

| 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         | MyView Unit 1: Going Places / Foundations Unit 1 | Approximately 10 Weeks         |

| Grade<br>NJSLS - ELA   | Core Ideas and Practices<br>Interdisciplinary Standards  |
|--|--|
| <b>Language Domain</b>   | <p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• How does imagination make a place seem different?</li> <li>• What is exciting about moving to a new place?</li> <li>• What makes us want to visit a special place?</li> <li>• What is fun about exploring new places?</li> <li>• How can we describe special places?</li> <li>• How do I form lowercase letters?</li> <li>• What are the letters of the alphabet?</li> <li>• What are the vowels and consonants?</li> <li>• How do I rhyme words?</li> <li>• How do I segment words?</li> </ul> <p><b>Core Ideas/Practices:</b><br/>Students will be able to:</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> </ul> |
| <p><b>Foundational Reading</b></p> <p><b>L.RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p><b>L.RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>Blend and segment onsets and rimes of single-syllable spoken words.<br/>Orally repeat multi-syllable words and pronounce the separate syllables.</p> <p>C. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).</p> |  |

**L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Read high-frequency words and grade-level irregular words with automaticity.
- B. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- C. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

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

**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. Use manipulatives or digital tools to construct complete sentences.

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

- Describe Setting Create New Understandings
- Discuss Author’s Purpose Make Connections
- Identify and read common high frequency words by sight - I, am, the
- Identify Letter/Keyword sounds for t,b,f,n,m, c, a,i, r, o, g
- Practice skywrite/letter formation for lowercase t,b,f,n,m, c, a,i, r, o, g
- Word Awareness for sentence writing including capitalization/punctuation
- Word Play with Syllable Counts & Rhyme

**Activity Description:**

Beginning of the school year (approximately the first two weeks):

- Routines & Procedures
- FUNdations Unit 1 Orientation
- FUNdations Unit 1 Week 1
- FUNdations Unit 1 Week 2

**Fundations: Unit 1 Orientation**


- how to echo letters
- large formation grid with lines
- pencil grip. tracing
- letter keyword sound & skywrite concept: t
- introduce student notebook/practice book
- drill sound warm up
- Sky Write/Letter Formation
- Echo/ Letter formation

**Fundations: Unit 1 Week 1**

- letter keyword sound concepts: **b, f**
- skywrite /letter formation
- student notebook/practice book
- drill sounds/ warm up

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| <p>A. Use frequently occurring nouns and verbs.</p> <p>B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).</p> <p>C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>D. Produce and expand complete sentences in shared language activities.</p> <p><b>L.VL.K.2.</b> 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.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><b>L.VI.K.3.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> | <ul style="list-style-type: none"> <li>• Word Play: sentence awareness w/sentence frames</li> <li>• Storytime: Echo Finds Dinner I</li> </ul> <p><b><u>Foundations: Unit 1 Week 2</u></b></p> <ul style="list-style-type: none"> <li>• letter keyword sound concepts <b>n,m</b></li> <li>• skywrite /letter formation</li> <li>• student notebook/practice book</li> <li>• drill sounds/ warm up</li> <li>• Word Play: sentence awareness w/sentence frames</li> <li>• Storytime: Echo Finds Dinner II</li> </ul> <p><b><u>MyView Week 1</u></b> - Anchor Text: <i>Mission Accomplished!</i> by <i>Ebony Joy Wilkins</i><br/><b>Amistad Law:</b> <i>N.J.S.A. 18A 52:16A-88</i></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 Learning Support Genre Videos</li> <li>• Understand Setting</li> <li>• Identify and read common high frequency words by sight - “I, am, the”</li> <li>• Small Group - Decodable Reader 1 <i>I Am</i></li> <li>• Listening Comprehension <i>Jackie and Her Imagination</i> T22</li> <li>• Reading Workshop- shared/close reading- Identify &amp; Describe Characters</li> </ul> |
| <p><b>Reading Domain</b></p>   |  |
| <p><b>Reading Literature</b></p> <p><b>RL.CR.K.1.</b> With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p>  | <p><b>Language and Conventions:</b> Concept Sort</p> <ul style="list-style-type: none"> <li>• Sort Letters, Words, Sentences</li> <li>• Singular Nouns</li> </ul>  |

