.2 | Use capital letters correctly in writing. |
| 3.2.2.C.3 | Spell high frequency words correctly in writing. |
| 3.1.2.F.4 | Understand antonyms and synonyms. Use them in complete sentences to make writing more descriptive. |
| 3.1.2.F.2 | Know simple prefixes and suffixes. |

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First Marking Period
Language Arts Objectives by Grade Level

Grade 3

| NJCCCS | Objectives |
|-----------|---|
| 3.1.3.B.1 | Use sophisticated sense of sound-symbol relationships; blends, digraphs, diphthongs, including all phonemes to decode words. |
| 3.1.3.F.3 | Understand the meaning of words from their roots. |
| 3.1.3.F.4 | Use a dictionary with teacher's help to pronounce or find the meaning of a word. ABC order. |
| 3.1.3.F.2 | Identify words or wording that must be clarified in order to understand what is read. e.g multiple meaning words |
| 3.1.3.G.2 | Distinguish cause/effect in interpreting text. |
| 3.1.3.G.6 | Identify the underlying theme or message when interpreting fictional text. Making inferences from text. |
| 3.1.3.G.7 | Summarize the major points in fiction and nonfictions texts. |
| 3.1.3.H.1 | Know parts of a book to locate information using print or use electronic library classification. |
| 3.2.3.B.2 | Write a personal narrative from personal experience. |
| 3.2.3.B.1 | Write a descriptive essay about a person, place, or thing. |
| 3.2.3.C.2 | Use grade appropriate knowledge of English grammar and usage to craft writing: kinds of sentences, singular, plural, subject/verb agreement, and appropriate parts of speech. |

Franklin Elementary School
 200 Williams Street
 Trenton, New Jersey 08610

Mr. Marc Maurice
 Principal

First Marking Period
 Language Arts Objectives by Grade Level

Grade 4

| NJCCCS | Objectives |
|-----------|---|
| 3.1.4.C.1 | Use phonics and structural analysis to help decode words: long/short vowels, r controlled sounds, root words, prefixes, suffixes, base words and endings, |
| 3.1.4.C.3 | Identify compound words, contractions, and common abbreviations. |
| 3.1.4.F.1 | Use roots, prefixes, and suffixes to help understand the meaning of new words. |
| 3.1.4.F.2 | Understand word meanings through an understanding of the passage’s meaning, purpose and audience. |
| 3.1.4.G.6 | Recognize how an author feels about a particular subject or topic: Point of view, story structure, inference, drawing conclusions, text organization, noting details, sequence of events. |
| 3.2.4.B.1 | Create narrative pieces. |
| 3.2.4.A.1 | Generate ideas for writing in various ways. |
| 3.2.4.C.3 | Use grade appropriate knowledge of English grammar and usage to craft writing: subject/verb agreement, pronoun usage, verb tenses. |
| 3.2.4.C.4 | Punctuate sentences correctly: ending punctuations, commas, quotation marks in dialogue. |
| 3.2.4.D.1 | Write for different purposes and a variety of audiences: expressing ideas, informing, entertaining, responding to literature, persuading, questioning, reflecting, clarifying, sharing, writing for self, peers, community. |

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 Principal

First Marking Period
 Language Arts Objectives by Grade Level


Grade 5

| NJCCCS | Objectives |
|------------|--|
| 3.1.5.F.1 | Use structural analysis to help infer meaning of known words: prefixes, suffixes, roots(morpheme study) |
| 3.1.5.F.2 | Use context analysis to help understand the meanings of unknown words in reading passages. |
| 3.1.5.H.3 | Locate information relevant to research questions from multiple sources: dictionary, student handbook, thesaurus |
| 3.1.5.G.12 | Recognize elements of fiction: character, plot, sequence of events. |
| 3.1.5.G.14 | Identify and respond to sound and structure of poetry. |
| 3.1.5.G.11 | Identify and analyze text types, format and elements in non fiction: textbook inventories, content area reading. |
| 3.2.5.B.2 | Write persuasive, speculative, and personal issue essays. |
| 3.2.5.A.1 | Write cohesive stories with good beginnings, endings, and varying sentence types. |
| 3.2.5.C.2 | Write pieces that use increasingly complex sentence structure and syntax: kinds of sentences; nouns-singular-plural, common and proper, possessive; verbs-action, main, helping, linking; verb tenses; direct objects. |
| | |
| | |



