



# **Rochelle Park School District**

## **Curriculum Guide**

### **Visual Arts Grade K**

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:**  
Kindergarten

### 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 an introduction for kindergarteners to the Visual Arts. It addresses the Elements of Art which are the building blocks for creating and communicating thoughts and meanings. Students 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. Through observation and critical thinking about the visual world around them, students will begin to make connections of their place in the world. Kindergarteners will begin to develop 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
<b>Unit 1: Safety</b> Routine and Safety, hold scissors down in your hand, thumb up in scissors	<b>Students will be able to:</b> -Handle materials in a safe manner -Move throughout the art room safely -Cut using a scissor	<b>Practice</b> - Practice the safety skill after it is modeled by the teacher <b>Discussion &amp; Demonstration</b> - 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

	-Glue -Sharpening pencils				
<b>Unit 2: Lines</b> Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick, thin, wispy	<b>Students will be able to:</b> -Maintain a pincer grip -Draw horizontal lines -Draw vertical lines -Recognize the qualities of line including straight, curved, vertical, horizontal, thick and thin lines in known two-dimensional works of art	<b>Draw</b> - Various lines using crayons, pencils, and paint brushes <b>Fall Paper Tree</b> - Vertical lines for tree trunk, horizontal lines for the grass, tearing paper. <b>Family Kinetic Drawing</b> - Your family, your house, season. <b>Draw to Music</b> - Play various styles of music and students will create their interpretation through lines. <b>Create Different Lines</b> - in sections on the paper with crayon, watercolor between the lines.	The teacher will assess student learning based on their ability to draw lines and aspects of lines.	Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk, temperas  -Slide Presentations -Worksheets -Art Examples  <b>Suggested Read Alouds</b> - - <a href="#">Harold and the Purple Crayon</a> by Crockett Johnson - <a href="#">Lines That Wiggle</a> by Candace Whitman	8 Weeks
<b>Unit 3: Shapes</b> Circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon cutting, gluing Aristis: Henri Matisse	<b>Students will be able to:</b> -Use lines to draw shapes -Identify different shapes -Identify basic geometric shapes in two-dimensional works of art and produce similar use of shape as the focus of original artwork	<b>Scarecrow Collage</b> - Create a scarecrow inspired art piece using shapes, lines, different materials and textures. <b>Collage</b> - shapes, lines, different materials and textures. <b>Shape Bingo</b> - identification of shapes. <b>Artist Spotlight:</b> Students will learn about <a href="#">Jim Dine</a> , an American artist born in Cincinnati, Ohio. His work, <i>Four Hearts</i> , is the focus for students to create a project using heart shapes in his style. <b>Shape Memory Game</b> - Use a card deck of shapes and take one away for students to think what went missing. <b>I Spy</b> - Play the game looking for shapes around the room.	The teacher will assess student learning based on their ability to participate in the class activities each day and the identification of all key vocabulary shapes.	Various papers, various material, pencils, markers, colored pencils, crayons, watercolors, chalk, rafia, glue, scissors  -Slide Presentations -Worksheets -Art Examples  <b>Suggested Read Alouds</b> - - <a href="#">Where the Wild Things Are</a> by Maurice Sendak - <a href="#">Snippets</a> by Diane Alber - <a href="#">Big Box of Shapes</a> by Wiley Blevins	8 Weeks

