

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	Reaching Out	6
2	Tell Me More	6
3	Inside Nature	6
4	Unbreakable Spirit	6
5	Change It Up	6
6	Paths of Discovery	6

Englewood Public School District

English Language Arts

Grade 4

Unit 5: Change It Up

Overview: During this unit students will explore anchor and paired texts around the theme of “Change It Up.” Throughout the unit students will experience literature related to how things (communities, people and the environment) change over time. Additionally, students will complete a unit on opinion essays with an emphasis on evidence-based reasoning. 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:

People who take action can improve their communities.

Inventions can greatly enhance the way we live.

Essential Questions:

How can media be a distraction?

What causes change in a community?

How do forests and trees show change?

How can animal behavior be like human behavior?

How do inventions change the way we do things?

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	Topics	Teacher Read Aloud: “Fun and Games on the Range”	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path
	Theme	Students will use a reading log to take notes from the story		
	Summarize	https://www.education.com/worksheets/article/simple-summary-reading-log/	Unit 5 – Lesson 21 Anchor Text: “The World According to Humphrey”	Summative Assessment: Lesson 21 Vocabulary and Comprehension Tests
	Idioms			
	Point of View			Formative Assessment:
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s 	Vocabulary: Target Vocabulary Using Context (CRP4)	Genre: Fantasy Paired Selection: “Make the Switch”	<ul style="list-style-type: none"> Lesson 21 Cold Reads Running Records

<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> Global Awareness 	<p>Working with a partner, students will use a graphic organizer to determine meanings of unknown words from one of the reading passages. https://www.education.com/worksheet/article/context-clues-table/</p>	<p>Genre: Advertisement</p> <p>Companion Texts: “MVP” (Genre: Fiction) https://www.commonlit.org/en/texts/mvp?search_id=4253691</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> Anecdotal Notes Unit Progress Monitoring Assessments
	<p>Objectives</p> <p>Students will explain the lesson or theme in a story based on text details.</p> <p>Students will summarize a fiction story as an aid to understanding it.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Literature Discussion (CRP4)</p> <p>Students will engage in a whole group literature discussion on the read aloud passage.</p> <p>Grammar: Comparative and Superlative Adjectives and Adverbs</p> <p>Students will practice using comparatives and superlatives correctly https://www.education.com/worksheet/article/sneaky-superlatives/</p> <p>Writing: Summary (CRP4, CRP11, 8.1.5.A.2)</p> <p>Using word processing software, students will write a summary of one of the reading passages.</p>	<p>Alternative Assessments:</p> <p>Students will have a group discussion on the read aloud.</p> <p>Students will answer teacher questions about the read aloud (point of view)</p> <p>Students will engage in a whole group literature discussion on the read aloud passage.</p> <p>Students will share aloud their summaries.</p>	
<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization</p>	<p>Topics</p> <p>Opinion Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p>	<p>Students will use prompts to learn how to write evidence-based responses to literature. (CRP4, CRP11, 8.1.5.A.2) https://www.education.com/worksheet/article/how-to-cite-strong-evidence-literary-response/</p>	<p>Texts:</p> <p>Reading and Writing Project <i>Firsthand</i>, 2013 The Literary Essay, Grade 4, Unit 4</p> <p>Bend I: <i>Writing about Reading Literary Essays</i>, Lessons 1 to 8</p>	<p>Formative Assessment:</p> <p>Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment:</p>

are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Objectives			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. Instructor will provide students with writing checklists for self-reflection.
	Students begin to construct literary essays with an emphasis on evidence-based reasoning.			
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	Topics	Teacher Read Aloud: “Jane’s Big Ideas” Students will use a reading log to take notes from the story https://www.education.com/worksheets/article/simple-summary-reading-log/ Vocabulary: Target Vocabulary Adages and Proverbs (CRP4) In small groups, students will write their own adages/proverbs.	Texts: Journeys English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 5 – Lesson 22 Anchor Text: “I Could Do That! Esther Morris Gets Women the Vote” Genre: Biography Paired Selection: “The Role of the Constitution” Genre: Informational	Summative Assessment: Lesson 22 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none">Lesson 22 Cold ReadsRunning RecordsAnecdotal NotesUnit Progress Monitoring Assessments Alternative Assessments:
	Cause and Effect Infer/Predict Conclusions and Generalizations Domain-Specific Vocabulary Twenty-First Century Themes and Skills include: <ul style="list-style-type: none">The Four C’sCivic Literacy			

