

# Navigating the Curriculum



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## Welcome to English Language Arts in Newark Public Schools

### A Guide for New Teachers

This two-pager is your starting point for planning and delivering high-quality ELA instruction across Newark Public Schools. Our curriculum is designed to support you with clear pacing guides, thoughtfully built units, and aligned assessments, so your focus can remain on bringing learning to life in your classroom.

Each unit includes an Essential Question, Learning Intentions, Success Criteria, Daily Instructional Tasks, and embedded opportunities for feedback and reflection. Together, these components provide a roadmap for purposeful instruction.

At the heart of every lesson is the Daily Instructional Task (DIT). This is the core work students engage in to meet the learning goal. Your lesson flow, from anticipatory set to closing, should connect directly to this task. Learning Intentions and Success Criteria should be visible, student-friendly, and used daily to help students understand what they are learning and how they will demonstrate success.

Strong ELA instruction centers on students actively reading, writing, speaking, and thinking. Feedback is grounded in Success Criteria, helping students refine their work and deepen their understanding.

As you begin your journey in Newark, know that you are not alone. Ongoing professional learning, coaching, and collaborative planning are built into our system to support your growth.

Together, we are committed to creating classrooms where literacy thrives, student voice matters, and every learner is supported to succeed.

### How do I access the curriculum?

[K-8 ELA Pacing Guide SY 26-27](#)

[9-12 ELA Pacing Guide SY 26-27](#)



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## What are the key components of a unit?

Essential Question, Enduring Understandings, Learning Intentions/Success Criteria, Lesson Components: Anticipatory Set, Learning Procedures, Reading & Writing, Direct Instruction/Modeling Instruction, Student practice and exploration (e.g., partner reading, annotation, quick writes, small-group discussion), Daily Instructional Task, Facilitating Conversations, Providing Feedback

## Hattie & Timperley (2007)

### What are learning intentions?

- brief statements that explicitly describe **what students should know, understand and be able to do as a result of the learning and teaching**
- explain what students will be learning rather than what they will be doing

### What are success criteria?

- summarizes the key steps in fulfilling the learning intention - **the main things to do, include, or focus on**
- are used as the basis for feedback and peer/self assessment

| Learning Intention                                                                                  |
|-----------------------------------------------------------------------------------------------------|
| I am learning about the significance of the Newark Board of Education in the Civil Rights Movement. |
| Success Criteria                                                                                    |
| I can explain the case's impact on desegregation in schools and advancing civil rights.             |

*Sample from Grade 5 Unit on Brown v. BOE*



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Anticipatory set allows all learners to immediately engage with the content and contribute to each other's learning.

Lesson procedures provide multiple ways to access the content.



**Anticipatory Set:** In this lesson, we're thrilled to explore Pandora's story together. You'll have the chance to make thoughtful inferences about her actions to uncover a fascinating tale of divine plans, human curiosity, and how one unexpected choice can set off a chain of events that deeply impact the future of this captivating journey together!

## Learning Procedures: Discussion

- **Background:** The story of Pandora acts as both a warning and a reflection on the origins of human suffering and hope. Created by the gods, Pandora was made as the first woman, gifted with beauty, charm, and intelligence, but also with curiosity.
- **Begin with Discussion:** "What does it mean to make an inference?" Explain that an inference is an educated guess based on evidence and reasoning.
- **Engagement with the Content:**
  - **Read-Aloud:** Read "Pandora" aloud as a class.
    - Pause at key points to check understanding and discuss major events.
    - Ask students to jot down sentences that hint at the character's thoughts or feelings.
  - **Guided Practice:** Students will draw a three-column chart in their notebooks: Event — Evidence from Text — Inference.
    - Work through the first event together, filling in each column as a class. Encourage students to suggest possible inferences and support them with evidence.
    - Independent Practice: Students work individually or in pairs to complete the outline for additional events in the myth.
  - **Class Discussion:** Invite students to share one inference from their outline with the class.
    - Encourage a discussion about different inferences and the evidence supporting them.
    - Show how different perspectives can lead to unique but valid interpretations.
  - **Extension Activity:** Using the [Sentence Expansion activity](#), students will explain Pandora's actions in the myth.

**Daily Instructional Task:** Create an inference outline to make inferences about the events of the myth, "[Pandora](#)".

Daily instructional information and understanding

## What resources can assist me with lesson planning?

- ELA Academic Walkthrough Lookfors
- Lesson Implementation Guide

## What learning opportunities are offered to further my practice?

- Office of English Language Arts PD Offerings SY26-27

Click [here](#) for more information regarding English Language Arts initiatives and expectations.