

Reading Unit 4

Content Area: **ELA**

Course(s):

Time Period:

Length: **Sample**

Status: **Published**

Course Pacing Guide

Unit	Trimester	Weeks
Unit 1: Interpretation Book Clubs: Analyzing Themes	1	9
Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction	2	9
Unit 3: Argument and Advocacy: Researching Debatable Issues	2	9
Unit 4: Fantasy Book Clubs: The Magic of Themes and Symbols	3	9

Unit Overview

Big Ideas

- Students will read complex texts developing skills of synthesis and interpretation.
- Students will notice patterns across texts.

Introduction Summary from Book 4:

This unit aims to capture students' passion for fantasy reading as a means of increasing their facility with complex texts and interpretation. Students will need to pay close attention as they read, assuming that details do matter. They will be reading across novels, noticing patterns, archetypes, and themes. To prepare for this unit of study, you will need to gather multiple sets of books for every reading level in your class, learning progressions to boost the level of talk within groups, and mentor texts (typed text, movies, graphic novels) to show the many ways in which fantasy authors can choose to publish based on their intended purpose.

Bend I

You will launch fantasy book clubs. You will want to teach students to read with deep comprehension and to synthesize across many pages.

Bend II

Readers will be in at least their second book, and some may be in their third. You'll reinforce that character

traits, quests, and themes can run across stories.

Bend III

Children's analytical work intensifies. You will lead them in a study of symbolism.

Bend IV

You'll develop children's understanding of literary traditions.

Source:

Calkins, L., & Marron, A. (2015). *Fantasy Book Clubs: The Magic of Themes and Symbols*. Portsmouth, NH: Heinemann.

Enduring Understandings

- Using strategies and creating goals will help them to make sense of complex texts.
- Fantasy readers envision the story in their mind, creating the world the author is trying to portray.
- Fantasy readers develop thematic understandings of texts, know that it is much more than dwarfs and elves.
- There are many fantasy archetypes, quest structures, and thematic patterns.

Essential Questions

- What strategies and goals will help me to make sense of the multiple plot lines, layered characters, and complex themes in fantasy?
- How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy? (approximately one week)
- How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft?

Key Ideas and Details

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Complexity of Text

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Reading Foundation Skills Phonics and Word Recognition

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standards

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

3. Use verb tense to convey various times, sequences, states, and conditions.

4. Recognize and correct inappropriate shifts in verb tense.

5. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use punctuation to separate items in a series.

2. Use a comma to separate an introductory element from the rest of the sentence.

3. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

4. Use underlining, quotation marks, or italics to indicate titles of works.

5. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

5 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figurative language, including similes and metaphors, in context.

2. Recognize and explain the meaning of common idioms, adages, and proverbs.

3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Amistad Integration

Unit 4: Fantasy Book Clubs: The Magic of Themes and Symbols

- Peasprout Chen: Battle of Champions by Henry Lien

Recommended Read Alouds:

- Alexander, Kwame. [Crossover](#). Houghton Mifflin Harcourt, 2014. 237 pages. Ages 10-13
- Curtis, Christopher Paul. [The Watsons Go to Birmingham -- 1963](#). Delacorte, 1995. 210 pages. Ages 10 - 14
- Erdrich, Louise. [The Birchbark House](#). Hyperion, 1999. 235 pages. Ages 8 - 12
- Grace, Catherine O'Neill and Margaret M. Bruchac, with Plimoth Plantation. [1621: A New Look at Thanksgiving](#). Photographed by Sisse Brimberg and Cotton Coulson. National Geographic Society, 2001. 48 pages. Ages 7 - 14
- Lai, Thanhha. [Inside Out & Back Again](#). Harper/HarperCollins, 2011. 262 pages. Ages 10-13
- Lin, Grace. [Where the Mountain Meets the Moon](#). Little, Brown, 2009. 278 pages. Ages 8 - 11
- Marcantonio, Patricia Santos. [Red Ridin' in the Hood and Other Cuentos](#). Illustrated by Renato

- Alarcão. Farrar, Straus and Giroux, 2005. 185 pages. Ages 8-12
- Parker Rhodes, Jewell. [Ninth Ward](#). Little, Brown, 2010. 224 pages. Ages 9 - 13
 - Resau, Laura. [Star in the Forest](#). Delacorte Press, 2010. 149 pages. Ages 8-11
 - Sheth, Kashmira. [Boys without Names](#). Balzer & Bray/HarperCollins, 2010. 320 pages. Ages 9-13
 - Skarmeta, Antonio. [The Composition](#). Illustrated by Alfonso Ruano. U.S. edition: A Groundwood Book/Douglas & McIntyre, 2000. 36 pages. Ages 9 - 16
 - Tingle, Tim. [How I Became a Ghost: A Choctaw Trail of Tears Story](#). Roadrunner Press, 2013. 141 pages. Ages 10-13
 - Williams-Garcia, Rita. [One Crazy Summer](#). Amistad / HarperCollins, 2010. 218 pages. Ages 8-12

