

Quinton Township School District
Spanish
3rd Grade

[Pacing Guide](#)

Marking Period:	1	Unit Title:	Letras	Pacing:	5 days
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Unit Summary: Students will learn to identify Spanish vowels and letters and read simple words in Spanish.

Objectives:

- SW learn to identify vowels and letters.
- SW learn to read simple words in Spanish.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections: SL.PE.3.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.6

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional	Technology Infusion
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		Materials	
• Sing Alphabet song • Dry erase board activity • Mata Moscas	• Teacher Made Resources • <u>Teach Them Spanish: Grade 3</u>	• Teacher made materials. • <u>Teach Them Spanish (TTS): Grade 3 p. 27</u> • Dry erase boards, markers, erasers • Exit Slips • Alphabet song • Teacher made assessment	• Smart Board Applications • Song presentation

Assessments	
Formative Assessments • Dry erase board activity • Mata Moscas game • Exit Slips	Summative Assessments • Written assessment identifying the Spanish letters. Suggested skills to be assessed: <i>Ability to write the correct letter according to what they hear.</i>

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
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Marking Period:	1	Unit Title:	El calendario	Pacing:	9 days
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Unit Summary: Students will learn to identify the days of the week and months of the year in Spanish.

Objectives:

- SW learn to identify days of the week.
- SW learn to put the days of the week in the correct order.
- SW learn that the days of the week are not capitalized.
- SW learn that the Spanish calendar starts with “lunes” (Monday).
- SW learn to create sentences with “ayer, hoy, mañana”
- SW learn the months of the year so they can read a Spanish calendar.
- SW learn that months of the year are not capitalized in Spanish.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Interdisciplinary Connections: SL.PE.3.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.6

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Sing song about the days of the week • Puzzles with the missing days of the week • worksheets • Create a Spanish calendar • Game (Mata Moscas)	Teacher Made Resources	• Teacher made materials. • <u>Teach Them Spanish:</u> <u>Grade 3 p.</u> 14-15; 29, 31 • <u>Teach Them Spanish:</u> <u>Grade 2 p.</u> 25-26 • Teacher made worksheet • current year's	• Smart Board Applications • Google Classroom

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		calendar • Calendar template • Teacher made assessment (Benchmark)	
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Assessments	
Formative Assessments • Written work (worksheets) • Participation in singing song about the days of the week • Participation in Mata Moscas game • Participation in game, “6 Esquinas”	Summative Assessments • El calendario Unit Test Suggested skills to be assessed: <i>Ability to identify the days of the week and months of the year.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as	• Basic Skills Instruction	• Basic Skills Instruction	• Promote self-initiated and

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listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	2-3	Unit Title:	Necesito/Quiero	Pacing:	10 days
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Unit Summary: Students will learn to create a comic with characters stating whether they “need” or “want” to do something.

Objectives:

- SW learn to use “necesito” and “quiero” to state whether they may “need” or “want” something.
- SW learn to differentiate between needs and wants (necesito, quiero).
- SW learn that people around the world may not have things they “need or want” but they are resourceful.
- SW learn to identify verbs (comer, hablar, beber, estudiar, dormir, limpiar, mirar, trabajar, jugar, tocar).
- SW learn to combine “necesito, quiero” and verbs in order to create sentences.
- SW learn to create a comic strip of two characters stating what it is that they want and need to do.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections: SL.PE.3.1

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Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.6

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Learn “necesito” and “quiero”. • Differentiate between “needs” and “wants”. • Listen to story about teacher’s experience in Nicaragua/Guatemala. • Learn verbs (comer, hablar, beber, estudiar, dormir, limpiar, mirar, trabajar, jugar, tocar) • Create a comic with characters stating they need or want to do something.	Teacher Made Resources	• Teacher made materials. • <u>Teach Them Spanish: Grade 3</u> p. 73-74 • Teacher made pictures of items students may “need” or “want”. • Teacher made worksheets • Video: “La Orquesta Reciclada” • Teacher made board game • Teacher made cards to pair students up	• Smart Board Applications • Google Classroom • MakeBeliefs Comix.com

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		• Teacher made project description/rubric • Laptops	
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Assessments	
Formative Assessments • Worksheets • Oral response • Participation in games/activities	Summative Assessments • Necesito/Quiero Unit Test Suggested skills to be assessed: <i>Ability to create a comic with characters stating what they want or need to do.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone	• Basic Skills Instruction • Provide after-school tutoring services.	• Promote self-initiated and self-directed learning for growth though independent

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• Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	4	Unit Title:	Classroom Items	Pacing:	6 days
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Unit Summary: Students will learn to identify classroom objects and create sentences stating that particular items are a certain color.

Objectives:

- SW learn to identify classroom objects (silla, mesa, lápiz tijeras, borrador, libro, ventana, cuaderno, puerta, pluma, escritorio, papel, mapa, globo, calendario, pizarra, reloj, regla).
- SW learn to create sentences stating that particular items are a certain color.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections: SL.PE.3.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.6

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Worksheets • Total Physical Response (TPR) • TPR game • Canasta Magica • Pointing to correct objects • Questioning	Teacher made resources	• Teacher made materials. • <u>TTS: Grade 2</u> p. 29-31 • <u>TTS: Grade 3</u> p. 20-22 • <u>TTS: Grade 4</u> p. 14-15	• Smart Board Applications

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		• Teacher made worksheets • Canasta Magica • Classroom items • Teacher made quiz.	
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Assessments	
Formative Assessments • Oral response • Student pointing • Worksheets • Participation in games	Summative Assessments • Teacher made quiz. Suggested skills to be assessed: <i>Ability to identify in Spanish the items in the classroom.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Marking Period:	4	Unit Title:	Gender and Singular/Plural	Pacing:	5 days
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Unit Summary: SW learn to identify nouns as masculine or feminine and make singular nouns plural.

Objectives:

- SW learn to state whether a noun is masculine or feminine.
- SW learn to state whether a noun is singular or plural.
- SW learn to make a singular noun plural.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections: SL.PE.3.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.6

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Dry erase board activity • Worksheets • Questioning	• Teacher Made Resources • <u>Teach Them Spanish: Grade 3</u>	• Teacher made materials. • TTS: Grade 3	• Smart Board Applications • Google Classroom

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		p. 42 • Dry erase boards, markers, erasers • Teacher made exit slip • Teacher made worksheet • Teacher made Benchmark	
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Assessments	
Formative Assessments • Dry erase board activity • Oral response • Worksheets	Summative Assessments • Gender and Singular/Plural Unit Test Suggested skills to be assessed: <i>Ability to identify whether a noun is masculine or feminine and make a noun plural by following the correct rules.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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