

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	Around the Neighborhood	6
2	Sharing Time	6
3	Nature Near and Far	6
4	Exploring Together	6
5	Watch Us Grow	6
6	Three Cheers For Us!	6

Englewood Public School District
English Language Arts
Grade 1

Unit 1: Around the Neighborhood

Overview: The theme for Unit 1 is "Around the Neighborhood." This unit is preceded by a "Welcome Back to School" weeklong review of kindergarten skills and assessments. This unit provides students with an introduction to concepts related to being a good friend and a good neighbor. This unit also touches on subjects such as local weather and transportation. Students will also participate in a writer's workshop to learn how to write a narrative essay.

Time Frame: 6 Weeks

Enduring Understandings:

Attributes of a good friend and neighbor

Structure of neighborhoods

Understanding weather

Getting from one place to another

Essential Questions:

What is important about being a friend?

What happens during a storm?

Why is going to school important?

Who can you meet in a neighborhood?

What happens on the train?

Standards	Topics and Objectives	Activities	Resources	Assessments
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.	Topics	Teacher Read Aloud: "The Lion and the Mouse"	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Unit Benchmark Assessment:
	Main Idea	Students will use an event map to take notes		<ul style="list-style-type: none"> Common Formative Assessment
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.	Summarize	https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11	Unit 1: Lesson 1 Anchor Text: "What Is a Pal?" (Genre: Informational Text)	<ul style="list-style-type: none"> Exact Path
	Informational Text			
RI.1.2. Identify the main topic and retell key details of a text.	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's 	Vocabulary: Students will classify and categorize	Paired Selection: Friends Forever (Genre: Poetry)	Summative Assessment:

<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> Global Awareness Civic Literacy 	<p>words in small groups (CRP4)</p>	<p>Companion Text: “Hailey the Helper” (Genre: Informational Text) https://newsela.com/read/element-kid-volunteer/id/30363/ <i>Scholastic Magazine</i></p>	<p>Lesson 1 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Lesson 1 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
	<p>Objectives</p> <p>Students will identify the main idea and details about what a friend is.</p> <p>Students will discuss the characteristics of informational text, such as photos of real children.</p>	<p>Speaking and Listening: Students will practice how to have a good discussion (CRP4)</p> <p>Grammar: Nouns Students will watch video, “Schoolhouse Rock- What is a noun?” https://www.youtube.com/watch?v=WWZpLS1I6uM</p> <p>Writing: Narrative: Labels Students will complete a graphic organizer for their upcoming narrative https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/personal_narrative_graphic_organizer_snapshot.pdf (CRP6)</p>	<p>Alternative Assessments: Students will practice having a good discussion with a partner.</p> <p>Students will role play discussion techniques and the roles of a friend.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p>	
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal event order,</p>	<p>Topics</p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s 	<p>Students will use a story starter worksheet to practice writing independently. (8.1.2.A.2, CRP6) https://www.education.com/worksheet/article/story-starters-11/</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Small Moments, Writing with Focus, Detail, and Dialogue, Grade 1, Unit 1</p>	<p>Formative Assessments: Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.</p>

<p>and provide some sense of closure.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<p>Objectives</p> <p>Students will learn how to write independently with early stages of proficiency.</p>	<p>Students will use a graphic organizer to plan their story (CRP6) https://www.education.com/worksheet/article/plan-your-narrative/</p>	<p>Bend I: Writing Small Moment Series with Independence, Lessons 1 to 7</p> <p>Video: Writing a Personal Narrative: Writing a Draft for Kids https://www.youtube.com/watch?v=5Y_fxQ_52pk&t=31s</p>	<p>Instructors and students will evaluate progress toward writing narrative essays.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p> <p>Summative Assessment: Final draft of narrative writing</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>Understanding Characters</p> <p>Infer/Predict</p> <p>Realistic Fiction</p>	<p>Teacher Read Aloud: “Susie and the Bandits”</p> <p>Students will use a think aloud worksheet. http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html</p>	<p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1: Lesson 2 Anchor Text: “The Storm” (Genre: Realistic Fiction)</p>	<p>Summative Assessment: Lesson 2 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p>

RL.1.1. Ask and answer questions about key details in a text.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

