6 - 8
General
Music
Curriculum

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Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

Committee Credits

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General Music Curriculum

Scope and Sequence

Grade 6

Singing - Weeks 1-10 (ongoing)				
Week 1	Week 2-3	Week 4-5	Week 6-7	Week 8-10
Singing	Keyboard History	Instruments of the Orchestra	Patriotic Music	Musical Theater

Grade 7

Guitar - Weeks 1-10 (on going)			
Week 1-2	Week 3-5	Week 6-8	Week 9-10
Guitar	Blues and Jazz	Silent Film	Instruments of Orchestra

Grade 8

Guitar - Weeks 1-10 (on going)		
Week 1-2	Week 3-7	Week 8-10
Guitar	Opera	Musical Theater

Music Grade 6

I.   Course Synopsis

At the 6th grade level students will continue to build upon musical concepts previously introduced at the elementary levels. Students will continue to explore their singing voice, musical instruments and musical theater.   In addition to these areas there will be a central focus around ethnomusicology.

II.   Philosophy and Rationale

As students continue to grow and increase their awareness of self and society the role of music creates a vehicle for exploration. The General Music classroom continues to develop within each student independent and critical thinking. Music Education is character education; citizenship, trustworthiness, respect, caring, responsibility and fairness are all fostered through music studies.

III.   Enduring Understanding

Music is a performing art. Each student will leave the music classroom with their own unique musical experience as well as the exposure to ensemble performance.

IV.   Scope and Sequence:
   A. Unit: Vocal Performance
      1. Learning Objective: S.W.B. A. T
         a. Compare and contrast vocal style
         b. Compare and contrast technical proficiency
         c. Demonstrate proper tone production
         d. Practice proper breath support
         e. Practice proper vocal posture
         f. Utilize accurate articulation techniques
         g. Demonstrate an understanding of the elements of music
      2. Suggested Activities
         a. Guided breathing
         b. Listening to a variety of vocal styles
         c. Performing a variety of vocal styles
         d. Experience expression through singing
         e. Modeling proper vocal technique
         f. Introduce and identify tempo through song and movement
         g. Experience rhythm through body percussion *i.e. pat, tap, clap, snap, stomp*
         h. Student driven discussion as a class or in cooperative groups
      3. Assessment
         a. Informal and aural visual observation of student performance
         b. Simple written formative assessments
         c. Differentiated in-class performance
         d. Student centered self-assessment
         e. Interactive SmartBoard activities
      4. Essential Question

        a. Can students synthesize those skills appropriate to individual and group vocal performance?

B. Unit: History of Keyboard Instruments
  1. Learning Objectives: S.W. B. A. T.
     a. Distinguish the difference between various keyboards: modern and historic
     b. Understand the development of keyboard instruments as an historical concept.
     c. Compare and contrast the plectrum and hammer mechanisms.
     d. Compare and contrast musical style from different historical eras.
     e. Identify individual composers (i.e. Bach, Handel, Mozart, Beethoven, Chopin)
     f. Understand the technology driven change in music history.
  2. Suggested Activities
     a. Listening to the variety of instruments in the keyboard family.
     b. Compare and contrast different keyboard instruments through video clips.
     c. Read the article "The Amazing Piano" from Music Alive.
     d. Explore compositional trends in keyboard writing.
     e. Provide performance opportunities for students.
  3. Assessment
     a. Simple written assessment of keyboard history.
     b. Aural skills assessment.
     c. Critique of public performance.
  4. Essential Question
     a. How can technology change the course of a musical culture?

C. Patriotic Music
  1. Learning Objectives: S.W. B. A. T.
     a. Identify Songs of the Civil War.
     b. Discuss how an historical era can be a catalyst for creative activity.
     c. Build an awareness of slavery in the United States.
     d. Develop an understanding of "code" songs.
     e. Develop an understanding of the connection between music and politics.
     f. Discuss the history of the Star-Spangled Banner
  2. Suggested Activities
     a. Listening to and performing a variety of patriotic songs.
     b. Written expression of historical drama through lyrics.
     c. Historical exploration through reading and video.
     d. Class discussion of history and music.
  3. Assessment
     a. Simple written assessment.
     b. Individual and group participation within class and group discussion.
     c. Individual assessment of learning using exit slips.
  4. Essential Question
     a. How do music and politics/history influence each other?

