

# 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

# English Language Arts

## Grade 4

### Unit 4: Unbreakable Spirit

**Overview:** During this unit, students will explore anchor and paired texts around the theme of “Unbreakable Spirit.” Throughout the unit students will experience literature related to heroes old and new. Additionally, students will complete a unit on writing personal narratives. 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:

*Heroes overcome great challenges.*

*Everyone has the potential to be a hero.*

#### Essential Questions:

*What traits do successful people have?*

*How do people and animals benefit each other?*

*What makes a character memorable?*

*Why is framing important?*

*How do people from different cultures contribute to American history?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>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).</b>  <b>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.</b>  <b>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with</b>	<b>Topics</b>  Compare and Contrast  Monitor/Clarify  Personification  Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>The Four C’s</li> <li>Civic Literacy</li> </ul>	Teacher Read Aloud: “Getting the Story” Students will use a reading log to take notes from the story <a href="https://www.education.com/worksheet/article/simple-summary-reading-log/">https://www.education.com/worksheet/article/simple-summary-reading-log/</a>  Vocabulary: Figurative Language ( <b>CRP4</b> ) Students will practice writing sentences using personification. Speaking and Listening: Report on a Text ( <b>CRP4</b> )	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017  Unit 4 – Lesson 16 Anchor Text: “Riding Freedom”  Genre: Historical Fiction  Paired Selection: “Spindletop”  Genre: Informational Text <b>Companion Text:</b> “Breaking” (Genre: Fiction)	<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>Exact Path</li> </ul> <b>Summative Assessment:</b> Lesson 16 Vocabulary and Comprehension Tests  <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>Lesson 16 Cold Reads</li> <li>Running Records</li> <li>Anecdotal Notes</li> <li>Unit Progress Monitoring Assessments</li> </ul>
	<b>Objectives</b>  Students will compare and contrast the thoughts, words,			

<p>diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>RL.4.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p> <p><u><b>A. The Nature of Technology: Creativity and Innovation</b></u></p> <p><b>8.2.5.A.2</b> Investigate and present factors that influence the development and function of a product and a system.</p> <p><b>8.2.5.A.4</b> Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p>	<p>and actions of characters in literature.</p> <p>Students will monitor and clarify understanding of literature.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Students will write reports on one of the reading passages.</p> <p>Grammar: Adjectives Students will practice using adjectives.</p> <p><a href="https://www.education.com/worksheet/article/strong-adjectives/">https://www.education.com/worksheet/article/strong-adjectives/</a></p> <p>Writing: Descriptive Paragraph (<b>8.1.5.A.2, CRP4, CRP6, CRP11</b>) Using word processing software, students will write descriptive paragraphs about a self-chosen topic.</p>	<p><a href="https://www.readworks.org/article/Breaking/3632d2cb-d424-4c87-96e6-f851b4b9e185#!articleTab:content/">https://www.readworks.org/article/Breaking/3632d2cb-d424-4c87-96e6-f851b4b9e185#!articleTab:content/</a></p> <p><i>Scholastic Magazine</i></p>	<p><b>Alternative Assessments</b> 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 peer correct their personification sentences for accuracy.</p> <p>Students will share their descriptive paragraphs.</p>
<p><b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.4.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p style="text-align: center;"><b>Topics</b></p> <p>Informative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will write informational essays about history.</p>	<p>Students will go from beginning stages of research, to writing an initial draft, to publishing essays about history. (<b>8.1.5.A.2, CRP4, CRP6, CRP11</b>)</p>	<p><b>Texts:</b> Reading and Writing Project <i>Firsthand</i>, 2013 Bringing History to Life, Grade 4, Unit 3</p> <p>Bend III</p> <p><b>Video:</b> “Fact or Opinion for Kids”</p>	<p><b>Formative Assessment:</b> Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p><b>Summative Assessments</b> Instructors and students will evaluate progress toward writing essays using writing checklists.</p> <p>Instructors will use exemplar pieces of student</p>

**RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**

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

**RL.4.2. Determine a theme of a story, drama, or poem from details in the text; 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**

