

# 4th grade 2nd trimester En mi Escuela Part B

Content Area: **World Language**  
Course(s): **World Language Grade 4**  
Time Period: **Trimester 2**  
Length: **9**  
Status: **Published**

## Course Pacing Guide

---

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education. <https://www.nj.gov/education/aps/cccs/wl/>

Unit	MP/Trimester	Weeks
En mi Escuela Part A	1 trimester	9 weeks
En mi Escuela Part B	2 trimester	9 weeks
Ordenando Comida en el Restaurante y en la escuela	3 trimester	9 weeks

Que te gusta hacer?

Revised November, 4 ,2019

## Unit Overview

---

Students use the target language in the three modes of communication to explore how Spanish speaking people talk about their school items and subjects. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

### Interpretive:

They interpret authentic written and/or video/audio texts such as news paper's articles about the school atmosphere in Latin America. They will have to read about the similarities and differences between schools in Latin America and the United states. Then, they will have to respond several question about the reading.

**Interpersonal:**

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their school environment and their classes.

**Presentation:**

They use lists, chunks of language and memorized phrases in order to talk about their school and give opinions about different school's subjects.

**Enduring Understandings**

---

Enduring Understandings (*The big ideas*):

I can only talk about things that I have practice saying.

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.

**Essential Questions**

---

Essential Questions:

How can I talk to someone in another language when I just starting to learn it?

How can I better understand when I do not know everything I read or hear?

What will help my classmates, my teacher, and others understand me better?

How can I better understand, respect and embrace a culture with different practices and beliefs?

Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, and common household items.	7.1.NM.A1 7.1.NM.A.4 7.1.NM.A.5
Click <a href="#">here</a> for the “Can-Do” Statement.	
Skim and scan culturally authentic texts to identify cultural products and practices related to home life.	7.1.NM.A.3
Click <a href="#">here</a> for the “Can-Do” Statement.	
Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home using digital tools and face-to-face communication in the target language.	7.1.NM.B.1 7.1.NM.B.4
Click <a href="#">here</a> for the “Can-Do” Statement.	
Create a multimedia rich presentation to compare homes in the home and target culture(s).	7.1.NM.C.1
Click <a href="#">here</a> for the “Can-Do” Statement.	
Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home and its contents in the target culture.	7.1.NM.C.4
Click <a href="#">here</a> for the “Can-Do” Statement.	

Targeted Standard(s): NJCCCS WL 2014 - 7.1 NM

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive: 7.1.NM.A

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPIs support Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

## Interpersonal: 7.1.NM.B

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

The CPIs supports Anchor Standards 1, 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

## Presentational: 7.1.NM.C

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets,

	physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners w ho have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.L	Linguistic
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.C.L.1.a	Make lists.

WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

## Interdisciplinary Connections

---

LA.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.
LA.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).
LA.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.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.

## Technology Standards

---

Resources/Technology:

- Thematic unit: En mi escuela parte B- “Las clases importantes en mi Colegio.
- Power points/ LCD projector
- Book: “Maria y Juan te enseñan en la escuela” Lisma ediciones 2006
- Guitar and Lyrics (various songs) by señor Bayona
- Discovery Education & Streaming
- Animoto.com
- Teacher Tube
- Real photographs and instruments

TECH.8.1.2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and to create and communicate knowledge.

TECH.8.1.2B Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology

TECH.8.1.2C Students use digital media and environments to communicate and work collaboratively, including at a distance, to support and contribute to the learning of others.

## 21st Century Themes/Careers

---

### 21st Century Skills Map

[https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

**CRP.k-12.CRP1      Act as a responsible and contributing citizen and employee**

**CRP.k-12.CRP12      Work productively in teams while using cultural global competence**

## Instructional Strategies & Learning Activities

---

Core content objectives

Instructional Actions

Concepts	Skills	Activities/Strategies	
		Learning Activities/ Differentiation	Assessment
What students will know	What students will be able to do		How learning will be assessed
		Interdisciplinary Connections	
<ul style="list-style-type: none"><li>Greetings and important classroom's</li></ul>	<ul style="list-style-type: none"><li>Remember and use important classroom commands.</li><li>Learn new vocabulary</li></ul>	<ul style="list-style-type: none"><li>Pre-teach and recall vocabulary using TPR, flash cards and story telling prompts.</li></ul>	<ul style="list-style-type: none"><li>Daily observations</li><li>Homework</li></ul>

