

Moonachie School District World Languages Curriculum: Grades K-2

New Jersey Student Learning Standards for World Languages

Born On: August 23, 2022
Re-Adopted: August 26, 2025

7. WORLD LANGUAGES: Grades K-2

PROFICIENCY LEVEL: Novice Low

DISCIPLINARY CONCEPT: Interpretive Mode Of Communication

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Intercultural Statements:

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learner's own culture.

Possible topics: Family members, pets, school supplies, animals, weather.

Learners recognize and identify a few typical practices of the target culture.

Possible Topics: Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people.

Performance Expectations:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
frío, caliente, soleado, lloviendo, nublado, nieve, trueno, relámpago, seco, mojado	SWBAT recall critical weather terms for cold, hot, sunny, rainy, cloudy, snow, thunder, lightning, dry, wet	<p>Grade K:</p> <ul style="list-style-type: none">- Do a weather related read-aloud in Spanish to show words in context of a story.- Students draw, color, label different types of weather phenomena- Ask students on a daily basis what the weather is to practice recalling key weather terms. <p>Grade 1:</p> <ul style="list-style-type: none">- Do a weather related read-aloud in Spanish to show words in context of a story.- Students draw, color, label different types of weather phenomena- Students work in pairs with flashcards to practice recalling key terms (incremental rehearsal technique).- Ask students on a daily basis what the weather is to practice	<ul style="list-style-type: none">- Teacher observation w/rubric- Formative oral questioning- Formative quizzes- Flashcard mastery of key terms- Observing partnered practice.- Paired role playing presentations

		<p>recalling key weather terms.</p> <ul style="list-style-type: none"> - Students recall key weather terms by writing it down on a whiteboard, then chorally saying it aloud <p>Grade 2:</p> <ul style="list-style-type: none"> - Do a weather related read-aloud in Spanish to show words in context of a story. - Students work in pairs with flashcards to practice recalling key terms (incremental rehearsal technique). - Ask students on a daily basis what the weather is to practice recalling key weather terms. - Students recall key weather terms by writing it down on a whiteboard, then chorally saying it aloud 	
Hola, Adiós, ¿Cómo te llamas?, Buenos días, buenas tardes, buenas noches,	SWBAT recall words used for greetings, introductions and leave taking statements	<p>Grade K:</p> <ul style="list-style-type: none"> - TPR: using gestures (shaking hands, kissing of the cheeks, etc) to associate greetings with gestures <ul style="list-style-type: none"> - Examples of typical greetings for K-2 <p>Grade 1:</p> <ul style="list-style-type: none"> - TPR: using gestures (shaking hands, kissing of the cheeks, etc) to associate greetings with gestures <ul style="list-style-type: none"> - Examples of typical greetings for K-2 <p>Grade 2:</p> <ul style="list-style-type: none"> - TPR: using gestures (shaking hands, kissing of the cheeks, etc) to associate greetings with gestures <ul style="list-style-type: none"> - Examples of typical greetings for K-2 	<ul style="list-style-type: none"> - Teacher observation w/rubric. - Formative oral questioning. - Formative quizzes. - Flashcard mastery of key terms. - Observing partnered practice. - Paired role playing presentations - Exit tickets: Short written responses
¿Qué falta? La cabeza, los ojos, las orejas, la nariz, la boca,	SWBAT identify body part in Spanish	<p>Grade K:</p> <ul style="list-style-type: none"> - TPR - Simon Says - Mr./Mrs. Potatohead - What's missing? <ul style="list-style-type: none"> - Flashcards/images/powerpoint slide with missing body parts - Monster Write-Up - Teacher describes the monster with body parts to describe <p>Grade 1:</p> <ul style="list-style-type: none"> - TPR - Simon Says - Mr./Mrs. Potatohead - What's missing? <ul style="list-style-type: none"> - Flashcards/images/powerpoint slide with missing 	<ul style="list-style-type: none"> - Teacher observation w/rubric. - Formative oral questioning. - Formative quizzes. - Flashcard mastery of key terms. - Observing partnered practice. - Paired role playing presentations - Exit tickets: Short written responses - Matching body part quiz (2nd grade) - Flipgrid - Peardeck

