

Unit 01 Writing: Launching and Personal Narrative

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **4-6 Weeks**
Status: **Published**

Brief Summary of Unit

This unit is designed as an introduction to second grade writing workshop. Students will learn procedures for participating in their new classroom community, writing independently, and working with partners. Students will demonstrate their writing stamina and proficiency through their narrative writing. Students will continue with their small moment stories by brainstorming topics choices, planning/rehearsing their stories, sketching, and writing with emphasis on editing and revising too. Second graders will carry this work forward by studying the craft of an author(s) and incorporate these craft moves into their own writing, using them to craft stories that readers are eager to read. Their stories should recount a well-elaborated event, including details, thoughts, actions, feelings, and providing a sense of closure. To do this work, students will look closely at the work of one published writer(s) and learn to let that writer function as a mentor noticing the author’s craftsmanship, thinking, “Perhaps I could try this in my piece.”

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

Pacing Guide

Please refer to this Language Arts [Reading and Writing Workshop Pacing Guide for grade 2](#); Sentence Study is paced and aligned within the Syntax, Style, Grammar and Conventions section. Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.1.A	Use collective nouns (e.g., group).
LA.L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LA.L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
LA.L.2.3.A	Compare formal and informal uses of English.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.

LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.

Essential Questions

- What is Writer's Workshop?
- What are the routines, procedures, and expectations of writing workshop?
- How do writers rehearse and draft a lot of stories under the influence of one mentor author?
- What are some powerful revision techniques writers use to revise?
- How can I study published narratives, learning from the craft moves in order to write more powerful narratives of my own?

Students Will Know/Students Will Be Skilled At

- expectations/procedures
- characteristics of personal narratives
- mentor authors guide our writing
- how to generate small moment/seed idea stories
- how to describe actions, thoughts and feelings of characters
- creating a published piece
- collaborating with peers
- using appropriate spelling strategies
- the steps of the writing process
 - Prewrite
 - Plan- across pages
 - Draft- across pages
 - Revise- with author's craft and word choice in mind
 - Edit
- the traits/lenses of writing
 - Meaning: Is this important to the reader?
 - Structure/Organization: Is it logical or sequential?
 - Details/Elaboration: Do the details develop meaning?
 - Voice/Craft: Can you sense the writer and the writer's mood?
 - Genre: Does the writer understand the type of writing?
 - Conventions: Does the writer control spelling and punctuation?

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Listening in on partnership discussion of writing piece
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative including Alternative Assessments:

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- During publishing students read their piece to assess oral speaking and reading skills
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card

Benchmark:

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created and provided. Located in the shared Grades K-8 Language Arts folder on the Google Drive, they are reported three times per year.

Learning Plan

Our primary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, and partnerships. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons

- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while the teacher confers with individual students, works with small groups, or writing partnerships.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

For teaching purposes, see attached template for structure of a Writing Workshop lesson. Change red font to match your teaching point. Click [here](#).

Here is a sample of a Writing Workshop template. Click [here](#).

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Please refer to the Grades [K-5 Google folder](#) for specific lessons and materials.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points/Lessons

Options for implementation:

Option 1 → Use the following process sections as a menu. Students should be writing one piece a week (2-3 pieces a week in opinion unit) following the writing process throughout the week →

- First week of unit → Immersion Week- Generating Ideas

Following weeks:

- Monday → planning (students can start drafting if finished planning)
- Tuesday → drafting
- Wednesday → drafting

- Thursday→ Revising (Elaboration/Voice)
- Friday→ Editing & Grammar (Conventions)
- Last week of unit→ Publishing

Choose the Teaching Points, based on your class that year, for each week based on the writing process schedule. (Ex: Monday-teach a planning teaching point as the mini lesson)

**If you finish planning or editing lessons or don't need the extra drafting lesson that week, get students writing and use it as time to dedicate to Word Work and/or meeting with strategy groups/independent conferences so there is time to incorporate this meaningful work on their level. Students won't be writing the whole time because they will be working in their Word Work groups and/or with the teacher in groups and conferences.