D. Instruments of the Orchestra
1. Learning Objectives: S.W. B. A. T.
   a. Identify individual instruments and their families.
   b. Discuss traditional and modern orchestral formats.
   c. Discuss the role of the orchestra in history.
   d. Explore and identify elements of music through orchestral excerpt.
   e. Identify Baroque, Classical, Romantic, and Modern orchestral seating.
2. Suggested Activities
   a. Listening to solo/chamber/orchestral performances.
   b. Explore the connection between character and thematic development using Prokofiev's "Peter and the Wolf."
   c. SmartBoard interactive activities.
   d. Student performance.
3. Assessment
   a. Simple written and aural assessment.
   b. Individual and group participation within class and group activities.
   c. Student performance
   d. Individual assessment of learning using exit slips.
4. Essential Question
   a. Why the orchestra?
E. Musical Theatre
1. Learning Objectives S.W.B.A.T.
   a. Understand the historical context of a given theater experience.
   b. Explore the relationship between music and drama
   c. Experiment with the variety of career opportunities within the musical theater industry.
   d. Develop a deeper understanding between the creative artist and society.
2. Suggested Activities
   a. Perform and listen to the musical selections of *Oliver!*
   b. Read and role play from the script, *Oliver!*
   c. View and interpret the musical theater production of *Oliver!*
   d. Student centered break-out work to explore the different careers in musical theater.
3. Assessment
   a. Simple written and aural assessment.
   b. Individual and group participation within class and group activities.
   c. Student performance
   d. Individual assessment of learning using exit slips.
4. Essential Questions
   a. What is the relationship between music and drama?
   b. What is the relationship between the artist and society?

Music Grade 7

I.   Course Synopsis

At the 7th grade level students will continue to build upon musical concepts previously introduced at the elementary and middle school levels. Students will continue to explore their singing voice, musical instruments and musical theater.   In addition to these areas there will be a central focus around guitar skills, content knowledge and performance.

II.   Philosophy and Rationale

As students continue to grow and increase their awareness of self and society the role of music continues to creates a vehicle for exploration. The General Music classroom continues to develop within each student independent and critical thinking. Music Education is Character Education; citizenship, trustworthiness, respect, caring, responsibility and fairness are all fostered through music studies.

III.   Enduring Understanding

Music is a performing art. Each student will leave the music classroom with their own unique musical experience as well as experience and interaction with ensemble performance.

IV.   Scope and Sequence:
  A. Unit: Music of the Silent Film Era
    1. Learning Objective: S.W.B. A. T
        a. Compare and contrast improvisation in jazz to improvisation in theater, specifically in silent films.
        b. Apply skills and experience the world of silent films through the perspective of the actors, director, musical director and writers.
        c. Develop a deeper understanding of character and thematic development through music.
        d. Comprehend and explore the role of the musician through the Silent Era.
        e. Students will be able to practice concert etiquette skills.
        f. Experiment with and explore different technologies that impacted the development of theater and film music.
    2. Suggested Activities
        a. Compare and contrast the use of music in film.
        b. Listening and interpreting the connection between film and music
        c. Student performance
        d. Student performance critique

e. Explore the development of talking pictures through viewing *"Singin' In the Rain"*

　　3. Assessment
　　　　　a. Informal and aural visual observation of student performance
　　　　　b. Simple written formative assessments
　　　　　c. Differentiated in-class performance
　　　　　d. Group projects
　　　　　e. Interactive SmartBoard activities

　　4. Essential Question
　　　　　a. What is a silent film?
　　　　　b. What role did musicians play in the "Silent Era"?
　　　　　c. How did the role of musicians change with advancement of technology in film?

B. Unit: Blues and Jazz
　　1. Learning Objectives: S.W. B. A. T.
　　　　　a. Aurally identify a blue note
　　　　　b. Explore the development of 12 Bar Blues form
　　　　　c. Understand the syncretic nature of American popular music
　　　　　d. Understand "call and response"
　　　　　e. Comprehend and experiment with improvisation

　　2. Suggested Activities
　　　　　a. Listening to a variety of musical examples
　　　　　b. Experience the blues through performance
　　　　　c. Video clips of various performers and styles
　　　　　d. Teacher demonstration.
　　　　　e. Individual/class discussion
　　　　　f. Reading material on the development of popular music in the United States.
　　　　　g. Class notes

