

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	Good Citizens	6
2	Look and Listen	6
3	Lesson Learned	6
4	Natural Wonders	6
5	Going Places	6
6	Reading Adventures	6

Englewood Public School District

English Language Arts

Grade 3

Unit 1: Good Citizens

Overview: During this unit, students will explore anchor and paired texts around the theme of “Good Citizens.” Throughout the unit students will experience literature related to being a good steward at home, in school, and in the community. Additionally, students will write and revise narrative essays and will continue to hone their ability to read, write, and spell correctly via the Orton-Gillingham program.

Time Frame: 6 Weeks

Enduring Understandings:

We learn different things at home and at school.

Volunteering helps strengthen a community and inspire togetherness.

A successful project requires everyone to do their part.

Essential Questions:

How is learning at school different from learning at home?

Why are courts an important part of our government?

Why is volunteering good for a community and its people?

Why is everyone’s role on a project important?

What are the traits of a hero?

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Topics Story Structure Summarize Analyze Illustrations	Teacher Read Aloud: “Such a Deal!” Students will complete a connect the events worksheet for the read aloud story https://www.education.com/worksheet/article/connect-the-events/ Vocabulary: Context Clues (CRP4)	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 1 – Lesson 1 Anchor Text: “A Fine, Fine School” Genre: Humorous Fiction Paired Selection: “One-Room Schoolhouses”	Unit Benchmark Assessments: <ul style="list-style-type: none"> Common Formative Assessment Exact Path Summative Assessment:

<p>RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Objectives</p> <p>Students will identify elements of story structure.</p> <p>Students will explain how characters’ actions contribute to a story’s sequence of events.</p> <p>Student will recount the story’s most important events.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Students will work with a partner to practice using context clues https://www.education.com/worksheet/article/context-clues-check-in/</p> <p>Speaking and Listening: Hold a Group Discussion (9.2.4.A.2, CRP4) Students will have a small group discussion on the roles of teachers and students in schools.</p> <p>Grammar: Simple Sentences Students will work individually to practice writing simple sentences.</p> <p>Writing: Descriptive Paragraph (8.1.5.A.2, CRP4, CRP6, CRP11) Using word processing software, students will write descriptive paragraphs about their schools.</p>	<p>Genre: Informational Text</p> <p>Companion Text: “Important People” (Genre: Informational Text) https://www.readworks.org/article/Important-People/fdf28989-5cc0-47b4-9462-51357bbe47de#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p>	<p>Lesson 1 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Lesson 1 Cold Reads• Running Records• Anecdotal Notes• Unit Progress Monitoring Assessments <p>Alternative Assessments Students will share their connect the events worksheets from the read aloud with a partner.</p> <p>Students will role play having a group discussion.</p> <p>Students will write and share their descriptive paragraphs.</p>
	<p>Topics</p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p> <p>Objectives</p> <p>Students will begin to construct personal narratives.</p>	<p>Students will begin to write personal narratives by constructing ideas, asking questions, and considering the quality of the writing. (8.1.5.A.2, CRP4, CRP6, CRP11)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Crafting True Stories, Grade 3, Unit 1</p> <p>Bend I: <i>Writing Personal Narratives with Independence</i>, Lessons 1 to 6</p> <p>Video: “Writing a Personal Narrative: Planning & Pre-Writing” https://www.youtube.com/watch?v=nBQ8dU0KPtg</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 narrative essays using writing checklists.</p>

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

Topics	Teacher Read Aloud:	Texts:	Summative Assessment:
Conclusions	Teacher Read Aloud: "Sequoyah"	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 2 Vocabulary and Comprehension Tests
Infer/Predict	Students will complete a connect the events worksheet for the read aloud story	Unit 1 – Lesson 2	
Author's Word Choice	https://www.education.com/worksheet/article/connect-the-events/	Anchor Text: "The Trail of Cardigan Jones"	
Twenty-First Century Themes and Skills include:	Vocabulary: Dictionary/Glossary	Genre: Fantasy	
<ul style="list-style-type: none"> The Four C's Civic Literacy 	Students will work individually to practice dictionary skills	Paired Selection: "You Be the Jury"	
Objectives	https://www.education.com/worksheet/article/dictionary-skills/	Genre: Informational Text	
Students will use text evidence to draw conclusions and demonstrate understanding.	Speaking and Listening: Ask and Answer Questions (CRP4, CRP6, 6.1.4.A.1)	Companion Text: "My Job Rules" (Genre: Informational Text) https://www.readworks.org/article/My-Job-Rules!/6ece61a0-d679-4407-9d17-	Formative Assessment: <ul style="list-style-type: none"> Lesson 2 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Students will use text details to infer what characters are like.			Alternative Assessments Students will share their connect the events

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.

Instructor will provide students with writing checklists for self-reflection.

