

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

English Language Arts

Grade: 2

ABSTRACT

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

ESSEX FELLS PUBLIC SCHOOL

Grade 2 English Language Arts

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Fiction/Informational <i>September - November</i> <i>(12 Weeks)</i>	Fiction/Informational <i>December - February</i> <i>(12 Weeks)</i>	Fiction/Informational <i>March - June</i> <i>(12 Weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-Reading: RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. RI.TS.2.4. Describe the overall structure of	NJSLS-Reading: RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a	NJSLS-Reading: RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a

	a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text. NJSLS-Writing: W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information. A. Introduce an opinion. B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education.	sequence within a text. RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text. RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	sequence within a text. RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text. RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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	A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events. W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.	RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. NJSLS-Writing: W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information. D. Introduce an opinion. E. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. F. Provide a conclusion. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. D. Introduce a topic clearly. E. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. F. Provide a conclusion. W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements. F. Orient the reader by establishing a situation and introducing characters; organize an event sequence. G. Provide dialogue and description of experiences and events and/or show the responses of characters to	RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. NJSLS-Writing: W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information. G. Introduce an opinion. H. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. I. Provide a conclusion. W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. G. Introduce a topic clearly. H. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. I. Provide a conclusion. W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements. K. Orient the reader by establishing a situation and introducing characters; organize an event sequence. L. Provide dialogue and description of experiences and events and/or show the responses of characters to
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	W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic. W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. NJSLS-Speaking and Listening: SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. opportunity to integrate climate change education. 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). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional	situations. H. Use transitional words to manage the sequence of events. I. Use concrete words and phrases and sensory details to convey experience and events. J. Provide a conclusion or sense of closure related to the narrated experiences or events. W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. D. Identify audience and purpose before writing. E. Participate in self-evaluation of written work. F. With feedback and digital or print tools such as a primary dictionary, find and correct errors. W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research. W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic. W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. NJSLS-Speaking and Listening: SL.PE.2.1. Participate in collaborative	situations. M. Use transitional words to manage the sequence of events. N. Use concrete words and phrases and sensory details to convey experience and events. O. Provide a conclusion or sense of closure related to the narrated experiences or events. W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. G. Identify audience and purpose before writing. H. Participate in self-evaluation of written work. I. With feedback and digital or print tools such as a primary dictionary, find and correct errors. W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research. W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic. W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. NJSLS-Speaking and Listening: SL.PE.2.1. Participate in collaborative
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	information, or deepen understanding of a topic or issue. SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. NJSLS-Language: L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension. L.WF.2.1. Demonstrate command of the conventions of writing. L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing	conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. opportunity to integrate climate change education. D. 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). E. Build on others' talk in conversations by linking their explicit comments to the remarks of others. F. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.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. SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.AS.2.6. Produce complete sentences	conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. opportunity to integrate climate change education. G. 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). H. Build on others' talk in conversations by linking their explicit comments to the remarks of others. I. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.ES.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. SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.AS.2.6. Produce complete sentences
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	flexibly from an array of strategies. L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	when appropriate to task and situation in order to provide requested detail or clarification. NJSLS-Language: L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension. L.WF.2.1. Demonstrate command of the conventions of writing. L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	when appropriate to task and situation in order to provide requested detail or clarification. NJSLS-Language: L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension. L.WF.2.1. Demonstrate command of the conventions of writing. L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i>	Social Studies 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common	Social Studies: 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.	Social Studies: 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal

• <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. Science: Disciplinary Core Ideas: PS1.A: Structure and Properties of Matter • Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. • Matter can be described and classified by its observable properties. (2-PS1-1) • Different properties are suited to different purposes. (2-PS1-2), (2-PS1-3)	6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. Science: Disciplinary Core Ideas: ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) ESS2.C: The Roles of Water in Earth's Surface Processes • Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)	and civic responsibilities in a democratic society. Science: Disciplinary Core Ideas: LS2.A: Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1) • Plants depend on animals for pollination or to move their seeds around. (2LS2-2) LS4.D: Biodiversity and Humans • There are many different kinds of living things in any area and they exist in different places on land and in water. (2-LS4-1)
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i>	Life Literacies & Key Skills 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.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.IML.3: Use a variety of sources	Life Literacies & Key Skills 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.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.IML.3: Use a variety of sources	Life Literacies & Key Skills 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.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.IML.3: Use a variety of sources

● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
Integration of Computer Science and Design Thinking: Write out complete NJSLS: (Must have at least one standard from: ● 8.1 Computer Science; - or ● 8.2 Design Thinking)	Design Thinking 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.	Design Thinking 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.	Design Thinking 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
21st Century Life and Careers: Career Education: Write out complete NJSLS: (Only include if a CTE curriculum ● 9.3 Career and Technical Education)	N/A	N/A	N/A

Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Make connections to text ● Identify features of a personal narrative. ● Recognize the central idea and supporting evidence. ● Good readers build habits to read with stamina, fluency, meaning, and attention to print. ● Good reading habits help readers read various types of text proficiently, independently, and closely. ● Readers comprehend and get to know characters through traditional literature. ● Writers follow routines and procedures when creating published pieces. ● Writers need to edit their writing for capitalization, punctuation, and spelling. ● Recognize genre and author's purpose: Narrative vs. Expository/Informative ● Express an opinion ● Recognize how titles relate to genre ● Descriptive segments include specific elaborative detail	● Reading is an active process that is the key to knowledge and to understanding the world and ourselves. ● Readers use appropriate strategies as needed to construct meaning. ● Discussions engage readers, and asking readers for their opinions encourages participation, a sense of ownership, and an acceptance of different perspectives. ● Writing is a process ● Writers have various revision strategies they can apply from mentor authors and peers. ● Recognize genre and author's purpose: Narrative vs. Expository/Informative	● Texts on the same topic have similarities and differences ● Different types of texts can be used to learn about similar topics. ● There are specific strategies they can be used to improve understanding of texts. ● Writing is a process. ● Writers follow routines and procedures when creating published pieces and conform to writing conventions.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. What skills and strategies are necessary to be a strong reader and writer? 2. How can we make connections between texts to better understand what is read?	1. How do authors use nonfiction text features to teach us lessons about the past? 2. How do writers use facts to support their opinions in persuasive writing?	1. How can we use connections to texts to form or alter our understandings and opinions? 2. How can we use evidence from texts to support and explain ideas and different perspectives?

STAGE 2: Evidence

Assessment & Evidence: *(By what criteria will performances of understanding be judged? Include:*
 1. Formative,
 2. Summative,
 3. Alternative - Performance/Project)
 4. Benchmark)

Formative Assessments

- Daily independent practice
- Peer discussions
- Engaging in evidence-based discussion
- Reflecting on their own understanding
- Anecdotal notes
- Interactive notebooks
- Conferences
- Checklists
- Open-ended responses
- Exit tickets

Summative Assessments

- DRA3 (Guided Reading Level)
- Unit assessments may include but not limited to tests, quizzes, and projects
- Spelling assessments

Alternative Assessments

- Problem Based Learning projects
- Design challenges
- Extension projects
- Student portfolio
- Oral presentations

Benchmark Assessments

- MAP
- Student Growth Assessments
 - Beginning of Year Benchmark

Formative Assessments

- Daily independent practice
- Peer discussions
- Engaging in evidence-based discussion
- Reflecting on their own understanding
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Summative Assessments

- DRA3 (Guided Reading Level)
- Unit assessments may include but not limited to tests, quizzes, and projects
- Spelling assessments

Alternative Assessments

- Problem Based Learning projects
- Design challenges
- Extension projects
- Student portfolio
- Oral presentations

