

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

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

| Trimester | Unit 5 Title | Recommended Instructional Days |
|-----------|--|--------------------------------|
| 3 | Beyond My World Students will explore: <ul style="list-style-type: none"> ● Use text structure to learn more about the different seasons. ● Use text features to locate more information about seasons around the world. | 6 - 8 weeks |

- Recognize the features of persuasive text in order to identify it.
- Determine the theme of the text to determine what it is mainly about
- Use pictures and text to learn about what the season of winter looks like.

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.1.2A Distinguish long from short vowel sounds in spoken single-syllable words.

L.RF.1.2B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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

L.RF.1.2D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Core Ideas and Practices
Interdisciplinary Standards**

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

L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

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

L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.

L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.

L.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

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

L.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading Domain

Reading Literature

Progress Indicator:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

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).

Essential Question/s:

- How do the seasons affect us?
- What happens during the seasons?
- What are seasons like around the world?
- What do people like about the seasons?
- How do we know when the seasons are changing?
- What do living things do in the winter?

Core Ideas/Practices

SWBAT:

- Use text structure to learn more about the different seasons.
- Use text features to locate more information about seasons around the world.
- Recognize the features of persuasive text in order to identify it.
- Determine the theme of the text to determine what it is mainly about.
- Use pictures and text to learn about what the season of winter looks like.
- Develop elements and structure of informational research texts.
- Apply writer's craft and conventions of language to develop and write informational research text.
- Publish, celebrate, and assess informational research texts.
- 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.

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., 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.

- Understand that words can be segmented into sounds and that sounds can be blended to form words.
- Recognize consonant blends and 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).
- Add the suffix -s or -es to the end of a word makes it plural.
- Understand that when adding suffix -ing to an action word, that means it is happening now and when adding suffix -ed to an action word, that means it already happened.
- Recognize, spell, and mark up, closed syllable words
- Blend and segment up to five sounds in a closed syllable word.
- Write dictated sentences using correct capitalization and

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

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 and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

Progress Indicator:

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.PE.1.1.A 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).

SL.PE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.PE.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.

punctuation.

- Explain the difference between a narrative and informational text, including author's purpose.
- Identify and explain "Glued" or welded sounds (ang, ing, ong, ung, ank, ink, onk, unk)
- Explain that when the "r" follows a vowel, it changes the sound of the vowel.
- Recognize that words are made up of parts called syllables.
- Recognize that vowels are short in closed syllables
- Explain how the types of syllables allow readers to understand the sound the vowels make so they can decode words.
- Recognize words with vowel-consonant-e syllable patterns.
- Identify the long vowel sound for each vowel.
- Read and write multisyllabic words with suffixes (-s, -ing, -ed, -es).
- Identify and read compound words.
- Understand basic paragraph structure.
- 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:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> |
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| <ul style="list-style-type: none"> ● Self Awareness ● Self-Management ● Social Awareness ● Relationship Skills ● Responsible Decision-Making | <ul style="list-style-type: none"> ● 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. ● Develop, implement, and model effective problem solving and critical thinking skills. |

- Unit 5 Video: “Four Fun Seasons” (found on your Savvas Realize account in Unit 5 introduction)
- Class discussion about how to describe each season and that reading different texts about the seasons helps us learn about what the different seasons are and the characteristics of each.

Ask and answer questions:

- How do the seasons affect us? How do they affect you individually?
- What happens during the seasons?
- What are seasons like around the world? What are the seasons like where we live?
- What do people like about the seasons? What is your favorite season and why?
- How do we know when the seasons are changing? What do you see in your neighborhood that lets you know that the season is changing?
- What do living things do in the winter?

Build Oral Language:

- Oral Language Development
- Weekly vocabulary: autumn, spring, summer, winter, dry, rain, snow, sunlight, fawns, worms, squirrels, crisp, chilly, breeze, seasons, weather, daylight, temperature
- Unit academic vocabulary: sense, expect, process, information
- Word Wall - Throughout the unit, continue academic vocabulary word wall as you generate new vocabulary related to the theme

Reading Workshop

Foundational Skills:

- Phonological Awareness
 - Middle and Final Sounds
 - Segment and Blend Phonemes
 - Distinguish Between long o and short o
 - Distinguish Between long u and short u
 - Segment and Blend Final Phonemes
 - Manipulate Phonemes
 - Remove Phonemes
 - Manipulate Sounds

- Phonics (*Fundations*)
 - *Letter - Keyword - Sound for consonants, short vowels, digraphs, bonus letters, and glued sounds* using both standard and large cards to teach consonants and short vowel sounds
 - Phoneme Segmentation
 - Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk
 - Blending and reading words with ng or nk
 - Segmenting and spelling words with ng or nk
 - Consonant blends and digraph blends
 - Blending and reading words with up to four sounds
 - Segmenting and spelling words with up to four sounds
 - Suffix -s added to words with four sounds

