

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 Title	Recommended Instructional Days
1 & 2	Unit 2: Living Together / Foundations Unit 1.9 - Unit 2.2	Approximately 30 Days
<b>Language Domain</b>		<b>Core Ideas and Practices Interdisciplinary Standards</b>
<p><b>Foundational Reading</b></p> <p><b>L.RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>A. Follow words from left to right, top to bottom, and page by page.</li> <li>B. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>C. Understand that words are separated by spaces in print.</li> <li>D. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p><b>L.RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>A. Recognize and produce rhyming words.</li> <li>B. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>C. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>D. Orally repeat multi-syllable words and pronounce the separate syllables.</li> </ul> <p><b>L.RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>C. Read high-frequency words and grade level irregular words with automaticity.</li> </ul>		

D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

**L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

**Foundational Writing**

**L.WF.K.1** Demonstrate command of the conventions of writing.

A. Match upper and lowercase letters.

B. Write upper and lowercase letters, with reference to a model.

C. Write left to right and include a space between words.

D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E. Write a common grapheme (letter or letter group) for each phoneme.

F. Orally segment the phonemes in any single syllable, spoken word.

**L.WF.K.2** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

D. Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

**L.WF.K.3** Demonstrate command of the conventions of sentence composition.

- A. Repeat a sentence, identifying how many words are in the sentence.
- B. Write simple sentences.
- C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- D. Use end punctuation.
- E. Use manipulatives or digital tools to construct complete sentences.
- F. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- G. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- H. With support, distinguish between a complete sentence and a sentence fragment.
- I. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- J. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

**L.KL.K.1.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

**L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

**L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

### Reading Domain

#### Reading Literature

**RL.CR.K.1.** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

**RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.



**RL.TS.K.4.** Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

#### Essential Question/s:

- What do living things need?
- Why do some animals move from place to place?
- How do some living things make what they need?
- How do we know what we need?
- How do different animals eat their food?
- Why is exercise important?

#### Core Ideas/Practices:

Students will be able to:

<p><b>Reading Informational</b></p> <p><b>RI.CR.K.1.</b> With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p><b>RI.CL.K.2.</b> With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</p> <p><b>RI.TS.K.4.</b> Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).</p> <p><b>RI.AA.K.7.</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>● Use words to tell about informational text</li> <li>● Use words to make connections</li> <li>● Use words to tell about special places</li> <li>● Identify parts of a book</li> <li>● Identify and Describe Characters Use Text Evidence</li> <li>● Describe Plot Ask and Answer Questions</li> <li>● Find Main Idea Use Text Evidence</li> <li>● Describe Setting Create New Understandings</li> <li>● Discuss Author’s Purpose Make Connections</li> <li>● Identify Letter/Keyword sounds for t,b,f,n,m, c, a,i, r, o, g, d,s</li> <li>● Practice skywrite/letter formation for lowercase t,b,f,n,m, c, a,i, r, o, g, d,s</li> <li>● Word Awareness for sentence writing including capitalization/punctuation</li> <li>● Word Play with Syllable Counts &amp; Rhyme</li> </ul>
<p><b>Writing Domain</b></p>	
<p><b>W.IW.K.2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. </p> <p><b>A.</b> Introduce a topic.</p> <p><b>B.</b> Develop the topic with at least two facts or other information and examples related to the topic, including pictures.</p> <p><b>W.WP.K.4.</b> With prompts and support, recognize that writing carries a message and should make sense to others.</p> <p><b>W.SE.K.6.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>MyView Unit 2 Week 1</b> - Anchor Text: <i>Animals on the Move</i> by Ron Fridell</p> <p><b>Reading Skills/Strategies:</b> Describe and Understand Setting/ Use Text Evidence</p> <ul style="list-style-type: none"> <li>● Realistic Fiction Anchor Chart/SAVVAS realize online Distance</li> <li>● Understand Setting</li> <li>● Identify and read common high frequency words by sight -</li> <li>● Small Group - Decodable Reader <i>The Kid</i></li> <li>● Listening Comprehension</li> <li>● Reading Workshop- shared/close reading- Identify &amp; Describe Characters</li> </ul>
<p><b>Speaking and Listening Domain</b></p>	
<p><b>SL.PE.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. </p>	<p><b>Language and Conventions:</b></p> <ul style="list-style-type: none"> <li>● Rhyming Sort</li> <li>● Adjectives and Articles</li> </ul> <p><b>Writing:</b> Introduce and Immerse- Planning, Drafting, and Publishing</p>

