

**Quinton Township School  
Art Grade 7  
Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Organizing ideas and working Collaboratively, Studio habits of Mind	<b>Pacing:</b>	10 weeks
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**Unit Summary:** How to plan a multi week project, how to research ideas, how to work collaboratively with peers

**Objectives**

- Week 1** SWBAT brainstorm ideas research ideas and create a planning paper
- Week 2** SWBAT gather materials and return to drawing center, painting center, collage center
- Week 3.**SWBAT stretch and explore using a variety of drawing collage and painting materials
- Week 4** SWBAT engage and persist by continuing to work on art work of choice?
- Week 5** SWBAT Brainstorm with peers ideas on the topic of social justice and art.
- Week 6** SWBAT Create rough drafts for social justice art project ( the hexagon project)
- Week 7** SWBAT work independently on a drawing for their collaborative project
- Week 8** SWBAT work collaboratively to create a display of their artwork
- Week 9** SWBAT participate in a peer to peer critique of collaborative projects
- Week 10** SWBAT Write an individual reflection on working on a group project

**Essential Questions: Can art be an agent for social change?**

**Common Core State Standards/Learning Targets: 1.5.8.Re8 1.5.8.Cn10 1.5.8.Cn11 8.1**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
<p><b>Week 1.</b> Students brainstorm ways to research ideas and plan artwork.</p> <p><b>Week 2.</b> Review all art centers and procedures for getting and returning supplies</p> <p><b>Week 3</b> Students work on art work of choice using a variety of art materials.</p> <p><b>Week 4</b> Students continue to work on art work of choice</p> <p><b>Week 5</b> Students brainstorm with peers for topics of a collaborative project with a social justice theme.</p> <p><b>Week 6</b> Students plan out and make a rough sketch for their collaborative project.</p>	<p>teacher made planning paper, art books, Genius Hour video</p> <p>Teacher demonstration</p> <p>video of The Hexagon Project</p>	<p>chrome book, books, printed materials</p> <p>drawing supplies, painting supplies, collage supplies, printing supplies, cardboard</p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>

<p><b>Week 7</b> Students work independently on their collaborative project</p> <p><b>Week 8</b> Students complete their independent projects and mount for display in a collaborative format</p> <p><b>Week 9</b> Students participate in a peer to peer critique of collaborative project</p> <p><b>Week 10</b> Students write a reflection on planning and working on a collaborative project.</p>	<p>Teacher made reflection page</p>		
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<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Formative</b> View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/ Completed art work of choice, completed collaborative project.</b>  <b>Suggested skills to be assessed:</b> <i>working with others, research strategies, reflective writing</i></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available,</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none"><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School  
Art Grade 7  
Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	3 D drawing Book Arts	<b>Pacing:</b>	10 weeks
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**Unit Summary:** Value shading, one point perspective, mechanical drawing using a ruler and triangle, parallel and perpendicular lines, paper sculpture, book arts

**Objectives**

**Week 1** SWBAT create a value scale: dark to light

**Week 2** SWBAT draw a cube, cylinder, sphere,

**Week 3.** SWBAT value shade using hatching, cross hatching or stippling cube cylinder, sphere

**Week 4** SWBAT demonstrate 1 point perspective cube drawing, use a ruler and triangle for drawing

**Week 5** SWBAT demonstrate 1 point perspective in a choice drawing

**Week 6** SWBAT demonstrate 1 point perspective in an imaginary drawing

**Week 7** SWBAT Combine drawing and value shading in an observational drawing

**Week 8** SWBAT Combine drawing and paper sculpture in a tunnel book or other book structure

**Week 9** SWBAT Combine drawing and sculpture in a explosion page book

**Week 10** SWBAT Combine drawing text and paper sculpture in a pop up card

**Essential Questions:** What do artists draw? How can paper be made 3 dimensional? How do artists use technology to create art?