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| | | <ul style="list-style-type: none">○ R-controlled vowel sounds: ar, or, er, ir, ur○ Closed syllable concept with short vowels○ Closed syllable vs open syllable○ Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy○ Narrative fiction vs informational books ○ Reading with accuracy and prosody○ Proofreading○ Vowel extension poster○ 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 <i>letter - keyword - sound</i> 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 <i>letter - keyword - sound</i>○ Dictation (Dry Erase)○ Dictation (Composition Book) ● High-Frequency Words<ul style="list-style-type: none">○ MyView: would, buy, people, about, write, once, done, water, wash, upon, sentence, off because, laugh, open, move, learn, eight, |
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house, only, today, warm, years, should,
would

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 5 stories found in your teacher’s manual:
 - Week 1: *Sunlight and Seasons*
 - Week 2: *Weather Balloons*
 - Week 3: *Fall is the Best Season*
 - Week 4: *Winter Food*
 - Week 5: *What Animals Do in the Winter*
- 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 5 Shared Read stories:
 - Week 1: *Every Season*
 - Week 2: *Seasons Around the World*
 - Week 3: *In Spring*
 - Week 4: *My Autumn Book*
 - Week 5: *Signs of Winter*
 - Week 6: *The Best Season Research Articles*

Leveled Readers:

- Unit 5 guided reading levels range from Level D through Level I
- Readers align to unit theme, Beyond My World, 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 D - 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

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| | | <p>Introduce and Immerse:</p> <ul style="list-style-type: none">● Informational Text - How-To Book● Generate Ideas● Plan Your How-To-Book <p>Develop Elements:</p> <ul style="list-style-type: none">● Introduction and Conclusion● Apply Instructions● Apply Simple Graphics <p>Develop Structure:</p> <ul style="list-style-type: none">● Organize with Structure● Apply Steps in Process● Apply Features and Simple Graphics <p>Writer’s Craft:</p> <ul style="list-style-type: none">● Prepositions● Apply Adverbs That Convey Time● Apply Punctuation Marks <p>Publish, Create, and Assess:</p> <ul style="list-style-type: none">● Edit for Spelling● Edit for Prepositions● Assessment <p><u>Reading-Writing Workshop Bridge</u></p> <p>Academic Vocabulary:</p> <ul style="list-style-type: none">● Related words● Antonyms● Context clues● Word Parts |
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| | | <ul style="list-style-type: none">● Oral language <p>Handwriting:</p> <ul style="list-style-type: none">● Numerals 1, 2, 3, 4, 5, 6, 7, 8, 9, 0● Write Sentences● Write Answers <p>Read Like a Writer, Write for a Reader:</p> <ul style="list-style-type: none">● Text Structure● Graphic Features● Word Choice● Graphics <p>Language & Conventions:</p> <ul style="list-style-type: none">● Adverbs● Transitions and Conjunctions● Prepositions● Prepositional Phrases● Commas in Dates and Sentences <p>Interdisciplinary Connections: <i>Follow the “Cross-Curricular” discussion prompts in your manual to address the standards below.</i></p> <p>Holocaust Law: Question/Discussion Topic: What are “strengths” and “struggles”? What does it mean to really help another person? Why is it important to think about when we need help as well as how we can help others? How can you use your strengths to help other members of your classroom community?</p> |
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Performance Tasks: As a class, make a list on chart paper of strengths and struggles you think you might have. Once you have a list, turn and talk to your neighbor about how you each might use your strengths during the school day. Turn and talk to a different neighbor about times during the school day when you might struggle, and how a classmate could help you. Focus the end of your conversation on why it's important to know our own strengths and struggles. Following this discussion, students can draw two pictures showing a situation where you are using your strength to help someone else and a situation where you are struggling and need help from a classmate.

Social Studies:

SOC.6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region

-<https://jr.brainpop.com/science/weather/fall/>

-<https://jr.brainpop.com/science/weather/winter/>

-<https://jr.brainpop.com/science/weather/summer/>

-<https://jr.brainpop.com/science/weather/spring/>

SOC.6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

-<https://jr.brainpop.com/socialstudies/holidays/winterholidays/>

Science:

SCI.1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

-<https://jr.brainpop.com/science/animals/hibernation/>

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| | | <p>-https://jr.brainpop.com/science/animals/migration/</p> <p>SCI.1-ESS1-2: Make observations at different times of year to relate the amount of daylight to the time of year.</p> <p>-https://jr.brainpop.com/science/weather/seasons/</p> <p>SCI.1.ESS1.B: Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <p>-https://jr.brainpop.com/science/space/earth/</p> |
| <p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | | <p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> |
| <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● K-W-L charts and brainstorming anchor charts to determine student prior knowledge and use of relevant connections ● PBL on-going project and writing task ● Graphic organizers ● Quick Check ● Post-it and/or communicator responses as a temperature gauge ● Independent illustrations in reading notebooks ● Writing pieces ● Thumbs up, thumbs down ● Game activities ● Assess and Differentiate ● Assess Prior Knowledge | | <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Unit Tests <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly student monitoring ● Weekly progress check-ups (completed online through Savvas Realize) ● Student reflections |