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

**SL.II.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

- Writing Workshop Mini Lesson
- Meet the Author
- Writing Club

**Foundations: Unit 1 Week 9**

- letter keyword sound concepts: **l,h,k**
- vowel extension poster for i, u ,o, a,e
- skywrite /letter formation
- student notebook
- drill sounds/ warm up
- Word Play: sentence awareness w/sentence frames: introduce question mark
- Storytime: Baby Echo Flies II

**MyView Week 2**

Anchor Text: *From Nectar to Honey* by Christine Taylor-Butler

Amistad Law: *N.J.S.A. 18A 52:16A-88*

**Reading Skills/Strategies:** Describe and Understand Characters/  
Summarize

- Realistic Fiction Anchor Chart/SAVVAS realize online Distance Learning Support Genre Video
- Describe and Understand Characters and Listening Comprehension
- Identify and read common high frequency words by sight -
- Small Group - Decodable Reader *Bob on the Mat*
- Reading Workshop- shared/close reading

**Language and Conventions:**

- Rhyming Sort
- Adjectives and Articles

**Writing:** Develop Elements

- Writing Workshop Mini Lesson
- Tools Authors Use

<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>
<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>	<p><b>*SEL Through Book Club*</b></p> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Model strategies for responding to each other respectfully (examples offered in teacher’s manual)</li> <li>● Each Book Club session features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills</li> <li>● Students share their connections and wonderings</li> </ul>

- Writing Club

**Foundations: Unit 1 Week 10**

- letter keyword sound concepts v,w
- vowel extension poster for i, u ,o, a,e
- skywrite /letter formation
- student notebook
- drill sounds/ warm up
- Word Play: sentence awareness w/sentence frames: question mark
- Storytime: Baby Echo Flies III

**MyView Week 3** - Anchor Text: : *Do We Need This?* by Guadalupe V. Lopez

**Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a***

**Reading Skills/Strategies:** Identify Main Idea/ Use Text Evidence

- Informational Text Anchor Chart Identify Main Idea-
- Small Group-
- Reading Workshop- shared/close reading

**Language and Conventions:**

- Rhyming Sort
- Present-Tense Verbs

**Writing:** Develop Structure

- Writing Workshop Mini Lesson
- Structure of a Fiction and Nonfiction Text-
- Writing Club

**Foundations: Unit 1 Week 11**

- letter keyword sound concepts y,x
- vowel extension poster for i, u ,o, a,e
- skywrite /letter formation

- student notebook
- drill sounds/ warm up
- Word Play: sentence awareness w/sentence frames: question mark
- Storytime: Baby Echo Flies IV

**MyView Week 4** - Anchor Text: *Open Wide!* by Ana Galán

**Diversity & Inclusion:** N.J.S.A. 18A:1 35-4.36a

**Reading Skills/Strategies:** Explain Patterns and Structures/ Monitor Comprehension

- Poetry Anchor Chart
- Patterns and Structures of Poems
- Small Group Decodable Reader - *Pig and Frog*
- Reading Workshop- shared/close reading

**Language and Conventions:**

- Rhyming Sort
- Verbs

**Foundations: Unit 1 Week 12**

- Letter-Keyword-Sound Cards
- Drill Sounds /Warm-up
- Student Notebook
- Sky Write/Letter Formation Practice: **z,q**
- Storytime: Rhyming picture books
- Review:Front & Back Cover, Title.Author, Illustrator
- **\*Unit Test Recording Form - Assessments**