<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Students will explain cause-and-effect relationships in a text.</p> <p>Students describe how cause-and-effect relationships help organize the text.</p> <p>Students will refer to details and examples when inferring and predicting.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Investigate a Topic (CPR11) Using the internet, students will look up information on a voting.</p> <p>Grammar: Negatives (CRP4) Students will practice identifying double negatives. https://www.education.com/worksheets/article/double-negatives-1/</p> <p>Writing: Explanation (CRP4, CRP11, 8.1.5.A.2, 9.2.4.A.2) Using word processing software, students will write an explanation on the process of voting.</p>	<p>Companion Texts: “The What and Who of Elections” (Genre: Informational Text) https://www.readworks.org/article/The-What-and-Who-of-Elections/22b6e658-c181-47ddb8ba-112cc8b2559b#!articleTab:content/ <i>Scholastic Magazine</i></p>	<p>Students will have a group discussion on the read aloud.</p> <p>Students will answer teacher questions about the read aloud (point of view)</p> <p>Students will present and explain their adages/proverbs.</p> <p>Students will correct double negatives aloud with a partner.</p> <p>Students will peer review their explanations using rubrics</p>
	<p>Topics</p> <p>Opinion Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p> <p>Objectives</p> <p>Students write literary essays.</p>	<p>Students write literary essays with an emphasis on beginnings and endings. (CRP4, CRP11, 8.1.5.A.2) https://www.education.com/worksheets/article/practice-writing-a-strong-lead-literary-essay/</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 The Literary Essay, Grade 4, Unit 4</p> <p>Bend II: <i>Raising the Quality of Literary Essays</i>, Lessons 9 to 14</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>
Alternative Assessments				

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

				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: “Deserts on the Move?” Students will use a reading log to take notes from the story https://www.education.com/worksheets/article/simple-summary-reading-log/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Summative Assessment: Lesson 23 Vocabulary and Comprehension Tests
	Text and Graphic Features			
	Monitor/Clarify			
	Similes		Unit 5 – Lesson 23 Anchor Text: “The Ever-Living Tree: The Life and Times of a Coast Redwood”	Formative Assessment:
	Text Structure	Vocabulary: Target Vocabulary Prefixes <i>pre-</i> , <i>inter-</i> , <i>ex-</i> (CRP4) Students will work with a partner to practice creating and defining words that use these prefixes	Genre: Informational Text Paired Selection: “Towering Trees” Genre: Poetry	<ul style="list-style-type: none"> • Lesson 23 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments
	Objectives	Speaking and Listening: Recount an Experience (CRP4) Students will write notes on a personal experience then use them to tell the story.	Companion Text: “Koalas Chill Out in Shady Trees” (Genre: Informational Text) https://newsela.com/read/koala-trees/id/4264/	Alternative Assessments: Students will have a group discussion on the read aloud.
	Students will interpret information presented visually, orally, or quantitatively.		<i>Scholastic</i> Magazine	Students will answer teacher questions about the read aloud (point of view)
	Students will monitor comprehension and use context to confirm word recognition and understanding.	Grammar: Punctuation Students will practice using correct end punctuation https://www.education.com/worksheets/article/end-of-sentence-punctuation/		
	Students will engage effectively in collaborative discussion.			Students will share aloud a personal experience.

diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Writing: Procedural Composition (**CRP4, CRP11, 8.1.5.A.2**)
Using word processing software, students will write a procedural composition on a self-chosen topic.

Students will peer review their compositions using rubrics

Topics	Teacher Read Aloud: "New Friends in the Newsroom"	Texts:	Summative Assessment:
Compare and Contrast	Students will use a reading log to take notes from the story https://www.education.com/worksheets/article/simple-summary-reading-log/	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 24 Vocabulary and Comprehension Tests
Analyze/Evaluate Fact and Opinion		Unit 5 – Lesson 24 Anchor Text: "Owen and Mzee: The True Story of a Remarkable Friendship"	Formative Assessment:
Author's Word Choice		Genre: Narrative Nonfiction	<ul style="list-style-type: none"> Lesson 24 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Twenty-First Century Themes and Skills include:	Vocabulary: Target Vocabulary Suffixes <i>-ed, -ly</i> (CRP4) Students will work with a partner to practice creating and defining words that use these suffixes	Paired Selection: "Sea Sanctuary"	
<ul style="list-style-type: none"> The Four C's Environmental Awareness 		Genre: Informational Text	
Objectives	Speaking and Listening: Use Internet Sources (CRP7, CRP11)	Companion Text:	Alternative Assessments:
Students will identify compare-and-contrast relationships.	Using the internet, students will look up information on an invention.	"The History of Earth Day" (Genre: Informational Text) https://newsela.com/read/lib-history-earth-day	Students will have a group discussion on the read aloud.
Students will use the Analyze/Evaluate Strategy to examine information provided by the author.	Grammar: Commas (CRP4) Students will practice using commas. https://www.education.com/worksheets/article/punctuation-using-commas/	<i>Scholastic Magazine</i>	Students will answer teacher questions about the read aloud (point of view)
Students will engage effectively in collaborative discussion.			

