

[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 2 Title	Recommended Instructional Days
1	I Spy  <b>Students will explore:</b> <ul style="list-style-type: none"> <li>● Talk with others about how living things grow and change.</li> <li>● Read informational text and understand its elements.</li> <li>● Use language to make connections between reading and writing informational text.</li> <li>● Write Informational texts using elements of informational text.</li> </ul>	6 - 8 weeks

Language Domain	
<p><b>Foundational Reading</b> <i>Progress Indicator:</i></p> <p><b>L.RF.1.1</b> Demonstrate mastery of the organization and basic features of print (including those listed under <b>RF.K.1</b>); recognize and understand the role of the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>L.RF.1.2</b> 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.</p> <p><b>L.RF.1.2.B</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>L.RF.1.2.C</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>L.RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>L.RF.1.3.A</b> Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p><b>L.RF.1.3.B</b> Decode regularly spelled one-syllable words.</p> <p><b>L.RF.1.4.A</b> Read grade-level text with purpose and understanding.</p> <p><b>L.RF.1.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Core Ideas and Practices Interdisciplinary Standards</b></p>

**Foundational Writing**

***Progress Indicator:***

**L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

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

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

**L.VI.1.3.E** 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.

**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).

**L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in **L.WF.K.2**)

**L.VL.1.2.** 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.

**L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings

**L.VI.1.3.D** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**L.VI.1.3.E** 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><b>L.KL.1.1.</b> With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p style="text-align: center;"><b>Reading Domain</b></p>	
<p><b>Reading Literature</b> <i>Progress Indicator:</i> <b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</p> <p><b>RL.TS.1.4.</b> With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.</p> <p><b>Reading Informational</b> <i>Progress Indicator:</i></p> <p><b>RI.CR.1.1.</b> Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p><b>RI.CI.1.2.</b> Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).</p> <p><b>RI.IT.1.3.</b> Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.</p> <p><b>RI.TS.1.4.</b> With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g.,</p>	<p><b><u>Essential Question/s:</u></b></p> <ul style="list-style-type: none"><li>● How do living things grow and change?</li><li>● How do animals grow and change?</li><li>● How do plants grow and change?</li><li>● How are baby animals different from their parents?</li><li>● How do animals change with the season?</li><li>● How do people grow and change?</li></ul> <p style="text-align: center;"><b><u>Core Ideas/Practices</u></b></p> <p><b><u>SWBAT:</u></b></p> <ul style="list-style-type: none"><li>● Identify the main idea to understand informational text.</li><li>● Use informational text structures to make inferences from a text.</li><li>● Read informational text to explore the author’s purpose for writing.</li><li>● Describe elements of poetry to create new understandings.</li><li>● Identify the elements of plays and what makes them unique.</li><li>● Develop elements and structure of informational writing.</li><li>● Apply writer’s craft and conventions of language to develop and write informational text</li><li>● Publish, celebrate, and assess informational writing.</li></ul>

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.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.

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

### Speaking and Listening Domain

- 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.
- Recognize consonant digraphs.
- 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.
- Understand that “Bonus Letters” are doubled consonants at the end of a one syllable word. (ff, ll, ss).
- Change the initial, medial, or final letter/sound in a word can create new words.
- Recognize and identify the characters, setting, and main events of a narrative story.
- Recognize exclamation points and quotation marks and understand how and when they are used.
- Identify and explain “Glued” or welded sounds (am, an).
- Apply suffix -s for pluralization.
- Explain the difference between a narrative and informational text, including author’s purpose.
- 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.