October Do Now Calendar Grade 1



| Mon | Tue | Wed | Thu | Fri | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|--|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|
| <p>5 Jim has 2 bugs. Sally has 3 bugs. How many bugs do they have in all? Use pictures, words, or numbers to show how you know.</p> | <p>6 Pam has 6 cookies. Draw a set that has more cookies. Explain your drawing.</p> | <p>7 Adam is 7 years old. Mark is two years older than Adam. How old is Mark? Explain how you know.</p> | <p>1 Copy and complete the list of numbers. How do you know what the missing numbers are? 1, __, 3, 4, __, 6, 7, __</p> | <p>2 Look at the pattern. Then write the next three letters. How did you know what comes next? T, T, I, T, T, I, T, __, __, __, __</p> | | | | | | | | | | | | | | | | | | | | |
| <p>12 No School Columbus Day (observed)</p> | <p>13 Show two ways to make 5. Use pictures, numbers, or words to show your work.</p> | <p>14 Look at the list. Which one does not belong? Explain how you know your answer is correct. 5 OOOOO three five</p> | <p>15 Put the numbers in order from greatest to least. 9, 3, 7, 0, 5</p> | <p>16 Draw the counters. Fill in the blank. <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="background-color: blue; width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> </tr> <tr> <td style="text-align: center;">O</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> 6 and I more is ____.</p> | | | | | | | | | | | O | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| O | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>19 Write a number sentence to explain this picture. How did you know what to write? </p> | <p>20 There are 8 fish in the water. 3 swim away. How many fish are left? How did you get your answer?</p> | <p>21 Look at the number. What number comes before? What number comes after? 26</p> | <p>22 No School for Students Staff Development</p> | <p>23 $9 + 3 = \underline{\quad}$ Explain how you got your answer using pictures, numbers or words.</p> | | | | | | | | | | | | | | | | | | | | |
| <p>26 Is 11 an even number or an odd number? Explain your answer.</p> | <p>27 There are two dogs playing in the park. How many legs are there in all? Use pictures, numbers, or words to show your answer.</p> | <p>28 Bill has a card with $4 + 3$ on it. Kathy has a card with $5 + 1$ on it. Whose card has the larger sum? How do you know?</p> | <p>29 Copy and complete the list of numbers. How do you know what numbers are missing? 0, 2, __, 6, 8, __</p> | <p>30 I am the number 9. What number is 1 more? What number is 2 less? Explain how you know.</p> | | | | | | | | | | | | | | | | | | | | |

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October Do Now Calendar

Grade 2



| Mon | Tue | Wed | Thu | Fri |
|--|--|---|---|--|
| <p>5</p> <p>Look at the numbers. Write the numbers in order from least to greatest. Tell how you know the order is correct. 15, 11, 14, 12, 13</p> | <p>6</p> <p>There are 14 boys and 8 girls in Mr. Hill's class. How many fewer girls than boys are there? How do you know?</p> | <p>7</p> <p>Beth is 7 years old. May is 2 years older than Beth. Steven is 1 year younger than Beth? How old are May and Steven? Show how you know.</p> | <p>8</p> <p>How does knowing $6 + 6 = 12$, help you to know what $5 + 6$ equals? Explain your thinking.</p> | <p>9</p> <p>There are 2 nests. If there are 6 eggs in each nest, how many eggs are there in all? How did you solve the problem?</p> |
| <p>12</p> <p>No School Columbus Day (observed)</p> | <p>13</p> <p>What is $5 + 3 + 4$? Explain using pictures, numbers and words your thinking.</p> | <p>14</p> <p>Write a number sentence to find how many balls in all. Solve to find the answer.</p> <p>●●●●● ●●●●●</p> | <p>15</p> <p>The Smiths spent 5 days of their vacation at a park. They spent 3 days at the beach. They spent 1 day at a museum. How long was their vacation? Explain.</p> | <p>16</p> <p>Linda has 12 stickers. Susan has 3 fewer stickers than Linda. How many stickers does Susan have? Use, pictures, numbers, and words to explain how you got the answer.</p> |
| <p>19</p> <p>Is $5 + 6$, the same as $6 + 5$? Explain using pictures, numbers, or words.</p> | <p>20</p> <p>What number sentence is missing? $3 + 5 = 8$ $5 + 3 = 8$ $8 - 3 = 5$</p> | <p>21</p> <p>12 fish swim in a tank. 7 fish are red. The rest are black. How many fish are black? Use pictures, numbers, and words to explain your thinking.</p> | <p>22</p> <p>No School for Students Staff Development</p> | <p>23</p> <p>If $3 + X = 10$, then what is the value of X? How did you solve for X?</p> |
| <p>26</p> <p>How does $6 + 7 = 13$, help you with $7 + 6$? Explain your thinking.</p> | <p>27</p> <p>Write the sum. Show how you got your answer. $8 + 4 + 2 = \underline{\quad}$</p> | <p>28</p> <p>Subtract. Write the doubles fact to help you. $16 - 8 = \underline{\quad}$, $\underline{\quad} + \underline{\quad} = 16$</p> | <p>29</p> <p>Write each sum. $7 + 7 = \underline{\quad}$ $9 + 7 = \underline{\quad}$</p> | <p>30</p> <p>If $8 + \underline{\quad} = 15$, then $15 - 8 = \underline{\quad}$.</p> |

