

Englewood Public School District

English Language Arts

Grades 1 to 5

Journeys Literacy Program

Grades One to Five will be implementing the research-based balanced literacy program published by Houghton Mifflin Harcourt, entitled *Journeys*. This literacy program provides students with research-based curriculum materials. Teachers utilize read alouds, guided reading, shared reading, and independent reading, integrated with various writing opportunities and techniques as a means to a whole literacy approach. The new program includes flexible grouping based on student needs, one-on-one specific skills instruction, independent reading, and ongoing assessment to continually direct instruction.

Teachers College Reading and Writing Project

Units of Study in Opinion, Information, and Narrative Writing, K–5, is a new publication from Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level Lucy and her team have designed and piloted a yearlong curriculum founded on the expectations of the Common Core State Standards and built on the experience of decades of intensive literacy instruction with hundreds of thousands of students and educators.

Orton-Gillingham

The Orton-Gillingham method is language-based and success-oriented. The scholars are directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables scholars to master important literacy skills. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. This program provides scholars with immediate feedback and a predictable sequence that integrates reading, writing, and spelling. This comprehensive approach to reading instruction benefits all scholars.

UNIT	TOPIC	Weeks
1	Meet the Challenge	6
2	Wild Encounters	6
3	Revolution!	6
4	The Power of Storytelling	6
5	Under Western Skies	6
6	Journey to Discovery	6

Grade 5

Unit 4: The Power of Storytelling

Overview: During this unit, students will explore anchor and paired texts around the theme of “The Power of Storytelling.” Throughout the unit students will experience literature related to the idea of thinking outside the box. Additionally, students will write memoirs and will continue to hone their ability to read, write, and spell correctly via the Orton-Gillingham program. Lastly, students will prepare for PARCC’s Research Simulation Reading and Writing Tasks.

Time Frame: 6 Weeks

Enduring Understandings:

*Imagination, facts, and opinions play an important role in storytelling.
It’s great to participate in the community.*

Essential Questions:

*In what ways can illustrations enhance a reader’s experience?
What role does imagination play in the invention process?
What do facts and opinions contribute to a story?
Why is it important to be aware of your community’s needs?
What can a person learn by building a relationship with an animal?*

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Topics Author’s Purpose Monitor/Clarify Voice Visual Elements Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Civic Literacy 	Teacher Read Aloud: “Japanese Cartoons Are Manga-nificent” Students will use a theme, cause, and effect worksheet to take notes on the read aloud. https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/ Vocabulary: Word Origins (CRP4, CRP11) Students will use the Internet to look up word origins of vocabulary words.	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 4 – Lesson 16 Anchor Text: “Lunch Money” Genre: Realistic Fiction Paired Selection: “Zap! Pow!: A History of the Comics” Genre: Informational Text Companion Texts: “Becoming a Pixar Animator” (Genre: Informational Text)	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Summative Assessment: Lesson 16 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 16 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
	Objectives			

<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p>Students will accurately record details and quotes to infer the author's purpose.</p> <p>Students will monitor text details to clarify understanding.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Share and Summarize a Story (CRP4) Student will summarize the read aloud story. https://www.education.com/worksheet/article/summarizing-with-key-words/</p> <p>Grammar: Adjectives Students will play an interactive game to practice using adjectives. https://www.education.com/game/saturday-mystery/</p> <p>Writing: Friendly Letter (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP7, CRP11) Using word processing software, students will write a friendly letter to a peer.</p>	<p>https://newsela.com/read/elementary/pixar-animator-interview/id/44040/</p> <p><i>Scholastic Magazine</i></p>	<p>Alternative Assessments: Students will share their read aloud notes with a peer.</p> <p>Students will share their story summaries aloud to a small group.</p> <p>Students will use a writer's checklist to self-edit their friendly letters.</p>
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Topics</p> <p>Argumentative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p> <p>Objectives</p> <p>Students will conduct research in order to construct an argumentative essay.</p>	<p>Students will write the first draft of an argumentative essay by considering evidence for and against a specific perspective. (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP7, CRP8 CRP11)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013, The Research-Based Argument Essay, Grade 5, Unit 4</p> <p>Bend I: <i>Establishing and Supporting Positions</i>, Lessons 1 to 7</p>	<p>Formative Assessment: Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing essays using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p>