Writing: Prewrite a Research Report (**CRP4, CRP7, 6.1.4.C.16**)
Students will compile their research using a graphic organizer.
<https://www.education.com/worksheets/article/my-research-notes/>


W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Topics	Students learn how to write compare-and-contrast essays by examining the ideas in paired and companion text. (CRP4, CRP11, 8.1.5.A.2)	Texts: Reading and Writing Project <i>Firsthand</i> , 2013 The Literary Essay, Grade 4, Unit 4 Bend III: <i>Writing Compare-and-Contrast Essays</i> , Lessons 15 to 20	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. Instructor will provide students with writing
Opinion Writing			
Twenty-First Century Themes and Skills include: The Four C's			
Objectives	Students will write compare-and-contrast essays.		

				checklists for self-reflection.
<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>A. The Nature of Technology: Creativity and Innovation</u></p> <p>8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.</p> <p>8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.</p>	Topics	Teacher Read Aloud: "The Future of Flight" Students will use a reading log to take notes from the story https://www.education.com/worksheets/article/simple-summary-reading-log/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 5 – Lesson 25 Anchor Text: "The Fun They Had" Genre: Science Fiction Paired Selection: "Toys! Amazing Stories Behind Some Great Inventions" Genre: Informational Text	Summative Assessment: Lesson 25 Vocabulary and Comprehension Tests
	Author's Purpose			
	Question			Formative Assessment:
	Formal and Informal Language			<ul style="list-style-type: none"> • Lesson 25 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments
	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's <p>Objectives</p> <p>Students will refer to details and examples when explaining the author's purpose.</p> <p>Students will ask questions to predict, to monitor understanding, and to reflect.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Vocabulary: Target Vocabulary Greek and Latin Word Parts <i>meter, therm, aud, fac</i> (CRP4) Students will work with a partner to practice creating and defining words that use these word parts</p> <p>Speaking and Listening: Tell a Story (CRP4, CPR6) Students will write notes on a personal experience then use them to tell the story.</p> <p>Grammar: Proper Mechanics Students will practice using proper mechanics. https://www.education.com/worksheets/article/practice-punctuation-7/</p> <p>Writing: Draft, Revise, Edit, Publish: Research Report (CRP4, CRP7, CRP11, 8.1.5.A.2, 6.1.4.C.16) Using word processing software, students will write an explanatory essay about the function, history, and implications of an invention.</p>	<p>Genre: Science Fiction</p> <p>Paired Selection: "Toys! Amazing Stories Behind Some Great Inventions"</p> <p>Genre: Informational Text</p> <p>Companion Texts: "Fun Facts About the History of Straws" (Genre: Informational Text) https://newsela.com/read/elementary-hist-drinking-straw/id/42593/ "Device May Help Blind People See" (Genre: Informational Text) https://www.readworks.org/article/Device-May-Help-Blind-People-See/dd9f0fac-582a-4aff-a477-5546ed3b0249#!articleTab:content/ <i>Scholastic</i> Magazine</p>	<p>Alternative Assessments: Students will have a group discussion on the read aloud.</p> <p>Students will answer teacher questions about the read aloud (point of view)</p> <p>Students will share aloud a personal experience.</p> <p>Students will peer review their research reports using rubrics</p>

<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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 Drill2. Teaching a New Concept3. Decoding and Learning Centers4. Red Words5. Comprehension	<p>Formative Assessment, Summative Assessment: 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 RSTs</p> <p>Objectives</p> <p>Students will gain a better understanding of EBSRs and TECRs.</p> <p>Students will hone their understanding of narrative elements.</p>	<p>Instructors will select the reading and writing RST lessons that best meets their students’ needs.</p>	<p><u>Reading PARCC RST Lessons</u></p> <p> Research Simulation Tasks</p> <p><u>Lesson 5: Using Context Clues for the Vocabulary EBSR</u></p> <p><u>Lesson 6: The Evidence-Based Selected Response</u></p> <p><u>Lesson 7: The Technology-Enhanced Constructed Response</u></p>	<p>Formative Assessment: Reading PARCC RST Lesson 8</p> <p>Summative Assessment: Writing PARCC RST Lesson 8</p>

by planning, revising, and editing.

Students will practice completing RSTs.

**Lesson 8: Practice
Completing the Research
Simulation Task**

Writing PARCC RST Lessons



**Research Simulation
Tasks**

**Lesson 5: Drafting the Prose
Constructed Response
Outline**

**Lesson 6: Writing Quality
Body Paragraphs**

**Lesson 7: Practice
Completing the Prose
Constructed Response**

**Lesson 8: Writing
Advanced-Proficient Prose
Constructed Responses**

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"> • Lower level text can be provided • 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"> • Lower level text can be provided • 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"> • Peer Support • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • 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. • Oral prompts can be given. 	<ul style="list-style-type: none"> • Students can extend research outside of class • 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 NJSL 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.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

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.

8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.