Topics	Teacher Read Aloud: “Let Me Be Brave”	Texts:	
Sequence of Events	Students will use a reading log to take notes from the story	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	
Summarize	<a href="https://www.education.com/worksheet/article/simple-summary-reading-log/">https://www.education.com/worksheet/article/simple-summary-reading-log/</a>	Unit 4 – Lesson 17	
Main Idea and Details	Vocabulary: Suffixes <i>-ion</i> , <i>-ation</i> , <i>-ition</i> <b>(CRP4)</b>	Anchor Text: “The Right Dog for the Job: Ira’s Path from Service Dog to Guide Dog”	
Domain-Specific Vocabulary	Students will work with a partner to practice creating and defining words that use these suffixes.	Genre: Narrative Nonfiction	
Twenty-First Century Themes and Skills include:		Paired Selection: “Knowing Noses: Search and-Rescue Dogs”	
<ul style="list-style-type: none"> <li>The Four C’s</li> <li>Environmental Literacy</li> <li>Civic Literacy</li> </ul>	Speaking and Listening: Literature Discussion <b>(CRP4)</b>	Genre: Informational Text	
	In small groups, students will summarize the read aloud story.	<b>Companion Text:</b> “Toby to the Rescue: Shelter Dog Changes Life for Owner with Epilepsy” (Genre: Informational Text)	
	Grammar: Adverbs		
Objectives			
Students will understand that authors use sequence as a structure for narrative next.			
Students will understand the purpose of summarizing a text.			

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 17 Vocabulary and Comprehension Tests

**Formative Assessment:**

- Lesson 17 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

<p>others' ideas and expressing their own clearly.</p>	Students will engage effectively in collaborative discussion.	Students will practice writing sentences that use adverbs.	<a href="https://newsela.com/read/element-shelter-dog-detects-seizures/id/41268/">https://newsela.com/read/element-shelter-dog-detects-seizures/id/41268/</a>	Students will peer correct their adverb sentences for accuracy.
		Writing: Friendly Letter (8.1.5.A.2, CRP4, CRP6, CRP11, 9.2.4.A.3) Using word processing software, students will write friendly letters to people who have careers working with animals.	Scholastic Magazine	Students will engage in a group literature discussion.  Students will read aloud their letters to a small group.
<p><b>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b></p>	<b>Topics</b>	Teacher Read Aloud: "Theseus and the Minotaur" Students will use a reading log to take notes from the story <a href="https://www.education.com/worksheet/article/simple-summary-reading-log/">https://www.education.com/worksheet/article/simple-summary-reading-log/</a>	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Summative Assessment:</b> Lesson 18 Vocabulary and Comprehension Tests
<p><b>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</b></p>	Question			<b>Formative Assessment:</b>
	Theme		Unit 4 – Lesson 18 Anchor Text: "Hercules' Quest"	<ul style="list-style-type: none"> <li>Lesson 18 Cold Reads</li> <li>Running Records</li> <li>Anecdotal Notes</li> <li>Unit Progress Monitoring Assessments</li> </ul>
	Allusion		Genre: Myth	
<p><b>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</b></p>	Twenty-First Century Themes and Skills include:	Vocabulary: Adages and Proverbs (CRP4, CRP11) Using the Internet, students will work with a partner to look up and illustrate a proverb or adage.	Paired Selection: "Zomo's Friends"	
	<b>Objectives</b>		Genre: Folktale	
<p><b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>	Students will recognize the elements of story structure: character, setting, and plot.	Speaking and Listening: Tell a Story (CRP4) (CRP4) Students will write notes on a personal experience then use them to tell the story.	<b>Companion Texts</b> "Myths and Legends: Ragnarok, a Viking Tale of the Battle of the Gods" (Genre: Fiction) <a href="https://newsela.com/read/myths-ragnarok/id/36092/">https://newsela.com/read/myths-ragnarok/id/36092/</a>	<b>Alternative Assessments</b> Students will have a group discussion on the read aloud.
	Students will understand how to ask questions as a reading strategy.		<a href="https://newsela.com/read/myths-ragnarok/id/36092/">https://newsela.com/read/myths-ragnarok/id/36092/</a>	Students will answer teacher questions about the read aloud
	Students will engage effectively in collaborative discussion.	Grammar: Prepositions and Prepositional Phrase Students will practice writing sentences with prepositions and prepositional phrases. Writing: Story	Scholastic Magazine	Students will peer correct their preposition sentences for accuracy.