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

**RL.MF.K.6.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 

**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).


**RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

#### Reading Informational

**RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

**RI.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.

#### Writing Domain

**W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 

A. Introducing a topic.

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

**W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.

**Writing:** Introduce and Immerse- Planning, Drafting, and Publishing

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


#### **Fundations: Unit 1 Week 3**

- letter keyword sound concepts: **i, u**
- vowel extension poster for i, u
- skywrite /letter formation
- student notebook/practice book
- drill sounds/ warm up
- Word Play: sentence awareness w/sentence frames
- Storytime: Echo Finds Dinner III

**MyView Week 2** - Anchor Text: *Too Many Places to Hide* by Antonio Sacre  
**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**

**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 *Sasha's New Home* T78-79
- Identify and read common high frequency words by sight - "a, to, like"
- Small Group - Decodable Reader 2 *Tam and Sam*
- Reading Workshop- shared/close reading

| <b>Speaking and Listening Domain</b>   |  | <b>Language and Conventions:</b> Concept Sort |
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| <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>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).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p><b>SL.II.K.2.</b> 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.</p> <p><b>SL.ES.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.PI.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.UM.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.AS.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> |  |   |
| <b>Social and Emotional Learning:</b><br><i>Competencies</i>   | <b>Social and Emotional Learning:</b><br><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> </ul>   | <ul style="list-style-type: none"> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> |   |

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| <ul style="list-style-type: none"><li>• Responsible Decision-Making</li></ul> | <ul style="list-style-type: none"><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Utilize positive communication and social skills to interact effectively with others</li></ul> | <p><b><u>Language and Conventions:</u></b> Concept Sort</p> <ul style="list-style-type: none"><li>• Sort Letters, Words, Sentences</li><li>• Plural Nouns</li></ul> <p><b><u>Writing:</u></b> Develop Structure</p> <ul style="list-style-type: none"><li>• Writing Workshop Mini Lesson</li><li>• Structure of a Fiction and Nonfiction Text-</li><li>• Writing Club</li></ul> <p><b><u>Foundations: Unit 1 Week 5</u></b></p> <ul style="list-style-type: none"><li>• letter keyword sound concepts: <b>a, g</b></li><li>• vowel extension poster for i, u ,o, a</li><li>• skywrite /letter formation</li><li>• student notebook/practice book</li><li>• drill sounds/ warm up</li><li>• Rhyme Time: create real and nonsense rhymes</li><li>• Word Play: sentence awareness w/sentence frames</li><li>• Syllable Play: clap out syllables in both compound and non-compound words.</li><li>• Storytime: Rhyming picture book of teachers choice</li></ul> <p><b><u>MyView Week 4</u></b> - Anchor Text: <i>Where Is Twister?</i> by Bonnie Lass</p> <p><b><u>Reading Skills/Strategies:</u></b> Explain Patterns and Structures/ Monitor Comprehension</p> <ul style="list-style-type: none"><li>• Realistic Fiction Anchor Chart/SAVVAS realize online Distance</li><li>• Identify Main Idea-details and Listening Comprehension <i>In the Mountains</i> T190</li></ul> |
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- Identify and read common high frequency words by sight - “my, we, make”
- Small Group - Decodable Reader 4 *Nip Tap Pin*
- Reading Workshop- shared/close reading

**Language and Conventions:** Concept Sort

- Sort Letters, Words, Sentences
- Singular and Plural Nouns

**Foundations: Unit 1 Week 6**

- letter keyword sound concepts: **d,s**
- vowel extension poster for i, u ,o, a
- skywrite /letter formation
- student notebook
- drill sounds/ warm up
- Rhyme Time:
- Word Play: sentence awareness, capitalization of names
- Syllable Play: clap out syllables in both compound and non-compound words.
- Storytime: Rhyming picture book of teachers choice
- Mid-Unit Check: to determine any students who are struggling;follow the guidelines for Intervention

**MyView Week 5** - Anchor Text: *A Visit to the Art Store by Jerry Craft*

**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 - “me, for, with”
- Small Group - Decodable Reader 5 *We Make It*
- Reading Workshop- shared/close reading