**MyView Week 5** - Anchor Text: *Run, Jump, and Swim* by Kimberly Feltes Taylor

**Reading Skills/Strategies:** Describe and Understand Plot Elements/ Make and Confirm Predictions

- Realistic Fiction Anchor Chart/SAVVAS realize online Distance
- Plot Elements/Predictions -Listening Comprehension *What is at the Pond* T246
- Identify and read common high frequency words by sight
- Small Group - Decodable Reader *They Can Do It!*
- Reading Workshop- shared/close reading

**Language and Conventions:**

- Rhyming Sort
- Future-Tense Verbs

**Writing:** Publish, Celebrate, Assess

- Writing Workshop Mini Lesson
- Writing Club

**Foundations Unit 2 Week 1:**

- Drill Sounds/Warm-up
- Teach Tapping to Read Words -*CVC*
- Sky Write/Letter Formation Make words for Decoding
- Storytime: ABC books
- Review:Front & Back Cover, Title.Author, Illustrator
- **\*Refer to Unit 2 Sounds/Words (See Unit Resources and Materials.)**

**MyView Unit 2 Week 6:** Anchor Text: *Get a Pet* T.E.443

Book Club: *Foxes* by Alma Flor Ada

**Reading Skills/Strategies:** Interact with sources in meaningful ways such as illustrating or writing. Develop and follow a research plan with adult assistance.

- Review/Assess Unit Skills

**Language and Conventions:** Use resources to spell words - inventive spelling

- Use Resources to Spell Words - inventive spelling

**Foundations Unit 2 Week 2:**

- Drill Sounds/Warm-up
- Make Words for Decoding- *Tap & Blend*
- Sky Write/Uppercase Letter Formation Practice: **(A,B) (C,D) (E,F) (G,H)**
- Alphabetical Order
- Echo/Find letters
- Storytime: ABC books
- Review:Front & Back Cover, Title.Author, Illustrator

**Interdisciplinary Connections:**

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

**Social Studies:**

**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.

- YouTube - Needs and Wants
- YouTube - Learning Needs and Wants
- YouTube - Needs vs. Wants PBS Learning

**Science:**

**\*Standards in Action: Climate Change\***

**SCL.K.ESS3.A** Natural Resources; Living things need water, air, and resources from the land, and they live in places that have the things they need.

		<ul style="list-style-type: none"> <li>• YouTube - Animal Needs Song</li> </ul> <p><b>SCI.K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <ul style="list-style-type: none"> <li>• YouTube - It's Alive!</li> <li>• YouTube - How Climate Change Affects Animals</li> </ul> <p><b>SCI.K-2-ETS1.A</b> Asking Questions and Defining Problems; Asking questions based on observations to find more information about the natural and/or designed world(s).</p> <ul style="list-style-type: none"> <li>• YouTube - Observing in Science</li> </ul> <p><b><u>Physical Education:</u></b></p> <p><b>HE.K-12.P.6</b> Engaging in an active lifestyle</p> <ul style="list-style-type: none"> <li>• YouTube - Good Foods</li> </ul> <p><b>HE.K-2.2.1.2.PGD.1</b> Explore how activity helps all human bodies stay healthy.</p> <ul style="list-style-type: none"> <li>• YouTube - Act Out the Alphabet</li> <li>• YouTube - Letter Sound Exercise</li> </ul>
<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> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Unit Tests</li> <li>• iReady Reading</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 Student reflections</li> </ul>

<ul style="list-style-type: none"> <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>	
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**Differentiated Student Access to Content:  
Teaching and Learning *Resources/Materials***

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ML</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> <li>● Foundations TE</li> <li>● Foundations Magnetic Boards/Tiles</li> <li>● Foundations Whiteboards</li> <li>● Foundations Student Notebooks</li> <li>● Foundations Practice Books</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 ML 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**

