

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Mathematics

Grade: 4

ABSTRACT

In Grade 4, instruction focuses broadly on three critical areas:

- (1) developing understanding and accuracy and efficiency, with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
- (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;
- (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Critical Areas

- (1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.
- (2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $\frac{1}{2}$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings

about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade 4 Mathematics

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Topic: Operations & Algebraic Thinking, Number and Operations in Base Ten <i>September/December (16 weeks)</i>	Topic: Number and Operations-Fractions, Measurement <i>December/March (15 weeks weeks)</i>	Topic: Geometry,Data Literacy <i>March/June (12 weeks)</i>
STAGE 1: Desired Results			

Established Goals:

Write out complete NJSLS: *(Content Specific Standards Only. Only use standards that are applicable to the unit.)*

NJSLS:

4.OA.A.1: Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.O.A.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

NJSLS:

4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using

NJSLS:

4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

4.DL.A.1 Create data-based questions, generate ideas based on the questions, and then refine the questions.

4.DL.A.2 Develop strategies to collect various types of data and organize data digitally.

4.DL.A.3 Understand that subsets of data can be selected and analyzed for a particular purpose.

	4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i> 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two	a visual fraction model. <i>Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.</i> c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. <i>For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.</i> b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use	4.DL.A.4 Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports. 4.DL.B.5 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
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	multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. 4.NBT.B.4 With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i> c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i> 4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.² <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i> 4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $62/100$; describe a length as 0.62</i>	
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		<i>meters; locate 0.62 on a number line diagram.</i> 4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. 4.M.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i> 4.M.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in	
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		terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 4.M.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor:</i> 4.M.B.4 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. - An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	
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		4.M.B.5 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.M.B.6 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <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>	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Other Connections Economic Literacy Students use online shopping sites to create and plan a holiday party with a budget of \$100. Students determine the prices of items they are considering and discuss the tradeoffs required to stay within	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Other Connections Economic Literacy Students use online shopping sites to create and plan a holiday party with a budget of \$100. Students determine the prices of items they are considering and discuss the tradeoffs required to stay within	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Other Connections Economic Literacy Students use online shopping sites to create and plan a holiday party with a budget of \$100. Students determine the prices of items they are considering and discuss the tradeoffs required to stay within

	budget. Group members make individual recommendations, negotiate, and come to a group decision. Members of the group can also take on various roles such as scheduler, group moderator, accountant, record keeper, writer, and speaker to present the chosen purchase order to the class RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. [Assessment Boundary: Assessment does not include quantitative	budget. Group members make individual recommendations, negotiate, and come to a group decision. Members of the group can also take on various roles such as scheduler, group moderator, accountant, record keeper, writer, and speaker to present the chosen purchase order to the class RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. [Assessment Boundary: Assessment does not include quantitative	budget. Group members make individual recommendations, negotiate, and come to a group decision. Members of the group can also take on various roles such as scheduler, group moderator, accountant, record keeper, writer, and speaker to present the chosen purchase order to the class RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. [Assessment Boundary: Assessment does not include quantitative
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	measures of changes in the speed of an object or on any precise or quantitative definition of energy.] W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.] SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	measures of changes in the speed of an object or on any precise or quantitative definition of energy.] W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.] SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	measures of changes in the speed of an object or on any precise or quantitative definition of energy.] W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.] SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 <i>Personal Financial Literacy; or</i> • 9.2 <i>Career Awareness, Exploration, Preparation & Training; or</i> • 9.4 <i>Life Literacies & Key Skills)</i>	Life Literacies & Key Skills 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3) 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training.	Life Literacies & Key Skills 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3) 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training.	Life Literacies & Key Skills 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3) 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training.
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	data about interests, hobbies, or learning preferences. ● Discuss how everyone is unique and represented in data. ● Word Problems Featuring Diverse Individuals ● Include people with disabilities and diverse family structures in math scenarios. ● Measurement and Geometry ● Explore accessibility features such as ramps. ● Compare lengths, angles, and measurements of accessible pathways.		
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Resources: <i>(Include names of texts and all online resources)</i>	●HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company ●Khan Academy https://www.khanacademy.org/ ●National Council of Teachers of Mathematics http://www.nctm.org/ ●National Library of Virtual Manipulatives http://nlvm.usu.edu/ ●NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/ ●EDPuzzle https://www.edpuzzle.com ●Generation Genius https://www.generationgenius.com ●IXL. https://www.ixl.com ●Achieve3000 Math ●Freckle	●HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company ●Khan Academy https://www.khanacademy.org/ ●National Council of Teachers of Mathematics http://www.nctm.org/ ●National Library of Virtual Manipulatives http://nlvm.usu.edu/ ●NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/ ●EDPuzzle https://www.edpuzzle.com ●Generation Genius https://www.generationgenius.com ●IXL. https://www.ixl.com ●Achieve3000 Math ●Freckle	●HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company ●Khan Academy https://www.khanacademy.org/ ●National Council of Teachers of Mathematics http://www.nctm.org/ ●National Library of Virtual Manipulatives http://nlvm.usu.edu/ ●NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/ ●EDPuzzle https://www.edpuzzle.com ●Generation Genius https://www.generationgenius.com ●IXL. https://www.ixl.com ●Achieve3000 Math ●Freckle
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted & Talented/Advanced 5. 504)	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Multimedia presentations ● Sheltered Instruction ● Consultation with CST	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Multimedia presentations ● Sheltered Instruction ● Consultation with CST	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Multimedia presentations ● Sheltered Instruction ● Consultation with CST

	● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class ● notes and example problems ● Use of the inclusion teacher to ● re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Pair visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be mastered ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments	● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class ● notes and example problems ● Use of the inclusion teacher to ● re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Pair visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be mastered ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments	● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class ● notes and example problems ● Use of the inclusion teacher to ● re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Pair visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be mastered ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments
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	Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (iREAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection Strategy (VSS) ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally and also periods of quiet reflection. Gifted and Talented (Advanced) Students: ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more advanced material ● Allow team-teaching opportunities and collaboration ● Set individual goals ● Conduct research and provide presentation of appropriate topics	Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (iREAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection Strategy (VSS) ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally and also periods of quiet reflection. Gifted and Talented (Advanced) Students: ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more advanced material ● Allow team-teaching opportunities and collaboration ● Set individual goals ● Conduct research and provide presentation of appropriate topics	Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (iREAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection Strategy (VSS) ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally and also periods of quiet reflection. Gifted and Talented (Advanced) Students: ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more advanced material ● Allow team-teaching opportunities and collaboration ● Set individual goals ● Conduct research and provide presentation of appropriate topics
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	● Design surveys to generate and analyze data to be used in discussion. ● Use Higher-Level Questioning Techniques ● Provide assessments at a higher level of thinking 504 Plans ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments	● Design surveys to generate and analyze data to be used in discussion. ● Use Higher-Level Questioning Techniques ● Provide assessments at a higher level of thinking 504 Plans ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments	● Design surveys to generate and analyze data to be used in discussion. ● Use Higher-Level Questioning Techniques ● Provide assessments at a higher level of thinking 504 Plans ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments
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