

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	Neighborhood Visit	6
2	Nature Watch	6
3	Tell Me About It!	6
4	Heroes and Helpers	6
5	Changes, Changes Everywhere	6
6	What a Surprise!	6

Englewood Public School District

English Language Arts

Grade 2

Unit 3: Tell Me About It!

Overview: During this unit, students will explore anchor and paired text around the theme of “Tell Me About It.” Throughout the unit students will experience literature about being helpful, students taste in music, and community concepts such as schools, rules and safety. Additionally, students will write and revise opinion 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:

People and animals can help each other.

There are many different ways to communicate.

Rules exist to keep us safe.

Essential Questions:

How can people and animals help each other?

What are different ways to enjoy music?

How are some schools different from each other?

How can you communicate in different ways?

Why is it important to follow safety rules?

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	Topics Conclusions Infer/Predict Author’s Word Choice	Teacher Read Aloud: “Don’t Play Cards with a Dog in the Room!” Students will use a think aloud worksheet. http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 3 – Lesson 11 Anchor Text: “Click, Clack, Moo: Cows That Type” Genre: Humorous Fiction	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Summative Assessment: Lesson 11 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 11 Cold Reads
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s 			

<p>reasons support specific points the author makes in a text.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<ul style="list-style-type: none"> Environmental Literacy <p>Objectives</p> <p>Students will draw conclusions from details and clues in the story.</p> <p>Students will make inferences and predictions.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Vocabulary: Prefixes <i>pre-</i>, <i>mis-</i> (CRP4)</p> <p>Students will work with a partner to create words that use the Prefixes <i>pre-</i>, <i>mis-</i></p> <p>Speaking and Listening: A Class Discussion (CRP4)</p> <p>Students will work in small groups to practice having a group discussion on how humans and animals can help each other.</p> <p>Grammar: Compound Sentences</p> <p>Students will work individual to practice writing compound sentences</p> <p>https://www.education.com/lesson-plan/crafty-combining-learning-how-to-combine-sentences/</p>	<p>Paired Selection: “Talk About Smart Animals!”</p> <p>Genre: Informational Text</p> <p>Companion Text: “A Gold Sheep” (Genre: Fiction)</p> <p>https://www.readworks.org/article/A-Gold-Sheep/79bb58db-7d03-414a-b2e5-fa0f067b01eb#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> Running Records Anecdotal Notes Unit Progress Monitoring Assessments <p>Alternative Assessments:</p> <p>Students will share their think aloud worksheets with a partner.</p> <p>Students will role play having effective discussions.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud</p> <p>Students will use a writer’s checklist to self-assess their persuasive letters.</p> <p>Students will have a group discussion on why it is important to learn how to write a persuasive letter.</p>
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p>	<p>Topics</p> <p>Opinion Writing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s <p>Objectives</p>	<p>Opinion Writing: Persuasive (8.1.2.A.2, CRP6, CRP11, 9.2.4.A.4)</p> <p>Students will write persuasive letters convincing someone to buy a pet using word processing software while keeping their audience in mind.</p>	<p>Texts:</p> <p>Reading and Writing Project <i>Firsthand</i>, 2013 Writing About Reading, Grade 2, Unit 3</p> <p>Bend I: <i>Letter Writing: A Glorious Tradition</i></p> <p>Lessons 1 to 6</p> <p>Video:</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</p>

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	Students will write letters by keeping their audience in mind.			“Persuasive Writing: What is it?” https://www.youtube.com/watch?v=hD9arWXIddM	toward writing narrative essays. 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.
	Topics	Teacher Read Aloud: “Music in the Snow”	Texts:	Summative Assessment:	
	Text and Graphic Features	Students will use a think aloud worksheet.	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 12 Vocabulary and Comprehension Tests	
	Question	http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html	Unit 3 – Lesson 12 Anchor Text: “Ah, Music!”	Formative Assessment:	
	Fact and Opinion			<ul style="list-style-type: none">Lesson 12 Cold ReadsRunning RecordsAnecdotal NotesUnit Progress Monitoring Assessments	
RI.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none">The Four C’sGlobal Awareness	Vocabulary: Idioms (CRP4) Students will work with a partner to create examples of idioms	Genre: Informational Text Paired Selection: “There’s a Hole at the Bottom of the Sea”		
RI.2.6. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.					
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	Objectives	Speaking and Listening: Choose Appropriate Sources (CRP4)	Genre: Song Companion Text:		
W.2.8. Recall information from experiences or gather	Students will identify and explain text and graphic features.	Students will work with a small group to brainstorm how to choose appropriate sources.	“Making Music with Electronics” (Genre: Informational Text)	Alternative Assessments:	