		<p>body parts</p> <ul style="list-style-type: none"> - Monster Write-Up <ul style="list-style-type: none"> - Teacher describes the monster with body parts to describe <p>Grade 2:</p> <ul style="list-style-type: none"> - TPR - Simon Says - Mr./Mrs. Potatohead - What's missing? <ul style="list-style-type: none"> - Flashcards/images/powerpoint slide with missing body parts - Monster Write-Up - Teacher describes the monster with body parts to describe 	
Papá, mamá, hermana, hermano, abuela, abuelo, primo, prima, tío, tía	SWBAT identify and recall family members based on oral descriptions given by the teacher	<p>Grade K:</p> <ul style="list-style-type: none"> - Family tree activity - Pre-made or self-made <p>Grade 1:</p> <ul style="list-style-type: none"> - Flashcard activities (partnered, small group, individual) - Yes/no questions <p>Grade 2:</p> <ul style="list-style-type: none"> - Flashcard activities (partnered, small group, individual) - Yes/no questions - Role-playing family activity - Students take on the role of individual family members 	<ul style="list-style-type: none"> - Teacher observation w/rubric. - Formative oral questioning. - Formative quizzes. - Flashcard mastery of key terms. - Observing partnered practice. - Paired role playing presentations - Exit tickets: Short written responses - Kahoot (2nd Grade)
Resources/Materials	<ul style="list-style-type: none"> - Read-aloud weather books (example: Elmer y el Clima), weather flashcards, whiteboards, weather coloring/labeling worksheet, incremental rehearsal (research, example video), Wordwall - Youtube greeting links (IE: Sr Jordan), Boomcards (interactive flashcards) - Mr./Mrs. Potatohead, Flashcards, Quia Spanish, Wordwall - Flashcards, Kahoot, Quia Spanish, Wordwall <p><u>General Materials & Resources</u></p> <p>Culturally authentic materials</p> <p>Venn diagrams to compare and contrast</p> <p>Weather charts and labels for both English and target language</p> <p>Drawing paper, crayons, markers, etc. for family drawings</p> <p>Direction words labeling in classroom in English and target language</p> <p>Greetings booklet in English and target language</p>		

	Dictionaries in target language and in English for ELLs
Interdisciplinary Connections	<p>English Language Arts</p> <p>(K) L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings</p> <p>(1) L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p>(2) L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p>Comprehensive Health and Physical Education (K-2)</p> <ul style="list-style-type: none"> - 2.1.2.PGD.5: Use correct terminology to identify body parts and explain how body parts work together to support wellness. - 2.1.2.SH.1: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. - <p>Science(K-2)</p> <ul style="list-style-type: none"> - K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
Career Readiness, Life Literacies and Key Skills	<p>9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> - 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.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.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
Computer Science and Design Thinking	<p>8.1 Computer Science</p> <ul style="list-style-type: none"> - 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers

Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Parent communication Modified assignments Counseling	Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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7. WORLD LANGUAGES: Grades K-2

PROFICIENCY LEVEL: Novice Low

DISCIPLINARY CONCEPT: Interpersonal Mode of Communication

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Intercultural Statements:

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Possible Topics: Family members, school supplies, pets, weather.

Learners recognize and identify a few typical practices of the target culture.

Possible Topics: Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

Performance Expectations:

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Papel, lápiz, sacapuntas, libro,	SWBAT identify, recognize, specific classroom and	Grade K: - Simon says commands and students react	- Teacher observation w/rubric. - Formative oral questioning.