<p><b>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</b></p> <p><b>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.</b></p> <p><b>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p><b>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.</b></p> <p><b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>		<p><b>(8.1.5.A.2, CRP4, CRP6, CRP11)</b></p> <p>Using word processing software, students will write a story that models one of the unit’s reading passages.</p>		<p>Students will share their illustrated proverbs/adages.</p> <p>Students will peer review each other’s stories using a writer’s checklist.</p>	
	<p><b>Topics</b></p>	<p>Conclusions and Generalizations</p> <p>Infer/Predict</p> <p>Idioms</p> <p>Problem and Solution</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"><li>• The Four C’s</li><li>• Environmental Literacy</li><li>• Civic Literacy</li></ul>	<p>Teacher Read Aloud: “The Father of India”</p> <p>Students will use a reading log to take notes from the story</p> <p><a href="https://www.education.com/worksheet/article/simple-summary-reading-log/">https://www.education.com/worksheet/article/simple-summary-reading-log/</a></p> <p>Vocabulary: Reference Materials <b>(CRP4, CRP11)</b></p> <p>Students will practice using online reference materials, like Wikipedia.</p> <p>Speaking and Listening: Gather Relevant Information <b>(CRP4, CRP11, 6.1.4.D.20)</b></p> <p>Using a search engine, students will gather information on other cultures.</p> <p>Grammar: Relative Pronouns and Adverbs</p> <p>Students will practice identifying and using relative pronouns with adverbs.</p> <p><a href="https://www.education.com/exercise/relative-pronouns/">https://www.education.com/exercise/relative-pronouns/</a></p> <p>Writing: Personal Narrative <b>(8.1.5.A.2, CRP4, CRP6, CRP11, 6.1.4.D.20)</b></p> <p>Using word processing software, students will write a persona</p>	<p><b>Texts:</b></p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 4 – Lesson 19</p> <p>Anchor Text: “Harvesting Hope: The Story of Cesar Chavez”</p> <p>Genre: Biography</p> <p>Paired Selection: “The Edible Schoolyard”</p> <p>Genre: Informational Text</p> <p><b>Companion Text:</b></p> <p>“Pasha’s First Yom Kippur” (Genre: Fiction)</p> <p><a href="https://www.commonlit.org/en/texts/pasha-s-first-yom-kippur?search_id=4250461">https://www.commonlit.org/en/texts/pasha-s-first-yom-kippur?search_id=4250461</a></p> <p><i>Scholastic</i> Magazine</p>	<p><b>Summative Assessment:</b></p> <p>Lesson 19 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"><li>• Lesson 19 Cold Reads</li><li>• Running Records</li><li>• Anecdotal Notes</li><li>• Unit Progress Monitoring Assessments</li></ul> <p><b>Alternative Assessments</b></p> <p>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 share their personal narratives.</p> <p>Students will have a whole class discussion where their share their cultural differences.</p>
		<p><b>Objectives</b></p>	<p>Students will know how to draw conclusions and make generalizations based on text evidence.</p> <p>Students will understand that readers make inferences based on text evidence.</p> <p>Students will engage effectively in collaborative discussion.</p>		



