

# 5th Grade

Content Area: **Interdisciplinary**  
Course(s):  
Time Period: **Trimester 2**  
Length: **9 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	Trimester	Cycles
<b>Information Literacy</b>		
Literary Genres	1	1
Reliable Websites	1	1
Determine the key details in a text, summarize the text.	2	2
Compare and contrast two or more characters, settings, events	2	2
Explain author's purpose using reasons and evidence	2	2
Compare and contrast similar themes and topics from different texts.	3	3
Analyze how visual and multimedia affect tone and meaning.	3	3
<b>Digital Citizenship</b>		
You Won't Believe This (Clickbait)	1	1
Finding My Media Balance	1	1
Beyond Gender Stereotypes	2	1
Online Upstanders	3	1
Reading News Online	3	1
<b>STEM/Coding</b>		
My First Website	3	3
Building a Personal Library	3	3
Persuasive Techniques in Advertising (Creating Commercials)	3	3

LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RL.5	Reading Literature Text
LA.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.

LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.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).
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.5.9	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.
TECH.8.1.5	Educational Technology: 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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.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.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
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	Communication and Collaboration: 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.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
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.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.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.5.E	Research and Information Fluency: 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.F	Critical thinking, problem solving, and decision making: 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	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.5.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
TECH.8.2.5.A.CS1	The characteristics and scope of technology.
TECH.8.2.5.A.CS2	The core concepts of technology.
TECH.8.2.5.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.2.5.E.1	Identify how computer programming impacts our everyday lives.
TECH.8.2.5.E.2	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
TECH.8.2.5.E.3	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
TECH.8.2.5.E.4	Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).
TECH.8.2.5.E.CS1	Computational thinking and computer programming as tools used in design and engineering.

## Unit Overview

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## Enduring Understandings

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- Knowledge about the research process.
- Locating appropriate informational resources efficiently and effectively.
- Evaluating resources based on their accuracy and currency.
- Understands the importance of individual property rights.
- Presenting a variety of different literary genres and characteristics.
- Understanding that strategies used for academic purposes can be translated into real-world applications. i.e. personal interests
- Understanding the need to self-evaluate throughout the research process.
- Identify and evaluate author's purpose in a variety of text structures and formats.
- Understand the purposes of different parts of an online news page. Identify the parts and structure of an online news article.
- Consider what media balance means, and how it applies to them.
- Use strategies for avoiding clickbait.
- Describe how gender stereotypes can lead to unfairness or bias.
- Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.

## Essential Questions

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- Why is it important to use specific search criteria when researching information?
- What tools can be used to evaluate information found on the internet?
- How do I know where to find the best information for my research?
- Why is it important to use a variety of different sources?
- What is the author's purpose in this text?
- Why is it important to present information in a clear and organized manner?
- Why is it important to respect and credit the works of another person?
- What is clickbait and how can you avoid it?
- How do gender stereotypes shape our experiences online?
- What are the important parts of an online news article?

## New Jersey Student Learning Standards (No CCS)

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Targeted NJ Core Curriculum Content Standards:

{TEC.5-8.8.1.A.1} Use appropriate technology vocabulary.

{TEC.5-8.8.1.A.8} Design and produce a basic multimedia project.

{TEC.5-8.8.1.A.10} Use network resources for storing and retrieving data.

{TEC.5-8.8.1.B.2} Social Aspects

Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

{TEC.5-8.8.1.B.4} Social Aspects

Describe and practice safe Internet usage.

{TEC.5-8.8.1.B.6.a} Information Access and Research

Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:

On-line resources and databases

{TEC.5-8.8.1.B.6.b} Information Access and Research

Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:

Search engines and subject directories

{TEC.5-8.8.1.B.7} Information Access and Research

Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

{TEC.5-8.8.1.B.8} Problem Solving and Decision Making

Use computer applications to modify information independently and/or collaboratively to solve problems.

{LA.5.3.2.D.3} Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing.

{LA.5.3.3.A.1} Use details, examples, and reasons to support central ideas or clarify a point of view.

{LA.5.3.3.A.2} Stay focused on a topic and ask relevant questions.

{LA.5.3.3.A.3} Accept others' opinions and respond appropriately.

{LA.5.3.3.A.4} Respond orally to literature.

{LA.5.3.3.A.5} Participate in class discussions appropriately.

{LA.5.3.3.D.1} Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.

{LA.5.3.3.D.4} Use visuals such as charts or graphs when presenting for clarification

{LA.5.3.3.D.5} Use props effectively while speaking.