Benchmark Assessments

- MAP
- Student Growth Assessments
 - Beginning of Year Benchmark

	○ Mid Year Benchmark ○ End of Year Benchmark	○ Mid Year Benchmark ○ End of Year Benchmark	○ Mid Year Benchmark ○ End of Year Benchmark
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> ● <i>Amistad Law</i> ● <i>Holocaust Law</i> ● <i>LGBTQ/Disabilities Law</i>	Reading ● Read and identify decodable word and high-frequency words ● Reread to figure out characters ● Create questions about an important idea within the text (using who, what, where, when, why, and/or how) ● Bring characters to life by using facial expressions and gestures to show feelings and actions of characters ● Role play to show good and bad strong emotions and actions ● Analyze reactions to story events ● Identify how characters solve problems ● Compare characters of similar types between stories ● Talk with others about the morals characters show us ● Respond to questions asked to demonstrate understanding of key details ● Utilize textual evidence to support thinking when asking and answering general questions ● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story	Reading ● Identify nonfiction text features to help understand the text ● Compare and contrast ideas from the text ● Read and identify decodable word and high-frequency words ● Reread to figure out characters ● Create questions about an important idea within the text (using who, what, where, when, why, and/or how) ● Bring characters to life by using facial expressions and gestures to show feelings and actions of characters ● Role play to show good and bad strong emotions and actions ● Analyze reactions to story events ● Identify how characters solve problems ● Compare characters of similar types between stories ● Talk with others about the morals characters show us ● Respond to questions asked to demonstrate understanding of key details ● Utilize textual evidence to support thinking when asking and answering general questions	Reading ● Identify the story elements in a text that help to discover the theme of a folktale. ● Analyze how words and phrases provide meaning to a poem, story, or song ● Identify the features of a poem (rhyme, beat, alliteration, etc.) ● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text ● Identify text details, events, or ideas that are chronological or sequential ● Retell chronological or sequential text details in the appropriate order ● Read and identify decodable word and high-frequency words ● Reread to figure out characters ● Create questions about an important idea within the text (using who, what, where, when, why, and/or how) ● Bring characters to life by using facial expressions and gestures to show feelings and actions of characters ● Role play to show good and bad strong emotions and actions ● Analyze reactions to story events

	● Have children self-select or continue reading an independent reading book. ● Children use the Partner Reading routine to practice the week's fluency skill, accuracy and self-correction, or another area of need. ● Annotate the Text: Children practice a strategy and use sticky notes to record questions or what they are thinking as they read. ● Response Journal: Children draw or write about what they read. ● Display this week's High-Frequency Words. Have children copy two words and then try to find them in another place in the room, either on a word wall, bulletin boards, or in books. When they find a word, they should copy it again and tell where they found it. For an extra challenge, have children find another mystery word in the classroom. ● Display the week's High-Frequency Words. Have children write three sentences containing High-Frequency Words. Have partners trade papers, underline the High-Frequency Words in each sentence. Writing: ● Narrative writing tasks ○ <i>Barn Dance</i> sequencing	● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story ● Have children self-select or continue reading an independent reading book. ● Children use the Partner Reading routine to practice the week's fluency skill, accuracy and self-correction, or another area of need. ● Annotate the Text: Children practice a strategy and use sticky notes to record questions or what they are thinking as they read. ● Response Journal: Children draw or write about what they read. ● Display this week's High-Frequency Words. Have children copy two words and then try to find them in another place in the room, either on a word wall, bulletin boards, or in books. When they find a word, they should copy it again and tell where they found it. For an extra challenge, have children find another mystery word in the classroom. ● Display the week's High-Frequency Words. Have children write three sentences containing High-Frequency Words. Have partners trade papers, underline the High-Frequency Words in each sentence.	● Identify how characters solve problems ● Compare characters of similar types between stories ● Talk with others about the morals characters show us ● Respond to questions asked to demonstrate understanding of key details ● Utilize textual evidence to support thinking when asking and answering general questions ● Identify the characters in the story ● Identify key details in the story ● Consider how characters are involved in a story ● Have children self-select or continue reading an independent reading book. ● Children use the Partner Reading routine to practice the week's fluency skill, accuracy and self-correction, or another area of need. ● Annotate the Text: Children practice a strategy and use sticky notes to record questions or what they are thinking as they read. ● Response Journal: Children draw or write about what they read. ● Display this week's High-Frequency Words. Have children copy two words and then try to find them in another place in the room, either on a word wall, bulletin boards, or in books. When
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	○ Autumn Acrostic ○ Magical Scarecrow ○ Jack-O-Lantern ○ Big Bad Wolf ○ Author's purpose - <i>The True Story of the Three Little Pigs</i> ● Expository/Informational writing tasks ○ All About Autumn ● Opinion writing tasks ○ If I was Special like Spookley ○ If I had a Magical Pot like Strega Nona ○ Thankful Thanksgiving Book ○ I am Thankful Pie ● Utilize pillar nonfiction and fiction graphic organizer ● Annotate writing samples (identify introduction, body, closing, topic sentences) ● Teacher/Peer Editing ● Mechanics and structure of writing (capitalization, punctuation, grade level appropriate sentence structure) Speaking and Listening ● Small and whole group discussions ● Journaling & Reflection ● Project-based learning ● Student read aloud ● Class presentations	Writing ● Narrative/Fiction writing tasks ○ How to Make the Grinch Grin ○ Special Gift ○ <i>Olive the Reindeer</i> sequencing ○ Winter haiku ○ Magical Snowglobe ○ Grumpy Groundhog ○ Pet Rock ○ Lucky Leprechaun ○ Kite senses ● Expository/Informational writing tasks ● Opinion writing tasks ○ Donut Design Contest ○ OREO writing organizer ● Friendly letter writing ● Utilize pillar nonfiction and fiction graphic organizer ● Annotate writing samples (identify introduction, body, closing, topic sentences) ● Include extended endings in writing ● Teacher/Peer Editing ● Mechanics and Structure of Writing (capitalization, punctuation, grade level appropriate sentence structure) Speaking and Listening ● Small and whole group discussions	they find a word, they should copy it again and tell where they found it. For an extra challenge, have children find another mystery word in the classroom. ● Display the week's High-Frequency Words. Have children write three sentences containing High-Frequency Words. Have partners trade papers, underline the High-Frequency Words in each sentence. Writing ● Narrative writing tasks ○ Comic Strip ○ Egg Tale ○ Simile Monster ○ Poetry exploration (Cinquian, Color poem, Bio poem, Diamante) ○ Fairy Tales ● Expository/Informational writing tasks ○ Water Cycle ○ "How To ..." ● Opinion writing tasks ○ Mother's Day book ○ House for Sale! ○ Father's Day ○ Summer Bucket List ● Utilize pillar nonfiction and fiction graphic organizer ● Annotate writing samples (identify introduction, body, closing, topic