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Topics	Teacher Read Aloud: “The Visitor”	Texts:	Summative Assessment:
Story Structure	Students will use a theme, cause, and effect worksheet to take notes on the read aloud.	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 17 Vocabulary and Comprehension Tests
Infer/Predict	https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/	Unit 4 – Lesson 17 Anchor Text: “LAFF” from Best Shorts	Formative Assessment: <ul style="list-style-type: none">Lesson 17 Cold ReadsRunning RecordsAnecdotal NotesUnit Progress Monitoring Assessments
Literary Devices	Vocabulary: Reference Materials (CRP7, CRP4, CRP11)	Genre: Science Fiction	
Point of View: First-Person	Student will use online reference materials to define vocabulary words.	Paired Selection: “From Dreams to Reality”	
Twenty-First Century Themes and Skills include:	Speaking and Listening: Create a Multimedia Presentation (CRP4, CRP8, CRP11, 8.1.5.A.1)	Genre: Informational Text	Alternative Assessments: Students will share their read aloud notes with a peer. Students will peer review their sentences for correctness. Students will use a writer’s checklist to self-edit their character descriptions.
<ul style="list-style-type: none">The Four C’sCivic Literacy	Student will work in groups to create a multimedia (graphics, sound) presentation on their character descriptions.	Companion Texts: “The Veldt” (Genre: Science Fiction) https://www.commonlit.org/en/texts/the-veldt?search_id=4348082	
Objectives		<i>Scholastic</i> Magazine	
Students will explain how elements of a story fit together to provide its structure.			
Students will use story details to make inferences and predictions.			
Students will engage effectively in collaborative discussion.	Grammar: Adverbs		

<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>		<p>Students will practice writing sentences with adverbs.</p> <p>Writing: Character Description (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP7, CRP11)</p> <p>Using word processing software, students will write a description of a literary character.</p>		<p>Students will present their multimedia presentations.</p>
<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Topics</p> <p>Fact and Opinion</p> <p>Analyze/Evaluate</p> <p>Main Ideas and Details</p> <p>Narrative Pacing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy <p>Objectives</p> <p>Students will read and comprehend informational texts.</p> <p>Students will quote accurately when explaining what the text says explicitly and when drawing inferences.</p> <p>Students will explain how an author uses evidence as support.</p>	<p>Teacher Read Aloud: "Hundreds Rally at Fullerton"</p> <p>Students will use a theme, cause, and effect worksheet to take notes on the read aloud. https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/</p> <p>Vocabulary: Homophones and Homographs (CRP4)</p> <p>Students will work in small groups to create lists of homophones and homographs.</p> <p>Speaking and Listening: Use Formal and Informal English (CRP4)</p> <p>Students will compare and contrast elements of the English language.</p> <p>Grammar: Prepositions and Prepositional Phrases</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 4 – Lesson 18</p> <p>Anchor Text: "The Dog Newspaper" from Five Pages a Day</p> <p>Genre: Autobiography</p> <p>Paired Selection: "Poetry About Poetry"</p> <p>Genre: Poetry</p> <p>Companion Texts:</p> <p>"Students in a Study Have a Hard Time Telling Fake News from Real News" (Genre: Informational Text) https://newsela.com/read/students-fake-news/id/25415/</p> <p><i>Scholastic</i> Magazine</p>	<p>Summative Assessment:</p> <p>Lesson 18 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 18 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments:</p> <p>Students will share their read aloud notes with a peer.</p> <p>Students will peer review their sentences for correctness.</p>