<p><b>Unit 4: Color &amp; Value</b> Rainbow (ROYGBIV), primary and secondary colors, color wheel, color mixing, tracing, warm and cool colors</p>	<p><b>Students will be able to:</b> -Identify the colors of the rainbow -Mix colors to make new colors -Identify what colors make new colors -Identify the 6 basic colors -Distinguish between light and dark values</p>	<p><b>Color Mixing</b> - Use the color wheel to progress through the different colors (ratio of color-light vs. dark colors). <b>Crayon Resist</b> - Students will create and mix watercolors using white crayons. <b>Leaf Prints</b> - Using large rubber leaf stamps, students will mix colors to create values in a print. <b>Color Wheel</b> - Complete a color wheel by mixing own colors <b>Landscape</b> - Students will work collaboratively to create a landscape after reading the story <i>Sky Color</i>.</p>	<p>The teacher will assess if students are able to identify their primary and secondary colors, how primary colors are mixed to make other colors, identify cool and warm colors, dark and light colors.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk, glue, scissors, tempera, rubber leaf</p> <p>-Slide Presentations -Worksheets -Art Examples</p> <p><b>Suggested Read Alouds -</b> - <a href="#">Sky Color</a> by Peter Reynolds - <a href="#">Monsters Love Color</a> by Mike Austin - <a href="#">Mouse Paint</a> by Ellen Stoll Walsh</p>	<p>8 Weeks</p>
<p><b>Unit 5: Forms:</b> 2D and 3D forms, flat, not flat</p>	<p><b>Students will be able to:</b> -Understand, identify and create a 2D shape (two dimensional) will always have a width and length, but no depth, making it totally flat -Understand, identify and create a 3D shape (three dimensional) will have a top view, side view</p>	<p><b>Bingo</b> - Game will review 2D shapes: circle, oval, triangle, square, rectangles, rhombus, trapezoid, star, heart, and crescent, plus 3D forms, cones, sphere, cylinder and cube. <b>Sculpture</b> - Students will create their own version of a 3D <i>Very Hungry Caterpillar</i> using PlayDoh or Model Magic. <b>Food</b> - Create different foods (hot dogs on a bun, tacos, corn on the cob, french fries, etc.) in 3D using PlayDoh. <b>Penguins</b> - Students will draw penguins giving the illusion of 3D using value techniques.</p>	<p>The teacher will assess the students ability to make a variety of 2D and 3D objects with the material they are using. The students will need to display the differences between the two.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk, glue, scissors, tempera, Model Magic, PlayDoh</p> <p>-Slide Presentations -Worksheets -Art Examples</p> <p><b>Suggested Read Alouds -</b> - <a href="#">The Very Hungry Caterpillar</a> by Eric Carle</p>	<p>8 Weeks</p>
<p><b>Unit 6: Texture</b> Smooth, rough,</p>	<p><b>Students will be able to:</b></p>	<p><b>Pattern Making</b> - The teacher will model how different</p>	<p>The teacher will assess the students' ability to create and identify a variety of textures with</p>	<p>Various papers, pencils, crayons,</p>	<p>8 Weeks</p>

<p>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, dull</p>	<p>-Create and identify patterns with colors, size, and shapes -Identify texture that is implied vs. real</p>	<p>patterns are made. Students will create patterns with various colors, shapes, sizes. Students will then create a winter paper quilt. <b>Crayon Rubbings</b> - Scavenger hunt creating textures using texture plates as well as finding things in the room in which to make texture rubbings. <b>Actual Textures</b> - Using PlayDoh/Model Magic, Objects students will create a variety of textures. They will identify the texture that they have created and describe it with adjectives. <b>Under the Sea</b> - Using various materials, create an under the sea collage which includes many different textures within the final piece.</p>	<p>their materials using anecdotal notes of their progress.</p>	<p>texture plates, Model Magic, PlayDoh, tissue paper, paint, glue, sand, shells  -Slide Presentations -Worksheets -Art Examples</p>	
<p><b>Interdisciplinary Connections</b></p>	<p><b>ELA</b> SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten 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 and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <b>MATH</b> K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to K.G.A.2 Correctly name shapes regardless of their orientations or overall size. K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>				
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>	<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). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>				
<p><b>Computer Science and Design Thinking</b></p>	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>				

<b>ARTISTIC PROCESS: Presenting</b>			
<b>Anchor Standard</b>	<b>Enduring Understanding</b>	<b>Essential Questions</b>	<b>Practice</b>
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.