{LA.5.3.3.D.6} Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.

{LA.5.3.3.D.8} Read aloud with fluency.

{LA.5.3.4.A.1} Listen actively for a variety of purposes such as enjoyment and obtaining information

{LA.5.3.4.A.5} Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).

{LA.5.3.4.B.1} Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling).

{LA.5.3.5.B.1} Understand that creators of both print media and electronic media have a purpose and target audience for their work.

{LA.5.3.5.B.2} Evaluate media messages for credibility.

{LA.5.3.5.B.3} Explore and interpret various messages found in advertisements and other texts.

{LA.5.3.5.B.4} Interpret verbal and nonverbal messages reflected in personal interactions with others.

{LA.5.3.5.B.6} Compare and contrast media sources, such as film and book versions of a story.

{LA.5.3.5.B.7} Understand the uses of technology (e.g., the Internet for research).

{LA.5.3.5.C.1} Express and justify preferences for media choices.

{LA.5.3.5.C.2} Choose the most appropriate media for a presentation.

{LA.5.3.5.C.4} Examine and evaluate effects of media on the family, home, and school.

{LA.5.3.1.A.1} Use a text index and glossary appropriately.

{LA.5.3.1.A.2} Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).

{LA.5.3.1.C.1} Use the pronunciation key of a dictionary to decode new words. (NJ Core Curr )

{LA.5.3.1.D.1} Adjust reading speed appropriately for different purposes and audiences.

{LA.5.3.1.D.3} Read aloud in ways that reflect understanding of proper phrasing and intonation.

{LA.5.3.1.D.4} Read silently for the purpose of increasing speed, accuracy, and reading fluency.

{LA.5.3.1.D.5} Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.

{LA.5.3.1.E.1} Activate prior knowledge and anticipate what will be read or heard.

{LA.5.3.1.E.2} Vary reading strategies according to their purpose for reading and the nature of the text.

{LA.5.3.1.E.3} Reread to make sense of difficult paragraphs or sections of text.

{LA.5.3.1.E.5} Apply graphic organizers to illustrate key concepts and relationships in a text.

{LA.5.3.1.F.3} Identify and correctly use antonyms, synonyms, homophones, and homographs.

{LA.5.3.1.F.4} Use a grade-level appropriate dictionary independently to define unknown words.

{LA.5.3.1.F.5} Use a thesaurus to identify alternative word choices and meanings.

{LA.5.3.1.G.1} Identify author's purpose, views, and beliefs.

{LA.5.3.1.G.2} Identify genre by their distinctive elements (e.g. tall tale-exaggeration).

{LA.5.3.1.G.4} Anticipate and construct meaning from text by making conscious connections to self, an author, and others.

{LA.5.3.1.G.5} Recognize persuasive and propaganda techniques used to influence readers.

{LA.5.3.1.G.10} Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).

{LA.5.3.1.G.11} Identify and analyze text types, formats, and elements in nonfiction.

{LA.5.3.1.G.12} Recognize literary elements in stories, including setting, characters, plot, and mood.

{LA.5.3.1.G.13} Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).

{LA.5.3.1.G.15} Identify the structures in drama.

{LA.5.3.1.G.16} Read regularly in materials appropriate for their independent reading level.

{LA.5.3.1.H.1} Use library classification systems, print or electronic, to locate information.

{LA.5.3.1.H.2} Develop and revise questions for investigations prior to, during, and after reading.

{LA.5.3.1.H.3} Use multiple sources to locate information relevant to research questions.

{LA.5.3.1.H.4} Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.

{LA.5.3.1.H.5} Draw conclusions from information gathered from multiple sources.

{LA.5.3.1.H.6} Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.

{LA.5.3.1.H.7} Summarize and organize information by taking notes, outlining ideas, and/or making charts.

{LA.5.3.1.H.8} Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.

{LA.5.3.2.A.4} Develop an awareness of form, structure, and author's voice in various genres.

{LA.5.3.2.A.5} Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.

{LA.5.3.2.A.11} Use a variety of reference materials to revise work.

{LA.5.3.2.A.12} Use computer writing applications during the writing process.

{LA.5.3.2.B.1} Expand knowledge of characteristics and structures of selected genres.

{LA.5.3.2.B.8} Prepare a works consulted page for reports or research papers.

{TEC.5-8.8.1.A.1} Use appropriate technology vocabulary.