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	Language • Foundations Unit 1-6 (Daily lessons-tile boards, dry erase boards, notebooks: multisyllabic words, suffixes, vowel-consonant-e, dictation practice, lesson/phonics based short stories) • Grammar skills: ○ Unit 1: nouns, verbs, adjectives, adverbs, pronouns, regular pronouns, types of sentences ○ Unit 3: compound words ○ Unit 4: prefixes, suffixes • Small group-hands on activities • Free Writing • Self/Peer editing • Versatiles • Interdisciplinary connections across all subject areas • Real-world connections, civic responsibility, multicultural viewpoints DEI Activities Diversity and Inclusion Law <u>(N.J.S.A. 18A:35-4.36a)</u> • Cross curricular writing assignments ○ Civics, Government, and Human Rights ○ Economics, Innovation and	• Journaling & Reflection • Project-based learning • Student Read Aloud • Class Presentations Language • Foundations Units 7-12 (tile boards, dry erase boards, notebook, dictation practice, lesson/phonics based short stories) • Grammar skills: ○ Unit 2: Irregular plural nouns, common & proper nouns, collective nouns, possessive nouns, reflexive nouns, contractions ○ Unit 3: Adjectives and adverbs ○ Unit 4: Commas in letter writing • Small group-hands on activities • Free Writing • Self/Peer editing • Versatiles • Interdisciplinary connections across all subject areas • Real-world connections, civic responsibility, multicultural viewpoints DEI Activities Diversity and Inclusion Law <u>(N.J.S.A. 18A:35-4.36a)</u> • Cross curricular writing assignments	• sentences) • Include extended endings in writing • Journaling • Teacher/Peer Editing • Mechanics and Structure of Writing (capitalization, punctuation, grade level appropriate sentence structure) Speaking and Listening • Small and whole group discussions • Journaling & Reflection • Project-based learning • Student Read Aloud • Class Presentations Language • Foundations Units 13-17 (tile boards, dry erase boards, notebook, dictation practice, lesson/phonics based short stories) • Grammar skills: ○ Unit 3: conjunctions, verb tenses, irregular past tense verbs, context clues, simple and compound sentences ○ Unit 4: multiple meaning words, shades of meaning, dictionary skills, spelling patterns • Small group-hands on activities • Free Writing • Self/Peer editing
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	Technology ○ Matter and Its Interactions Amistad Law (N.J.S.A. 18A:52-16A-88) ● Students will read and discuss age-appropriate stories, informational texts, and biographies that highlight the contributions, experiences, and achievements of African Americans throughout history and in contemporary society. Through literature, discussions, and classroom activities, students will develop an appreciation for diversity, fairness, empathy, and respect for all individuals and cultures. Holocaust Law (N.J.S.A. 18A:35-28) ● Through age-appropriate literature and classroom discussions, students will develop an understanding of kindness, respect, acceptance, and standing up for others. Students will explore themes of empathy, friendship, inclusion, and responsible decision-making while learning the importance of treating all people with dignity and compassion.	○ Geography, People and the Environment ○ History, Culture, and Perspectives ○ Earth's Systems ○ Engineering Design Amistad Law (N.J.S.A. 18A:52-16A-88) ● Students will read and discuss age-appropriate stories, informational texts, and biographies that highlight the contributions, experiences, and achievements of African Americans throughout history and in contemporary society. Through literature, discussions, and classroom activities, students will develop an appreciation for diversity, fairness, empathy, and respect for all individuals and cultures. Holocaust Law (N.J.S.A. 18A:35-28) ● Through age-appropriate literature and classroom discussions, students will develop an understanding of kindness, respect, acceptance, and standing up for others. Students will explore themes of empathy, friendship, inclusion, and responsible decision-making while learning the importance of treating all people with dignity and compassion.	● Versatiles ● Interdisciplinary connections across all subject areas ● Real-world connections, civic responsibility, multicultural viewpoints DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● Cross curricular writing assignments ○ Ecosystems: Interactions, Energy, and Dynamics ○ History, Culture, and Perspectives Amistad Law (N.J.S.A. 18A:52-16A-88) ● Students will read and discuss age-appropriate stories, informational texts, and biographies that highlight the contributions, experiences, and achievements of African Americans throughout history and in contemporary society. Through literature, discussions, and classroom activities, students will develop an appreciation for diversity, fairness, empathy, and respect for all individuals and cultures. Holocaust Law (N.J.S.A. 18A:35-28)
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Resources: <i>(Include names of texts and all online resources)</i>	<i>Chocolate Touch</i> by Patrick Skene Catling <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo 4 - 6 Into Reading Anthology stories <i>Clark the Shark</i> <i>Picture Perfection Day</i> <i>The Puddle Puzzle</i> <i>Big Red Lollipop</i> - Guided reading leveled text - Learning Centers: Small group, independent, and teacher directed - Foundations Units 1-6 - Word of the Day - Empowering Writers - Trick word entry - Daily read aloud - Seasonal poems - Versatiles - Into Reading Supplemental Technology Resources: - RAZ Kids	<i>Tale of Despereaux</i> by Kate DiCamillo <i>Flat Stanley</i> by Jeff Brown 4 - 6 Anthology stories <i>Gingerbread for Liberty</i> <i>The Great Fuzz Frenzy</i> <i>Pepita and the Bully</i> <i>Hollywood Chicken</i> <i>If the Shoe Fits: Two Cinderella Stories</i> <i>Those Clever Crows</i> - Guided reading groups using leveled books - Book Study - <i>Gingerbread Man</i>, <i>Gingerbread Girl</i>, <i>Gingerbread Baby</i>, <i>Gingerbread and Friends</i> - Learning Centers: Small group, independent, and teacher directed - Foundations Units 7-12 - Trick Word Entry - Word of the Day - Empowering Writers - Daily read aloud - Seasonal poems	<i>Wish</i> by Barbara O'Connor <i>Clementine</i> by Sara Pennypacker 4-6 Anthology stories <i>Wild Weather</i> <i>Clouette</i> <i>Abuelo and the Three Bears</i> <i>Poems in the Attic</i> - Guided reading groups using leveled books - Learning Centers: Small group, independent, and teacher directed - Author Study - Foundations Units 13-17 - Trick Word Entry - Empowering Writers - Daily read aloud - Seasonal poems - Versatiles - Into Reading Supplemental Technology Resources: - RAZ Kids - Scholastic News/Science Spin

	● Scholastic News/Science Spin ● IXL ● Achieve3000 ● Education.com ● Bookflix ● Brain Pop Jr. ● Kahoot	● Versatiles ● Into Reading Supplemental Technology Resources: ● RAZ Kids ● Scholastic News/Science Spin ● IXL ● Achieve3000 ● Education.com ● Bookflix ● Brain Pop Jr. ● Kahoot	● IXL ● Achieve3000 ● Education.com ● Bookflix ● Brain Pop Jr. ● Kahoot
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Provide explicit, systematic instruction targeting individual reading and writing needs. ● Small-group or individualized instruction as outlined in the IEP. ● Extended time for reading, writing, and assessments. ● Provide directions in multiple formats (verbal, written, and visual) and clarify as needed. ● Use graphic organizers, sentence starters, and writing supports to organize responses. ● Provide read-aloud support for directions and/or assessments when appropriate. ● Provide access to assistive technology or alternative response options when needed. ● Chunk assignments and tasks into smaller, manageable steps. ● Provide frequent checks for	Special Education ● Provide explicit, systematic instruction targeting individual reading and writing needs. ● Small-group or individualized instruction as outlined in the IEP. ● Extended time for reading, writing, and assessments. ● Provide directions in multiple formats (verbal, written, and visual) and clarify as needed. ● Use graphic organizers, sentence starters, and writing supports to organize responses. ● Provide read-aloud support for directions and/or assessments when appropriate. ● Provide access to assistive technology or alternative response options when needed. ● Chunk assignments and tasks into smaller, manageable steps. ● Provide frequent checks for	Special Education ● Provide explicit, systematic instruction targeting individual reading and writing needs. ● Small-group or individualized instruction as outlined in the IEP. ● Extended time for reading, writing, and assessments. ● Provide directions in multiple formats (verbal, written, and visual) and clarify as needed. ● Use graphic organizers, sentence starters, and writing supports to organize responses. ● Provide read-aloud support for directions and/or assessments when appropriate. ● Provide access to assistive technology or alternative response options when needed. ● Chunk assignments and tasks into smaller, manageable steps. ● Provide frequent checks for

	understanding and immediate feedback. ● Provide modified or scaffolded materials based on individual learning needs. English Language Learners (ELLs) ● Provide alternate ways for the student to respond (e.g., verbal, pictographic, or hands-on responses instead of written work). ● Use hands-on activities or alternative media in place of written assignments when appropriate. ● Provide word banks, word walls, and highlight key vocabulary. ● Use language support cards. ● Prepare and distribute advance notes. ● Provide model sentence frames and sentence starters for oral and written responses. ● Provide extended time to complete assignments, classroom tests, and quizzes. ● Model tasks by providing one or two examples before independent work. ● Use gestures, visual prompts, and verbal explanations to support understanding. ● Present and simplify instructions both verbally and visually. ● Restate, reread, and clarify directions and questions as needed.	understanding and immediate feedback. ● Provide modified or scaffolded materials based on individual learning needs. English Language Learners (ELLs) ● Provide alternate ways for the student to respond (e.g., verbal, pictographic, or hands-on responses instead of written work). ● Use hands-on activities or alternative media in place of written assignments when appropriate. ● Provide word banks, word walls, and highlight key vocabulary. ● Use language support cards. ● Prepare and distribute advance notes. ● Provide model sentence frames and sentence starters for oral and written responses. ● Provide extended time to complete assignments, classroom tests, and quizzes. ● Model tasks by providing one or two examples before independent work. ● Use gestures, visual prompts, and verbal explanations to support understanding. ● Present and simplify instructions both verbally and visually. ● Restate, reread, and clarify directions and questions as needed.	understanding and immediate feedback. ● Provide modified or scaffolded materials based on individual learning needs. English Language Learners (ELLs) ● Provide alternate ways for the student to respond (e.g., verbal, pictographic, or hands-on responses instead of written work). ● Use hands-on activities or alternative media in place of written assignments when appropriate. ● Provide word banks, word walls, and highlight key vocabulary. ● Use language support cards. ● Prepare and distribute advance notes. ● Provide model sentence frames and sentence starters for oral and written responses. ● Provide extended time to complete assignments, classroom tests, and quizzes. ● Model tasks by providing one or two examples before independent work. ● Use gestures, visual prompts, and verbal explanations to support understanding. ● Present and simplify instructions both verbally and visually. ● Restate, reread, and clarify directions and questions as needed.
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	● Use cooperative learning groups. ● Provide additional phonemic awareness instruction and practice. ● Provide additional center activities focused on high-frequency words. ● Provide examples and exemplars of completed work. ● Read directions, questions, or reading passages aloud to the student when appropriate. ● Provide native language translation supports (e.g., peer support, bilingual dictionary, translation device, or assistive technology). ● Use graphic organizers to support learning and organization. ● Establish procedures for implementing accommodations and modifications during assessments. Students At-Risk (BSI) ● Provide explicit, systematic instruction in foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension). ● Provide small-group instruction based on student needs and skill gaps. ● Use modeling, guided practice, and repeated practice of targeted skills. ● Provide instructional-level reading materials and scaffolded support. ● Provide opportunities for repeated reading and fluency practice.	● Use cooperative learning groups. ● Provide additional phonemic awareness instruction and practice. ● Provide additional center activities focused on high-frequency words. ● Provide examples and exemplars of completed work. ● Read directions, questions, or reading passages aloud to the student when appropriate. ● Provide native language translation supports (e.g., peer support, bilingual dictionary, translation device, or assistive technology). ● Use graphic organizers to support learning and organization. ● Establish procedures for implementing accommodations and modifications during assessments. Students At-Risk (BSI) ● Provide explicit, systematic instruction in foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension). ● Provide small-group instruction based on student needs and skill gaps. ● Use modeling, guided practice, and repeated practice of targeted skills. ● Provide instructional-level reading materials and scaffolded support. ● Provide opportunities for repeated reading and fluency practice.	● Use cooperative learning groups. ● Provide additional phonemic awareness instruction and practice. ● Provide additional center activities focused on high-frequency words. ● Provide examples and exemplars of completed work. ● Read directions, questions, or reading passages aloud to the student when appropriate. ● Provide native language translation supports (e.g., peer support, bilingual dictionary, translation device, or assistive technology). ● Use graphic organizers to support learning and organization. ● Establish procedures for implementing accommodations and modifications during assessments. Students At-Risk (BSI) ● Provide explicit, systematic instruction in foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension). ● Provide small-group instruction based on student needs and skill gaps. ● Use modeling, guided practice, and repeated practice of targeted skills. ● Provide instructional-level reading materials and scaffolded support. ● Provide opportunities for repeated reading and fluency practice.