Option 2→ Teach the process from the beginning of the unit to the end, each week being the next part of the process. (Ex: Week 1- planning & structure, Week 2- drafting, Week 3- revising, Week 4- editing, Week 5- publishing)

Note: Not all Teaching Points listed below need to be taught (it is a menu to choose from)...it depends on the students and what they need based on assessment data.

* As you begin this launching unit, you may choose to spend a couple days reviewing the procedures of Writing Workshop and what it looks like in your classroom.

During this time you will want to cover: where tools are kept, how students come to the meeting place, how to get paper, how to use the tools respectfully etc...

** Prior to beginning this unit, make sure student rubrics, paper choice, and mentor texts are available and examine your initial student assessments on narrative writing to inform your instruction. (Pre and Post Assessments can be accessed through the ELA folder of the K-8 2nd Grade drive)

Quick Writes: You may wish to take some time for your students to do 2-3 quick writes in the beginning of units as well as a couple days in each unit throughout the year. As a reminder, a quick write is an opportunity for students and teachers to experience joyful, ungraded practice. Quick writes allow students to try ideas and experiment with writer's craft and technique without commitment to that topic within their writer's notebook.

- Increases students independence
- Helps build writing fluency as they learn to outrun their writing censor and push through the critical voice in their head
- Helps students understand the craft of revision
- While you may provide your students with infographics, pictures, video clips, or short writings that would lend itself to narrative writing (possibly even fairy tale writing), please note that the intention of a quick write is for students do whatever genre of writing they are inspired to do. Some ideas for the images you share during this unit's quick writes include, pictures from classic or revised fairy tales,

infographics about favorite superheroes, etc.

Grammar and Conventions

Mentor sentences will be implemented into the weekly routine. They introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence's grammar, structure, and style. Students will be able to independently use their learning to develop and strengthen their independent writing skills.

Teaching Points

Habits of and in a Community of Writers (taught throughout unit)

- Writers understand routines and tools of writer's workshop. (beginning of unit)
- Writers keep their writing in a folder to keep it organized by using one side for in progress and the other side for finished work. (can decorate or personalize their folder) (beginning of unit)
- Writers have partners that help them create and listen to their writing. (beginning of unit-establish partnerships)

Based on the Continuum for Talk in Writing Workshop (level 1: turn-taking), writing partners are physically close, each hold or look at one text between them, and take turns sharing their work or talk. (this should be happening in Kindergarten and 1st grade)--review this when establishing partnerships

- Based on the Continuum for Talk in Writing Workshop (level 2: responding), writing partners are exhibiting facial gestures (responding non-verbally) or making a connection to each other's text and reading as readers and not writers (i.e. talking about topic and not the writing. (this is also a review and should be happening in Kindergarten and 1st grade--they will go to the next level of the continuum in the next unit)--review this in the middle of the unit
- I want to teach you that just as dancers and athletes work hard, practice, and then get stronger, writers can do that too. Sometimes, this work takes five minutes, sometimes a day, and sometimes even a whole month! Writers work hard to get better by setting goals and making plans to work toward these goals. ^{[[]]}_{SEP}(throughout unit)
- Writers work hard to improve their writing:
- Writers use the Narrative Writing Checklist to evaluate their stories. Writers compare their own writing against the checklist
- Writers set goals and make plans to continue doing what they do well and ^{[[]]}_{SEP}try something new or improve something they have already done.
- Writers can use their writing partners to help them set new goals.

