

[Grade 1 New Jersey State Learning Standards](#)

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
<b>CR:</b> Close Reading of Text	<b>AW:</b> Argumentative Writing	<b>PE:</b> Participate Effectively	<b>RF:</b> Foundational Skills: <b>Reading</b> Language
<b>CI:</b> Central Ideas and Themes	<b>IW:</b> Informative and Explanatory Writing	<b>II:</b> Integrate Information	<b>WF:</b> Foundational Skills: <b>Written</b> Language
<b>IT:</b> Interactions Among Text Elements	<b>NW:</b> Narrative Writing	<b>ES:</b> Evaluate Speakers	<b>SS:</b> System and Structure of Language
<b>TS:</b> Text Structure	<b>WP:</b> Writing Process	<b>PI:</b> Present Information	<b>KL:</b> Knowledge of Language
<b>PP:</b> Perspective and Purpose in Texts	<b>WR:</b> Writing Research	<b>UM:</b> Use Media	<b>VL:</b> Vocabulary Acquisition, Use, and <b>Literal</b> Meaning
<b>MF:</b> Diverse Media and Formats	<b>SE:</b> Sources of Evidence	<b>AS:</b> Adapt Speech	<b>VI:</b> Vocabulary Acquisition, Use and <b>Interpretative</b> Meaning
<b>AA:</b> Analysis of an Argument	<b>RW:</b> Range of Writing		
<b>CT:</b> Comparison of Texts			

Trimester	Unit 1 Title	Recommended Instructional Days
1	<p>My Neighborhood</p> <p><b>Students will explore:</b></p> <ul style="list-style-type: none"> <li>● Talk with others about my neighborhood</li> <li>● Know about different types of fiction and understand their elements</li> <li>● Use language to make connections between reading and writing</li> </ul>	6 - 8 weeks

- Learn about books and how to write stories

**Language Domain**

**Foundational Reading**

*Progress Indicator:*

**L.RF.1.1** Demonstrate mastery of the organization and basic features of print (including those listed under **RF.K.1**); recognize and understand the role of the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**L.RF.1.2** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**L.RF.1.2.C** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**L.RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**L.RF.1.3.B** Decode regularly spelled one-syllable words.

**L.RF.1.4.A** Read grade-level text with purpose and understanding.

**Foundational Writing**

*Progress Indicator:*

**L.WF.1.1.A** Write the upper and lowercase alphabets from memory.

**Core Ideas and Practices  
Interdisciplinary Standards**

**L.WF.1.1.B** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

**L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in **L.WF.K.3**)

**L.WF.1.3.A** Write sentences with increasing complexity.

**L.WF.1.3.B** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

**L.WF.1.3.C** Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.

**L.WF.1.3.D** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

**L.WF.1.3.E** Use commas in dates and to separate single words in a series.

**L.WF.1.3.F** Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

**L.WF.1.3.G** Write statements in response to questions, and questions transformed from statements, using conventional word order.

**L.WF.1.3.H** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

**L.WF.1.3.I** Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

<p><b>L.WF.1.2.</b> Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in <b>L.WF.K.2</b>)</p> <p><b>L.VL.1.2.</b> Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p><b>L.VI.1.3.</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p><b>L.VI.1.3.D</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>L.VI.1.3.E</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><b>L.WF.1.3.I.</b> Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>	
<b>Reading Domain</b>	
<p><b>Reading Literature</b></p> <p><i>Progress Indicator:</i></p> <p><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p><b>RL.CI.1.2.</b> Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</p>	<p><b><u>Essential Question/s:</u></b></p> <ul style="list-style-type: none"><li>● What is a neighborhood?</li><li>● How can neighbors help each other?</li><li>● What can I see in a neighborhood?</li><li>● How do signs in our neighborhood help us?</li><li>● How can I get to know my neighbors?</li><li>● What does a neighborhood look like?</li></ul> <p style="text-align: center;"><b><u>Core Ideas/Practices</u></b></p>

**RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.

**RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

**RL.PP.1.5.** Identify who is telling the story at various points in a text.

**RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

**RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

#### **Reading Informational**

##### ***Progress Indicator:***

**RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

**RI.CI.1.2.** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

**RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

**RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g.,

#### **SWBAT:**

- Read realistic fiction and understand its elements.
- Describe characters in realistic fiction to better understand them.
- Describe the setting to understand important elements of realistic fiction.
- Use text features to find out more information about an informational text.
- Use text features to learn how to perform the task in the procedural text.
- Develop literary elements and structure of writing.
- Apply writer’s craft and conventions of language to develop and write different types of text.
- Publish, celebrate, and assess different types of writing.
- Understand that the letters of the alphabet have associated sounds.
- Recognize the sounds for consonants and short vowels.
- Write all lower-case letters using correct formation.
- Understand that words can be segmented into sounds and that sounds can be blended to form words.
- Understand that changing the initial, medial, or final letter/sound in a word can create new words.
- Recognize that words can be joined together to form sentences.
- Read trick words and understand that trick words are phonetically irregular and cannot be “tapped” out.
- Recognize consonant digraphs.
- Change the initial, medial, or final letter/sound in a word to create new words.
- Recognize and identify the characters, setting, and main

headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

**RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.MF.1.6.** With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.

**RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### Writing Domain

#### *Progress Indicator:*

**W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

**W.WP.1.4.** With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.

**W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

**W.SE.1.6.** With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

### Speaking and Listening Domain

events of a narrative story.

- Utilize correct punctuation. (question mark)
- Utilize technology to read different genres of digital texts through the use of Learning Ally.
- Utilize technology to enhance phonemic awareness/phonics skills through the use of i-Ready.

### Planning Guide

#### **Build Background Knowledge**

- Students will view the following video to promote thinking about unit topic:
  - Unit 1 Video: “Welcome to My Neighborhood” (found on your Savvas Realize account in Unit 1 introduction)
- Class discussion about neighborhoods

#### **Ask and answer questions:**

- What is a neighborhood? Can you describe your neighborhood?
- How can neighbors help each other? How have you helped a neighbor?
- What can I see in a neighborhood? What kind of animals do you see in your neighborhood?
- How do signs in our neighborhood help us?
- How can I get to know my neighbors? How should we treat our neighbors?
- What does your neighborhood look like?

#### **Build Oral Language:**

- Oral Language Development

<p><b><i>Progress Indicator:</i></b></p> <p><b>SL.PE.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.PE.1.1.A</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.PE.1.1.B</b> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.PE.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.PI.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.UM.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.PE.1.6</b> Produce complete sentences when appropriate to task and situation.</p>		<ul style="list-style-type: none"> <li>● <b><u>Weekly vocabulary:</u></b> check, listen, mutters, quiet, block, corner, sand, street, crosswalk, guard, left, right, help, plant, join, meet, buildings, library, school, stores</li> <li>● <b><u>Unit academic vocabulary:</u></b> group, settle, type, various</li> <li>● Word Wall - Throughout the unit, begin an academic vocabulary word wall as you generate new vocabulary related to the theme</li> </ul> <p><b><u>Reading Workshop</u></b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>● Phonological Awareness <ul style="list-style-type: none"> <li>○ Initial Sounds</li> <li>○ Medial Sounds</li> <li>○ Recognize alliteration</li> <li>○ Segment and blend phonemes</li> <li>○ Add phonemes</li> </ul> </li> <li>● Phonics (<i>Fundations</i>) <ul style="list-style-type: none"> <li>○ <i>Letter - Keyword - Sound for consonants and short vowels:</i> using both standard and large cards to teach consonants and short vowel sounds</li> <li>○ Letter Formation for lowercase letters a-z</li> <li>○ Alphabetical Order</li> <li>○ Sound recognition for consonants and short vowels.</li> <li>○ Sound Manipulation (initial, final, medial)</li> <li>○ Blending and Reading three-sound short vowel words</li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> </ul>	

