

Domain Anchor Statement Codes			
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 Title	Recommended Instructional Days
2	MyView Unit 3: Tell Me A Story / Foundations Unit 2.3 - Unit 3.4	Approximately 30 Days

<p align="center">Grade NJSLS - ELA</p>	<p align="center">Core Ideas and Practices Interdisciplinary Standards</p>
<p align="center">Language Domain</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● Why do we like stories? ● What can we learn from stories? ● How are two versions of the same story alike and different? ● Why do we like poems? ● Why do we like certain kinds of stories? ● What do myths teach us about nature? <p>Core Ideas/Practices: Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss Theme ● Visualize Details about the theme in Folktales ● Compare and Contrast Stories and Make Inferences about Fairy Tales ● Describe Rhyme and Rhythm ● Ask and Answer Questions about Poetry ● Discuss Author’s Purpose and Make & Confirm Predictions about a Fiction Story ● Determine Plot ● Make Connections to plot in Myths ● Compare Across Texts- Research Stories and Pick a Favorite
<p>Foundational Reading</p> <p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. 	

- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. 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).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- 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 Skills: Writing Language

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

MyView Unit 3 Week 1 - Anchor Text: *How Anansi Got His Stories* by Ibi Zoboi

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

Reading Skills/Strategies: Discuss theme and visualize details about the theme in Folktales.

- Folktale Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos
- Infographic *Learning from Fables* T20
- Discuss Theme
- Identify and read common high frequency words by sight - “was, said, where”
- Small Group - Decodable Reader 12 *What is it?*
- Listening Comprehension *Goldilocks* T22
- Reading Workshop- shared/close reading- Identify & Describe Characters

Language and Conventions:

- Letter Sort
- Subjective Case Pronouns

Writing: Workshop: Narrative - Fiction:

**Through mini lessons found in your teacher’s manual, students will:*

- learn about the elements of fiction and generate ideas
- understand characters, setting, and plot
- compose a beginning and an ending

Week 1: Fiction - Introduce and Immerse:

- Generate Ideas
- Plan Your Fiction Story

- 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.
- F. Writing initial and final consonant blends (must, slab, plump).

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.

Fundations Unit 2 Week 3:

- Drill Sounds/Warm-up
- Make Words for Decoding- *Tap & Blend*
- Sky Write/Letter Formation Practice: **(I,J) (K,L) (M,N) (O,P)**
- Alphabetical Order
- Echo/Find letters
- Storytime: ABC books
- Review: Front & Back Cover, Title, Author, Illustrator

MyView Unit 3 Week 2 - Anchor Text: *The Gingerbread Man and The Story of Cornbread Man* By Pleasant DeSpain

Reading Skills/Strategies: Compare and contrast stories and make inferences about fairy tales.

- Fairy Tale Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos
- Infographic *Telling Stories Different Ways* T.E.83
- Discuss Compare Text
- Identify and read common high frequency words by sight - “any, come, play”
- Small Group - Decodable Reader 13 *They Are Lost!*
- Listening Comprehension *The Three Javelinas* T80
- Reading Workshop- shared/close reading

Language and Conventions:

- Letter Sort
- Objective Case Pronouns

Writing Workshop:

Week 2: Fiction - Develop Elements:

- Setting

- 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. Write sentences with increasing complexity.
- G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- I. With support, distinguish between a complete sentence and a sentence fragment.
- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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).

- Apply Characters
- Apply Plot

Fundations Unit 2 Week 4:

- Drill Sounds/Warm-up
- Make Words for Decoding- *Tap & Blend*
- Sky Write/Letter Formation Practice: (Q,R,) (S,T,U) (V,W,X) (Y,Z)
- *Unit Test Recording Form

MyView Unit 3 Week 3 - Anchor Text: *Poetry Collection: Humpty Dumpty, Hickory Dock, and Duck Meets the Moon* Illustrated By Hector Borlasca

Reading Skills/Strategies: Discuss rhyme and rhythm, and ask and answer questions about poetry.

- Poetry Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos
- Infographic *Little Boy Blue and Little Miss Muffet* T.E.83
- Discuss rhyme and rhythm
- Identify and read common high frequency words by sight - “her, how, down”
- Small Group - Decodable Reader 14 *We Like to Play!*
- Listening Comprehension *Hen and Fox* T142
- Reading Workshop- shared/close reading

Language and Conventions:

- Letter Sort
- Possessive Case Pronouns

- 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.