Immersion Week Generating Ideas--First week of unit

- Writers study mentor authors to identify characteristics of a genre by thinking about the structure,

identifying a small moment, etc. Mentor texts/authors- sometimes when I need to write something and I am unsure—like a recommendation letter—I try to find a model to help me write mine. (expose students to many stories in this genre throughout the week incorporating the below skills to generate ideas from these texts)

- Writers examine mentor texts and wonder about ways real authors generate ideas for their stories by asking themselves, “How do real authors do it?” and “What does it do to the reader?”
- Writers generate moments: from their own lives, that touch their head (think) and their heart (feel), that make them feel a strong emotion or feeling (sad, happy, frustrated, worried, wonder)-----compose AC (generating ideas: Heart- people, places, things- that are close to our hearts)
- Writers collect little, tiny details that they can later turn into stories, you can do the same thing. You can do this at lunch, at home, on the playground – whenever you find a good idea or remember something you want to write, you can just jot it down (2-3 words).
- Writers know that stories ideas live all around them and they can capture ideas for stories in their own Tiny Topics Notepad.
- Writers only jot “small moment” ideas like the seed ideas from first grade– not watermelon ideas (big ideas).

Planning & Structure--Monday lessons

- Writers plan how their stories will go by telling it across their fingers and then jot/sketch across pages, jotting down key words at the top of the page. *In first grade students would have done a similar process – “Touch and Tell, Sketch and Write”
- Writers talk long about the most important part by including precise details and using all five senses. Tell to writing partners:
 - clear BME, precise details and what your character sees/hears/smells/touch/tastes, and have the small moment in the middle of their stories
 - the most important part and make it long by including action, dialogue, and thinking
- Writers check that they have a clear beginning, a middle, and an end to their story by telling their story again using the key words as clues to what will be on each page.

Drafting (adding important details)--Tuesday & Wednesday lessons

- Writers write with precise details to bring the story to life by including strong action words to show what the character is doing (unfreeze the characters).
- Writers write with precise details to bring the story to life by including dialogue and dialogue tags (unfreeze the characters).
- Writers keep events in order by including temporal words.
- Writers bring the story to life by telling small steps.
- Writers bring the story to life by making the characters feel (bring out the inside).
- Writers bring the story to life by making the characters think (bring out the inside)--show using italics for thought.
- Writers begin their story to lure the reader into the story by describing the setting, with dialogue, with a feeling, in the middle of the action and return to it later (examine mentor texts and make chart with examples from texts and that class creates in class stories)

- Writers end their story to give the reader closure by giving the reader something to think about, resolving the issue or putting the situation to rest, or by echoing the beginning (examine mentor texts and make chart with examples from texts and that class creates in class stories)

*Review the Writing Rubric parts that match the lesson for the day, that can help improve their writing by utilizing the revising and editing skills below.

Revising (making it interesting)--Thursday lessons

Make a “Learning Writing Moves from a Mentor Text” chart as the class discovers the following skills in mentor texts.

- Writers revise with intent by making comparisons (similes) to help the reader visualize stronger images. Emphasize intent, “What is your intent for this piece? Does it sound how you want it to sound?”
- Writers revise with intent by describing what the character sees, hears, and feels to help the reader visualize stronger images.
- Writers revise with intent by adding sound words to help the reader visualize stronger images.
- Writers revise with intent by adding alliterations to help the reader visualize stronger images.
- Writers revise with intent by choosing specific words (adjectives/verbs) to express their meaning.

Editing & Grammar (helping us read it)--Friday lessons

- Writers check their writing for punctuation by rereading and adding punctuation when you hear a pause or want to emphasize. “Did I use punctuation on this page so that it makes sense?”
- Writers check their writing for capitalization by rereading and pointing to the first letter of a word after the period.
- Writers fix up spelling by using strategies like word parts, word wall, and dictionary. Writer’s don’t say “How do you spell...?” we spell the best we can!
- Writers use reflexive pronouns when the subject of a sentence and its object are the same person or thing. These reflexive pronouns always end in -self or -selves.
- Writers use collective nouns to refer to an entire group of persons, animals or things.
 - A plural collective noun takes a plural verb (i.e. Families enjoy this restaurant.)
 - A singular collective noun usually takes a singular verb (i.e. Our family enjoys this restaurant.)
- Writers form and use the past tense of frequently occurring irregular verbs (i.e. sat, hid, told)

Publishing--End of Unit lessons/Celebration

- Writers choose their best personal narrative and revise and edit to make it the best it can be.
- Writers “fancy-up” their selected pieces for publishing. Writers create a cover by adding a title and an illustration to give a hint about the story.
- Writers make sketches into a drawing by adding color and detail.

- Writers create a ‘Meet the Author’ page by introducing who you are, how old you are, anything else about your life, and/or why you decided to write this story.
- Writers celebrate their published pieces: Writers read each other’s stories and give compliments (on a Compliments ^[]_[SEP] to the Author sheet). They know how to give compliments that notice “what” the author did to make their writing better for the reader.

Syntax, Style, Grammar, and Conventions

Sentence study will be taught across the week to teach syntax, diction, grammar, and punctuation. Students will learn how to write like an author by mimicking specific sentence patterns and applying it to their own writing. Please refer to the K-5 folder for specific lessons and materials.

Sentence study introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence’s grammar, structure, and style. Students will be able to apply their learning to develop and strengthen their independent writing skills.

Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Core materials include:

- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2013.
- *Resources for Teaching Writing CD*, Grade 2, Heinemann, 2013.

Materials used for grammar and convention study include the following: *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Supplemental Instructional Materials

[Heinemann](#) for anchor charts and other teacher resources & materials (username: deacon@cranfordschools.org password: Hillside125)

Possible Mentor Texts:

- Bigmama's(D. Crews)
- Corduroy(D. Freeman)
- Flying(D. Crew)
- My Little Island(F. Lessac)
- School Bus(D. Crews)
- [Fireflies](#) (Julie Brinckloe)
- [Kitchen Dance](#) (Maurie J. Manning)
- [Salt Hands \(Picture Puffins\)](#) (Jane Chelsea Aragon)
- [Roller Coaster](#) (Maria Frazee) – can be used to teach personal narratives, but not told from 1st person perspective
- [Knuffle Bunny: A Cautionary Tale](#) (Mo Willems)
- [The Leaving Morning](#) (Angela Johnson)
- [My Rotten Redheaded Older Brother](#) (Patricia Polacco)
- [Bigmama's](#) (Donald Crews)
- [Owl Moon](#) (Jane Yolen)
- [A Chair for My Mother](#) (Vera Williams)
- [The Relatives Came](#) (Cynthia Rylant)
- [Shortcut](#) (Donald Crews)
- [Thunder Cake](#) (Patricia Polacco)
- [Thank You, Mr. Falker](#) (Patricia Polacco) – narrative / personal narrative

Teacher Resources

- Units of Study for Teaching Writing, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2013.
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online materials. (Consult with building principal or literacy team for access).
- *The Writing Strategies Book*, Jennifer Serravallo
- *About the Authors*, Lisa Cleveland and Katie Wood Ray
- *More About the Authors*, Lisa Cleveland
- *In Pictures and In Words*, Katie Wood Ray
- *Patterns of Power*, Jeff Anderson
- *Assessing Writers*, Carl Anderson

- Cranford Public School Grades K-5

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Variety of paper choice that suits needs of student (raised line, dotted lines, color coded, double spaced)
- Choice seating (standing desks, laying on stomach, resistance bands on desks legs)
- Pencil grips, different size length/width pencils
- Blocking (blocking assignments into smaller segments)
- Cutting (cut worksheets into sections)
- Folding (fold worksheets into sections)
- Highlighting, color coding or underlining.
- Minimize amount of papers/organizers in writing folder/binder
- Slant desk
- Seat cushion/sensory input
- Use lines to indicate number of words in a sentence and where they should be placed
- Personal dictionary (Words I Use When I Write)
- Personal Word Wall with sight words
- Speech to Text (Dictation technology)
- Visual aides on desk (blends, di/trigraphs, diphthongs), (structure/organization)
- Provide peer support
- Use brain breaks as well as short breaks within work session
- Checklist with visuals
- Student office/privacy folders

For possible modifications to content during writing workshop, please . . .

- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the Grades K-5

folder for specific appropriate interventions.