<p><b>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b></p> <p><b>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.</b></p> <p><b>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</b></p> <p><b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>	narrative that incorporates the theme of the importance of knowing other cultures			
	<b>Topics</b>	Teacher Read Aloud: “Race Against Death” Students will use a reading log to take notes from the story <a href="https://www.education.com/worksheet/article/simple-summary-reading-log/">https://www.education.com/worksheet/article/simple-summary-reading-log/</a>	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Summative Assessment:</b> Lesson 20 Vocabulary and Comprehension Tests
	Main Ideas and Details			
	Visualize			
	Onomatopoeia		Unit 4 – Lesson 20 Anchor Text: “Sacagawea”	
	Text Structure		Genre: Biography	<b>Formative Assessment:</b>
	Twenty-First Century Themes and Skills include:	Vocabulary: Shades of Meaning ( <b>CRP4</b> ) In small groups, students will identify shades of meaning of vocabulary words.	Paired Selection: “Native American Nature Poetry”	<ul style="list-style-type: none"> <li>• Lesson 20 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul>
	<ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Civic Literacy</li> </ul>		Genre: Poetry	
	<b>Objectives</b>		<b>Companion Text:</b> “Yeshi’s Luck” (Genre: Fiction) <a href="https://www.commonlit.org/en/texts/yeshi-s-luck?search_id=4250715">https://www.commonlit.org/en/texts/yeshi-s-luck?search_id=4250715</a>	<b>Alternative Assessments</b> Students will have a group discussion on the read aloud.
	Students will identify main ideas and details in a biography.	Speaking and Listening: Paraphrase Text Read Aloud ( <b>CRP4</b> ) With a partner, students will paraphrase the read aloud story using a graphic organizer.	<i>Scholastic Magazine</i>	Students will answer teacher questions about the read aloud
	Students will use details from the text to visualize.	<a href="https://www.education.com/worksheet/article/paraphrasing-a-passage-2018/">https://www.education.com/worksheet/article/paraphrasing-a-passage-2018/</a>		
	Students will engage effectively in collaborative discussion.	Grammar: Abbreviations Students will practice identifying abbreviations <a href="https://www.education.com/worksheet/article/whos-who-abbreviations-for-peoples-titles/">https://www.education.com/worksheet/article/whos-who-abbreviations-for-peoples-titles/</a>		Students will peer review their personal narratives using rubrics.
		Writing: Personal Narrative ( <b>8.1.5.A.2, CRP4, CRP6, CRP11, 6.1.4.D.13</b> )		

<p><b>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</b></p> <p><b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p>		Using word processing software, students will write a personal narrative incorporating the theme of how culture is shown through personal actions.		
	<b>Topics</b>	Language – Orton-Gillingham	Institute for Multi-Sensory Education, Orton-Gillingham, 2014	Pre-Assessment, Formative Assessment, Summative Assessment:
	<b>Objectives</b>	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 5. 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"> <li>• Phonemic awareness</li> <li>• Naming and recognizing letters</li> <li>• The formation of letters</li> <li>• Phoneme/grapheme relationships</li> <li>• Decoding multi-syllabic words</li> <li>• Memorization techniques</li> <li>• Fluency of reading and writing</li> <li>• Auditory sound discriminations</li> <li>• Sentence structure</li> <li>• Vocabulary building</li> </ul>
		Students will decode multi-syllabic words.		
		Students will spell high frequency words correctly.		
		Students will comprehend what they hear and read.		



<p><b>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b></p> <p><b>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b></p> <p><b>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b></p>	<p><b>Topics</b></p> <p>PARCC RSTs</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>Formative Assessment: Reading PARCC RST Lesson 4</p>
	<p><b>Objectives</b></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 RSTs.</p>		<p> <b>Research Simulation Tasks</b></p> <p><u><b>Lesson 1: Introducing the EBSR and TECR</b></u></p> <p><u><b>Lesson 2: Modeling the EBSR and TECR</b></u></p> <p><u><b>Lesson 3: Identifying the Main Idea</b></u></p> <p><u><b>Lesson 4: Identifying Supporting Details</b></u></p> <p><u>Writing PARCC RST Lessons</u></p>	<p>Summative Assessment: Writing PARCC RST Lesson 4</p>
			<p> <b>Research Simulation Tasks</b></p> <p><u><b>Lesson 1: Introduction to the Prose Constructed Response on the Research Simulation Task</b></u></p> <p><u><b>Lesson 2: Modeling the Prose Constructed Response</b></u></p> <p><u><b>Lesson 3: Understanding the PCR Prompt and Writing an Opening Topic Statement</b></u></p> <p><u><b>Lesson 4: Selecting Textual Evidence to Support Reason</b></u></p>	
<p><b>Accommodations and Modifications:</b></p> <p><i><b>Students with special needs:</b></i> 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.</p> <p><i><b>ELL/ESL students:</b></i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -</p>				

***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.

<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Shorten assignments to focus on mastery of key concepts.</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide audiotapes of textbooks and have the student follow the text while listening</li> <li>● Allow students to use a dual language dictionary</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<p><b>At-Risk</b></p> <ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>
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**Integration of 21<sup>st</sup> Century Standards NJSLS 9:**

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

**Interdisciplinary Connections:****Social Studies:**

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**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.

**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.