<p>cuaderno, crayones, tijeras, mochila, pegamento, borrador, pluma</p> <p>Levanta la mano, parese, sientense, saquen un papel y lápiz, ¿puedo ir al baño?</p>	<p>school objects</p> <p>SWBAT react to instructions, directions and commands</p>	<p>Grade 1:</p> <ul style="list-style-type: none"> - Simon says commands and students react - Charades (assign a student as an object and classmates guess the object) <p>Grade 2:</p> <ul style="list-style-type: none"> - Charades (assign a student as an object and classmates guess the object) - Scavenger hunt activity with the target vocabulary (classroom objects) - Backpack items activity - Bag activity <ul style="list-style-type: none"> - Add flashcards with items in the bag - Students draw and glue labels for flashcards - Guess what is in the box activity? <ul style="list-style-type: none"> - Teacher describes the item without saying the item - Group response/individual response activity - Song with classroom objects 	<ul style="list-style-type: none"> - Formative quizzes. - Flashcard mastery of key terms. - Observing partnered practice. - Paired role playing presentations - Exit tickets: Short written responses - Peardeck
<p>Feliz, triste, enojado, cansado, tengo hambre, tengo frío, tengo sed, tengo sueño, tengo calor</p>	<p>SWBAT identify the various types of feelings in Spanish</p>	<p>Grade K:</p> <ul style="list-style-type: none"> - Emoji-feeling cards activity - Drawings <ul style="list-style-type: none"> - Students draw they feelings with the appropriate label - Students draw a happy/sad/etc memory and reinforce with the vocabulary feeling - How are you feeling now? <ul style="list-style-type: none"> - Students circle the appropriate feeling on the worksheet - Students draw the appropriate face on the blank face <p>Grade 1:</p> <ul style="list-style-type: none"> - Emoji-feeling cards activity - Drawings <ul style="list-style-type: none"> - Students draw they feelings with the appropriate label - Students draw a happy/sad/etc memory and reinforce with the vocabulary feeling 	<ul style="list-style-type: none"> - Teacher observation w/rubric. - Formative oral questioning. - Formative quizzes. - Flashcard mastery of key terms. - Observing partnered practice. - Paired role playing presentations - Exit tickets: Short written responses - Flipgrid - Peardeck

		<ul style="list-style-type: none"> - How are you feeling now? <ul style="list-style-type: none"> - Students circle the appropriate feeling on the worksheet - Students draw the appropriate face on the blank face <p>Grade 2:</p> <ul style="list-style-type: none"> - Charades <ul style="list-style-type: none"> - Assign a student a feeling - Classmates guess the feeling - Drawings <ul style="list-style-type: none"> - Students draw they feelings with the appropriate label - Students draw a happy/sad/etc memory and reinforce with the vocabulary feeling - How are you feeling now? <ul style="list-style-type: none"> - Students circle the appropriate feeling on the worksheet - Students draw the appropriate face on the blank face 	
Hasta pronto, hasta luego, hasta mañana, adiós, hasta la vista	SWBAT understand and express an appropriate leave taking and greeting	<p>Grade K:</p> <ul style="list-style-type: none"> - Prompts- choose the appropriate response - With and without choices (age dependent) <p>Grade 1:</p> <ul style="list-style-type: none"> - Prompts- choose the appropriate response - With and without choices (age dependent) <p>Grade 2:</p> <ul style="list-style-type: none"> - Prompts- choose the appropriate response - With and without choices (age dependent) - Prompts- choose the appropriate response <ul style="list-style-type: none"> - With and without choices (age dependent) - Comic book strip with blanks (kids glue in the appropriate responses) 	<ul style="list-style-type: none"> - Teacher observation w/rubric. - Formative oral questioning. - Formative quizzes. - Flashcard mastery of key terms. - Observing partnered practice. - Paired role playing presentations - Exit tickets: Short written responses - Flipgrid - Peardeck
El basurero, reciclaje, papel, plástico, cartón	SWBAT recognize the difference between the recycling and garbage bin	<p>Grade K:</p> <ul style="list-style-type: none"> - Sorting activity <ul style="list-style-type: none"> - Smartboard or in real life - Labeling activity (oral, cut and paste) <p>Grade 1:</p>	<ul style="list-style-type: none"> - Teacher observation w/rubric. - Formative oral questioning. - Formative quizzes. - Flashcard mastery of key terms.