	<ul style="list-style-type: none"><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li><li>● Recognize the skills needed to establish and achieve personal and educational goals.</li><li>● Utilize positive communication and social skills to interact effectively with others.</li><li>● Develop, implement, and model effective problem solving and critical thinking skills.</li></ul>	<ul style="list-style-type: none"><li>○ Segmenting and Spelling three-sound short vowel words</li><li>○ Vowel extension poster</li><li>○ Large letter formation grid: teach sky line, plane line, grass line, worm line; use the grid to teach proper letter formation for the letter(s) being taught</li><li>○ Student Notebook: teacher says the letter formation for the letter(s) being taught as students echo and trace the letter(s) with a finger; teacher says <i>letter - keyword - sound</i> and students echo</li><li>○ Magnetic tile board: teacher gives each student the letter(s) being taught; students match the tile to the letter on the board; echo <i>letter - keyword - sound</i></li><li>○ Dictation (Dry Erase)</li><li>○ Dictation (Composition Book)</li></ul> <ul style="list-style-type: none"><li>● High-Frequency Words<ul style="list-style-type: none"><li>○ myView: a, I, his, is, see, do, like, one, the, we, are, by, look, was, you, have, that, they, two, up, as, he, three, to, with</li></ul></li></ul> <p><b>Read-Aloud Routine:</b></p> <ul style="list-style-type: none"><li>● Students will listen actively to you read a story for elements of the genre that will be covered during the lesson</li><li>● Read the entire text aloud without stopping</li><li>● Reread the text aloud, pausing to model Think Aloud strategies related to the genre</li></ul>
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- Unit 1 stories found in your teacher’s manual:
  - Week 1: *Trash on the Trail*
  - Week 2: *A Neighborhood Walk*
  - Week 3: *Signs in Your Neighborhood*
  - Week 4: *Welcome to the Neighborhood*
  - Week 5: *How to Describe Your Neighborhood*
- Wrap-Up Activity - refer to your myView manual “Listening Comprehension” pages for corresponding activities for weekly read-aloud routines

**Shared Read:**

- Introduce the text and preview vocabulary.
- Discuss the “First Read” strategies with students (refer to your myView manual “Introduce the Text” pages). Students can listen to or read the story as their “First Read.”
- Teacher will read the text aloud to students. While reading, use the “Close Read” notes to guide instruction
- Following the reading, students will respond and analyze the text (retell, describe important text features)
- Unit 1 Shared Read stories:
  - Week 1: *The Blackout*
  - Week 2: *Henry on Wheels*
  - Week 3: *Look Both Ways!*
  - Week 4: *Garden Party* and *Click, Clack, Click!*
  - Week 5: *Making a Map*

- Week 6: *People in My Neighborhood*

**Leveled Readers:**

- Unit 1 guided reading levels range from Level C through Level I
- Readers align to unit theme, My Neighborhood, and to the unit Spotlight Genre, Realistic Fiction.
- Refer to the “Matching Texts to Learning” pages each week for suggested texts and the instruction aligned to the week’s instruction and genre.
- Full online access to Grade 1 Leveled Library:
  - levels available from Level B - Level I
  - variety of fiction and nonfiction genres
  - text structures and features aligned to the continuum of text levels
  - readers provide audio and word-by-word highlighting to support students as they read
  - leveled reader search functionality in SavvasRealize.com

**Writing Workshop**

**Introduce and Immerse:**

- Explore and Apply Meet the Author- learn who an author is
- Explore and Apply What Good Writers Do- understand what good authors do when they write
- Writing Club: Overview- students will learn about what they will do in their Writing Clubs

**Develop Elements:**

		<ul style="list-style-type: none"><li>● Explore and Apply Where Authors Get Ideas- explore resources authors use to help them decide what to write about</li><li>● Explore and Apply Digital Tools We Can Use- learn about digital tools they can use for producing and publishing their own writing</li><li>● Digital Tools We Can Use Together</li></ul> <p><b>Develop Structure:</b></p> <ul style="list-style-type: none"><li>● Explore and Apply Features of a Fiction Book- learn about the features of fiction books</li><li>● Explore and Apply Features of a Nonfiction Book- learn about the features of nonfiction books</li><li>● Making and Responding to Suggestions</li></ul> <p><b>Writer’s Craft:</b></p> <ul style="list-style-type: none"><li>● Explore and Apply Adding Details to Illustrations- learn how to add details to illustrations</li><li>● Adding Details to Words- learn how to add details to words</li><li>● Asking and Answering Questions- understand how questions and answers help writing</li></ul> <p><b>Publish, Create, and Assess:</b></p> <ul style="list-style-type: none"><li>● Choose a Book to Publish- decide on a piece of writing to publish</li><li>● How to Celebrate- understand how to celebrate their writing</li><li>● Assessment- be assessed on writing skills and strategies</li></ul>
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**Reading-Writing Workshop Bridge**