Holocaust/Genocide Education

Social Studies-Holocaust:

- I Never Saw Another Butterfly
- Fireflies in the Dark
- The Cat with the Yellow Star
- Somewhere There Is Still a Sun: a memoir of the Holocaust by Todd Hasak-Lowy (Y)
- [Holocaust Resources](#)

Interdisciplinary Connections

1. Close Reading of primary documents, works of art, music lyrics, videos, and advertisements
2. Research Simulation Task-type interpretation across multiple narrative texts
3. Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes in ELA

Math:

- *MA.K-12.1 - Make sense of problems and persevere in solving them.*
- *MA.K-12.3 - Construct viable arguments and critique the reasoning of others.*
- *MA.K-12.5 - Use appropriate tools strategically.*
- *MA.K-12.6 - Attend to precision.*
- *MA.K-12.7 - Look for and make use of structure.*
- *MA.K-12.8 - Look for and express regularity in repeated reasoning.*

Social Studies:

- *SOC.5-8.1.3 - Critical Thinking*

- *SOC.5-8.1.3.2 - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.*
- *SOC.5-8.1.3.3 - Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).*
- *SOC.5-8.1.4 - Presentational Skills*
 - *SOC.5-8.1.4.1 - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.*
 - *SOC.5-8.1.4.2 - Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).*

Science:

- 5-PS1-2.3 - Scale, Proportion, and Quantity
 - 5-PS1-3.3.1 - Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
- 5-PS1-4.2 - Cause and Effect
 - 5-PS1-4.2.1 - Cause and effect relationships are routinely identified, tested, and used to explain change.
- 5-PS2 - Motion and Stability: Forces and Interaction
 - 5-PS2-1.7.1 - Support an argument with evidence, data, or a model.
- 5-PS2-1.2 - Cause and Effect
 - 5-PS2-1.2.1 - Cause and effect relationships are routinely identified and used to explain change.
- 5-LS1 - From Molecules to Organisms: Structures and Processes
 - 5-LS1-1.7.1- Support an argument with evidence, data, or a model.
- 5-ESS1 - Earth's Place in the Universe
 - 5-ESS1-1.7.1 - Support an argument with evidence, data, or a model.
- 5-ESS1-2.1 - Patterns
 - 5-ESS1-2.1.1 - Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena.
- 5-ESS3 - Earth and Human Activity
 - 5-ESS3-1.8.1- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.

Technology Standards

TECH.8.1.5 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.5.A.CS1- Understand and use technology systems.

TECH.8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

TECH.8.1.5.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include

graphics, symbols and/ or pictures.

TECH.8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

TECH.8.1.5.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.5.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.5.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.5.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.5.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.5.D.CS1 - Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.5.D.CS2 - Demonstrate personal responsibility for lifelong learning.

TECH.8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

TECH.8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

TECH.8.1.5.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.5.E.CS2 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.5.E.CS3 - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

TECH.8.1.5.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.

21st Century Themes/Careers

CAEP.9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Financial Literacy Integration

Grade 5: Lesson 5: Make a Difference

Click on link for lesson description.

<http://www.scholastic.com/browse/article.jsp?id=3758472>

Essential Question: How can sharing with others improve our community and the lives of people throughout the world?

Objective: Create colorful, persuasive posters that entice others to support a charity of each student's choice.

Time Required: Two 45-minute periods

Materials: Construction paper or poster board, markers, pens, colored pencils, glue, tape, and other craft materials used for decorating; optional [Road to Riches Game](#)

Lesson Steps:

PART I—PICK A CHARITY

1. Ask the students to share a time when someone helped them solve a problem. Ask them how they felt about the person or people who helped them. Then have them share a time when they helped someone else. How did helping someone else make them feel?
2. Ask students if they or someone they know has raised money for someone in need and define the word charity as "help or money given voluntarily to those in need."
3. As a class, brainstorm a list of local, national, and/or global problems that people face (e.g., bullying, hunger, natural disasters).
4. Ask the students to name charitable organizations that help make the world a better place to live. Make a list of their ideas. Charities can be local or national and may include:
 - homeless shelters
 - food banks
 - disaster relief agencies (such as the Red Cross)
 - Ronald McDonald House
 - bullying-prevention groups
 - children's hospitals
 - cancer research institutes
 - famine relief organizations
 - overseas medical needs charities (mosquito nets, clean drinking water, immunizations)
 - environmental groups
5. Ask each student to choose one charity and cause to focus on. Explain that students are going to create a colorful, persuasive poster that encourages others to give to their charity of choice. Students who choose the same (or similar) charities may work together to brainstorm.

