

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 3: Lesson Learned

Overview: During this unit, students will explore anchor and paired texts around the theme of “Lesson Learned.” Throughout the unit students will experience literature related to inventions and innovations. Students will complete a unit on writing informational text. Lastly, students will continue to hone their ability to read, write, and spell correctly via the Orton-Gillingham program.

Time Frame: 6 Weeks

Enduring Understandings:

Growing food is vitally important to sustaining human life.

Stories from other cultures teach us about new peoples and places.

Rules must be followed to keep people safe.

Essential Questions:

How do inventions help athletes?

Why is it important to grow food crops?

Why are stories from different cultures important?

What are some benefits of dogs interacting with people?

Why are safety rules important?

Standards	Topics and Objectives	Activities	Resources	Assessments
RI.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.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Topics Sequence of Events Question Text and Graphic Features	Teacher Read Aloud: “J-Block” Students will use a KWL chart for the read aloud passage https://www.education.com/worksheet/article/asking-question-kwl-chart/ Vocabulary: Suffixes <i>-less, -ful, -ous</i> (CRP4) Students will work with a partner to look up and define words that use these suffixes.	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 3 – Lesson 11 Anchor Text: “Technology Wins the Game” Genre: Informational Text Paired Selection: “Science for Sports Fans” Genre: Informational Text	Unit Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Summative Assessment:
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Financial Literacy Civic Literacy Objectives			

<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Students will describe the relationships between steps in a technical procedure.</p> <p>Students will describe the logical connection between particular sentences and paragraphs that show sequence.</p> <p>Students will use questioning strategies to self-monitor understanding of a text.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Interpret Information Presented Quantitatively Students will practice gathering qualitative data https://www.education.com/worksheet/article/primary-sources/</p> <p>Grammar: More Plural Nouns Students will practice creating plural nouns https://www.education.com/worksheet/article/its-grammar-time-plural-nouns-3/</p> <p>Writing: Cause-and-Effect Paragraph (6.1.4.C.16, 8.1.5.A.2, CRP4, CRP6, CRP11) Using word processing software, students will write a cause and effect paragraph about the creation of a famous invention.</p>	<p>Companion Text: “High Tech Uniforms Help Speed Skaters Go Faster” (Genre: Informational Text) https://newsela.com/read/elementary/olympics-outfits/id/39743/ (8.2.5.A.4)</p> <p><i>Scholastic Magazine</i></p>	<p>Lesson 11 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 11 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments Students will share their KWL charts</p> <p>Students will write and share their cause and effect paragraphs</p>
	<p>Topics</p> <p>Informative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p> <p>Objectives</p> <p>Students improve the quality of their informative writing by considering the reader’s perspective.</p>	<p>Students improve their informational text by enhancing its text features. (8.1.5.A.2)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 The Art of Information Writing, Grade 3, Unit 2</p> <p><i>Bend III: Moving Toward Publication, Moving Toward Readers</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>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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>				

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

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.

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

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.

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.

Summative Assessment:

Lesson 12 Vocabulary and Comprehension Tests

Formative Assessment:

- Lesson 12 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

Topics				
Theme	Teacher Read Aloud: “Growing Up” Students will use a KWL chart for the read aloud passage https://www.education.com/worksheet/article/asking-question-kwl-chart/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017		
Visualize		Unit 3 – Lesson 12 Anchor Text: “Tops and Bottoms”		
Point of View	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> • The Four C’s • Environmental Literacy 	Vocabulary: Idioms (CRP4) Students will work with a partner to create and explain idioms.	Genre: Trickster Tale Paired Selection: “Goodness Grows in Gardens”	
	Objectives	Speaking and Listening: Interpret Information Presented Orally (CRP4, 9.2.4.A.4) Students will listen to the teacher read informational text and discuss what they remembered.	Genre: Informational Text Companion Text: “Kissy Face” (Genre: Fiction) https://www.commonlit.org/en/texts/kissy-face?search_id=4166426 <i>Scholastic Magazine</i>	
	Students will determine the central message, or theme, of a story.			
	Students will visualize characters, setting, and story events.			