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October Do Now Calendar

Grade 3



| Mon | Tue | Wed | Thu | Fri | | | | | | | | |
|--|--|--|--|---|----|----|--|----|----|--|---|---|
| <p>5 I am fifteenth in line to get tickets for the game. How many people are in front of me? How do you know?</p> | <p>6 What is the greatest number you can make with 7, 5, 9, 3? What is the least number you can make? Explain your thinking.</p> | <p>7 Look. Put the numbers in order from least to greatest: 12, 121, 102, 21, 212 Explain how you know you are correct.</p> | <p>1 Are the numbers used to locate, name, measure, or count? Numbers on a mailbox Numbers on a thermometer A First Place ribbon</p> | <p>2 Write the number that has 3 hundreds, 2 tens, and 6 ones.</p> | | | | | | | | |
| <p>12 No School Columbus Day (observed)</p> | <p>13 Amy is 12 years old. Her sister Jenny is 6 years older than Mike. Mike is 2 years younger than Amy. How old are Jenny and Mike? Use a number sentence to show your work.</p> | <p>14 Complete the table. Find the rule.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>In</td> <td>Out</td> </tr> <tr> <td>22</td> <td>15</td> </tr> <tr> <td></td> <td>28</td> </tr> <tr> <td>43</td> <td></td> </tr> </table> | In | Out | 22 | 15 | | 28 | 43 | | <p>15 A zookeeper takes 3 bags of peanuts to the elephants. There are 12 peanuts in each bag. How many peanuts does the zookeeper give to the elephants? Explain your thinking.</p> | <p>16 Write the numbers to continue the pattern. 2, 7, 17, 32, 52, _____, _____</p> |
| In | Out | | | | | | | | | | | |
| 22 | 15 | | | | | | | | | | | |
| | 28 | | | | | | | | | | | |
| 43 | | | | | | | | | | | | |
| <p>19 A number is between 50 and 60. It is an odd number. The sum of its digits equals 12. What number is it? Explain your thinking.</p> | <p>20 Margie wants to buy 5 sandwiches at The Snack Shack for \$1.25 each. Will she receive change if she pays with a \$10 bill? If so, how much change? Show your work.</p> | <p>21 Ms. Quinn's class of 25 students has recess with Mrs. Simpson's class of 31 students. How many students have recess together? Write a number sentence.</p> | <p>22 No School for Students Staff Development</p> | <p>23 A number can be rounded to 30. The number is not in the 20's, is not even, and does not have a 3 in the ones place. What is the number? Show your work.</p> | | | | | | | | |
| <p>26 Write the number in standard form: 1,000 + 500 + 9</p> | <p>27 Why is 1,743 greater than 174? Explain your thinking.</p> | <p>28 Compare the numbers. Use $>$, $<$, or $=$ 563 ___ 537 1,478 ___ 1,592</p> | <p>29 Round 587 to the nearest ten. Explain your steps.</p> | <p>30 What is $159 + 623$? Try breaking the numbers apart using place value. Show your work.</p> | | | | | | | | |

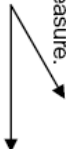
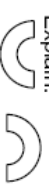

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October Do Now Calendar Grade 5