<b>Key Vocabulary</b>	<b>Student Learning Objective</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>	<b>Suggested Resources &amp; Materials</b>	<b>Pacing</b>
Craftsmanship, expositions,	<b>Students will be able to:</b>	<b>Display</b> incomplete work examples, discussion of what it	Students will identify that their piece of artwork is complete and ready to display	-Slide Presentations -Worksheets	Ongoing

medium, shape, completion of components, represent ideas, effort, pride, artist, signature	-Complete an art project to the best of their ability -Take their time with the project/piece -Sign their project at the end	means to be complete  <b>Display</b> artwork with artist signatures, have the students sign their works	within the classroom/bulletin board/display  Completion of all components of the project	-Art Examples -Brain Pop -Mati and Dada videos <a href="#">-The Metropolitan Museum of Art</a>  <a href="#">The MOMA</a>	
<b>Interdisciplinary Connections</b>	<b>ELA</b> SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten 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 and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				
<b>Career Readiness, Life Literacies and Key Skills</b>	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).				
<b>Computer Science and Design Thinking</b>	8.1.2.AP.4: Break down a task into a sequence of steps.				

<b>ARTISTIC PROCESS: Responding</b>			
<b>Anchor Standard</b>	<b>Enduring Understanding</b>	<b>Essential Questions</b>	<b>Practice</b>
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
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**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 & Materials	Pacing
Process, incorporate, colors, emotions, convey, artist, connections, evaluate, take turns	<b>Students will be able to:</b> -View works of art by various artists to identify what you like, do not like, how lines are used, what colors are used, how they connect to the piece personally -Develop stamina and engagement in the art topic/piece	<b>Discussion:</b> Students will view an artist's piece having small and whole group discussion about how the students feel about the piece: “I see...” “It makes me feel...” “It reminds me of...”	The teacher will maintain anecdotal notes about the small and whole group discussion to identify if students are able to: <ul style="list-style-type: none"> <li>- Identify components such as lines, shapes, colors</li> <li>- Make a connection to the piece</li> <li>- Identify how the piece makes them feel</li> <li>- Take turns speaking about the piece</li> </ul>	-Slide Presentations -Worksheets -Art Examples -Brain Pop -Mati and Dada videos <a href="#">-The Metropolitan Museum of Art</a>  <a href="#">The MOMA</a>	Ongoing
<b>Interdisciplinary Connections</b>	<b>ELA</b> SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten 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 and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				
<b>Career Readiness, Life Literacies and Key Skills</b>	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).				

<b>Computer Science and Design Thinking</b>	8.1.2.AP.4: Break down a task into a sequence of steps.
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<b>ARTISTIC PROCESS: Connecting</b>			
<b>Anchor Standard</b>	<b>Enduring Understanding</b>	<b>Essential Questions</b>	<b>Practice</b>
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
<b>PERFORMANCE EXPECTATIONS</b>			
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.			

<b>Key Vocabulary</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>	<b>Suggested Resources &amp; Materials</b>	<b>Pacing</b>
Personal narrative, connections, celebration, choice, culture, holidays, traditions, community, compare, contrast.	<b>Students will be able to:</b> -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	- Model discussions - Whole and small group discussion - Pair and Share	The teacher will maintain anecdotal notes about the small and whole group discussion to identify if students are able to: <ul style="list-style-type: none"> <li>- Identify their aesthetic choices and why they chose them</li> <li>- Explain their art's relation to home, school, or community</li> <li>- Identify how their culture or background relates to their art</li> <li>- Acknowledge and accept the different</li> </ul>	-Slide Presentations -Worksheets -Art Examples -Brain Pop -Mati and Dada videos <a href="#">-The Metropolitan Museum of Art</a> <a href="#">The MOMA</a>	Ongoing

	-Identify how their culture or background relates to their art -Acknowledge and accept the different holidays/celebrations of others		holidays/celebrations of others		
<b>Interdisciplinary Connections</b>	<b>ELA</b> SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten 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 and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				
<b>Career Readiness, Life Literacies and Key Skills</b>	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).				
<b>Computer Science and Design Thinking</b>	8.1.2.AP.4: Break down a task into a sequence of steps.				

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
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