		<ul style="list-style-type: none"> - Sorting activity <ul style="list-style-type: none"> - Smartboard or in real life - Labeling activity (oral, cut and paste) <p>Grade 2:</p> <ul style="list-style-type: none"> - Sorting activity <ul style="list-style-type: none"> - Smartboard or in real life - Labeling activity (oral, cut and paste) 	<ul style="list-style-type: none"> - Observing partnered practice. - Exit tickets: Short written responses, matching
Resources/Materials	<ul style="list-style-type: none"> - Paper bag for bag activity, youtube videos on classroom objects, objects worksheet labeling - Flashcards, videos on feelings, How are you feeling? worksheet - Comic book (prepared) - Trash and recycling bins, objects to recycle or throw away in the garbage <p><u>General Materials & Resources</u></p> <p>Culturally authentic materials</p> <p>Venn diagrams to compare and contrast</p> <p>Weather charts and labels for both English and target language</p> <p>Drawing paper, crayons, markers, etc. for family drawings</p> <p>Direction words labeling in classroom in English and target language</p> <p>Greetings booklet in English and target language</p> <p>Dictionaries in target language and in English for ELLs</p>		
Interdisciplinary Connections	<p>ELA (K)</p> <p>L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings</p> <p>(1)</p> <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p>(2)</p> <p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p>Comprehensive Health and Physical Education (K-2)</p> <ul style="list-style-type: none"> - 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. - 2.1.2.SH.5: Explain healthy ways for friends to express feelings for and to one another <p>Science (K-2)</p> <ul style="list-style-type: none"> - K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment. 		
Career Readiness, Life	9.4 Life Literacies and Key Skills		

Literacies and Key Skills	<ul style="list-style-type: none"> - 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.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.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
Computer Science and Design Thinking	8.1 Computer Science <ul style="list-style-type: none"> - 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

<p align="center">7. WORLD LANGUAGES: Grades K-2</p> <p align="center">PROFICIENCY LEVEL: Novice Low</p> <p align="center">DISCIPLINARY CONCEPT: Presentational Mode of Communication</p> <p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Intercultural Statements: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Possible Topics: Family members, school supplies, pets, weather.</p>

Learners recognize and identify a few typical practices of the target culture.

Possible Topics: Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

Performance Expectations:

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Azul, rojo, amarillo, verde, naranja, numbers from 1 to 10. Mamá, papá, hermano, hermana, abuela, abuelo, mascota.	SWBAT present personal information to others. SWBAT understand and share numbers, colors, letters	Grades K-2 <ul style="list-style-type: none"> - “All About Me” Activity - Eye-spy activity - PBS: Oh Noah! Spanish supplemental activities - ABA Ya videos on numbers, letters, colors - Scavenger Hunts <ul style="list-style-type: none"> - Show me something... (number/colors/objects) - Flashcard activities for practice <ul style="list-style-type: none"> - Show me the _____. Students pick up the appropriate flashcard - Show and tell activities <ul style="list-style-type: none"> - Focused on specific vocabulary - Role-playing activities - Alphabet activities <ul style="list-style-type: none"> - Flashcards - Songs 	<ul style="list-style-type: none"> - Teacher observation w/rubric. - Formative oral questioning. - Formative quizzes. - Flashcard mastery of key terms. - Observing partnered practice. - Paired role playing presentations - Exit tickets: Short written responses - Matching quiz (colors, numbers)
Resources/Materials	<ul style="list-style-type: none"> - ABC Ya, Oh Noah! PBS Videos, Youtube videos on alphabet/numbers/letters, flashcards (colors, numbers, letters), worksheets, RAZ kids Spanish (colors, numbers, letters) <p><u>General Materials & Resources</u> Culturally authentic materials Venn diagrams to compare and contrast Weather charts and labels for both English and target language Drawing paper, crayons, markers, etc. for family drawings Direction words labeling in classroom in English and target language</p>		

	<p>Greetings booklet in English and target language</p> <p>Dictionaries in target language and in English for ELLs</p>
Interdisciplinary Connections	<p>Kindergarten</p> <p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>1st Grade</p> <p>L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p> <p>2nd Grade</p> <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
Career Readiness, Life Literacies and Key Skills	<p>Life Literacies and Key Skills</p> <ul style="list-style-type: none"> - 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.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.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
Computer Science and Design Thinking	<p>8.1 Computer Science</p> <ul style="list-style-type: none"> - 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology

Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Modified assignments Counseling	Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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