**Academic Vocabulary:**

- Related words
- Synonyms
- Context clues
- Word Parts
- Oral language

**Handwriting:**

- Practice proper sitting and paper position
- Use proper pencil grip and write vertical lines
- Write horizontal lines and backward circles
- Write slanted lines and forward circles
- Write letters *Ll* and *Ii*

**Read Like a Writer, Write for a Reader:**

- First-Person Text
- Word Choice
- Print Features

**Language & Conventions:**

- Nouns
- Present Tense Verbs
- Simple Sentences
- Adjectives and Articles
- Sentences with Nouns, Verbs, and Adjectives

**Interdisciplinary Connections:**

*Follow the “Cross-Curricular” discussion prompts in your manual to address the standards below.*

		<p><b><u>Diversity, Equity &amp; Inclusion:</u></b> Question/Discussion Topic: What does my family look like? What do families do? What special things do families do together? Performance Tasks: Draw and label a picture of family members. Brainstorm activities that families do to support one another. Draw a picture of a family tradition or celebration and describe what it is and why the family does this together.</p> <p><b><u>Social Studies:</u></b> <b>SOC.6.1.4.A.1</b> Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. -“What is a Community?   Communities &amp; Neighbors   Social Studies for 1st Grade   Kids Academy” (Youtube video) -“Towns and Cities: Urban and Rural Communities   Social Studies for Kindergarten   Kids Academy” (Youtube video) -“SEL I Social Studies Skills: Learning for Kids: Good Citizenship I Being a Good Citizen” (Youtube video) -“SEL I Social Studies Skills: Learning for Kids: Good Citizenship I Being a Good Citizen” (Youtube video)</p> <p><b>SOC.6.1.4.A.11</b> Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. -“Communities for Kids - Types of Communities   Social Studies for Kids   Kids Academy” (Youtube video)</p> <p>-“Good Citizenship &amp; Social Skills for Kids   Being a Good Citizen   Kids Academy” (Youtube video)</p>
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		<p><b>SOC.6.1.4.A.15</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>-“What is a society? US Society for Kids” (Youtube video)</p> <p><b>SOC.6.3.4.A.1</b> Evaluate what makes a good rule or law.</p> <p>-“Teaching Laws, Rights, and Responsibilities to Kids   Freedom of Speech   Kids Academy” (Youtube video)</p> <p><b>Science:</b> <b>K-2-ETS1-1:</b> Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● K-W-L charts and brainstorming anchor charts to determine student prior knowledge and use of relevant connections</li> <li>● PBL on-going project and writing task</li> <li>● Graphic organizers</li> <li>● Quick Check</li> <li>● Post-it and/or communicator responses as a temperature gauge</li> <li>● Independent illustrations in reading notebooks</li> <li>● Writing pieces</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Weekly student monitoring</li> <li>● Weekly progress check-ups (completed online through Savvas Realize)</li> <li>● Student reflections</li> </ul>

<ul style="list-style-type: none"> <li>● Thumbs up, thumbs down</li> <li>● Game activities</li> <li>● Assess and Differentiate</li> <li>● Assess Prior Knowledge</li> <li>● Assess Understanding</li> <li>● Observational Assessments</li> <li>● Conferring Checklists</li> <li>● Rubrics</li> <li>● Think/Pair/Share</li> </ul>			
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ML Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● Digital and print version of the text</li> <li>● myView Literacy</li> <li>● Centers/Stations</li> <li>● Leveled readers</li> <li>● Anchor charts &amp; editable anchor charts</li> <li>● Student interactives</li> </ul>	<ul style="list-style-type: none"> <li>● Modified versions of the text</li> <li>● Leveled readers</li> <li>● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Digital and print versions of the text</li> <li>● Small group materials</li> <li>● PBL projects</li> <li>● Online thesaurus</li> <li>● Leveled readers</li> <li>● Accommodations and Modifications Checklist</li> </ul>	<ul style="list-style-type: none"> <li>● Digital and print versions of the text</li> <li>● Digital access to leveled readers for all grades</li> <li>● Small group materials to provide differentiation</li> <li>● Continuous PBL projects</li> </ul>