- Assess Understanding
- Observational Assessments
- Conferring Checklists
- Rubrics
- Think/Pair/Share

**Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials***

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ML Core Resources | Gifted & Talented Core Resources |
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| <ul style="list-style-type: none"> ● Digital and print version of the text ● myView Literacy ● Centers/Stations ● Leveled readers ● Anchor charts & editable anchor charts ● Student interactives | <ul style="list-style-type: none"> ● Modified versions of the text ● Leveled readers ● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction ● Choice Boards | <ul style="list-style-type: none"> ● Digital and print versions of the text ● Small group materials ● PBL projects ● Online thesaurus ● Leveled readers ● Accommodations and Modifications Checklist for ESL Students | <ul style="list-style-type: none"> ● Digital and print versions of the text ● Digital access to leveled readers for all grades ● Small group materials to provide differentiation ● Continuous PBL projects |

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 |
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| <ul style="list-style-type: none"> ● Allow for access to print and digital versions and exemplars of PBL projects and writing tasks | <ul style="list-style-type: none"> ● Reading -Increase feedback -Vary texts for level of difficulty -Offer choice of organizers and DOLs -Post visuals and anchor charts for making connections -Break into smaller group or 1:1 | <ul style="list-style-type: none"> ● Extend time requirements ● Preferred seating ● Positive reinforcement ● Check often for understanding/review ● Utilize oral/visual directions/prompts when necessary ● Supplemental materials including use of online bilingual dictionary, and | <ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Integrate active teaching/learning opportunities ● Incorporate authentic components ● Propose interest-based extension activities ● Connect students to related talent development opportunities |

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| | <p>conferences -Close reading strategies -Text based evidence strategies -Tier assignments and assessments -Strategic pairing for guided practice -Highlight/ color-code text -Text to speech</p> <ul style="list-style-type: none">• Writing <p>Tier 1: General instruction -Schedule time for writing conferences -Spelling -Sentence construction -Classroom environment (visuals, word wall, etc.) -Explicit modeling -After continuous, systematic progress monitoring, locate students who need more support.</p> <p>Tier 2: Small group, adult-led instruction using</p> | <p>modified assessment and/or rubric</p> | <ul style="list-style-type: none">• Advanced organizers• Advanced leveled texts• Tier assignments and assessments• Compact curriculum• Offer challenging activities• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic |
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| | <p>validated interventions to provide a more tailored, individualized educational program.</p> <ul style="list-style-type: none">-Identifying non-responders-Continued progress monitoring <p>Tier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.</p> <ul style="list-style-type: none">-Handwriting instruction-Computer-assisted instruction-Strategy instruction-Cognitive strategy instruction-Utilize a multi-sensory approach during instruction-Provide alternate presentations of skills by varying the method (repetition, simple | | |
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| | <p>explanations, additional examples, modeling, etc.)</p> <ul style="list-style-type: none">-Modify test content and/or format, allow students to retake test for additional credit-Provide additional times and preferential seating as needed-Review, restate and repeat directions-Provide study guides, and/or break assignments into segments of shorter tasks.-Provide individual instruction as needed <p>Modify assessments and/or rubrics, repeat instructions as needed.</p> | | |
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| <p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> | <p>Disciplinary Concept:</p> <ol style="list-style-type: none">1. Money Management2. Career Awareness and Planning3. Creativity and Innovation4. Digital Citizenship5. Global and Cultural Awareness |
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| | 6. Critical Thinking and Problem-Solving 7. Information and Media Literacy 8. Technology Literacy | |
| | <i>Core Ideas:</i> | <ul style="list-style-type: none">● To be fiscally responsible, an individual’s finances should align with his or her values and goals.● Different types of jobs require different knowledge and skills.● Brainstorming can create new, innovative ideas.● Digital communities allow for social interactions that can result in positive or negative outcomes.● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.● Individuals from different cultures may have different points of view and experiences.● Digital tools and media resources provide access to vast stores of information that can be searched.● Digital tools can be used to display data in various ways.● Digital tools have a purpose. |
| | <i>Performance Expectation/s:</i> | <ul style="list-style-type: none">● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.● 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). |

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| | | <ul style="list-style-type: none">● 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.). |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | | <ul style="list-style-type: none">● Act as a responsible and contributing community member and employee.● Consider the environmental, social and economic impacts of decisions.● Attend to financial well-being.● Demonstrate creativity and innovation. |

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| | <ul style="list-style-type: none"> ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. |
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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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| | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | X | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Standards in Action: <i>Climate Change</i> |
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