<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Students will engage effectively in collaborative discussion.</p>	<p>Grammar: Writing Quotations Students will practice using quotation marks correctly https://www.education.com/worksheet/article/perfect-punctuation-quotation-marks/</p> <p>Writing: Compare-and-Contrast Paragraph (8.1.5.A.2, CRP4, CRP6, CRP11) Using word processing software, students will write a compare and contrast paragraphs on two texts read in class.</p>	<p>Alternative Assessments Students will share their KWL charts</p> <p>Students will write and share their compare and contrast paragraphs</p> <p>Class will discuss why it is important to learn how to interpret information orally</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>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p>	<p>Topics</p> <p>Compare and Contrast</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 • Global Awareness <p>Objectives</p> <p>Students will describe characters by comparing and contrasting their actions and experiences.</p> <p>Students will analyze and evaluate characters' actions and</p>	<p>Teacher Read Aloud: "The Best Worst Day" Students will use a KWL chart for the read aloud passage https://www.education.com/worksheet/article/asking-question-kwl-chart/</p> <p>Vocabulary: Homophones and Homographs (CRP4) With a partner, students will play the interactive game "Building Sentences with Homophones" https://www.education.com/game/sentence-builder-homophones/</p> <p>Speaking and Listening: Gather Information (CRP4, 9.2.4.A.4) Students will listen to the teacher read informational</p>	<p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 3 – Lesson 13 Anchor Text: "Yonder Mountain: A Cherokee Legend"</p> <p>Genre: Legend</p> <p>Paired Selection: "The Trail of Tears"</p> <p>Genre: Informational Text</p> <p>Companion Text: "Home Sweet Home: (Genre: Informational Text) https://www.commonlit.org/en/texts/home-2?search_id=4166589</p> <p>Summative Assessment: Lesson 13 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 13 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments</p>

<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>traits, using details from the text.</p>	<p>text and discuss what they remembered.</p>	<p>“My Life” (Genre: Informational) https://www.readworks.org/article/My-Life/39b04847-901f-46ad-8d28-44afe359e005#!articleTab:content/ <i>Scholastic Magazine</i></p>	<p>Students will share their KWL charts</p>
	<p>Students will engage effectively in collaborative discussion.</p>	<p>Grammar: Subject-Verb Agreement Students will practice with subject-verb agreement https://www.education.com/worksheet/article/great-grammar-subject-verb-agreement/</p> <p>Informative Writing: Paragraph (6.1.4.D.20, 8.1.5.A.2, CRP4, CRP6, CRP11) Using word processing software, students will write informative paragraphs about the importance of understanding Native American culture</p>		<p>Students will share their notes from listening.</p> <p>Students will write and share their informative writing paragraphs.</p>
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Topics</p> <p>Informative Writing</p>	<p>Students self-assess the quality of their informative writing and consider what they learned from the unit. (CRP6)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 The Art of Information Writing, Grade 3, Unit 2</p> <p>Bend IV: <i>Transferring Learning from Long Projects to Short Ones</i>, Lessons 17 to 21</p>	<p>Formative Assessment: Instructors will identify student’s baseline strengths and areas of need using on demand writing assessments.</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>Twenty-First Century Themes and Skills include: The Four C’s</p> <p>Objectives</p>	<p>Students improve the quality of their informative writing by self-assessing.</p>	<p>Video: “Editing Writing for Kids” https://www.youtube.com/watch?v=XP5yWz-MNpM</p>	<p>Summative Assessment: Instructors and students will evaluate progress toward writing narrative essays using writing checklists.</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>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p>

<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</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 checklists for self-reflection.</p>
	Topics	<p>Teacher Read Aloud: “More Than a Pet” Students will use a KWL chart for the read aloud passage https://www.education.com/worksheet/article/asking-question-kwl-chart/</p> <p>Vocabulary: Prefixes <i>in-</i>, <i>im-</i> (CRP4) Students will work with a partner to write and define words that use these prefixes.</p> <p>Speaking and Listening: Take Notes Students will take notes on one of the reading passages.</p> <p>Grammar: Pronoun-verb Agreement Students will practice pronoun-verb agreement https://www.education.com/exercise/pronoun-verb-agreement/</p>	<p>Text: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 3 – Lesson 14 Anchor Text: “Aero and Officer Mike”</p> <p>Genre: Informational Text</p> <p>Paired Selection: “Kid and Critters”</p> <p>Genre: Informational Text</p> <p>Companion Text: “Dogs Are Swim Teachers for Kids with Special Needs” (Genre: Informational Text) https://newsela.com/read/elementary/water-rescue-dog/id/37474/</p> <p>“This is Not My Cat” (Genre: Fiction) https://www.readworks.org/article/Relationships-Between-People-and-Cats/a8157c1c-c43b-4ed2-af17-34b40535ea29#!articleTab:cont</p>	<p>Summative Assessment: Lesson 14 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 14 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments
	Author’s Purpose			
	Summarize			
	Point of View			
	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Civic Literacy • Environmental Literacy 			
	Objectives			
	Students will use text details to help identify the author’s purpose.			
	Students will summarize important parts of a text selection.			
	Students will engage effectively in collaborative discussion.			<p>Alternative Assessments Students will share their KWL charts</p> <p>Students will share and discuss their prewriting charts</p>

Writing: Prewrite:
Explanatory Essay
(8.1.5.A.2, CRP4, CRP6,
CRP11)

Students will use a graphic
organize to prewrite for an
explanatory essay on the
benefits of pets interacting
with people.
[https://www.education.com/
worksheet/article/topic-
organizer/](https://www.education.com/worksheet/article/topic-organizer/)

[ent/contentSection:621b0aa3-
bef0-46fd-901c-39509be3b7f2/](https://www.education.com/contentSection:621b0aa3-bef0-46fd-901c-39509be3b7f2/)

Scholastic Magazine

**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.**

**L.3.3. Use knowledge of
language and its conventions
when writing, speaking,
reading, or listening.**

**L.3.6. Acquire and use
accurately grade-appropriate
conversational, general
academic, and domain-specific
words and phrases, including
those that signal spatial and
temporal relationships (e.g.,
*After dinner that night we went
looking for them*).**

**SL.3.3. Ask and answer
questions about information
from a speaker, offering**

Topics

Understanding Characters

Infer/Predict

Formal and Informal Language

Twenty-First Century Themes
and Skills include:

- The Four C's
- Health Literacy

Objectives

Students will describe the traits,
motivation, and feelings of
characters in a story.

Students will use text details to
make inferences and predictions
about a story.

Students will engage effectively
in collaborative discussion.

Teacher Read Aloud: "Give
Yourself a Gift"

Students will use a KWL
chart for the read aloud
passage
[https://www.education.com/
worksheet/article/asking-
question-kwl-chart/](https://www.education.com/worksheet/article/asking-question-kwl-chart/)

Vocabulary: Using a
Thesaurus (CRP4)
Working with a partner,
students will practice
looking up words in a
thesaurus.

Speaking and Listening:
Hold a Group Discussion
(CRP4)

Students will hold a group
discussion on pets.

Grammar: Verb Tenses
Students will review the
flow chart on changing verb
tenses.
[https://www.education.com/
worksheet/article/how-to-
change-verb-tenses/](https://www.education.com/worksheet/article/how-to-change-verb-tenses/)

Text:

Journeys English Language
Arts Program, Houghton
Mifflin Harcourt, 2017

Unit 3 – Lesson 15
Anchor Text: "The Extra-good
Sunday"

Genre: Humorous Fiction

Paired Selection: "Imagine a
Recipe"

Genre: Informational Text

Companion Text:

"A New Friend" (Genre:
Fiction)
[https://www.readworks.org/arti
cle/A-New-Friend/264e548a-
4191-48aa-b0a3-
46bf3243c879#!articleTab:cont
ent/](https://www.readworks.org/article/A-New-Friend/264e548a-4191-48aa-b0a3-46bf3243c879#!articleTab:content/)

Scholastic Magazine


Summative Assessment:


Lesson 15 Vocabulary
and Comprehension
Tests

Formative Assessment:

- Lesson 15 Cold
Reads
- Running
Records
- Anecdotal Notes
- Unit Progress
Monitoring
Assessments

Alternative Assessments
Students will share their
KWL charts

<p>appropriate elaboration and detail.</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>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>Writing: Draft, Revise, Edit, Publish: Explanatory Essay (8.1.5.A.2, CRP4, CRP6, CRP11)</p> <p>Using word processing software, students will write an essay on the importance of pets interacting with people.</p>		<p>Students will self-correct their essays using a writer's checklist</p> <p>Students will share and discuss their explanatory essays</p> <p>Students will role play a group discussion</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 LATs</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 LAT Lessons</u></p> <p> Literary Analysis Tasks</p> <p>Lesson 5: Using Context Clues for the Vocabulary EBSR</p> <p>Lesson 6: The Evidence-Based Selected Response</p>	<p>Reading PARCC LAT Lesson 8</p> <p>Writing PARCC LAT Lesson 8</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>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</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>Students will gain a better understanding of EBSRs and TECRs.</p> <p>Students will hone their understanding of narrative elements.</p> <p>Students will practice completing LATs.</p>	<p>Lesson 7: The Technology-Enhanced Constructed Response</p> <p>Lesson 8: Practice Completing the LAT</p> <p><u>Writing PARCC LAT Lessons</u></p> <p> Literary Analysis Tasks</p> <p>Lesson 4: Selecting Textual Evidence to Support Reasons</p> <p>Lesson 5: Drafting the Prose Constructed Response Outline</p> <p>Lesson 6: Writing Quality Body Paragraphs</p> <p>Lesson 7: Practice Completing the Prose Constructed Response</p> <p>Lesson 8: Writing Advanced-Proficient Prose Constructed Responses</p>
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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
Integration of 21st Century Standards NJSLS 9: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.			
Interdisciplinary Connections: Social Studies: 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.			
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. 8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.			
Career Ready Practices: CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity.			