	<ul style="list-style-type: none"> <li>Choice Boards</li> </ul>	for ESL Students	
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Student device (chromebook)</li> <li>Teacher device (laptop, chromebook)</li> <li>Student access to Savvas Realize myView accounts</li> <li>Projector</li> <li>SmartBoard/Promethean Board</li> <li>Document camera</li> <li>RAZ-Plus</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Whiteboard</li> <li>Expo markers</li> <li>Chart paper &amp; markers</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>Allow for access to print and digital versions and exemplars of PBL projects and writing tasks</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading</b></li> <li>-Increase feedback</li> <li>-Vary texts for level of difficulty</li> <li>-Offer choice of organizers and DOLs</li> </ul>	<ul style="list-style-type: none"> <li>Extend time requirements</li> <li>Preferred seating</li> <li>Positive reinforcement</li> <li>Check often for understanding/review</li> <li>Utilize oral/visual directions/prompts when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Create an enhanced set of introductory activities</li> <li>Integrate active teaching/learning opportunities</li> <li>Incorporate authentic components</li> </ul>

	<ul style="list-style-type: none"><li>-Post visuals and anchor charts for making connections</li><li>-Break into smaller group or 1:1 conferences</li><li>-Close reading strategies</li><li>-Text based evidence strategies</li><li>-Tier assignments and assessments</li><li>-Strategic pairing for guided practice</li><li>-Highlight/ color-code text</li><li>-Text to speech<ul style="list-style-type: none"><li>● <b>Writing</b></li></ul></li><li><b>Tier 1: General instruction</b></li><li>-Schedule time for writing conferences</li><li>-Spelling</li><li>-Sentence construction</li><li>-Classroom environment (visuals, word wall, etc.)</li><li>-Explicit modeling</li><li>-After continuous,</li></ul>	<ul style="list-style-type: none"><li>● Supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric</li></ul>	<ul style="list-style-type: none"><li>● Propose interest-based extension activities</li><li>● Connect students to related talent development opportunities</li><li>● Advanced organizers</li><li>● Advanced leveled texts</li><li>● Tier assignments and assessments</li><li>● Compact curriculum</li><li>● Offer challenging activities</li><li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li></ul>
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	<p>systematic progress monitoring, locate students who need more support.</p> <p><b>Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</b></p> <ul style="list-style-type: none"><li>-Identifying non-responders</li><li>-Continued progress monitoring</li></ul> <p><b>Tier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.</b></p> <ul style="list-style-type: none"><li>-Handwriting instruction</li><li>-Computer-assisted instruction</li><li>-Strategy instruction</li><li>-Cognitive strategy instruction</li></ul>		
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	<ul style="list-style-type: none"><li>-Utilize a multi-sensory approach during instruction</li><li>-Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li><li>-Modify test content and/or format, allow students to retake test for additional credit</li><li>-Provide additional times and preferential seating as needed</li><li>-Review, restate and repeat directions</li><li>-Provide study guides, and/or break assignments into segments of shorter tasks.</li><li>-Provide individual instruction as needed</li><li>Modify assessments and/or rubrics, repeat instructions as needed.</li></ul>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Money Management</li> <li>2. Career Awareness and Planning</li> <li>3. Creativity and Innovation</li> <li>4. Digital Citizenship</li> <li>5. Global and Cultural Awareness</li> <li>6. Critical Thinking and Problem-Solving</li> <li>7. Information and Media Literacy</li> <li>8. Technology Literacy</li> </ol>	
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>● To be fiscally responsible, an individual’s finances should align with his or her values and goals.</li> <li>● Different types of jobs require different knowledge and skills.</li> <li>● Brainstorming can create new, innovative ideas.</li> <li>● Digital communities allow for social interactions that can result in positive or negative outcomes.</li> <li>● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</li> <li>● Individuals from different cultures may have different points of view and experiences.</li> <li>● Digital tools and media resources provide access to vast stores of information that can be searched.</li> <li>● Digital tools can be used to display data in various ways.</li> <li>● Digital tools have a purpose.</li> </ul>
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>● <b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classroom, school and community.</li> <li>● <b>9.1.2.CR.2:</b> List ways to give back, including making donations, volunteering, and starting a business.</li> </ul>

- **9.1.2.FP.2:** Differentiate between financial wants and needs.
- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.CT.2** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.GCA:1** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).
- **9.4.2.IML.1** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- **9.4.2.TL.4** Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Attend to financial well-being.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>