<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Students will engage effectively in collaborative discussion.</p>	<p>Students will practice writing sentences that use prepositions and prepositional phrases.</p> <p>Writing: Autobiography (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP7, CRP11) Using word processing software, students will write an autobiography.</p>	<p>Students will use a writer's checklist to self-edit their autobiographies.</p> <p>Students will quiz each other on homophone and homograph definitions.</p> <p>Students will create a Venn diagram comparing and contrasting formal and informal language.</p>
	<p>Topics</p> <p>Argumentative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p> <p>Objectives</p> <p>Students will revise their argumentative essay by adding a critical perspective.</p>	<p>Students will revise their argumentative essay by adding rebuttals, responses, and counterclaims. (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP7, CRP11)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013, The Research-Based Argument Essay, Grade 5, Unit 4</p> <p>Bend II: <i>Building Powerful Arguments</i>, Lessons 8 to 15</p> <p>Video: "How to Write an Argumentative Essay" https://www.youtube.com/watch?v=-lzGy5gizKg</p> <p>Formative Assessment: Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing essays using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p> <p>Alternative Assessments Instructor will maintain a running record of student growth in writing skills.</p> <p>Instructor and students will use rubrics for student self-assessment.</p> <p>Instructor will provide students with writing</p>

				checklists for self-reflection.
<p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Topics</p> <p>Author's Purpose</p> <p>Summarize</p> <p>Dialogue</p> <p>Characterization</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy 	<p>Teacher Read Aloud: "The Power of Spirit Lake"</p> <p>Students will use a theme, cause, and effect worksheet to take notes on the read aloud.</p> <p>https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/</p> <p>Vocabulary: Greek and Latin Suffixes <i>-ism, -ist, -able, -ible</i> (CRP4)</p> <p>Students will work in small groups to identify and define words that use these suffixes.</p> <p>Speaking and Listening: Give and Evaluate a Persuasive Speech (CRP4, 9.2.8.B.3)</p> <p>Students will write a persuasive speech based on a self-chosen topic.</p> <p>Grammar: More Kinds of Pronouns</p> <p>Students will practice using varied pronouns.</p> <p>https://www.education.com/worksheet/article/all-kinds-of-pronouns-practice/</p> <p>Writing: Prewrite: Personal Narrative (9.2.8.B.3, CRP4, CRP6, 2.4.6.A.2)</p> <p>Students will complete a graphic organizer in preparation for writing a</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 4 – Lesson 19</p> <p>Anchor Text: "Darnell Rock Reporting"</p> <p>Genre: Realistic Fiction</p> <p>Paired Selection: "Volunteer!"</p> <p>Genre: Persuasive Text</p> <p>Companion Texts:</p> <p>"Report: Burger King Contributes to Deforestation in Brazil, Bolivia" (Genre: News Article)</p> <p>https://newsela.com/read/burger-king-deforestation</p> <p><i>Scholastic Magazine</i></p>	<p>Summative Assessments:</p> <p>Lesson 19 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 19 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments:</p> <p>Students will share their read aloud notes with a peer.</p> <p>Students will act out words created with Greek and Latin suffixes</p> <p>Students will present their persuasive speeches.</p>
	<p>Objectives</p> <p>Students will identify an author's purpose for writing.</p> <p>Students will identify how an author uses reasons to support their point in a persuasive.</p> <p>Students will summarize the main events in a text.</p> <p>Students will engage effectively in collaborative discussion.</p>			

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

		personal narrative that focuses on relationships between community members. https://www.education.com/worksheet/article/personal-narrative-graphic-organizer/		
	Topics	Teacher Read Aloud: “The Huntress”	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Summative Assessment: Lesson 20 Vocabulary and Comprehension Tests
	Story Structure	Students will use a theme, cause, and effect worksheet to take notes on the read aloud.	Unit 4 – Lesson 20	Formative Assessment: <ul style="list-style-type: none">Lesson 20 Cold ReadsRunning RecordsAnecdotal NotesUnit Progress Monitoring Assessments
	Question		Anchor Text: “The Black Stallion”	
	Characterization	https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/	Genre: Adventure	
	Theme		Paired Selection: “Horse Power”	
	Twenty-First Century Themes and Skills include:	Vocabulary: Figurative Language (CRP4) Students will practice identifying and using oxymorons. https://www.education.com/games/play/#ela,ela-fifth,figurative-language,oxymoron	Genre: Informational Text	Alternative Assessments: Students will share their read aloud notes with a peer. Students will create and share unique oxymorons. Students will use a writer’s checklist to self-edit their personal narratives. Students will have a whole class discussion about the theme of the read aloud story.
	Objectives		Companion Texts: “Chiron, The Wisest Centaur” (Genre: Myth) https://www.commonlit.org/en/texts/chiron-the-wisest-centaur?search_id=4348780	
	Students will identify the key elements of story structure.	Speaking and Listening: Hold a Literature Discussion (CRP4, 9.2.8.B.3) Students will have a whole class discussion about the theme of the read aloud story.	<i>Scholastic</i> Magazine	
	Students will use questioning to identify and explain how text elements fit together to provide story structure.			
	Students will engage effectively in collaborative discussion.	Grammar: Proper Mechanics and Writing Titles Students will practice using proper mechanics to write titles. https://www.education.com/worksheet/article/whos-who-		

abbreviations-for-peoples-
titles/

Writing: Revise: Personal Narrative (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP7, CRP11, 2.4.6.A.2) Students will revise their personal narratives using a checklist.

<https://www.education.com/worksheet/article/personal-narratives-editing-checklist/>

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Topics

Argumentative Writing

Twenty-First Century Themes and Skills include:
The Four C's

Objectives

Students will consider real-life purposes when writing argumentative essays.

Students will consider real-life reasons why people want to take a stand and construct an argumentative essay. (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP7, CRP11)

Texts:

Reading and Writing Project *Firsthand*, 2013, The Research-Based Argument Essay, Grade 5, Unit 4

Bend III: *Writing for Real-Life Purposes and Audiences*, Lessons 16 to 22

Formative Assessment:

Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.

Summative Assessment:

Instructors and students will evaluate progress toward writing essays using writing checklists.

Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.


Alternative Assessments

Instructor will maintain a running record of student growth in writing skills.

Instructor and students will use rubrics for student self-assessment.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.					Instructor will provide students with writing checklists for self-reflection.
					Pre-Assessment, Formative Assessment, and Summative Assessment:
					Instructors will implement three levels of assessments to evaluate students:
					<ul style="list-style-type: none">• Phonemic awareness• Naming and recognizing letters• The formation of letters• Phoneme/grapheme relationships• Decoding multi-syllabic words• Memorization techniques• Fluency of reading and writing• Auditory sound discriminations• Sentence structure• Vocabulary building
					Formative Assessment: Reading PARCC RST Lesson 4
					Summative Assessment: Writing PARCC RST Lesson 4
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.					
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.					
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.					

	Topics	Students will experience 30 minutes of instruction daily to enhance their ability to decode words, spell words correctly, and to comprehend what they hear and read.	Institute for Multi-Sensory Education, Orton-Gillingham, 2014	
	Language – Orton-Gillingham			
	Objectives		Five-Part Weekly Program:	
	Students will review phonetics concepts.		1. Three-Part Drill	
	Students will learn new phoneme/rules via a multi-sensory approach.		2. Teaching a New Concept	
	Students will decode multi-syllabic words.		3. Decoding and Learning Centers	
	Students will spell high frequency words correctly.		4. Red Words	
	Students will comprehend what they hear and read.		5. Comprehension	

	Topics	Instructors will select the reading and writing RST lessons that best meets their students’ needs.	<u>Reading PARCC RST Lessons</u>	
	PARCC RSTs		 Research Simulation Tasks	
	Objectives		<u>Lesson 1: Introducing the EBSR and TECR</u>	
	Students will gain a better understanding of EBSRs and TECRs.		<u>Lesson 2: Modeling the EBSR and TECR</u>	
	Students will hone their understanding of narrative elements.		<u>Lesson 3: Identifying the Main Idea</u>	

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Students will practice completing RSTs.

Lesson 4: Identifying Supporting Details

Writing PARCC RST Lessons



Research Simulation Tasks

Lesson 1: Introduction to the Prose Constructed Response on the Research Simulation Task

Lesson 2: Modeling the Prose Constructed Response

Lesson 3: Understanding the PCR Prompt and Writing an Opening Topic Statement

Lesson 4: Selecting Textual Evidence to Support Reasons

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student

choice.

English Language Learners <ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	Special Education <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	At-Risk <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. 	Gifted and Talented <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Comprehensive Health and Physical Education:

2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.

Integration of Technology Standards NJSLS 8:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.