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Student device (tablet, Chromebook)</li> <li>● Teacher device (laptop, Chromebook)</li> <li>● Student access to Savvas Realize myView accounts</li> <li>● Projector</li> <li>● SmartBoard</li> <li>● Promethean Board</li> </ul>
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- Learning Ally
- Document camera
- RAZ-Plus (Learning A-Z)
- District-Approved Resources

**Other:**

- Whiteboard
- Expo markers
- Chart paper & markers
- Foundations Level K: all kit materials, student notebook
- Multisensory: Sand trays, gel mats, shaving cream, playdoh, wiki sticks

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ML</i>	ML 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>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>● Increase feedback</li> <li>● Vary texts for level of difficulty</li> <li>● Offer choice of organizers and DOLs</li> <li>● Post visuals and anchor charts for making connections</li> <li>● Break into smaller groups 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</li> </ul>	<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>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>● Increase feedback</li> <li>● Vary texts for level of difficulty</li> <li>● Offer choice of organizers and DOLs</li> <li>● Post visuals and anchor charts for making connections</li> <li>● Break into smaller groups 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</li> </ul> <p><b><u>Writing</u></b></p> <p><b>Tier 1: General instruction</b></p> <ul style="list-style-type: none"> <li>● Schedule time for writing conferences</li> </ul>

	<p><b><u>Writing</u></b></p> <p><b>Tier 1:</b> General instruction</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, systematic progress monitoring, locate students who need more support.</li> </ul> <p><b>Tier 2:</b> Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</p> <ul style="list-style-type: none"> <li>● Identify non-responders</li> <li>● Continued progress monitoring</li> </ul> <p><b>Tier 3:</b> Teacher-established learning goals with materials that coincide with the level of the child and may differ from the student’s grade level.</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>		<ul style="list-style-type: none"> <li>● Spelling</li> <li>● Sentence construction</li> <li>● Classroom environment (visuals, word wall, etc.)</li> <li>● Explicit modeling</li> <li>● After continuous, systematic progress monitoring, locate students who need more support.</li> </ul> <p><b>Tier 2:</b> Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</p> <ul style="list-style-type: none"> <li>● Identify non-responders</li> <li>● Continued progress monitoring</li> </ul> <p><b>Tier 3:</b> Teacher-established learning goals with materials that coincide with the level of the child and may differ from the student’s grade level.</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> <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</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 tests 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>		<p>assignments into segments of shorter tasks.</p> <ul style="list-style-type: none"><li>• Provide individual instruction as needed</li><li>• Modify assessments and/or rubrics, and repeat instructions as needed.</li></ul>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> <ol style="list-style-type: none"> <li>1. Money Management</li> <li>2. Creativity and Innovation</li> <li>3. Global and Cultural Awareness</li> <li>4. Critical Thinking and Problem-Solving</li> <li>5. Information and Media Literacy</li> <li>6. Technology Literacy</li> </ol>	
	<b>Core Ideas:</b>	<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>● Brainstorming can create new, innovative ideas.</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>
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>● <b>9.1.12.FP.2</b> Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.</li> <li>● <b>9.4.2.CI.1</b> Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>● <b>9.4.2.CI.2</b> Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>● <b>9.4.2.CT.1</b> 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).</li> <li>● <b>9.4.2.CT.2</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</li> <li>● <b>9.4.2.CT.3</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> <li>● <b>9.4.2.GCA:1</b> 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).</li> <li>● <b>9.4.2.IML.1</b> Identify a simple search term to find information in a search engine or digital resource.</li> <li>● <b>9.4.2.IML.2</b> Represent data in a visual format to tell a story about the</li> </ul>

		<p>data (e.g., 2.MD.D.10).</p> <ul style="list-style-type: none"> <li>● <b>9.4.2.TL.4</b> Navigate a virtual space to build context and describe the visual content.</li> <li>● <b>9.4.2.TL.6</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</li> </ul>
	<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)							
<b>X</b>	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	<b>X</b>	Diversity & Inclusion: N.J.S.A. 18A:1 35-4.36a	<b>X</b>	Standards in Action: <i>Climate Change</i> <i>NJSLS-CLKS</i>