

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 2: Tell Me More

Overview: During this unit, students will explore anchor and paired texts around the theme of “Tell Me More.” Throughout the unit students will experience literature related to the arts: plays, movies, and being an artist. Additionally, students will complete a unit on narrative essays and will begin a new writing unit for the genre of opinion. 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:

An artist is influenced by life experiences and other artists’ work.

A performance in a play or movie can bring the written word to life.

Essential Questions:

How are performances similar to and different from written stories?

How are movies a form of communication?

How does an artist’s experiences affect his or her art?

What are some different ways to do research?

What does it take to be a great performer?

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g.,	Topics	Teacher Read Aloud: “The Tunguska Event” Students will use a reading log to take notes from the story https://www.education.com/worksheet/article/simple-summary-reading-log/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 2 – Lesson 6 Anchor Text: “Invasion from Mars”	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Summative Assessment: Lesson 6 Vocabulary and Comprehension Tests
	Story Structure Infer/Predict Elements of Drama		Genre: Play	Formative Assessment: <ul style="list-style-type: none"> Lesson 6 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
	Formal and Informal Language Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Civic Literacy Global Awareness 	Vocabulary: Suffixes -y, -ous (CRP4) Students will work with a partner to practice creating and defining words that use these suffixes.	Paired Selection: “The History of Radio” Genre: Informational Text	

<p>a character's thoughts, words, or actions).</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> 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.2 Investigate and present factors that influence the development and function of a product and a system.</p>	<p>Objectives</p> <p>Students will describe the characters, settings, and plot of a story.</p> <p>Students will make inferences and predictions, drawing on details in the text.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Listen to a Recording Students will listen to a section of the 1938 radio broadcast, "War of the Worlds" https://www.youtube.com/watch?v=9q7tN7MhQ4I</p> <p>Grammar: Verbs Students will practice identifying verbs https://www.education.com/worksheet/article/identifying-verbs/</p> <p>Writing: News Report (CRP4, CRP6, CRP11, 8.1.5.A.2) Using word processing software, students will write a news report on a current school event.</p>	<p>Companion Text: "Radio Fever and the Start of the U.S. Consumer Economy in the 1920s" (Genre: Informational Text) https://newsela.com/read/lib-ushistory-consumer-economy-radio-1920s/id/31357/ <i>Scholastic Magazine</i></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</p> <p>Students will discuss the language used in the audio recording in small groups.</p> <p>Students will present their news reports.</p>
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. 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 will write fiction with a focus on the reading/writing connection.</p>	<p>Students will write a fictitious project that focuses the reader's attention to specific details, such as the use of punctuation. (CRP4, CRP6, CRP11, 8.1.5.A.2)</p>	<p>Reading and Writing Project <i>Firsthand</i>, 2013 The Arc of Story, Grade 4, Unit 1</p> <p>Bend IV: <i>Embarking on Independent Fiction Projects</i>, Lessons 16 to 21</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 narratives using writing checklists.</p> <p>Instructors will use exemplar pieces of student</p>

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

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the 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 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 7 Vocabulary and Comprehension Tests

Formative Assessment:

- Lesson 7 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

Alternative Assessments:
Students will have a group discussion on the read aloud.

Students will answer teacher questions about the read aloud (point of view)

Topics				
Fact and Opinion		Teacher Read Aloud: "Steven Spielberg: A Filmmaker's Journey"	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	
Summarize		Students will use a reading log to take notes from the story	Unit 2 – Lesson 7	
Explain Concepts and Ideas		https://www.education.com/worksheet/article/simple-summary-reading-log/	Anchor Text: "Coming Distractions: Questioning Movies"	
Domain-Specific Vocabulary			Genre: Informational Text	
Twenty-First Century Themes and Skills include:		Vocabulary: Greek and Latin Word Parts <i>phon</i> , <i>photo</i> , <i>graph</i> , <i>auto</i> , <i>tele</i> (CRP4)	Paired Selection: "How Do They Do That?"	
<ul style="list-style-type: none"> • The Four C's • Global Awareness 		Students will work with a partner to practice creating and defining words that use these word parts.	Genre: Informational Text	
Objectives			Companion Text: "Dream Jobs: Stunt Performer" (Genre: Informational Text) https://newsela.com/read/dream-job-stunt-performer/id/23603/ "How Pixar Tells a Story" (Genre: Informational Text)	
Students will distinguish between facts and opinions in text.		Speaking and Listening: Gather Relevant Information (CRP4)		
Students will explain how an author uses reasons and evidence to support opinions.		Students will practice gathering information from multiple texts		