<p>RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Global Awareness • Environmental Literacy <p>Objectives</p> <p>Students will understand characters in a story.</p> <p>Students will use textual evidence to infer and predict.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Vocabulary: Context Clues</p> <p>Students will engage in a word meaning game (CRP4) https://www.k12reader.com/worksheet/word-meaning-game/</p> <p>Speaking and Listening: Ask and Answer</p> <p>Students will ask questions about weather and their peers will help answer them using chart paper (CRP4)</p> <p>Grammar: Possessives</p> <p>Students will practice writing possessives independently.</p> <p>Writing: Narrative: Captions</p> <p>Students will use a story map (CRP6) https://www.dailyteachingtools.com/language-arts-graphic-organizers.html</p>	<p>Paired Selection: Storms (Genre: Informational Text)</p> <p>Companion Text: “Windy Weather” (Genre: Informational Text)(6.1.4.B.4) https://www.readworks.org/article/Windy-Weather/e1e51ed9-e621-4fda-a68a-2e5bd13e6e6e#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> • Lesson 2 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will use a prediction chart.</p> <p>Students will complete a KWL chart about weather.</p>
	<p>Topics</p> <p>Sequence of Events</p> <p>Monitor/Clarify</p> <p>Author's Word Choice</p>	<p>Teacher Read Aloud: “Stone Stew”</p> <p>Students will use a think aloud worksheet. http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1: Lesson 3</p> <p>Anchor Text: “Curious George at School” (Genre: Fantasy)</p>	<p>Formative Assessment:</p> <p>Unit Progress Monitoring Assessments using ask and answer discussions, narrative writing, and self-assessment.</p> <p>Lesson 3 Cold Reads</p>

<p>experiences of characters in stories.</p> <p>L.1.1 Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy <p>Objectives</p> <p>Students will identify and describe the sequence of events.</p> <p>Students will monitor understanding of the story while reading, and use strategies to clarify its meaning, such as rereading.</p> <p>Students will engage effectively in collaborative conversations.</p>	<p>Vocabulary: Multi-Meaning Words Students will work in small groups to find synonyms for multi-meaning words (CRP4)</p> <p>Speaking and Listening: Using Visuals Students will role play discussion techniques and the roles of members of a school community. (9.2.4.A.2, CRP4)</p> <p>Grammar: Action Verbs (present tense) Students will watch video "Action Verbs" https://www.youtube.com/watch?v=j3EYciNco58</p> <p>Writing: Narrative: Sentences Students will practice writing detailed sentences using a worksheet https://www.education.com/worksheet/article/sentence-writing-9/</p>	<p>Paired Selection: "School Long Ago" (Genre: Informational Text)</p> <p>Companion Text:</p> <p>"Kids in South Korea have phones, tutors and ballet classes just like you" https://newsela.com/read/element-south-korean-kids/id/39872/ (6.1.4.A.14) (6.1.4.D.13)</p> <p><i>Scholastic Magazine</i></p>	<p>Summative Assessment: Lesson 3 Vocabulary and Comprehension Tests</p> <p>Alternative Assessments: Students will work in small groups to find synonyms for multi-meaning words</p> <p>Students will role play discussion techniques and the roles of members of a school community.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p>
	<p>Topics</p> <p>Narrative 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 use a graphic organizer to develop narrative characters (CRP6) https://www.education.com/worksheet/article/narrative-writing-describe-characters/</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, Heinemann, 2013, Small Moments, Writing with Focus, Detail, and Dialogue, Grade 1, Unit 1</p> <p>Bend II: Bringing Small Moment Stories to Life, Lessons 8 to 13.</p>	<p>Formative Assessment: Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p>Instructors and students will evaluate progress</p>

<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<p>Students will begin to integrate the use of characterization in their stories.</p>		<p>Video: Character Traits and Character Development Lesson https://www.youtube.com/watch?v=wWYpj9aqTr0</p>	<p>toward writing narrative essays.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p> <p>Summative Assessment: Final draft of narrative writing</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>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Topics</p> <p>Text and Graphic Features</p> <p>Question</p> <p>Author's Word Choice</p>	<p>Teacher Read Aloud: "Painting Word Pictures" Students will use a think aloud worksheet. http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html</p>	<p>Text: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1: Lesson 4 Anchor Text: "Lucia's Neighborhood" (Genre: Informational Text)</p>	<p>Summative Assessment: Lesson 4 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Lesson 4 Cold Reads Running Records
<p>RI.1.6. Distinguish between information provided by</p>	<p>Twenty-First Century Themes and Skills include:</p>	<p>Vocabulary: Alphabetical Order</p>		