<p><b>Progress Indicator:</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.II.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		<p style="text-align: center;"><b><u>Planning Guide:</u></b></p> <p><b>Build Background Knowledge</b></p> <ul style="list-style-type: none"> <li>● Students will view the following video to promote thinking about unit topic:             <ul style="list-style-type: none"> <li>- Unit 2 Video: “Who’s Been There?” (found on your Savvas Realize account in Unit 1 introduction)</li> </ul> </li> <li>● Class discussion about how living things grow and change</li> </ul> <p><b>Ask and answer questions:</b></p> <ul style="list-style-type: none"> <li>● How do living things grow and change?</li> <li>● How do animals grow and change?</li> <li>● How do plants grow and change?</li> <li>● How are baby animals different from their parents? Do they always look the same?</li> <li>● How do animals change with the season? What do animals do in the winter?</li> <li>● How do people grow and change? How have you grown and changed this year?</li> </ul> <p><b>Build Oral Language:</b></p> <ul style="list-style-type: none"> <li>● Oral Language Development</li> <li>● <u>Weekly vocabulary:</u> eggs, frog, gills, tadpole, buds, soil, stems, leaves, polar bear, kangaroo, penguin, eat, dig, sleep, burrow, big, new, fast, small</li> <li>● <u>Unit academic vocabulary:</u> nature, notice, pattern, reason</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>		
<p>● Self Awareness ● Self-Management ● Social Awareness ● Relationship Skills ● Responsible Decision-Making</p> <p>Core SEL Competencies Guide</p>	<p>● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others.</p>		

	<ul style="list-style-type: none"><li>● Develop, implement, and model effective problem solving and critical thinking skills.</li></ul>	<ul style="list-style-type: none"><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>○ Segment and blend phonemes</li><li>○ Final Sounds</li><li>○ Change Phonemes</li><li>○ Produce Rhyming Words</li><li>○ Add and remove phonemes</li><li>○ Medial Sounds</li><li>○ Distinguish between Short and Long vowels a, i</li></ul></li><li>● Phonics (<i>Foundations</i>)<ul style="list-style-type: none"><li>○ <i>Letter - Keyword - Sound for consonants, short vowels, digraphs, bonus letters, and glued sounds</i> using both standard and large cards to teach consonants and short vowel sounds</li><li>○ Phoneme Segmentation</li><li>○ Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck</li><li>○ Spelling of ck an the end of words</li><li>○ Bonus letter spelling rule: ff, ll, ss and sometimes zz</li><li>○ Glued sound: all, am, an</li><li>○ Vowel extension poster</li></ul></li></ul>
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- 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
- 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 *letter - keyword - sound* and students echo
- Magnetic tile board: teacher gives each student the letter(s) being taught; students match the tile to the letter on the board; echo *letter - keyword - sound*
- Dictation (Dry Erase)
- Dictation (Composition Book)
  
- High-Frequency Words
  - myView: help, little, come, my, saw, walk, she, what, take, jump, this, use, from, think, blue, goes, make, her, too, all, four, five, ride, your, part
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**Read-Aloud Routine:**

- Students will listen actively to you read a story for elements of the genre that will be covered during the lesson
- Read the entire text aloud without stopping
- Reread the text aloud, pausing to model Think Aloud strategies related to the genre
- Unit 1 stories found in your teacher's manual:
  - Week 1: *A Kit Grows Up*

- Week 2: *Growing Food for the Table*
- Week 3: *Animal Babies Change*
- Week 4: *Changing Animals*
- Week 5: *A Visit to the Dentist*
- 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 Life of a Frog*
  - Week 2: *The Life Cycle of a Sunflower*
  - Week 3: *How Do Baby Animals Grow?*
  - Week 4: *The Long Sleep and Changes*
  - Week 5: *Bigger Shoes for the Race*
  - Week 6: *New at the Zoo!*

**Leveled Readers:**

- Unit 1 guided reading levels range from Level B through Level I
- Readers align to unit theme, I Spy, and to the unit Spotlight Genre, Informational Text.
- 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:**

- Informational Book- learn the characteristics of informational books
- Brainstorm a Topic and Main Idea- read a variety of informational books to see how authors write in the genre
- Plan Your Informational Book- begin writing their own informational books