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

- Use Resources to Spell Words - inventive spelling

**Writing:** Publish, Celebrate, Assess

- Writing Workshop Mini Lesson
- Writing Club

**Fundations: Unit 1 Week 7**

- letter keyword sound concepts: e, r
- vowel extension poster for i, u ,o, a, e
- skywrite /letter formation
- student notebook
- drill sounds/ warm up
- Word Play:students get sentence frames. use capital letter and punctuation frames
- Storytime: Alliteration picture book, teacher’s choice

**MyView Week 6** - Anchor Text: *Let’s Go!* T.E. 443

**Book Club:** *A Trip to the Mountains* by Oliver Chin

**Reading Skills/Strategies:** Interact with sources in meaningful ways such as illustrating or writing. Respond to newly acquired vocabulary as appropriate.

Generate questions for formal and informal inquiry with adult assistance.  
Develop and follow a research plan with adult assistance.

- Review/Assess Unit Skills

**Foundations: Unit 1 Week 8**

- letter keyword sound concepts: **p, j**
- 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
- Storytime: Baby Echo Flies I

**Interdisciplinary Connections:** *Follow the “Cross-Curricular” discussion prompts in your TE to address the standards below.*

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

**Social Studies:**

**SOC.6.1.4.B.4** Geography, People, and the Environment; 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.

- YouTube - Communities
- YouTube - Community Helpers

**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 - Cartoon for Kids - Needs and Wants
- YouTube - Learning Needs vs. Wants

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|  |  | <p><b>SOC.6.1.4.C.17</b> Economics, Innovation, and Technology; Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p> <ul style="list-style-type: none"> <li>• YouTube - Adventure Into the Digital Age</li> </ul> <p><b>Science:</b></p> <p><b>SCL.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 - Animals and Trees Help Each Other</li> </ul> <p><b>SCL.5</b> Stars and the Solar System</p> <ul style="list-style-type: none"> <li>• YouTube - The Planet Song</li> <li>• YouTube - What Are Stars?</li> </ul> |
| <p align="center"><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>  |  | <p align="center"><b>Assessments (Summative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>   |
| <p><b>Formative Assessments:</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 ongoing 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> <li>• Assess and Differentiate</li> <li>• Assess Prior Knowledge</li> </ul> |  | <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Unit Tests</li> <li>• iReady Reading</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Weekly student monitoring - Weekly Foundations Skills Assessments</li> <li>• Weekly progress check-ups</li> <li>• Student reflections</li> </ul>   |

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| <ul style="list-style-type: none"> <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<br/><i>IEP/504/At-Risk/ML</i></b>  | <b>ML Core Resources</b>   | <b>Gifted &amp; Talented Core Resources</b>   |
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| <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**

**Technology:**

- Student device (tablet, Chromebook)
- Teacher device (laptop, Chromebook)
- Student access to Savvas Realize myView accounts
- Projector
- SmartBoard
- Promethean Board
- 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<br><i>IEP/504/At-Risk/ML</i>   | ML Core Resources  | Gifted & Talented Core   |
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| <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> </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> </ul> |

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|  | <ul style="list-style-type: none"><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><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> |  | <ul style="list-style-type: none"><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><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: 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>• Identify 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 student's grade level.</b></p> <ul style="list-style-type: none"><li>• Handwriting instruction</li></ul> |
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|  | <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,</li></ul> |  | <ul style="list-style-type: none"><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 assignments into segments of shorter tasks.</li><li>• Provide individual instruction as needed</li><li>• Modify assessments and/or rubrics, and repeat instructions as needed.</li></ul> |
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|  | <p>additional examples, modeling, etc.)</p> <ul style="list-style-type: none"> <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> |  |  |
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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. 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> |   |
|  | <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</li> </ul> |

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|  |                                   | <p>values and goals.</p> <ul style="list-style-type: none"><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>  |
|  | <i>Performance Expectation/s:</i> | <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 data (e.g., 2.MD.D.10).</li><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> |

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|  | <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<br>(place an "X" before each law/statute if/when present within the curriculum map) |   |  |   |  |   |          |  |          |   |
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| <b>X</b>  | Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> |  | LGBT and Disabilities<br>Law: <i>N.J.S.A. 18A:35-4.35</i> | <b>X</b> | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | <b>X</b> | Standards in Action:<br><i>Climate Change</i> |