Writing Workshop:

Week 3: Fiction - Develop Structure

- Organize ideas
- Apply Compose a Beginning
- Apply Compose an Ending


Fundations Unit 3 Week 1:

- ***Refer to Unit 3 Sounds/Words/Sentences**
- **(See Unit Resources /Materials.)**
- Drill Sound /Warm-up
- Teach Tapping for Segmentation & Spelling
- Listen for Sounds: Long vowel/short vowel
- Alphabetical Order
- Letter Formation: *Upper/lowercase*
- Write Words
- Tap & Blend: *CVC, CVCe, nonsense words*
- Storytime: *Baby Echo Finds Echo At Last 1* Teacher Performs the Story
- Recall Character, setting, problem & solution, B/M/E

MyView Unit 3 Week 4 - Anchor Text: *The Best Story* By Debbie O'Brien

Reading Skills/Strategies: Discuss author's purpose and make and confirm predictions about a fiction story.

- Fiction Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos
- Infographic: *What Stories Do You Like?* T.E.197
- Discuss Author's Purpose
- Identify and read common high frequency words by sight - "away, give, little"
- Small Group - Decodable Reader 15 *Can You Help?*

Reading Domain	
<p>Reading Literature</p> <p>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).</p> <p>RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>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.</p> <p>RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none">• Listening Comprehension <i>So Many Stories</i> T198• Reading Workshop- shared/close reading <p>Language and Conventions:</p> <ul style="list-style-type: none">• Vowel Activity• Prepositions <p>Writing Workshop:</p> <p>Week 4: <i>Fiction - Writer's Craft</i>:</p> <ul style="list-style-type: none">• Edit for Subjective and Objective Pronouns• Apply Edit for Complete Sentences• Apply Edit for Adjectives and Articles <p>Fundations Unit 3 Week 2:</p> <ul style="list-style-type: none">• Drill Sounds/Warm-up• Make words for decoding• Alphabetical Order - magnet letter tiles• Echo/Find Letters & Words• Letter Formation: <i>Upper/lowercase</i>• Write Words• Tap & Blend: <i>CVC, CVCe, nonsense words</i>• Storytime: <i>Baby Echo Finds Echo At Last 2 Teacher Performs the Story</i> without words - students retell in their own words.• Recall Character, setting, problem & solution, B/M/E
Writing Domain	
<p>W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).</p> <p>W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. </p> <p>A. Introduce a topic.</p> <p>B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.</p> <p>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.</p>	<p>MyView Unit 3 Week 5 - Anchor Text: <i>Monsi Can Help</i> By Ruth Chan</p> <p>Reading Skills/Strategies: Make Connections to plot in myths.</p> <ul style="list-style-type: none">• Myths Anchor Chart/SAVVAS realize online Distance Learning Support Genre Videos

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.


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

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

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

- 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.

- Infographic *What is a Myth?* T.E.253
- Discuss Compare Text
- Identify and read common high frequency words by sight - “any, come, play”
- Small Group - Decodable Reader 16 *Lin, Sam, and Jake*
- Listening Comprehension *How Rabbit Got Its Ears T2*
- Reading Workshop- shared/close reading

Language and Conventions:

- Vowel Activity
- Prepositions

Writing Workshop:

Week 5: *Fiction* - Publish, Celebrate, Assess

- Edit for Punctuation Marks
- Edit for Capitalization
- Assessment

Fundations Unit 3 Week 3:

- Drill Sounds/Warm-up
- Make words for decoding
- Alphabetical Order - magnet letter tiles
- Echo/Find Letters & Words
- Letter Formation: *Upper/lowercase*
- Write Words
- Tap & Blend: *CVC, CVCe, nonsense words*
- Storytime: *Baby Echo Finds Echo At Last 3* Teacher Performs the Story - Students Retell - Draw the Story
- Recall Character, setting, problem & solution, B/M/E