{TEC.5-8.8.1.A.8} Design and produce a basic multimedia project.

{TEC.5-8.8.1.A.10} Use network resources for storing and retrieving data.

{TEC.5-8.8.1.B.2} Social Aspects

Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

{TEC.5-8.8.1.B.4} Social Aspects

Describe and practice safe Internet usage.

{TEC.5-8.8.1.B.7} Information Access and Research

Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

{TEC.5-8.8.1.B.8} Problem Solving and Decision Making

Use computer applications to modify information independently and/or collaboratively to solve problems.



## **Amistad Integration**

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### **Purpose:**

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

### **Goals:**

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

### **Resources**

Amistad resources can be found on the [District Amistad Curriculum Resource Page](#)

LA.RI.11-12.10b

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

## **Holocaust/Genocide Education**

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**RE:** N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## **Interdisciplinary Connections**

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Additional standards are being addressed and met from the *American Association of School Librarians (AASL)* from Information Literacy and Power

Standard 1: The student who is information literate accesses information efficiently and effectively.

1:1 Defines and communicates information needs.

1:1:2 Formulates questions to define research

1:1:3 Restates assignment

1:1:4 Focuses topic

1:1:5 Develops purpose

1:2 Identifies and consistently uses a variety of available sources

1:2:2 Predicts which resources will be most useful

1:3 Develop search strategies

1:3:1 Identifies keywords

1:3:3 Uses subject headings

1:4 Accesses information using a variety of sources

1:4:1 Understands and uses the physical arrangement of libraries to locate various types of materials.

1:4:2 Utilizes online library catalogs

1:4:3 Browses print collections

1:4:4 Searches online databases

1:4:5 Utilizes internet-based resources

Standard 2: The student who is information literate evaluates information critically and competently.

2.1 Recognizes source most suitable for information required

2:1:1 Chooses source that is relevant and appropriate to information problem or need

2:2 Develops skills to help determine reliability, accuracy and bias

2:2:1 Compares sources to determine which are most accurate, current, and relevant

2:2:2 Examines sources for bias

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

4:2 Designs, develops, and evaluates information products and solutions related to personal interests

4:2:1 Organizes and presents basic information related to topics of personal interest

4:2:2 Creates information products and solutions related to personal interests

4:2:3 Judges the quality of one's own information products and solutions related to topics of personal interest

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

5:1 Recognizes differences between literature genres

5:1:1 Is aware of the various literature genres

5:2 Accesses various literature genres and experiences

5:2:1 Understands, uses, and derives meaning from a variety of literature formats

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation

6:1 Assesses the quality of the process and products of personal information seeking

6:1:1 Develops a process to self-evaluate a product

6:1:2 Self-assesses (evaluates) preliminary product looking for gaps in information, needs of more support, or additional information

6:1:3 Develops steps or procedures to revise and improve product

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

7:2 Gathers information from diverse sources

7:2:1 Seeks information from multiple viewpoints, author backgrounds, cultures, and

perspectives

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

8:2 Understands and follows the principles of intellectual property rights

8:2:1 Uses appropriate bibliographic format

8:2:2 Respects and credits the words and ideas of others

8:2:3 Understands and abides by copyright law

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

9:1 Acknowledges and utilizes group dynamics in an effective way.

9:2 Collaborates with others in person and through communication technologies to identify information needs and to explore solutions.

9:3 Respects the ideas and backgrounds of others.

9:4 Collaborates with others in person and through communication technologies to create products and solutions.

PFL.9.1.12.A.8

Analyze different forms of currency and how currency is used to exchange goods and services.

## **Technology Standards**

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See Technology Standards listed above

## **21st Century Themes/Careers**

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- Global Awareness/Digital Citizenship
- Coding/Computer Science
- Information Literacy
- STEAM based activities
- Diversity / Multi-cultural exposure and awareness

HPE.2.2.8.A.2

Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

## **Financial Literacy Integration**

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Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades <sup>1</sup>[kindergarten] six<sup>1</sup> through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide <sup>1</sup>[elementary and]<sup>1</sup>middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

## **Instructional Strategies & Learning Activities**

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### **Differentiated Instruction**

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Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories

- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

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

## **Formative Assessments**

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## **Summative Assessment**

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## **Benchmark Assessments**

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## **Alternate Assessments**

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## **Resources & Technology**

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## **BOE Approved Texts**

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## Closure

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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 their 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**

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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**

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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**

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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**

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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**

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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