<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<p>Students will predict a text's events and cite examples from the text to confirm predictions.</p>	<p>Students will work in a small group to create questions about courts and laws.</p>	<p>0641f1adc49b#!articleTab:content/</p>	<p>worksheets from the read aloud with a partner.</p>
	<p>Students will engage effectively in collaborative discussion.</p>	<p>Grammar: Kinds of Sentences (CRP4)</p> <p>Students will work with a partner to create and label different kinds of sentences.</p>	<p><i>Scholastic Magazine</i></p>	<p>Students will ask and answer questions aloud in a group setting.</p>
		<p>Writing: Dialogue (8.1.5.A.2, CRP4, CRP6, CRP11, 9.2.4.A.2)</p> <p>Using word processing software, students will create a dialogue between an interviewer and a judge.</p>		<p>Students will act out their dialogue with a partner.</p>
<p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p>	<p>Topics</p> <p>Understanding Characters</p> <p>Analyze/Evaluate</p> <p>Story Message</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: "Open Your Eyes!"</p> <p>Students will complete a connect the events worksheet for the read aloud story</p> <p>https://www.education.com/worksheet/article/connect-the-events/</p> <p>Vocabulary: Antonyms</p> <p>Students will work individually to practice identifying antonyms.</p> <p>https://www.education.com/worksheet/article/antonyms-game/</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1 – Lesson 3</p> <p>Anchor Text: "Destiny's Gift"</p> <p>Genre: Realistic Fiction</p> <p>Paired Selection: "Kid Making a Difference"</p> <p>Genre: Informational Text</p>	<p>Summative Assessment:</p> <p>Lesson 3 Vocabulary and Comprehension Tests</p>
<p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p>	<p>Objectives</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none"> Lesson 3 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Students will describe characters and explain how their actions contribute to the sequence of events.</p>	<p>Speaking and Listening: Interpret Information Presented Visually (CRP4)</p>	<p>Companion Text:</p> <p>"Teacher Shows His Students that One Person Can Make a Big Difference" (Genre: Informational Text)</p> <p>https://newsela.com/read/aaron-maybin-cold-baltimore-schools/id/39497/</p>	<p>Alternative Assessments</p> <p>Students will share their connect the events</p>
<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or</p>	<p>Students will engage effectively in collaborative discussion.</p>			

<p>information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>		<p>Students will work with a partner to practice interpreting text features. https://www.education.com/worksheet/article/gaining-information-from-the-text-and-its-features/</p> <p>Grammar: Compound Sentences Students will work individually to practice writing compound sentences. https://www.education.com/worksheet/article/creating-compound-sentences/</p> <p>Writing: Personal Narrative (8.1.5.A.2, CRP4, CRP6, CRP11, 9.2.4.A.2) Using word processing software, students will write a personal narrative about an experience with a helpful community member.</p>	<p><i>Scholastic Magazine</i></p>	<p>worksheets from the read aloud with a partner.</p> <p>Students will peer review each other's personal narratives using a writing checklist.</p> <p>Students will write and share their personal narratives.</p>
<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults,</p>	<p>Topics</p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p> <p>Objectives</p> <p>Students enhance the quality of their personal narratives.</p>	<p>Students will write personal narratives by enhancing their paragraph structure. (8.1.5.A.2, CRP4, CRP6, CRP11)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Crafting True Stories, Grade 3, Unit 1</p> <p>Bend II: <i>Becoming a Storyteller on the Page</i>, Lessons 7 to 11</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 narrative essays using writing checklists.</p> <p>Instructors will use exemplar pieces of student</p>

develop and strengthen writing as needed by planning, revising, and editing.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures;

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.

Instructor will provide students with writing checklists for self-reflection.

Topics	Teacher Read Aloud: "The Bixby Bridge"	Texts:	Summative Assessment:
Compare and Contrast	Students will complete a connect the events worksheet for the read aloud story	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 4 Vocabulary and Comprehension Tests
Infer/Predict	https://www.education.com/worksheet/article/connect-the-events/	Unit 1 – Lesson 4 Anchor Text: "Pop's Bridge"	
Story Structure		Genre: Historical Fiction	
Twenty-First Century Themes and Skills include:	Vocabulary: Word Families (CRP4) Students will work with partners to create word families on chart paper.	Paired Selection: "Bridge"	
<ul style="list-style-type: none"> The Four C's Civic Literacy 		Genre: Informational Text	
Objectives	Speaking and Listening: Brainstorm Topics (CRP6)	Companion Text:	Formative Assessment:
Students will compare and contrast main characters in a story.	Students will use a graphic organizer to brainstorm for their personal narratives.	"A Trip to Taughannock" (Genre: Literary Fiction) https://www.readworks.org/article/A-Trip-to-Taughannock/9abcf407-bfe3-459e-8638-4412a9f5f5bc#!articleTab:content/	<ul style="list-style-type: none"> Lesson 4 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Students will explain how characters' actions contribute to the story's sequence of events.	https://www.education.com/worksheet/article/personal-narrative-graphic-organizer/	<i>Scholastic Magazine</i>	Alternative Assessments Students will share their connect the events worksheets from the read aloud with a partner.

<p>determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Students will use text evidence to infer and predict what will happen in the story.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Grammar: Common and Proper Nouns</p> <p>Students will practice identifying common and proper nouns</p> <p>https://www.education.com/worksheet/article/nouns-common-proper-third/</p> <p>Writing: Prewrite: Personal Narrative (8.1.5.A.2, CRP4, CRP6, CRP11)</p> <p>Using word processing software and their graphic organizers, students will write a rough draft of a personal narrative.</p>	<p>Students will share their word family charts with the class.</p> <p>Students will peer review each other’s rough drafts using a rubric.</p>	
	<p>Topics</p> <p>Cause and Effect</p> <p>Visualize</p> <p>Literal and Nonliteral Meanings</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none">• The Four C’s• Civic Literacy• Global Awareness	<p>Teacher Read Aloud: “The Tennessee Tornado”</p> <p>Students will complete a connect the events worksheet for the read aloud story</p> <p>https://www.education.com/worksheet/article/connect-the-events/</p> <p>Vocabulary: Prefix <i>mis-</i> (CRP4)</p> <p>With a partner, students will look up and define words that use the prefix.</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1 – Lesson 5</p> <p>Anchor Text: “Roberto Clemente: Pride of the Pittsburgh Pirates”</p> <p>Genre: Biography</p> <p>Paired Selection: “Baseball Poems”</p> <p>Genre: Poetry</p> <p>Companion Text:</p> <p>“Baseball’s Girl Umpire” (Informational)</p> <p>https://www.commonlit.org/en/texts/baseball-s-girl-umpire?search_id=4130170</p> <p><i>Scholastic Magazine</i></p>	<p>Summative Assessment:</p> <p>Lesson 5 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Lesson 5 Cold Reads• Running Records• Anecdotal Notes• Unit Progress Monitoring Assessments <p>Alternative Assessments</p> <p>Students will share their connect the events worksheets from the read aloud with a partner.</p>
	<p>Objectives</p> <p>Students will describe cause-and-effect relationships in a text.</p> <p>Students will identify words that can signal cause-and-effect connections.</p>			
<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;</p>				

<p>describe how each successive part builds on earlier sections.</p> <p>RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Students will use descriptions to visualize while reading.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Students will practice creating plural nouns. https://www.education.com/worksheet/article/great-grammar-plural-nouns/</p> <p>Writing: Draft, Revise, Edit, Publish: Personal Narrative (8.1.5.A.2, CRP4, CRP6, CRP11)</p> <p>Using word processing software, students will revise, edit, and publish their personal narratives.</p>	<p>Students will write and share their personal narratives.</p>
<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Topics</p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p> <p>Objectives</p> <p>Students will gain greater independence as writers by constructing a second personal narrative.</p>	<p>Students write a second personal narrative. (8.1.5.A.2, CRP4, CRP6, CRP11)</p> <p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Crafting True Stories, Grade 3, Unit 1</p> <p>Bend III: <i>Writing with Independence on a Second Piece</i>, Lessons 12 to 16</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 narrative 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</p>

<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				<p>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 checklists for self-reflection.</p>
	<p>Topics</p> <p>Language – Orton-Gillingham</p> <p>Objectives</p> <p>Students will review phonetics concepts.</p> <p>Students will learn new phoneme/rules via a multi-sensory approach.</p> <p>Students will decode multi-syllabic words.</p> <p>Students will spell high frequency words correctly.</p> <p>Students will comprehend what they hear and read.</p>	<p>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.</p>	<p>Institute for Multi-Sensory Education, Orton-Gillingham, 2014</p> <p>Five-Part Weekly Program:</p> <ol style="list-style-type: none"> 1. Three-Part Drill 2. Teaching a New Concept 3. Decoding and Learning Centers 4. Red Words 5. Comprehension 	<p>Pre-Assessment, Formative Assessment and Summative Assessment:</p> <p>Instructors will implement three levels of assessments to evaluate students:</p> <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
	<p>Topics</p> <p>PARCC NWTs</p> <p>Objectives</p>	<p>Instructors will select the reading and writing LAT lessons that best meets their students' needs.</p>	<p><u>Reading PARCC NWT Lessons</u></p> <p> Narrative Tasks</p>	<p>Reading PARCC NWT Lesson 4</p> <p>Writing PARCC NWT Lesson 4</p>

moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students will gain a better understanding of EBSRs and TECRs.

Students will hone their understanding of narrative elements.

Students will practice completing NWTs.

Lesson 1: Introducing the EBSR and TECR

Lesson 2: Narrative Story Reading Strategies

Lesson 3: Evaluating Evidence

Lesson 4: Practice Completing the Narrative Task

Writing PARCC NWT Lessons



Narrative Tasks

Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task

Lesson 2: Writing from a Point of View

Lesson 3: Practice Completing the Prose Constructed Response

Lesson 4: From Proficiency to Advanced-Proficiency

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	Special Education	At-Risk	Gifted and Talented
<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 	<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 	<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. 	<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

Integration of 21st Century Standards NJSLS 9:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Social Studies:

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Integration of Technology Standards NJSL 8:

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

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.