<p>information from provided sources to answer a question.</p>	<p>Students will ask questions about a selection.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Grammar: Expanding/Rearranging Compound Sentences (CRP4) Students will work with a partner to practice expanding and rearranging compound sentences. Each partner will write a compound sentence then give it to the partner. The other person will have to rewrite the sentence by expanding and rearranging it.</p> <p>Opinion Writing: Paragraph (8.1.2.A.2, CRP6, CRP11, 1.1.2.B.1) Students will write an opinion paragraph about their favorite kind of music using word processing software.</p>	<p>https://www.readworks.org/article/Making-Music-with-Electronics/81e8fca7-7588-4286-a634-5f627d5347be#!articleTab:content/</p> <p>“Singing Without Instruments” (Genre: Informational Text) https://www.readworks.org/article/Singing-Without-Instruments/c63eda39-7054-462e-9065-172c726eda74#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p> <p>Video: “Writing Video for Kids: How to Evaluate Sources for Relevance” https://www.youtube.com/watch?v=x9uWqJBd1N8</p>	<p>Students will share their think aloud worksheets with a partner.</p> <p>Students will share their idiom examples with the class.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud</p> <p>Students will peer review their opinion paragraphs using a rubric.</p>
<p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.6. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus,</p>	<p>Topics</p> <p>Main Idea and Details</p> <p>Analyze/Evaluate</p> <p>Text and Graphic Features</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Global Awareness <p>Objectives</p>	<p>Teacher Read Aloud: “One-Room Schoolhouse” Students will use a think aloud worksheet. http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html</p> <p>Vocabulary: Using a Dictionary (CRP4) Students will work with a partner to create a poster that shows the elements of a dictionary.</p>	<p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 3 – Lesson 13 Anchor Text: “Schools Around the World”</p> <p>Genre: Informational Text</p> <p>Paired Selection: “An American School”</p> <p>Genre: Informational Text</p>	<p>Summative Assessment: Lesson 13 Vocabulary and Comprehension Tests</p> <p>Lesson 13 Cold Reads</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 13 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments

<p>icons) to locate key facts or information in a text efficiently.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Students will identify main ideas and details in informational texts.</p> <p>Students will analyze and evaluate text while reading.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Speaking and Listening: Retelling Main Ideas (CRP4)</p> <p>Students will retell the main ideas of the read aloud to a partner.</p> <p>Grammar: Quotation Marks</p> <p>Students will individually practice using quotation marks.</p> <p>https://www.education.com/worksheet/article/punctuate-the-story-7/</p> <p>Opinion Writing: Persuasive Paragraph (8.1.2.A.2, CRP6, CRP11, 9.2.4.A.4, 6.1.4.A.1)</p> <p>Students will write a persuasive paragraph convincing someone to Follow the school rules, using word processing software.</p>	<p>Companion Text:</p> <p>“Do Cellphones Belong in Schools?” (Genre: Debate)</p> <p>https://newsela.com/read/element-cellphones-in-school-debate</p> <p><i>Scholastic Magazine</i></p>	<p>Alternative Assessments:</p> <p>Students will share their think aloud worksheets with a partner.</p> <p>Students will role play using a dictionary.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will share aloud their persuasive paragraphs.</p> <p>Students will have a group discussion on why it is important to learn how to write a persuasive paragraph.</p>
	<p>Topics</p> <p>Opinion Writing</p> <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 enhance their ability to compose letters that express opinions.</p>	<p>Students will enhance their ability to compose letters that express opinions by engaging in peer review and discussion. (CRP6, CRP11)</p>	<p>Texts:</p> <p>Reading and Writing Project <i>Firsthand</i>, 2013 Writing About Reading, Grade 2, Unit 3</p> <p>Bend II: <i>Raising the Level of Our Letter Writing</i> Lessons 7 to 11</p> <p>Video:</p> <p>“Fact or Opinion for Kids” https://www.youtube.com/watch?v=FIyt5pEcE_g</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 opinion essays using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level</p>

				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.
RI.2.7. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Topics	Teacher Read Aloud: “Whale of a Lesson” Students will use an event map to take notes https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Summative Assessment: Lesson 14 Vocabulary and Comprehension Tests
RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	Author’s Purpose		Unit 3 – Lesson 14 Anchor Text: “Helen Keller”	Formative Assessment:
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Summarize		Genre: Biography	<ul style="list-style-type: none"> • Lesson 14 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Genre: Biography	Vocabulary: Suffix – <i>ly</i> (CRP4) Students will work with a partner to write and define words that use the suffix <i>-ly</i>	Paired Selection: “Talking Tools” (8.2.2.B.3)(8.2.2.B.4)	
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> • The Four C’s • Global Awareness Objectives	Speaking and Listening: A Simple Science Experiment (CRP4) Students will watch a video of a science experiment, “Rainbow Walking Water,” then discuss the steps in a small group.	Genre: Informational Text	Alternative Assessments: Students will share their think aloud worksheets with a partner.
	Students will identify the author’s purpose.		Companion Text: “Emoji is the New Language of the World” (Genre: Informational Text)(8.2.2.B.3)(8.2.2.B.4) https://newsela.com/read/elementary/emojis-as-language/id/38082/	Students will role play using a dictionary.
	Students will summarize what has been read.	Grammar: Using Proper Nouns (8.1.2.A.4)	<i>Scholastic</i> Magazine	Students will respond to oral questioning and retell
	Students will access prior knowledge to exchange information about a topic.		Video:	