	Students will summarize important ideas and explain how they are supported by facts and opinions.	https://www.education.com/worksheet/article/graphic-organizer-comparing-two-nonfiction-texts/	https://www.commonlit.org/en/texts/how-pixar-tells-a-story?search_id=4232223	Students will peer review their paragraphs using a writer's checklist.
	Students will engage effectively in collaborative discussion.	Grammar: Verb Tenses Students will practice identifying and using different verb tenses. https://www.education.com/worksheet/article/make-a-splash-verb-tense/ Narrative Writing: Informational Paragraph (CRP4, CRP6, CRP11, 8.1.5.A.2, 9.2.4.A.3) Using word processing software, students will write an informational paragraph about what it takes to pursue a career in the movie industry.	Scholastic Magazine	
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Topics	Teacher Read Aloud: "Jazzy Jasmine"	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Summative Assessment: Lesson 8 Vocabulary and Comprehension Tests
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.	Understanding Characters	Students will use a reading log to take notes from the story		Formative Assessment: <ul style="list-style-type: none">• Lesson 8 Cold Reads• Running Records• Anecdotal Notes• Unit Progress Monitoring Assessments
	Visualize	https://www.education.com/worksheet/article/simple-summary-reading-log/	Unit 2 – Lesson 8 Anchor Text: "Me and Uncle Romie"	
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.	Point of View			
	Theme	Vocabulary: Figurative Language (CRP4) Students will practice writing similes and metaphors https://www.education.com/worksheet/article/metaphors-and-similes/	Genre: Realistic Fiction Paired Selection: "Sidewalk Artists" Genre: Readers' Theater	
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	Objectives		Companion Text: "Hawaii's Traditional Hula Dance" (Genre: Informational Text)	Alternative Assessments: Students will have a group discussion on the read aloud.
	Students will describe in depth a character in a story, drawing on specific details in the text.			

<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Students will use text details to visualize characters and how they change.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Discussion (CRP4, 1.4.5.A.3)</p> <p>Students will discuss how art is affected by artists' lives</p> <p>Grammar: Progressive Verb Tenses</p> <p>Students will practice writing sentences that use progressive verb tense</p> <p>Writing: Book Report (CRP4, CRP6, CRP11, 8.1.5.A.2, 9.2.4.A.3)</p> <p>Using word processing software, students will write a book report based on a self-chosen book about an artist</p>	<p>https://www.readworks.org/article/Hawaii-Traditional-Hula-Dance/cd9b85eb-5a56-43f0-b181-4a303e2f3175#!articleTab:content/</p> <p>https://www.readworks.org/article/Visual-Art/0ddd5c2e-88e0-4bcb-8be9-d659cf8215a0#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p>	<p>Students will answer teacher questions about the read aloud (point of view)</p> <p>Students will engage in whole group discussion.</p> <p>Students will peer correct their verb tense sentences.</p> <p>Students will present their book reports to the class.</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 will conduct research to write a personal persuasive essay.</p>	<p>Students will begin to construct a personal essay by considering the qualities of high-quality essays. (CRP4, CRP6, CRP11, 8.1.5.A.2)</p> <p>https://www.education.com/worksheet/article/peer-editing-checklist-personal-essay/</p>	<p>Texts:</p> <p>Reading and Writing Project <i>Firsthand</i>, 2013 Boxes and Bullets, Grade 4, Unit 2</p> <p>Bend I: <i>Writing to Learn</i>, Lessons 1 to 7</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> <p>Instructors and students will evaluate progress toward writing narratives 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>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</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>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: “Is Sasquatch Out There?”</p> <p>Students will use a reading log to take notes from the story</p> <p>https://www.education.com/worksheet/article/simple-summary-reading-log/</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 2 – Lesson 9</p> <p>Anchor Text: “Dear Mr. Winston”</p> <p>Genre: Realistic Fiction</p> <p>Paired Selection: “Field Guide to Snakes of the Southwest”</p> <p>Genre: Informational Text</p>	<p>Summative Assessment:</p> <p>Lesson 9 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 9 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments
	<p>Conclusions and Generalizations</p> <p>Question</p> <p>Understanding Characters</p> <p>Humor</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Environmental Literacy 	<p>Vocabulary: Antonyms (CRP4)</p> <p>Students will practice identifying antonyms with a partner</p> <p>https://www.education.com/worksheet/article/what-is-antonym/</p>	<p>Speaking and Listening: Investigate a Topic (CRP4, CPR11)</p> <p>Using the internet, students will look up information on a self-chosen topic.</p>	<p>Companion Texts:</p> <p>“Native American Cultures: The Southwest” (Genre: Informational Text)</p> <p><i>Scholastic</i> Magazine</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 write and share their essays.</p>
	Objectives	<p>Students will refer to details and examples when drawing conclusions and making generalizations.</p> <p>Students will ask questions to help make inferences.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Grammar: Compound and Complex Sentences</p> <p>Students will practice identifying compound and complex sentences</p>	

<https://www.education.com/worksheet/article/find-the-sentence-patterns/>

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

Using word processing software, students will write an explanatory essay on a self-chosen topic.