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	● Pre-teach and review key vocabulary and concepts. ● Use graphic organizers and visual supports to strengthen comprehension and written responses. ● Monitor student progress regularly and adjust instruction based on data. Gifted and Talented (Advanced) Students: ● Set individual learning goals. ● Modify tasks to emphasize critical thinking, problem solving, and higher-order thinking rather than fact recall. ● Frontload vocabulary when introducing new content. ● Provide reading materials at varied levels of complexity. ● Chunk tasks into manageable pieces. ● Use cooperative learning groups. ● Provide additional time to complete assignments and assessments. ● Use higher-level questioning techniques. ● Provide enrichment activities, including partner analysis and extension tasks. ● Allow students to pursue independent projects based on their interests.	● Pre-teach and review key vocabulary and concepts. ● Use graphic organizers and visual supports to strengthen comprehension and written responses. ● Monitor student progress regularly and adjust instruction based on data. Gifted and Talented (Advanced) Students: ● Set individual learning goals. ● Modify tasks to emphasize critical thinking, problem solving, and higher-order thinking rather than fact recall. ● Frontload vocabulary when introducing new content. ● Provide reading materials at varied levels of complexity. ● Chunk tasks into manageable pieces. ● Use cooperative learning groups. ● Provide additional time to complete assignments and assessments. ● Use higher-level questioning techniques. ● Provide enrichment activities, including partner analysis and extension tasks. ● Allow students to pursue independent projects based on their interests.	● Pre-teach and review key vocabulary and concepts. ● Use graphic organizers and visual supports to strengthen comprehension and written responses. ● Monitor student progress regularly and adjust instruction based on data. Gifted and Talented (Advanced) Students: ● Set individual learning goals. ● Modify tasks to emphasize critical thinking, problem solving, and higher-order thinking rather than fact recall. ● Frontload vocabulary when introducing new content. ● Provide reading materials at varied levels of complexity. ● Chunk tasks into manageable pieces. ● Use cooperative learning groups. ● Provide additional time to complete assignments and assessments. ● Use higher-level questioning techniques. ● Provide enrichment activities, including partner analysis and extension tasks. ● Allow students to pursue independent projects based on their interests.
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	● Encourage research and presentations on appropriate topics. ● Expose students to a variety of topics, activities, and career opportunities. ● Provide opportunities for students to demonstrate learning using above-grade-level, domain-specific assessments with high ceilings. ● Encourage creative expression by allowing students to choose how to demonstrate their understanding through written, oral, visual, multimedia, or mixed-media formats. ● Use universal screening (ability and achievement measures) to identify and allow students to demonstrate performance and potential. ● Use multiple identification and referral sources, including teacher observations, caregiver input, universal screening data, and student and peer referrals. 504 Plans ● Extended time to complete reading, writing, and assessment tasks. ● Provide directions in multiple formats (verbal, written, and/or visual). ● Repeat, clarify, and check understanding of directions. ● Preferential seating and minimize distractions during independent	● Encourage research and presentations on appropriate topics. ● Expose students to a variety of topics, activities, and career opportunities. ● Provide opportunities for students to demonstrate learning using above-grade-level, domain-specific assessments with high ceilings. ● Encourage creative expression by allowing students to choose how to demonstrate their understanding through written, oral, visual, multimedia, or mixed-media formats. ● Use universal screening (ability and achievement measures) to identify and allow students to demonstrate performance and potential. ● Use multiple identification and referral sources, including teacher observations, caregiver input, universal screening data, and student and peer referrals. 504 Plans ● Extended time to complete reading, writing, and assessment tasks. ● Provide directions in multiple formats (verbal, written, and/or visual). ● Repeat, clarify, and check understanding of directions. ● Preferential seating and minimize distractions during independent	● Encourage research and presentations on appropriate topics. ● Expose students to a variety of topics, activities, and career opportunities. ● Provide opportunities for students to demonstrate learning using above-grade-level, domain-specific assessments with high ceilings. ● Encourage creative expression by allowing students to choose how to demonstrate their understanding through written, oral, visual, multimedia, or mixed-media formats. ● Use universal screening (ability and achievement measures) to identify and allow students to demonstrate performance and potential. ● Use multiple identification and referral sources, including teacher observations, caregiver input, universal screening data, and student and peer referrals. 504 Plans ● Extended time to complete reading, writing, and assessment tasks. ● Provide directions in multiple formats (verbal, written, and/or visual). ● Repeat, clarify, and check understanding of directions. ● Preferential seating and minimize distractions during independent
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