6. Write on the board the following framework to help students outline their fund-raising ideas for their posters:
- Goal (how much they would like to raise)
 - Who (who is the charity)
 - Why (why people should help this charity)
 - What (what you want them to do—come to a bake sale, event, etc.)
 - How (how to participate—date of event, contact info, etc.)

PART II—CREATE A POSTER

1. Provide art supplies so that each student can create a colorful, persuasive poster that includes each of the items listed above (goal, who, why, what, how).
2. Ask students to present their posters to the class, or separate into small groups of four students and have each take a turn presenting his or her poster to his or her group.
3. Remind students to include the framework above within their presentations. For example, each student should present what his or her goal was, who the charity is, why people should help their selected charity, what they want people to do, and how people can participate.
4. Reward students' efforts by displaying their posters in the classroom or in the school hallway.

LESSON EXTENSION

Extend this activity into a community service project. Have the students carry out their action plans to make a difference in the lives of others.

BONUS

Your students can work their way through the world of saving, giving, and budgeting with the interactive [Road to Riches](#) adventure game!

Standards:

- 9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.
- 9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.

- 9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.
- 9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

Instructional Strategies & Learning Activities

Differentiated Instruction

- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- The Hot Seat/Role-Play

- Mastery Learning (feedback toward goal)
- Goal-Setting Contracts
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Jigsaws
- Learning Through Workstations
- Flipped Classroom
- Student Interest & Inventory Data

Formative Assessments

1. Progress Monitoring with Running Records- accessible through Teachers College website or [click here](#)
2. Individual and Small Group Conferring
3. Grade 5 Learning Progressions
4. LinkIt Assessment
5. Reading Logs
6. Responses to reading

Summative Assessment

1. Performance Assessment- Postassessment and analysis of the assessment (after Lesson 20 in Fantasy Book Clubs, The Magic of Themes and Symbols- Book 4)

Benchmark Assessments

1. Fountas and Pinnel Reading Benchmarks
2. Performance Assessment- Preassessment and analysis of the assessment (xii-xiii and page 2; 21-22 in Fantasy Book Clubs, The Magic of Themes and Symbols- Book 4)
3. LinkIt Form C (fiction and nonfiction)

Alternate Assessments

1. Grade 3 or 4 Learning Progression for ELL and students below grade level
2. Grade 6 Learning Progression for Gifted and Talented or students working above grade level

Resources & Technology

Professional Resources

- TCRWP Reading Book 4: Fantasy Book Clubs, Grade 5, © 2015
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR5)
- Reading Pathways (for reading progressions and student-facing checklists)
- TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>

BOE Approved Texts

Suggested Mentor Texts

- The Werewolf Club Series (L) by David Pinkwater
- Unicorn's Secret Series (M) by Kathleen Duey
- Secrets of Droon (M-O) by Tony Abbott
- Dragon Slayer's Academy (N-P) by Kate McMullan
- Spiderwick Chronicles (Q-R)
- The Edge Chronicles (R- U) by Stewart and Riddell
- City of Ember Series (R- U) by Jeanne DuPrau 65
- Deltora Quest (R-T) by Emily Rodda
- Warriors (R-S) by Eric Hunter

- The Chronicles of Narnia (T) by C.S. Lewis
- Rowan of Rin (T) by Emily Rodda
- Animorphs (T-U) by K.A. Applegate
- The Ranger's Apprentice (T-U) by John Flanagan
- Gregor The Overlander (U-V) by Suzanne Collins
- Artemis Fowl (W) by Eoin Colfer
- Tuck Everlasting (W) by Natalie Babbitt
- Percy Jackson and the Olympians (U-W) by Rick Riordan
- The Dark is Rising (X) by Susan Cooper
- Mockingjay Series (The Hunger Games) (Y-Z) by Suzanne Collins

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because

- _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
 - After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

*Review current IEP Accommodations for each student and use the additional strategies on this list as needs arise.

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the board, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.

- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Allow use of sentence stems for written responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Allow open-book tests.
- Show a model of the end product of directions (e.g., a completed reader's response).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth

504

*Review current accommodations in 504 plans and use additional strategies on this list as needs arise.

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

*Review current recommendations in I&RS plans, if started, and use additional strategies on this list as needs arise.

- Use of mnemonics
- Have student restate information

- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking

