Into Reading Module 7

Content Area: **Reading**
Course(s): **Reading 5**
Time Period: **March**
Length: **3 weeks**
Status: **Published**

Unit/Module Overview

In Module 7:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about exploration. A genre focus on autobiography provides students with opportunities to identify author's craft and purpose, and to make and confirm predictions in order to better understand unfamiliar texts. Students will also encounter informational text, persuasive text, science fiction, and narrative nonfiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn about exciting land, sea, and space discoveries.

Essential Question: What role does curiosity play in exploration?

Standards

ELA.L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
ELA.L.VI.5.3.A	Interpret figurative language, including similes and metaphors, in context.
ELA.RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.MF.5.6	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).

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module Week 1:	• **RL.MF.5.6** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g.,	**Obj. We are learning to:** • Share information and ideas about a topic under discussion. • Ask relevant questions to clarify	**Texts:** **myBook Texts** • A Few Who Dared • Into the Unknown: Above and Below

	graphic novel, multimedia presentation of fiction, folktale, myth, poem).	information. • Recognize characteristics of stories. • Language Answer questions using multi-word responses. • Decode: Final Stable Syllables -ain, -ture, -sure • Spelling: Words with Final /n/ or /en/, /cher/, /zher/ • Fluency: Reading Rate	**Materials** • Newsletter for Module 7 • Get Curious Video – A Hero's Journey • Teacher Read-Aloud: Miss Mitchell's Eclipses; Alexander Fleming: Scientist • Big Book/Teacher Pal- • Know It, Show It • Teacher's Guide
	• **RL.CR.5.1** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • L.**KL.5.1.C** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. • **L.VI.5.3.A** Interpret figurative language, including similes and metaphors, in context. • **RI.CR.5.1** Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.	**Suggested Formative Assessment(s):** • Selection Quiz- 　○ A Few Who Dared 　○ Into the Unknown: Above and Below • Comprehension: Ideas and Support, Make and Confirm Predictions, Text Structure, Text and Graphic Features, Content-Area Words • Generative Vocabulary: Latin Roots tract, chrono, gres • Vocabulary Strategy: Review Context Clues • Response to Text – Accountable Talk • KWL Chart • Spelling Quiz	• Anchor Charts – Ideas and Support, Make and Confirm Predictions, Text Structure, Text and • Vocabulary Cards – 　○ Critical Vocabulary: *vast, mariners, cosmic, ascend, principle, forged* 　○ Big Idea Words- *expedition, incredible, progress, chronology* **Activities:** • View and Respond to Get Curious Video

			• Build Background Knowledge
			• Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text– Use echo reading
			• Listening Comprehension
			• Write a response
			• Speaking and Listening

Module – Week 1

Small Group/Differentiation – Materials – Small Group/Differentiation

- Decodables
- Tabletop Mini Lessons
- ELL Tabletop Mini Lessons
- Language Graphic Organizer

Small Group/Differentiation – Activities

- Literacy Centers
- Guided Reading Groups
- English Learner Support
- Reinforce skill with practice worksheets
- Research/Inquiry Project – Students research and write biographies about three explorers.
    - o Week 1: Brainstorm and Research

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities

Module Week 2:	• **RL.MF.5.6** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	• **RL.CR.5.1** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
	• **L.KL.5.1.C** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	• **L.VI.5.3.A** Interpret figurative language, including similes and metaphors, in context.
	• **RI.CR.5.1** Quote accurately from an informational text when explaining what the text says explicitly and
		Obj. We are learning to:
		
		• Build knowledge and language while reading the stories.
		• Identify characters and setting in a story.
		• Match pictures to text.
		• Share information and ideas about a topic under discussion.
		• Ask relevant questions to clarify information.
		• Recognize characteristics of stories.
		• Language Answer questions using multi-word responses.
		• Understand the meaning of new vocabulary
		• Decoding: Suffixes Unstressed Final Syllables
		• Spelling: Words with Final /ij/, /iv/, /is/
		• Fluency: Accuracy and Self-Correction
		
		Suggested Formative Assessment(s):
		
		• Weekly Assessment
		   o Great Discoveries
		   o SpaceShipOne
		• Comprehension: Make and Confirm Predictions, Central Idea, Author's Purpose, Author's Craft
		• Generative Vocabulary: Prefixes mega-, sub-; Latin Roots ped, dent
		• Vocabulary Strategy: Context Clues
		• Teacher Observation
		• Turn and Talks, Think Pair Share
		• Response to Text – Accountable Talk
		• KWL Chart
			Texts
			myBook Texts
			
			• Great Discoveries
			• SpaceShipOne
			
			Materials
			
			• Family Letter to Send Home
			• Get Curious Video
			• Read Aloud
			• myBook
			• Know It, Show It
			• Teacher's Guide
			• Anchor Chart – Make and Confirm Predictions, Central Idea, Author's Purpose, Author's Craft
			• Critical Vocabulary
			   o *ransacked, outskirts, precious, authorities, ruthless, ignited, hybrid, synthetic, exhaust, physics, institution*
			• Knowledge Maps
			
			Activities:
			
			• View and Respond to Get Curious Video
			• Build Background Knowledge
			• Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading
			• Listening Comprehension
			• Write a response

			• Speaking and Listening

| Module – Week 2 | **Small Group/Differentiation – Materials – Small Group/Differentiation**

• Decodables
• Tabletop Mini Lessons
• ELL Tabletop Mini Lessons
• Language Graphic Organizer

Small Group/Differentiation – Activities

• Literacy Centers
• Guided Reading Groups
• English Learner Support
• Reinforce skill with practice worksheets
• Research/Inquiry Project – Students research and write biographies about three explorers.
    ○ Week 2- Write and Create | | |

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module Week 3:	• **RL.MF.5.6** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). • **RL.CR.5.1** Quote accurately from a literary text when explaining what the text says explicitly and make relevant	**Obj. We are learning to:** • Build knowledge and language while reading the story • identify characters and setting in a story. • Match pictures to text. • Share information and ideas about a topic under discussion. • Ask relevant questions to clarify information. • Recognize characteristics of stories. • Language Answer questions using multi-word	**Texts** **myBook text–** • The Mighty Mars Rovers **Materials** • Get Curious Video • Read Aloud- Hurricanes: The Science Behind KIller Storms • myBook • Know It, Show It • Teacher's Guide • Anchor Chart – Ask and Answer Questions, Central Idea, Author's

	connections when drawing inferences from the text. • **L.KL.5.1.C** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. • **L.VI.5.3.A** Interpret figurative language, including similes and metaphors, in context. • **RI.CR.5.1** Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.	responses. • Understand the meaning of new vocabulary • Decoding: Unstressed Syllables • Spelling: Words with Unstressed Syllables • Fluency: Intonation **Suggested Formative Assessment(s):** • Weekly Assessment – Selection Quiz: o The Mighty Mars Rovers • Comprehension: Ask and Answer Questions, Theme, Literary Elements, FIgurative Language • Generative Vocabulary: Latin Root terr; Prefixes aqua-, pro-, anti- • Vocabulary Strategy: Analogies • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart	Craft, Text Structure • Vocabulary Cards – o ***deploy, transition, expanse, resembled, terrain, international, transmitted, ailing*** • Knowledge Maps **Activities:** • View and Respond to Get Curious Video • Build Background Knowledge • Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading • Listening Comprehension • Write a response • Speaking and Listening
Module Week 3:	{ **Small Group/Differentiation – Materials – Small Group/Differentiation** • Decodables • Tabletop Mini Lessons • ELL Tabletop Mini Lessons • Language Graphic Organizer **Small Group/Differentiation – Activities** • Literacy Centers • Guided Reading Groups • English Learner Support }		

	- Reinforce skill with practice worksheets - Research/Inquiry Project – Students research and write biographies about three explorers. - Week 3- Practice and Present

Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

1. Developing questions and planning inquiry

2. Gathering and evaluating sources

3. Seeking diverse perspectives

4. Developing claims and using evidence

5. Presenting arguments and explanations

6. Engaging in civil discourse and critiquing conclusions

7. Taking informed action

Social Studies Essential Questions by Domain:

Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?

- What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Diversity, Equity, and Inclusion Goals

(Links to State Resources)

Our district is committed to supporting all of our diverse learners and allowing students to be exposed to Culturally Responsive Practices. Below is a list of our goals for supporting these practices throughout our district and classrooms.

1. Cultivate respect towards minority groups to foster appreciation of their differences as well as recognize their literary contributions.

2. Evaluate experiences of people of diverse backgrounds and their unique journeys, including challenges and successes, and their significant historic contributions to the economic, political, and social development of New Jersey and the United States.

Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), and Life Literacies and Key Skills (9.4)

Financial Literacy (9.1):

- By the end of Grade 2

  - 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

  - 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

- By the end of Grade 5

  - 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

- By the end of Grade 8

  - 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

  - 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal

3. Analyze grade-level texts highlighting the contributions of persons of different genders, ethnicities, and abilities.

4. Apply the design thinking process to develop empathy, challenging biases, to better understand different perspectives and experiences to creatively problem-solve and innovate solutions for diverse groups of people with specific needs.

5. Engage in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and communicate with diverse audiences while applying content knowledge, integrating concepts across disciplines, and developing research, communication, and critical-thinking skills.

6. Reflect on personal experiences and the experiences of others building empathy and promoting a climate of respect and acceptance of people with different backgrounds and abilities.

factors.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 2
  - 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

- By the end of Grade 5
  - 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
  - 9.2.5.CAP.2: Identify how you might like to earn an income.
  - 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

- By the end of Grade 8
  - 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
  - 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
  - 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
  - 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
  - 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

Life Literacies and Key Skills (9.4):

- By the end of Grade 2

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

- By the end of Grade 5

  - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

  - 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

  - 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

  - 9.4.5.CT.1: Identify and gather relevant data that will

aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

- By the end of Grade 8:

  - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

  - 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

  - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

  - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

  - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

  - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

  - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a

specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law (Required in Social Studies Curriculum)	Holocaust Law (Required in Social Studies Curriculum)	LGBT Law (For Social Studies, Science, or ELA)	Asian Pacific Islander (inclusion of texts
Online links and possible resources for the interdisciplinary connections are embedded within the "Possible Resources and Activities" column for each Topic area.	Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.	Math Standards Connected to Climate Change: - K.OA.2 - K.DL.A.1 - K.G.B.5 - 1.OA.1 and 2 - 1.DL.A.1 - 2.OA.A.1 - 2.M.B.5 - 2.DL.B.4 - 3.OA.A.3 - 3.OA.D.8 - 3.M.C.6 - 4.OA.A.3 - 4.M.A.3	In addition to the resources, materials, and supports listed in the pacing guide/lesson outlines, below is a link to texts and materials available to students in Grades K-6. Link to Text Ideas and Resources Link to Resources	State of NJ has created the following curriculum guides reflecting the following themes: K-2 = Respecting Ourselves and others Grades 3-4 = Accepting Diversity in Ourselves and Others Grades 5-6 = - Unit 1: Students will develop an	Mention any texts, projects, or research where LGBTQ people in history or present are mentioned. Some examples of texts covered include: - "Julian is a Mermaid" by Jessica Love - "Pride: The Story of Harvey Milk and the Rainbow Flag" by Rob Sanders	Mention any texts, projects, or research where Asian Pacific Culture is mentioned. Some examples of texts covered include: - "Ohana Means Family" by Ilima Loomis - "Eyes That Kiss in the Corners" by Joanna Ho - "Prairie Lotus" by Linda Sue Park

- 4.DL.B.5
- 5.NF.B.3
- 5.NF.B.7.c
- 5.G.A.2
- 6.EE.B.7
- 6.EE.C.9
- 6.SP.B.4

ELA Standards Connected to Climate Change:

- W.IW.K.2
- SL.PE.K.1
- RI.MF.1.6
- W.IW.1.2
- SL.PE.1.1
- RI.MF.2.6
- W.IW.2.2
- SL.PE.2.1
- RI.CT.3.8
- W.AW.3.1
- SL.PI.3.4
- RL.CT.4.8
- W.AW.4.1
- SL.PI.4.4
- RI.CT.5.8
- W.AW.5.1

understanding of the pervasive nature of prejudice and discrimination throughout history and world societies and the human costs of that prejudice and discrimination in the past, present, and future.

- Unit 2: Students will develop an understanding of the nature of a totalitarian regime, the strategies and tactics it uses to

- "Harriet Gets Carried Away" by Jessie Sima

- "Love makes a Family" by Sophie Beer

Examples of LGBTQ Children's Authors available include:

- Arnold Lobel
- Maurice Sendek
- Margaret Wise Brown
- James Marshall
- Tomie DePaola
- Ann Martin
- Tove Jansson
- Louise Fitzhugh
- Louisa May Alcott
- Harry Allard

- "My Tree" by Hope Lim

- "Sakura's Cherry Blossoms" by Robert Paul Weston

- "Amy Wu and the Perfect Bao" by Kat Zhang

Examples of Asian Pacific Islander Children's Authors available include:

- Grace Lin
- Anna Kim
- Hanh Bui
- Yu Fu
- Kelly Yang
- Andrea Wang and Jason Chin
- Darshana Khiani
- Kao Kalia Yang

- SL.PI.5.4

- RI.AA.6.7

- W.SE.6.6

- SL.II.6.2

control and influence people, and the devastating impact it has on the people and groups targeted for persecution.

- Unit 3: Students will develop a basic knowledge and understanding of the persecution associated with life in the ghettos and camps for targets of Nazi oppression and of the human spirit and creativity that persisted in the

face of that oppression.

Possible Assessment and Instructional Modifications

Special Education

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations

- Extra time on assessments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Opportunities for cooperative partner work
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- If a manipulative is

At-Risk (Math Strategies and ELA Strategies)

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:

- Additional time for assignments
- Review of directions
- Review sessions
- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Support auditory presentations with visuals
- Use of a study carrel
- Assistance in maintaining

Gifted

- Enrichment projects
- Higher-level cooperative learning activities
- Provide higher-order questioning and discussion opportunities
- Tiered centers
- Tiered assignments
- Alternate assignments/ enrichment assignments
- Provide texts at higher reading level
- Extension activities
- Pairing direct instruction w/coaching to promote self directed learning

English Language Learners

- Continue practicing vocabulary
- Choice of test format (multiple-choice, essay, true-false)
- Vary test formats
- Read directions to student
- Provide study guides prior to tests
- Clarify test directions, read test questions
- Read test passages aloud (for comprehension assessment)

- used during instruction, allow its use on a test

- Provide reteach pages if necessary

- Provide several ways to solve a problem if possible

- Provide visual aids and anchor charts

- Tiered lessons and assignments

- Highlight key directions

- Test in alternative site

- Use of word processor

- Allow for redos/retakes

- uncluttered space

- Peer or scribe note taking

- Space for movement or breaks

- Extra visual and verbal cues and prompts

- Books on tape

- Graphic organizers

- Preferential seating

- Reduction of distractions

- Answers to be dictated

- Follow a routine/schedule

- Teach time management skills

- Agenda book and checklists

- Adjusted assignment timelines

- Varied reinforcement procedures

- Work in progress check

- Personalized examples

- No penalty for spelling errors or sloppy handwriting

Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
- Anecdotal notes during whole group, small group and individual - conferences - Sharing strategies - Turn and talk - Stop and Jots - Graphic organizers - Running Records/skills check off	- Common Summative Assessments - Open-Ended Responses	- Teacher observations - Exit tickets - Students modeling expectations and learned objectives with the teacher using a checklist/rubric - Dialogue with peers in a variety of languages (ie: appropriate greetings with classmates, hello, goodbye, and thank you)	Embedded throughout possible resources shown above