**Common Core State Standards/Learning Targets:** 1.5.8.Cn11 1.5.8.Pr5 1.5.8.Re7 1.5.8.Re8 **8.1**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
<p><b>Week 1.</b> Students create a value scale dark to light using pencil</p> <p><b>Week 2.</b> Students practice drawing 3 dimensional geometric solid forms</p> <p><b>Week 3</b> Students practice shading techniques; hatching, cross hatching, and stippling</p> <p><b>Week 4</b> Students practice drawing in 1 point perspective by drawing a series of boxes above and below the horizon line. Students practice with a triangle and ruler</p> <p><b>Week 5.</b> Students create a drawing of a room interior or cityscape in 1 point perspective</p> <p><b>Week 6</b> Students add imaginary elements to their 1 point perspective rooms or cityscapes.</p> <p><b>Week 7</b> Students draw from observation a still life of geometric</p>	<p>teacher demonstration</p> <p>teacher created handout, video demonstration</p>	<p>paper drawing pencils</p> <p>paper pencils rulers, triangles</p> <p>solid geometric blocks</p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>

<p>blocks</p> <p><b>Week 8</b> Students watch a video on how to make a tunnel book and brainstorm ideas for a tunnel book</p> <p><b>Week 9</b> Students practice folding an explosion page book and create content for inside the page</p> <p><b>Week 10</b> Students design and create a pop up card</p>	<p>utube video</p>	<p>paper, scissors, rulers, color pencils, cardstock, chipboard</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Formative</b> View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/</b> 1 or more point perspective drawings, 1 example of a book structure  <b>Suggested skills to be assessed:</b> <i>value shading, hatching, cross hatching stippling, using a ruler and triangle,</i></p>



## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none"><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School**  
**Art Grade 7**  
**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Wearable art, weaving, sewing jewelry	<b>Pacing:</b>	10 weeks
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**Unit Summary:**weaving, jewelry making, sewing/needlepoint/embroidery

**Objectives**

**Week 1** SWBAT warp a cardboard loom, tie a knot

**Week 2** SWBAT weave a small pocketbook or pouch

**Week 3.** SWBAT remove pocketbook or pouch from the loom to complete the project

**Week 4** SWBAT demonstrate basic stitching and patterns a small embroidery sample

**Week 5** SWBAT demonstrate hand sewing stitchery to create an embellished felt pouch

**Week 6** SWBAT create a pin from air dry clay or recycled materials such a bottle caps

**Week 7** SWBAT demonstrate wire wrapping to create a necklace or earring

**Week 8** SWBAT demonstrate basic beading to create a bracelet

**Week 9** SWBAT demonstrate square knotting to make a knotted bracelet

**Week 10** SWBAT identify macrame as fiber art and demonstrate how to make several kind of knots.

**Essential Questions:** What are some ways to make wearable art? Who are some important artists who use fabric in their art? How do artists use technology to create art?

**Common Core State Standards/Learning Targets:** 1.5.8.Cn11 1.5.8.Pr5 1.5.8.Re7 1.5.8.Re8 **8.1**

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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b>Week 1.</b> Students work on adding warp threads to a loom. Watch a video on weaving a pouch or other wearable woven fabric</p> <p><b>Week 2.</b> Students work on weaving on the cardboard loom</p> <p><b>Week 3</b> Students watch a video on how to remove the weaving from the loom and add a closure to make a pocketbook or pouch</p> <p><b>Week 4</b> Students practice stitching a pattern to create a small embroidered monogram letter</p> <p><b>Week 5.</b> Students practice hand sewing stitches to make a small wallet or pouch from felt</p> <p><b>Week 6</b> Students are introduced to the pop up jewelry center and work on making a pin from recycled material or air dry clay</p> <p><b>Week 7</b> Students watch a video on</p>	<p>Teacher demonstration, reproductions of contemporary fabric artists who use weaving, sewing, and macrame in new and different ways. Artists Nick Cave, Toni Brogan, Isabella Despujols</p> <p>youtube video on finishing a weaving and removal from the loom</p> <p>Teacher demonstration</p> <p>Teacher made written handout</p> <p>Teacher demonstration of procedures and process.</p> <p>utube video</p>	<p>cardboard looms, wooden looms, yarns</p> <p>thread, needles, burlap,</p> <p>felt buttons</p> <p>jewelry wire, assorted beads, small tumbled rocks, pre made necklaces, hemp, closures and other jewelry findings,</p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>