commands	words relate it to the school unit.	<ul style="list-style-type: none"> <li>• Use handouts or vocabulary sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class</li> </ul>
<ul style="list-style-type: none"> <li>• School supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name important objects around the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair review of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• TPR responsiveness and readiness</li> </ul>
<ul style="list-style-type: none"> <li>• School subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Use the article agreement when referring to different school supplies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use music and rhythms as part of the lesson (Buenos días/buenas tardes, feliz cumpleaños, Adiós amiguitos, días de la semana, pollito chicken y “En mi mochila tengo yo...” by Señor Bayona )</li> </ul>	<ul style="list-style-type: none"> <li>• Game participation</li> </ul>
<ul style="list-style-type: none"> <li>• The difference between the verbs: “tener” “querer” and “necesitar”</li> </ul>	<ul style="list-style-type: none"> <li>• Name all the school subjects.</li> </ul>		<ul style="list-style-type: none"> <li>• Memorize songs</li> </ul>
<ul style="list-style-type: none"> <li>• Article agreement and the gender of the Spanish nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the verbs (“tener” “querer” and “necesitar”) to be able to express what objects they have/ want or need for specific school subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask Natural Approach questions to facilitate language production.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily interpersonal communication activities that will facilitate language production</li> </ul>
<ul style="list-style-type: none"> <li>• Express preferences by using the verb: gustar/ preferir/ encantar</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate simple questions to find out information about school.</li> </ul>	<ul style="list-style-type: none"> <li>• Create interpersonal activities that will facilitate language productivity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use integrated performance assessments at the end of the unit in the 3 modes of communication.</li> </ul>
<ul style="list-style-type: none"> <li>• Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Count from 1-50</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teach and guide students to learn how to formulate questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Create interpersonal, presentational and interpretive communication activities that will facilitate language production.</li> </ul>
<ul style="list-style-type: none"> <li>• Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of money and prices by talking about how much school supplies cost.</li> </ul>	<ul style="list-style-type: none"> <li>• Show transparencies and power points with different vocabulary words. Use a “Magic Box” as a tool that will promote language production and classroom participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize Rubrics for different communicative tasks to be able to create a bench mark in terms of language proficiency</li> </ul>
<ul style="list-style-type: none"> <li>• The correct pronunciation of different words and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new adjectives and important idiomatic daily expressions that Spanish speaking people use all the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss cultural information about certain practices and beliefs</li> </ul>	Assessments:
<ul style="list-style-type: none"> <li>• Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write small dialogues or scripts in groups of two, and then present them in front of class.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss geography with a map</li> </ul>	Interpersonal: “Objetos de la clase”
<ul style="list-style-type: none"> <li>• Cultural differences between schools in the U.S and in Spanish Speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in small conversations by using yes/no answers or simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use kinesthetic games such as “Simon dice”, “Pictionary” and “matamoscas” to reinforce vocabulary through movement and repetition</li> </ul>	Presentational: “En mi mochila”
	<ul style="list-style-type: none"> <li>• Identify, recognize and use different vocabulary words that will appear during the reading: “Maria y Juan te enseñan en la</li> </ul>	<ul style="list-style-type: none"> <li>• Read the story aloud: “Maria y Juan te</li> </ul>	Interpretive: “El horario de Andrés”



escuela”

enseñan en la escuela”

- Show different audio videos of students from all 3 elementary schools to reinforce comprehension skills.
- Write small scripts or dialogues.

I Can- Do Statements (adapted from NCSSFL-ACTFL) [https://www.actfl.org/sites/default/files/CanDos/Novice%20Can-Do\\_Statements.pdf](https://www.actfl.org/sites/default/files/CanDos/Novice%20Can-Do_Statements.pdf)

## **Differentiated Instruction**

---

- -provide lots of visuals and exaggerate actions
- multi-ability grouping students can look at each other during TPR activity
- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with the school life vocabulary unit- in which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- -MODEL the activities
- -students may use graphic organizers during interpersonal activity
- -visual cues
- -preferential seating
- -access to Educational Assistant
- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- The Hot Seat/Role-Play
- Student Data Inventories
- Game-Based Learning
- Grouping

- Rubrics
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data
- 

## **Formative Assessments**

---

Input and Output Activities that consist of:

- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with the school life vocabulary unit- in which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- Thumbs up/Thumbs down: After practicing a skill, ask students how they feel they are doing by showing thumbs up or thumbs down. Alternative: Students show a scale of 1-5 on their hand.
- Ticket out the door (Exit Slip): Determine if the lesson was successful by asking students to complete a quick question on their way out the door.
- Stop/Go: Give each student a card with stop sign on one side and a go sign on the other. As students are learning a new concept, they can flip the card to the stop sign when they need more explanation.
- Whiteboards: Students practice writing on a small whiteboard and then hold up their boards and compare their answers with the teacher's answer. Works great for spelling, vocabulary, verb conjugation, etc.  
Alternative : Students practice in pairs with flashcards.
- Scale of 1-4: The teacher evaluates a performance task (like a conversation) on a scale of 1-4. 4= You got it !  
3= Almost there. 2= Needs work. 1= Needs a lot of work.
- Four Corners: The teacher displays a question and 4 choices. Students choose an answer by going to different corners of the room. This will help the teacher determine which concepts are the most difficult for the class.
- Sequence Cards : Give students cut up sentences and have them try to put all of the words in sentences that make sense. This activity can be done individually or in pairs.
- Mini-Quizzes: Give students multiple quizzes in the same format as the test, so they can check their understanding.

Resources: <http://www.iwla.net/Resources/Documents/Formative%20Assessment.pdf>

## Summative Assessment

---

**Presentational Speaking Assessment:** " Que necesitas en las clases?" Students will be able to talk about what supplies or objects they need and want in different classrooms.

**Interpretive reading :** "Mis clases y el horario en la escuela". Students will be able to read a history about "the school subjects in Latin America". The story is written by a native speaker for native speakers - and students must infer the meaning of the story by finding the key words or words that they recognize during the story.

## Benchmark Assessments

---

Benchmark

NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

Unit Specific Can Do

Statements: [https://drive.google.com/file/d/0B3\\_0VmXxlyRYcEY5MEFGVmgwRW8/view?usp=sharing](https://drive.google.com/file/d/0B3_0VmXxlyRYcEY5MEFGVmgwRW8/view?usp=sharing)

### ACTFL Benchmark Assessments

<https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/actfl-assessments>

**Oral Proficiency Interview (OPI)** assesses how well a person speaks a language. It is an assessment of the [interpersonal listening and speaking communication mode](#). It is a 20 to 25-minute one-on-one interview between a certified ACTFL tester and an examinee. It is interactive, continuously adapting to each test-taker and their speaking abilities. The speaker's language ability is compared to the criteria outlined in the [ACTFL Proficiency Guidelines for Speaking](#), and then a proficiency rating is awarded.

## **Alternate Assessments**

---

Alternate

Use of FLENJ (Foreign Language Educators of NJ) CAPS Rubrics

Rubric for Novice Presentational Speaking/Writing

Rubric for Novice Interpretive Reading/Listening

Rubric for Novice Interpersonal

## **Resources & Technology**

---

- Resources/Technology:
    - Thematic unit: “EN mi escuela Parte B: las clases importantes en mi colegio”
    - Power points/ LCD projector
    - Book: “Maria y Juan te enseñan en la escuela” Lisma ediciones 2006
    - Guitar and Lyrics (various songs) by señor Bayona
    - Discovery Education & Streaming
    - Animoto.com
    - Teacher Tube
    - Real photographs and instruments
    - Kahoot interactive
  - Real photographs and instruments      \* Guitar and Lyrics (various songs) by señor Bayona.
  - En mi Mochila Terngo Yo song. Written by Luis Bayona
- HD CAMERA
- TEACHER eBoard
  - <http://flenj.org/Flenj>
  - <http://www.actfl.org/ACTFL>
  - <http://www.nj.gov/education/aps/cccs/wl/> NJ Student Learning Standards for World Languages

## **BOE Approved Texts**

---

## Closure

---

Such as:

- 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 . . .)"

\*Add to or remove any of these as you see fit.

## **ELL**

---

Such as:

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

\*Add to or remove any of these as you see fit.

## **Special Education**

---

List is not inclusive but may include examples such as:

- 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 chalkboard, 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.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.

- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- 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.

\*Add to or remove any of these as you see fit.

## 504

---

Examples of accommodations in 504 plans include but are not limited to:

- 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

\*Add to or remove any of these as you see fit.

## At Risk

---

Examples may include:

- 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

\*Add to or remove any of these as you see fit.

## **Gifted and Talented**

---

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking



