



Rochelle Park School District

Curriculum Guide

Visual Arts Grade 1

BOE Approved on August 30, 2022

Rochelle Park School District

1.5 Visual Arts Grades K-8

Content Area:
Visual and Performing Arts

Subject Name:
Art

Grade:
First

Course Description and Rationale

Visual Arts is an essential part of the academic curriculum which supports human development of creativity, encourages self-expression, cultivates curiosity, and assists with the development of language skills and decision-making. Art provides an avenue to strengthen problem-solving skills, enhance the ability to reason, and promote divergent thinking. Creating art improves self-confidence and instills a sense of accomplishment which aids in self-esteem.

This course is a continuation from kindergarten for an introduction to the Visual Arts. First graders will have opportunities to explore and experiment with a variety of media/tools while learning how to use them properly and in a safe manner. Students will continue to further their knowledge of the Elements of Art which are the building blocks for creating and communicating thoughts and meanings. Students will continue expanding their vocabulary in order to speak about their own art as well as artwork from well-known artists.

ARTISTIC PROCESS: Creating

Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 1: Generating and conceptualizing ideas.	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Explore
Anchor Standard 2: Organizing and developing ideas.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects,	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning	Investigate

	places and design that define, shape, enhance, and empower their lives.	objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	
Anchor Standard 3: Refining and completing products.	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	Reflect, Refine, Continue

PERFORMANCE EXPECTATIONS

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.
1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment) Suggested Materials	Suggested Resources & Materials	Pacing
Unit 1: Safety Routine and Safety, hold scissors down in your hand, thumb up in scissors	Students will be able to: -Handle materials in a safe manner -Move throughout the art room safely	Practice - Practice the safety skill after it is modeled by the teacher Discussion & Demonstration - What to do and not do (i.e. with scissors, rulers, pointy pencils, sharpening pencils, etc.)	The teacher will assess how students participate and how they maintain safety in the art classroom. In addition, the teacher will assess how well a student manages routines and procedures in the art classroom.	Scissors, pencils, glue	Ongoing

<p>Unit 2: Cleaning Art Tools Clean up, helping, jobs/roles, responsibility, self-awareness for individual, caring for supplies, areas of art room, organizing</p>	<p>Students will be able to: -Be responsible for themselves in the classroom -Be responsible for materials -Independently cleaning your area -Independently gathering supplies</p>	<p>Demonstrate - Teacher will demonstrate the classroom procedures for the setup and the cleaning up of the materials for the lessons in addition to putting tools/materials back in the proper areas. Modeling - Students will participate in the modeling of appropriate behaviors of setup and clean up.</p>	<p>The teacher will assess how well a student manages routines and procedures in the art classroom. In addition, the teacher will assess the independence of students in setting up and cleaning the classroom and tools.</p>	<p>Various art materials & tools, cleaning supplies (such as sponges, paper towels, etc.), organizing containers</p>	<p>Ongoing</p>
<p>Unit 3: Lines Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick, thin, wispy</p>	<p>Students will be able to: -Create a drawing using various lines (thin, thick, dashed, dotted, etc.) to create objects -Identifying lines in nature -Create lines using different tools (pencils, markers, paint) and identify how the tools create different lines -Recognize the qualities of line including straight, curved, vertical, horizontal, thick and thin lines -Identify famous artists use of lines in their works of art (i.e. Van Gogh <i>Starry Night</i>) -Identify how lines can convey feeling (temperature, emotions, etc.)</p>	<p>Leaves - Creating leaves with lines, specifically the lines of the veins that exist within leaves. Castle - Create a castle using specific lines (horizontal, vertical, diagonal, etc) Students can add various features to the castle itself as well as other mythical elements to the piece. Artist Spotlight: Piet Mondrian (1872-1944) was a Dutch painter, De Stijl movement. Students will create prints of horizontal and vertical lines then add primary colors as in Mondrian's <i>Composition in Red, Blue, and Yellow</i>. Self-Portrait - Looking in a mirror, students will create a self-portrait. Students will be exposed to various artists' self-portraits (i.e. Vincent van Gogh, Faith Ringgold, Pablo Picasso, Henri Matisse, etc.)</p>	<p>The teacher will assess student learning based on their ability to take their knowledge of lines and incorporate them into their works of art. In addition, assessment of being able to plan and convey how lines are used in a student piece. Finally, students are assessed on their ability to identify how lines can convey feelings/emotions.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos -The Metropolitan Museum of Art The MOMA</p>	<p>10 Weeks</p>

<p>Unit 4: Shapes & Forms Circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon, spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes,</p>	<p>Students will be able to: -Distinguish between shapes and forms -Identify how shapes, forms, and patterns are used in different cultures -Determine the function of shapes and forms in conveying meaning -Compare and contrast organic and geometric shapes</p>	<p>Examine Native American Textiles - Identify the shapes, forms, and patterns used in textiles as well as the function of each Pumpkins - Through modeling by the teacher, photos, and actual observation, students will draw a representation of a pumpkin patch. Artist Spotlight: James Rizzi, an American pop artist who was born and raised in Brooklyn, NY. Students will create a piece in his Pop Art style of buildings to represent shapes. Refer to school and community to draw inspiration. Matching Game - Match up 2D shapes with 3D forms. Origami - Create Origami through modeling by the teacher and video demonstrations.</p>	<p>The teacher will assess student learning based on understanding of the different shapes and forms, creativity, craftsmanship, and participation.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk, tempera, glue, scissors -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos -The Metropolitan Museum of Art The MOMA</p>	<p>10 Weeks</p>
<p>Unit 5: Color & Value Warm, cool, primary, secondary, color wheel, complimentary colors, tints, shades, monochromatic, light, dark, pressure, blending, tints</p>	<p>Students will be able to: -Identify the different terms that describe color -Predict what will happen to colors based on the addition of new colors -Use different colors and values to create artwork -Identify the mood and tone that correlates to shades</p>	<p>Lilacs - Students will create different values of purple to create their artwork. Student choice of artwork: Students will display an understanding of how to create different shades of colors Artist Spotlight: Piet Mondrian (1872-1944) was a Dutch painter, De Stijl movement. Students will create prints of horizontal and vertical lines then add primary colors as in Mondrian's <i>Composition in Red, Blue, and Yellow</i>. Artist spotlight: Andy Warhol, American artist born in Pittsburgh. Students will use</p>	<p>The teacher will assess if students are able to identify how colors are mixed to create various values, shades, and convey a mood/tone in their pieces of art.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, temperas, chalk, glue, scissors, -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos -The Metropolitan Museum of Art The MOMA</p>	<p>10 Weeks</p>

		specific color schemes to create a self-portrait piece in the style of Warhol.			
Unit 6: Texture Mixed media, collage, quilt, sculpture, relief sculpture, smooth, rough, imprints, patterns, implied, real, mark making, bumpy, smooth, scaly, soft, puffy, uneven, fluffy, soft, wrinkled, grainy, velvety, sticky, hairy, shiny, grooved, prickly, wooly, wavy, crumpled, glossy, spiky, criss-crossed, sharp, lined, creased, cracked, jagged, tangled, fractured, dull, splatter, sponge	Students will be able to: -Use mixed mediums to create a collage -Tell a story through their art -Create artwork using different textures	Mixed Media - Students will create artwork with a variety of mixed media to incorporate different textures. Artist Spotlight: Faith Ringgold , born in Harlem, is an African American painter, writer, mixed media sculptor and performance artist from Harlem, NY. Students will learn about the story frame, creating different story quilts about their own family/community using collage techniques. Winter Birds - Create birds using textures from paint using various tools such as toothbrush, sponges, plastic forks, etc.of how paint can have various textures with the tool used to paint, the pressure on the tool, or the manner in which the paint is applied. Students will then begin to explore how different textures can be created with paint and tools other than brushes.	The teacher will assess student learning based on application of mixed media to display textures and tell a story, creativity, craftsmanship, and participation.	Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk, glue, scissors, tempera, texture plates -Scholastic Art Magazine -Mati and Dada videos -I Can Fly videos -BrainPop videos - The Metropolitan Museum of Art The MOMA	10 Weeks
Interdisciplinary Connections	ELA SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., 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 responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.				
Career Readiness, Life Literacies and	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.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).				

Key Skills	
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.

ARTISTIC PROCESS: Presenting			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?	Analyze
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Select
Anchor Standard 6: Conveying meaning through art.	Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?	Share
PERFORMANCE EXPECTATIONS			
1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.			
1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.			
1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze			

how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Key Vocabulary	Student Learning Objective	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
<p>Craftsmanship, expositions, medium, shape, represent ideas, effort, pride, artist, signature, artist's intent</p>	<p>Students will be able to: -Create and present their art work with an "artist intent" (materials used, intention, etc.) -Engage in presentational choices to display work (i.e. paper matting) -Present their artwork to peers and justify their thinking and thought process -Complete an art project to the best of their ability -Take their time with the project/piece -Sign their project at the end</p>	<p>Display incomplete work examples, discussion of what it means to be complete Display artwork with artist signatures, have the students sign their works Discussion - The teacher will discuss how works of art are displayed in a museum as well as how they are organized by theme or concept. Artist Intent - The teacher will model how to describe your artwork in writing and students will complete an "artist intent" for their piece. Presenting - The teacher will model how to present your artwork to others so that students can present their artwork to peers.</p>	<p>The teacher will assess the students based on their ability to create an "artist intent" for their artwork and then effectively present it to their peers.</p>	<p>-Slide Presentations -Worksheets -Art Examples -Brain Pop -Mati and Dada videos -The Metropolitan Museum of Art The MOMA</p>	<p>Ongoing</p>
<p>Interdisciplinary Connections</p>	<p>ELA SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., 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 responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>				

Career Readiness, Life Literacies and 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.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.

ARTISTIC PROCESS: Responding			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 7: Perceiving and analyzing products.	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	People evaluate art based on various criteria.	Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	Analyze
PERFORMANCE EXPECTATIONS			
1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.			
1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.			
1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.			
1.5.2.Re3a: Use art vocabulary to explain preferences in selecting and classifying artwork.			

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources &	Pacing
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				Materials	
Process, incorporate, colors, emotions, convey, artist, connections, evaluate, sharing	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Build stamina and engagement in the art topic/piece -Use art vocabulary to explain their preferences in the artwork -Make personal connections to artwork -Attend to details and begin to refine their artistic choices -Respect classmates choices and opinions in their artwork -Use positive relevant art vocabulary language to compliment their own artwork as well as classmates 	<p>Discussion - The teacher will model using art vocabulary to describe artwork, elaborate on details, and making personal connections. Then students will begin to describe artwork with appropriate vocabulary, elaboration of details, and make personal connections in both small and whole group discussion.</p> <p>Discussion - The teacher will model how to compliment other artwork before students discuss in small groups.</p>	<p>The teacher will maintain anecdotal notes about the small and whole group discussion to identify if students are able to:</p> <ul style="list-style-type: none"> - Describe artwork with appropriate vocabulary - Elaborate on details - Make personal connections - Use positive language to compliment peers' artwork 	<ul style="list-style-type: none"> -Slide Presentations -Worksheets -Art Examples -Brain Pop -Mati and Dada videos -The Metropolitan Museum of Art The MOMA 	Ongoing
Interdisciplinary Connections	<p>ELA</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>				
Career Readiness, Life Literacies and Key Skills	<p>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).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>				
Computer Science and Design Thinking	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>				

ARTISTIC PROCESS: Connecting			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	Synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	Relate
PERFORMANCE EXPECTATIONS			
1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.			
1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.			
1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.			

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
Personal narrative, connections, celebration, choice, culture, holidays, traditions, community, compare, contrast.	Students will be able to: -Explain why they have made choices of lines, colors, and shapes in their art piece. -Explain how their art relates to their home, school, or community -Identify how their culture or background relates to their art -Acknowledge and accept the different	Model Discussions - Teacher will ask questions about student artwork for students to learn to speak of their work (i.e. family quilt piece, buildings in community piece, etc.). Turn and Talk (Think-Pair-Share) Discussions - Whole and small group discussion Gallery Walk Discussions -The teacher will discuss how they will/can reuse materials for art projects (i.e. rainforest collage,	The teacher will maintain anecdotal notes about the small and whole group discussion to identify if students are able to: - Identify their aesthetic choices and why they chose them - Explain their art's relation to home, school, or community - Identify how their culture or background relates to their art - Acknowledge and accept the different holidays/celebrations of others	-Slide Presentations -Worksheets -Art Examples -Brain Pop -Mati and Dada videos -The Metropolitan Museum of Art The MOMA	Ongoing

	holidays/celebrations of others	conservation, etc.). This allows for creativity and is a sound practice to have a positive impact on climate change.			
Interdisciplinary Connections	<p>ELA</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>				
Career Readiness, Life Literacies and Key Skills	<p>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).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>				
Computer Science and Design Thinking	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>				

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