Teacher Read Aloud:
“Mexican Dove”
Students will use a reading log to take notes from the story
<https://www.education.com/worksheet/article/simple-summary-reading-log/>

Vocabulary: Shades of Meaning (CRP4)
Students will work in small groups to identify shades of meaning for vocabulary words

Speaking and Listening:
Recount an Experience (CRP4)
Students will write notes on a personal experience then use them to tell the story.

Grammar: Pronouns
Students will review the different types of pronouns
<https://www.education.com/worksheet/article/pronoun-review-possessive-relative-and-indefinite/>

Writing: Explanatory Essay

Texts:
Journeys English Language Arts Program, Houghton Mifflin Harcourt, 2017

Unit 2 – Lesson 10
Anchor Text: “José! Born to Dance”

Genre: Biography

Paired Selection: “Dance to the Beat”

Genre: Poetry

Companion Text:
“Dancing Towards Dreams”
(Genre: Biography)
https://www.commonlit.org/en/texts/dancing-towards-dreams?search_id=4233788

Scholastic Magazine

Summative Assessment:
Lesson 10 Vocabulary and Comprehension Tests

Formative Assessment:

- Lesson 10 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

Alternative Assessments:
Students will have a group discussion on the read aloud.

Students will answer teacher questions about the read aloud (point of view)

Students will share aloud a personal experience.

Students will peer review their essays using rubrics.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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.

Topics

Author’s Purpose

Analyze/Evaluate

Simile and Metaphor

Twenty-First Century Themes and Skills include:

- The Four C’s

Objectives



Students will identify an author’s purpose.

Students will explain how the author uses reasons and evidence to support points.

Students will refer to details and examples when drawing inferences about the text.

Students will engage effectively in collaborative discussion.

<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 are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>(CRP4, CRP6, CRP11, 8.1.5.A.2) Using word processing software, students will write an explanatory essay on a self-chosen topic.</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 will write the first draft of a personal essay.</p>	<p>Students write a personal essay with a focused topic, strong introductions, and complete closings. (CRP4, CRP6, CRP11, 8.1.5.A.2)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Boxes and Bullets, Grade 4, Unit 2</p> <p>Bend II: <i>Raising the Level of Essay Writing</i>, Lessons 8 to 15</p> <p>Video: “Writing a Personal Narrative: Writing a Closing” https://www.youtube.com/watch?v=GJMQWNd1TT8</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 narratives 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 checklists for self-reflection.</p>
	<p>Topics</p> <p>Language – Orton-Gillingham</p>	<p>Students will experience 30 minutes of instruction daily to enhance their ability to decode words, spell words</p>	<p>Institute for Multi-Sensory Education, Orton-Gillingham, 2014</p>	<p>Pre-Assessment, Formative Assessment, Summative Assessment:</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>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>correctly, and to comprehend what they hear and read.</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>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>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>Formative Assessment: Reading PARCC LAT Lesson 4</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>Students will practice completing LATs.</p>		<p>Lesson 1: Introducing the EBSR and TECR</p> <p>Lesson 2: Modeling the EBSR and TECR</p> <p>Lesson 3: Honing Understanding of Literary Elements</p> <p>Lesson 4: Close-Reading Strategies</p>	<p>Summative Assessment: Writing PARCC LAT Lesson 4</p>
			<p><u>Writing PARCC LAT Lessons</u></p> <p> Literary Analysis Tasks</p>	

Lesson 1: Introduction to the Prose Constructed Response on the Literary Analysis 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	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	<ul style="list-style-type: none">● Lower level text can be provided● Utilize modifications & accommodations delineated in the student’s IEP● Work with	<ul style="list-style-type: none">● Teachers may modify instructions by modeling what the student is expected to do● Using visual demonstrations, illustrations, and models	<ul style="list-style-type: none">● Act as support to peers as needed.● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons

<ul style="list-style-type: none"> • 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 	<p>paraprofessional</p> <ul style="list-style-type: none"> • 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"> • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • 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"> • Interest based content • Real world scenarios • Student Driven Instruction
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Integration of 21st Century Standards NJSL 9:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Interdisciplinary Connections:

Performing Arts:

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

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.