Students will play the interactive game, “Sentence Builder: Proper Nouns,” to practice capitalization skills.
<https://www.education.com/game/proper-nouns-builder/>

“Rainbow Walking Water”
https://www.youtube.com/watch?v=fYniUL4l_BA

the events from the teacher read aloud.

Students will share aloud their persuasive paragraphs.

Opinion Writing: Persuasive Essay (**8.1.2.A.2, CRP6, CRP11, 9.2.4.A.4**)
 Students will write a persuasive letter on a self-chosen topic using word processing software.

Students will have a group discussion on why it is important to learn how to write a persuasive letter.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Topics	Teacher Read Aloud:	Texts:	Summative Assessment:
Cause and Effect	“Adventures at Scout Camp” Students will create a sequence map based on the read aloud story https://www.education.com/worksheet/article/create-a-story-map-worksheet/	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 15 Vocabulary and Comprehension Tests
Monitor/Clarify		Unit 3 – Lesson 15 Anchor Text: “Officer Buckle and Gloria”	Formative Assessment: <ul style="list-style-type: none"> Lesson 15 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Humor		Genre: Humorous Fiction Paired Selection: “Safety at Home” Genre: Readers’ Theater	
Twenty-First Century Themes and Skills include:	Vocabulary: Root Words Students will work individually to practice finding root words https://www.education.com/worksheet/article/finding-root-words/	Companion Text: “Fire Safety” (Genre: Informational Text) https://www.readworks.org/article/Fire-Safety/932d5e24-dc72-4644-8be9-38d9da16e55a#!articleTab:content/	Alternative Assessments: Students will share their think aloud worksheets with a partner. Students will role play summarizing.
Objectives	Speaking and Listening: Summarize (CRP4) Students will practice aloud with a partner summarizing the read aloud story.		
Students will identify cause-and-effect relationships.	Grammar: Abbreviations (CRP4) Students will work individually to complete the	“Seat Belts Mean Safety” (Genre: Informational Text)	Students will respond to oral questioning and retell
Students will use text details to monitor and clarify understanding.			
Students will access prior knowledge to exchange information about a topic.			

worksheet then share their answers with a partner.
<https://www.education.com/worksheet/article/abbreviation-match/>

Opinion Writing: Persuasive Essay (8.1.2.A.2, CRP6, CRP11, 9.2.4.A.4, 6.1.4.A.1)
 Students will write a persuasive paragraph convincing someone to follow the community rules, using word processing software.

<https://www.readworks.org/article/Seat-Belts-Mean-Safety/cbc0a90f-21b7-43cca399-1e2dfab61592#!articleTab:content/>

Scholastic Magazine

the events from the teacher read aloud.

Students will share aloud their persuasive essays.

Students will have a group discussion on why it is important to learn how to write a persuasive letter.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Topics

Opinion Writing

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

Objectives

Students will express their opinion in writing regarding their favorite book.

Students will express their opinion in writing regarding their favorite book using word processing software.
 (8.1.2.A.2, CRP6, CRP11, 6.1.4.A.1)

Texts:

Reading and Writing Project
Firsthand, 2013 Writing About Reading, Grade 2, Unit 3

Bend III: *Writing Nominations and Awarding Favorite Books*
 Lessons 12 to 19

Video:

“Opinion Writing for Kids: Making a Plan”
<https://www.youtube.com/watch?v=7kYtkqfXMOg>

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 opinion 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.

<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>				Instructor and students will use rubrics for student self-assessment.
	Topics	Students will experience 30 minutes of instruction daily to enhance their ability to decode words, spell words correctly, and to comprehend what they hear and read.	Institute for Multi-Sensory Education, Orton-Gillingham, 2014	Instructor will provide students with writing checklists for self-reflection.
	Objectives			Pre-Assessment, Formative Assessment and Summative Assessment:
	Students will review phonetics concepts.		Five-Part Weekly Program: 1. Three-Part Drill 2. Teaching a New Concept 3. Decoding and Learning Centers 4. Red Words Comprehension	Instructors will implement three levels of assessments to evaluate students:
	Students will learn new phoneme/rules via a multi-sensory approach.			<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

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 -

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"> ● Give directions/instructions verbally and in simple written format. ● Using visual demonstrations, illustrations, and models ● 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"> ● 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:**Performing Arts:**

1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

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 NJSLS 8:

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.