<p>wire wrapping and make a small wire wrapped necklace or earring</p> <p><b>Week 8</b> Students use beads and wire to create a bracelet, ring or other beaded wearable art</p> <p><b>Week 9</b> Students practice making square knots and make a knotted bracelet or belt</p> <p><b>Week 10</b> Students watch a video on macrame wall art and practice several kinds of knots</p>	<p>Teacher demonstration, utube video</p>	<p>bottlecaps chipboard air dry clay.</p> <p>hemp cord, paracord, closures</p>	
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<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Formative</b> View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/</b> 1 or more completed fabric art piece, 1 or more jewelry piece  <b>Suggested skills to be assessed:</b> <i>hand sewing, stitching, knotting,</i></p>

## Differentiation

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<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none"><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School  
Art Grade 7  
Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Advanced studio practice. Studio Habits of Mind	<b>Pacing:</b>	10 weeks
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**Unit Summary:** painting, collage, origami, sculpture, genres,digital art, art elements

**Objectives**

**Week 1** SWBAT demonstrate positive and negative space through Notan Design collage

**Week 2** SWBAT demonstrate positive and negative design through creating a zentangle

**Week 3.**SWBAT fold a variety of origami models of choice using the padlet, digital choice board

**Week 4** SWBAT distinguish between representational, abstract and non objective in art in a painting of choice.

**Week 5** SWBAT online drawing apps to create a digital painting

**Week 6** SWBAT use cardboard to make a scene or setting from a painting or illustration, or story( The Starry Night, ect)

**Week 7** SWBAT demonstrate studio habits “envision’ ,”engage and persist” ,” stretch and explore” ,and “reflect” by finishing a project and writing a short reflection.

**Week 8** SWBAT photograph and upload art work of choice to artsonia web museum and include a artists statement

**Week 9** SWBAT participate in a peer to peer critique of a selected artwork completed throughout the year.

**Week 10** SWBAT improve critical thinking skills by competing in an art game.( puzzles, bingo, art detectives)

**Essential Questions: How do artists Envision, Engage and Persist, Develop Craft, Stretch and Explore and Reflect? How do artists use technology to create art?**



**Common Core State Standards/Learning Targets: 1.5.8.Cn11 1.5.8.Pr5 1.5.8.Re7 1.5.8.Re8 8.1**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b>Week 1.</b> Students use construction paper to create notan design collages</p> <p><b>Week 2.</b> Students create positive negative patterns through drawing zentangles.</p> <p><b>Week 3</b> Students use the origami choice board to select origami models to fold</p> <p><b>Week 4</b> Students watch a video on art genres and create painting of choice in one of the genres</p> <p><b>Week 5.</b> Students practice using layering in kleki app . create art work of choice</p> <p><b>Week 6</b> Students practice attachment techniques using cardboard and re create a scene or setting from a famous painting or story</p> <p><b>Week 7</b> Students continue working on a project of choice and write a short</p>	<p>Teacher demonstration, video on the history of Notan Design</p> <p>Handouts on zentangle patterns</p> <p>Teacher made origami choice board</p> <p>video or teacher made slide presentation</p> <p>Teacher made written handout</p> <p>Teacher made instructional video</p> <p>Teacher made slide presentation</p> <p>Teacher made handout on reflection questions</p>	<p>construction paper, glue, scissors</p> <p>watercolor paper, sharpie pens</p> <p>origami papers</p> <p>paper, tempera paints, mixed media options</p> <p>chrome books</p> <p>cardboard glue, masking tape, paint scissors</p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>

<p>reflection on their artwork</p> <p><b>Week 8</b> Students photograph tier work using correct framing and cropping then upload to artsonia web museum and add an artist's statement</p> <p><b>Week 9</b> Students engage in either a peer to peer critique</p> <p><b>Week 10</b> Students practice critical thinking skills through play based learning or online art games</p>	<p>Teacher demonstration, utube video</p>	<p>chrome books</p>	
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<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b> Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/</b> 2 or more completed art work of choice, completed reflection  <b>Suggested skills to be assessed: practicing studio skills, photographing with proper cropping</b></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available,</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none"><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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