| Mon | Tue | Wed | Thu | Fri | | | | | | | | |
|---|---|--|--|---|-----|---|----|---|----|----|----|--|
| <p>5</p> <p>Estimate the difference. Then tell if your estimate is an underestimate or overestimate. Explain how you know. 719 - 428</p> | <p>6</p> <p>Draw 2 parallel lines. Draw two perpendicular lines. How are they alike? How are they different?</p> | <p>7</p> <p>Complete the following: Triangles can be classified by their ___ and their ___. How is this used in everyday life? Explain</p> | <p>1</p> <p>What does the acronym ROSE stand for? How is following the ROSE Method helpful when solving problems? Explain.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>IN</td> <td>OUT</td> </tr> <tr> <td>9</td> <td>36</td> </tr> <tr> <td>4</td> <td>40</td> </tr> <tr> <td>12</td> <td>48</td> </tr> </table> | IN | OUT | 9 | 36 | 4 | 40 | 12 | 48 | <p>2</p> <p>Write the number in standard form. $20,000 + 5,000 + 300 + 9$</p> |
| IN | OUT | | | | | | | | | | | |
| 9 | 36 | | | | | | | | | | | |
| 4 | 40 | | | | | | | | | | | |
| 12 | 48 | | | | | | | | | | | |
| <p>12</p> <p>No School Columbus Day (observed)</p> | <p>13</p> <p>Classify the angle as acute, straight, obtuse or right. Then measure.</p>  | <p>14</p> <p>Draw a picture and label. I am a polygon whose perimeter is 12 inches. I have four equal sides and 4 equal angles. What am I?</p> | <p>15</p> <p>What name is given to any line segment that connects two points on a circle?</p> | <p>9</p> <p>Three of the angles of a quadrilateral measure 80°, 100°, and 55°. What is the measure of the fourth angle? How do you know your answer is correct?</p> | | | | | | | | |
| <p>19</p> <p>Are the figures related by a translation, reflection or rotation? Explain.</p>  | <p>20</p> <p>During a track meet, Michael jumped 2 meters and Ronald jumped 213 centimeters. Who jumped further? Explain your answer.</p> | <p>21</p> <p>How many lines of symmetry does the figure have?</p>  | <p>22</p> <p>No School for Students Staff Development</p> | <p>16</p> <p>Draw two shapes that are congruent. What makes the shapes congruent? Explain.</p> | | | | | | | | |
| <p>26</p> <p>Is a circle a polygon? Why or why not? Explain your thinking.</p> | <p>27</p> <p>Complete. Explain your answers. $3 \text{ yd} = \underline{\hspace{1cm}} \text{ ft}$ $45 \text{ in.} = \underline{\hspace{1cm}} \text{ yd}$ $2 \text{ yd } 1 \text{ ft} = \underline{\hspace{1cm}} \text{ in.}$</p> | <p>28</p> <p>What is the value of the number expression $25 + (19 + 8)$?</p> | <p>29</p> <p>Draw a parallelogram. How many sets of parallel lines does a parallelogram have? Show your work.</p> | <p>30</p> <p>Draw an angle with a measure of 60°.</p> | | | | | | | | |

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Writing Non-negotiables

(Evidence of Writing Non-
negotiables should be
placed in the students'
Portfolios)

Writing Non-Negotiables

Kindergarten

F) **Writing Non-Negotiables** - Produce as a writing product in a portfolio that includes the following:

- 2 completed descriptive writing pieces

- 2 completed expository writing pieces

Grade 1

F) Writing Non-Negotiable - Produce as a writing product in a portfolio that includes the following:

- 2 completed simple reports

- 1 completed narrative writing piece

- 1 completed informational writing piece

- 1 completed descriptive writing piece

- 1 completed response to literature

Grade 2

F) Writing Non-Negotiables - Understand and use the writing process (prewriting, drafting, revising, editing, postwriting) to craft writing for different audiences and purposes; produce and maintain a portfolio to archive samples of written work in various stages of the writing process that includes the following:

- Write daily for at least 30 minutes.

- 2 narratives from personal experiences

- 2 narratives from a prompt

- 2 friendly letters

- 2 thank you letters

- 2 how-to essays

- 1 descriptive essay

- 2 simple reports

- 1 biography

- Several responses to literature that relates to reading comprehension

- Understand that their writing will be read by others.

- Write in a variety of genres to satisfy personal, academic and social needs.

Grade 3

F) Writing Non-Negotiables - Create a portfolio that contains evidence of the writing process which includes the following:

- Write daily for at least 30 minutes.
- Write at least one mini-research report with evidence of research.

- 4 complete writing packets which will include prewriting, drafting, revising, editing and post writing.

- Personal narrative

- 4 speculative essays

- 2 descriptive essays

- 1 biography

- Several responses to literature that relates to reading comprehension

- Demonstrate a mastery of Standard English conventions (sentences, punctuation, capitalization and spelling) in their published pieces.

- Demonstrate that the student has selected the correct form to address the audience and purpose of the writing.

Grade 4

F) Writing Non-Negotiables - Create a portfolio that contains evidence of the writing process which includes the following:

- Write daily for at least 30 minutes.
- Write at least two mini-research reports with evidence of research.

- 4 complete writing packets which will include prewriting, drafting, revising, editing and post writing.

- Personal narrative

- Memoir

- Research report

- 8 persuasive essays

- 8 speculative essays

Grade 4

- 2 descriptive essays

-
- Several responses to literature that relate to reading comprehension

-
- Demonstrate a mastery of Standard English conventions in their published pieces.
 - Demonstrate that the student has selected the correct form to address the audience and purpose of the writing.

Grade5

F) Writing Non-Negotiables - Create a portfolio that contains evidence of the writing process which includes the following:

- a short story

- a sequel to a short story

- an academic autobiography

- a personal narrative

- a memoir

- a poem

- a research paper

- 6 persuasive essays

- 6 speculative essays

- 1 descriptive essay

- 1 issue based essay

- several responses to literature that relate to reading comprehension