<p>pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p>	<ul style="list-style-type: none"> • The Four C's • Civic Literacy <p>Objectives</p> <p>Students will use text and graphic features to find information.</p> <p>Students ask questions while reading to aid comprehension.</p> <p>Students use writing to share information in collaborative conversation.</p>	<p>Students will work in small groups to alphabetize vocabulary words (CRP4)</p> <p>Speaking and Listening: Using Text Features, incorporating class discussion about different types of neighborhoods (9.2.4.A.2, CRP4)</p> <p>Grammar: Adjectives (size, shape) Students will practice using adjectives to describe a picture https://www.k12reader.com/worksheet/describe-it-with-adjectives/</p> <p>Writing: Narrative: Class Story Students will use Google Docs to compose and share a class story (8.1.2.A.2, CRP4, CRP6)</p>	<p>Paired Selection: "City Mouse and Country Mouse" (Genre: Fable)</p> <p>Companion Text: "Outdoor Alphabet Helps Neighborhood Kids Learn to Read" https://newsela.com/read/elementary-brooklyn-public-art/id/30681/</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments: Students will work collaboratively to solve problems.</p> <p>Students will role play discussion techniques and the roles of varied community members.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p>
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information,</p>	<p>Topics</p> <p>Story Structure</p> <p>Analyze/Evaluate</p> <p>Fantasy</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy 	<p>Teacher Read Aloud: "Training Around the Town" (9.2.4.A.2) Students will use a think aloud worksheet. http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html</p> <p>Vocabulary: Synonyms (CRP4)</p>	<p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1: Lesson 5 Anchor Text: "Gus Takes the Train" (Genre: Fantasy)</p> <p>Paired Selection: "City Zoo" (Genre: Informational Text)</p> <p>Companion Text:</p>	<p>Summative Assessment: Lesson 5 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 5 Cold Reads • Running Records • Anecdotal Notes

<p>drawing on a wide reading of a range of text types.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting or events.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<ul style="list-style-type: none"> Environmental Literacy <p>Objectives</p> <p>Students will understand story structure and describe characters, settings, and major events.</p> <p>Students will analyze and evaluate a story to aid comprehension.</p> <p>Students will contribute to a discussion by sharing ideas for a K-W chart.</p>	<p>Give half of your students a big card with a vocabulary word, and the other half a big card with a synonym for each vocabulary word. Tell them that they need to find their synonym Tape their syllable cards on their chest and on your signal, have them go around the room to look for their pairs.</p> <p>Speaking and Listening: Class Report, incorporating class discussion and share aloud questions about different modes of transportation in communities (9.2.4.A.2, CRP4)</p> <p>Grammar: Adjectives (color, number) Video: “All About Adjectives” https://www.youtube.com/watch?v=94cdAyyPj3Q</p> <p>Writing: Narrative: Class Story Students will use Google Docs to compose and share a class story (8.1.2.A.2, CRP4, CRP6)</p>	<p>“Getting Around Cities” https://www.readworks.org/article/Getting-Around-Cities/207edcb5-5d81-408e-841b-b111483e7b34#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> Unit Progress Monitoring Assessments <p>Unit 1 Assessment</p> <p>Performance Tasks: Write about reading, and Write a story</p> <p>Alternative Assessments Students will present their vocabulary pairs.</p> <p>Students will role play discussion techniques and the different types of transportation in neighborhoods.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p>
<p>W.1.3. Write narratives in which they recount two or more appropriately</p>	<p>Topics</p> <p>Narrative Writing</p>	<p>Students will complete a Venn Diagram to compare</p>	<p>Texts: Reading and Writing Project</p>	<p>Formative Assessment: Instructors will identify student’s baseline</p>

<p>sequenced events include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</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 consider how other authors write.</p>	<p>and contrast different authors' styles.</p>	<p><i>Firsthand</i>, Heinemann, 2013, Small Moments, Writing with Focus, Detail, and Dialogue, Grade 1, Unit 1</p> <p>Bend III: Studying Other Writer's Craft, Lessons 14 to 17</p> <p>Companion Text: "Get to Know Mo" https://www.timeforkids.com/k1/get-to-know-mo/</p> <p><i>Scholastic Magazine</i></p>	<p>strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing narrative essays.</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>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p>	<p>Topics</p> <p>Language – Orton-Gillingham</p> <p>Objectives</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: 1. Three-Part Drill 2. Teaching a New Concept</p>	<p>Pre-Assessment, Formative Assessment and Summative Assessment: Instructors will implement three levels</p>

<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L1.3 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>	<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>3. Decoding and Learning Centers</p> <p>4. Red Words</p> <p>5. Comprehension</p>	<p>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
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"> • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Give directions/instructions verbally and in simple written format. 	<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. 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and adjust for 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

		personal space or other behaviors as needed. ● Oral prompts can be given.	
Integration of 21st Century Standards NJSLS 9: 9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community. and work-related activities in the school, home, and community.			
Interdisciplinary Connections: Social Studies: 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.			
Integration of Technology Standards NJSLS 8: 8.1.2.A.2 Create a document using a word processing application.			
Career Ready Practices: CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.			