<p>SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>		<p>MyView Unit 3 Week 6 - Anchor Text: <i>My Favorite Story</i> T.E.451</p> <p>*Review/Assess Unit Skills</p> <p>Book Club: <i>Telling Stories</i> by Angela Johnson</p> <p>Reading Skills/Strategies: Interact with sources in meaningful ways such as illustrating or writing.</p> <ul style="list-style-type: none"> Review/Assess Unit Skills
<p>Social and Emotional Learning:</p> <p><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p><i>Sub-Competencies</i></p>	<p>Fundations Unit 3 Week 4:</p> <ul style="list-style-type: none"> Drill Sounds/Warm-up Make words for decoding Alphabetical Order Echo/Find Letters & Words Letter Formation: <i>Upper/lowercase</i> Write Words Tap & Blend: <i>CVC,CVCe, nonsense words</i> Storytime: <i>Baby Echo Finds Echo At Last</i> Student retelling Recall Character, setting, problem & solution, B/M/E <p>Interdisciplinary Connections:</p> <p><i>Follow the “Cross-Curricular” discussion prompts and activities in your manual to address the standards below.</i></p> <p>Social Studies:</p> <p>SOC.6.1 Geography, People, and the Environment: Human Environment Interaction</p> <p>SOC.6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p>
<ul style="list-style-type: none"> Self Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making <p>Core SEL Competencies ide</p>	<p>*SEL Through Book Club*</p> <p>Collaboration:</p> <ul style="list-style-type: none"> Model strategies for responding to each other respectfully (examples offered in teacher’s manual) Each Book Club session features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills Students share their connections and wonderings 	

		<p>*Diversity & Inclusion: N.J.S.A. 18A:35-4.36a*</p> <p>Suggested classroom activities:</p> <ul style="list-style-type: none"> • YouTube: Show and Tell Cultural Traditions • YouTube: Cultural Hands-On Activities • YouTube: Exploring Different Cultures <p>SOC.6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>SOC.6.1.2.GeoSV.3 Identify and describe the properties of a variety of maps and globes (e.g. title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic)</p> <ul style="list-style-type: none"> • YouTube: There's a Map on My Lap! - Read Aloud • YouTube: How to make a map • YouTube: Map Activities <p>Science:</p> <p>SCL.K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <ul style="list-style-type: none"> • YouTube: 100 Animals • YouTube: Learn About Animals! • <p>*Standards in Action: Climate Change</p>
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</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 	<p>Benchmarks:</p> <ul style="list-style-type: none"> • Unit Tests • iReady Reading 	

<ul style="list-style-type: none"> ● 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 ● Assess Understanding ● Observational Assessments ● Conferring Checklists ● Rubrics ● Think/Pair/Share 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly student monitoring ● Weekly progress check-ups ● Student reflections
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**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
<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 ● Foundations TE ● Foundations Magnetic Boards/Tiles ● Foundations 	<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 ML 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

<ul style="list-style-type: none"> Whiteboards ● Foundations Student Notebooks ● Foundations Practice Books 			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● 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 <p>Other:</p> <ul style="list-style-type: none"> ● 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 <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core

<ul style="list-style-type: none">● Allow for access to print and digital versions and exemplars of PBL projects and writing tasks	<p><u>Reading:</u></p> <ul style="list-style-type: none">● 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 groups or 1:1 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><u>Writing</u></p> <p>Tier 1: General instruction</p> <ul style="list-style-type: none">● Schedule time for writing conferences● Spelling● Sentence construction● Classroom environment (visuals, word wall, etc.)● Explicit modeling● After continuous,	<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 modified assessment and/or rubric	<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 opportunities● 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>systematic progress monitoring, locate students who need more support.</p> <p>Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</p> <ul style="list-style-type: none">• Identify 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 student's 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 explanations,		
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	<p>additional examples, modeling, etc.)</p> <ul style="list-style-type: none"> ● Modify test content and/or format, allow students to retake tests 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 ● Modify assessments and/or rubrics, repeat instructions as needed. 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none"> 1. Civic Responsibility 2. Creativity and Innovation 3. Global and Cultural Awareness 4. Information and Media Literacy 5. Technology Literacy 	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● There are actions an individual can take to make this world a better place. ● Brainstorming can create new, innovative ideas. ● Individuals from different cultures may have different points of view and experiences.

		<ul style="list-style-type: none"> ● 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. ● 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). ● 9.4.2.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. ● Demonstrate creativity and innovation. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Content Area: English Language Arts (NJSLS-ELA) Grades 3-5
Grade: K

Dev. Date:
April 2024

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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