#### **Develop Elements:**

- Main Idea- learn how to write a main idea

		<ul style="list-style-type: none"><li>● Apply Facts and Details- read a variety of informational books to learn about facts and details</li><li>● Apply Simple Graphics- understand how to add facts, details, and graphics to their own writing</li></ul> <p><b>Develop Structure:</b></p> <ul style="list-style-type: none"><li>● Organize with Structure- learn the structure of an informational text</li><li>● Apply Features and Simple Graphics- understand how authors organize their text using features, simple graphics, and an introduction and conclusion</li><li>● Apply Introduction and Conclusion- continue to work on their own informational book</li></ul> <p><b>Writer’s Craft:</b></p> <ul style="list-style-type: none"><li>● Edit for Capitalization- learn how to capitalize correctly</li><li>● Apply Singular, Plural, Common, Proper, and Possessive Nouns- use various types of nouns</li><li>● Apply Complete Sentences with Subject-Verb Agreement- recognize and write using correct subject-verb agreement</li></ul> <p><b>Publish, Create, and Assess:</b></p> <ul style="list-style-type: none"><li>● Edit for Capitalization- edit their informational book for capitalization</li><li>● Edit for Commas- edit their informational book for commas</li><li>● Assessment- publish and share their writing</li></ul>
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**Reading-Writing Workshop Bridge**

**Academic Vocabulary:**

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

**Handwriting:**

- Letters *Tt* and Write Letters with Correct Slant
- Letters *Oo* and *Cc*
- Appropriate Spacing Between Letters in Words and Letters *Aa*
- Letters *Dd* and Letters *Ee*
- Letters *Ff* and Write Words

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

- Word Choice
- Description Text Structure

**Language & Conventions:**

- Simple Sentences
- Declarative Sentences
- Interrogative Sentences
- Exclamatory Sentences
- Imperative Sentences

**Interdisciplinary Connections:**

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

**Standards in Action - Climate Change:**

Question/Discussion Topic: How can we reduce the impact of climate change on land, water, air and/or other living things in our local environment? Performance Tasks: Describe and illustrate how climate change affects the health of individuals, plants and animals. Discuss solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

**Social Studies:**

**SOC.6.1.4.B.4:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

-”2 Types of Natural Resources on Earth \*EXPLAINED\* Science for Kids” (Youtube video)

**SOC.6.1.4.C.2:** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

- “Cartoon for Kids! Needs and Wants. Social Studies for Children” (Youtube video)

- “Elmo learns about needs vs wants (S2.E2)” (Youtube video)

**Science:**

**SCL.1-LS1-2:** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

-“The Life Cycle Song | Science Songs | Scratch Garden” (Youtube video)

		<p><b>SCI.1-LS3:</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. -“It’s Alive! Biology for Kids” (Youtube video)</p> <p><b>SCI.1.LS1.A:</b> All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. -“How Does A Seed Become A Plant?   Backyard Science   SciShow Kids” (Youtube video) -“Parts Of A Plant   The Dr. Binocs Show   Learn Videos For Kids” (Youtube video)</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> <li>● Thumbs up, thumbs down</li> <li>● Game activities</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>● Assess and Differentiate</li> <li>● Assess Prior Knowledge</li> <li>● Assess Understanding</li> <li>● Observational Assessments</li> <li>● Conferencing 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>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<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> <li>● Choice Boards</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 for ESL Students</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>

**Supplemental Resources**

**Technology:**

- Student device (chromebook)
- Teacher device (laptop, chromebook)
- Student access to Savvas Realize myView accounts
- Projector
- SmartBoard/Promethean Board
- Document camera
- RAZ-Plus

**Other:**

- Whiteboard
- Expo markers
- Chart paper & markers

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

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> <li>● Supplemental materials including use of online</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> <li>● Propose interest-based extension activities</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></ul> <p><b>Tier 1: General instruction</b></p> <ul style="list-style-type: none"><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>	<p>bilingual dictionary, and modified assessment and/or rubric</p>	<ul style="list-style-type: none"><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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>