　　3. Assessment
　　　　　a. Simple written assessment
　　　　　b. Aural skills assessment.
　　　　　c. Critique of public performance.

　　4. Essential Question:
　　　　　a. What is the impact of Blues and Jazz on American popular music?

C. Unit: Instruments of the Orchestra

1. Learning Objectives: S.W. B. A. T.
    a. Continue further development of individual instruments and their families
    b. Experience a wider variety of orchestral music.
    c. Further understand the nature of timbre, balance, and blend
    d. Further develop aural skills
    e. Follow motive development
    f. Continue exploration of historical periods through the orchestra
2. Suggested Activities
    a. Video presentation of individual instruments
    b. Student/teacher demonstration
    c. SmartBoard interactive activity
    d. Listening to Beethoven Symphony #5 (1st movement)
    e. Listening to Beethoven Symphony #9 (4th movement)
    f. Listening to various examples of film music
    g. Individual and group projects
3. Assessment
    a. Simple written assessment
    b. Individual and group participation within class and group discussion
    c. Individual assessment of learning using exit slips
4. Essential Question
    a. So we ask again "Why the Orchestra?"
    b. What is the place of the orchestra in today's society?

D. Unit: The Guitar
    1. Learning Objectives: S.W. B. A. T.
        a. Identify the parts of the guitar
        b. Identify and read individual chord charts
        c. Hold the guitar correctly
        d. Demonstrate proper care of an instrument
        e. Understand the nature and benefit of warm-up exercises
        f. Play the chords in an "A" major twelve bar blues
        g. Understand the nature of solo and ensemble playing
        h. Demonstrate comprehension of: staff, bar lines, measures, time signature, repeat sign, key signature, rhythm, melody, harmony, and tempo.
    2. Suggested Activities
        a. Written resources and references
        b. Assignment of individual instruments with demonstration of proper care.

c. Teacher demonstration

    d. Differentiated student practice groups

    e. Listening to various styles of guitar performance

    f. Student reflection practice logs

    g. Individual and group performance

    h. Performance etiquette

3. Assessment

    a. Simple written and performance assessment

    b. Individual and group participation within class and group activities.

    c. Student self-evaluation

    d. Individual assessment of learning using exit slips.

4. Essential Questions

    a. How does playing an instrument create an awareness of the larger world of music?

    b. Does playing an instrument create self-discipline?

Music Grade 8

I.   Course Synopsis

At the 8th grade level students will continue to build upon musical concepts previously introduced at the elementary and middle school levels. Students will continue to explore their singing voice, musical instruments and musical theater.   In addition to these areas there will be a central focus around guitar skills, content knowledge and performance as well as opera.

II.   Philosophy and Rationale

As students continue to grow and increase their awareness of self and society the role of music continues to create a vehicle for exploration. The General Music classroom continues to develop, within each student, independent and critical thinking. Music Education is Character Education; citizenship, trustworthiness, respect, caring, responsibility and fairness are all fostered through music studies.

III.   Enduring Understanding

Music is a performing art. Each student will leave the music classroom with their own unique musical experience as well as experience and interaction with ensemble performance.

IV.   Scope and Sequence:
    A. Unit: Opera

1. Learning Objective: S.W.B. A. T
   a. Compare and contrast opera and musical theatre
   b. Understand tessitura
   c. Aurally identify voice parts
   d. Understand and identify the various components of opera: overture, aria, chorus, recitative, entr'acte, libretto.
   e. Comprehend the connection between character and motivic development
   f. Build upon their knowledge and understanding of thematic composition as it relates to motivic development
   g. Understand opera as a primary source for film and theatre music of the 20th and 21st centuries
   h. Understand the development of the orchestra and its organic connection to opera
   i. Develop an awareness of opera as a synthesis of classical form and their fusion with theatre
   j. Develop an awareness of the production elements involved with operatic performance
   k. Appreciate language set to music
2. Suggested Activities
   a. Compare and contrast the elements of musical theatre
   b. Listening and interpreting the connection between drama and music
   c. Listen and view one opera (abridged) from beginning to end
   d. Student performance/teacher demonstration
   e. Student performance critique
   f. Student centered group discussion
3. Assessment
   a. Class participation in discussion /listening
   b. Summative written exam
   c. Differentiated group projects
   d. Informal assessment of student learning via exit tickets
4. Essential Question
   a. How does the world of opera relate to the world at large?
   b. How are we enriched through the exposure to opera?
B. Unit: West Side Story
   1. Learning Objectives: S.W. B. A. T.
      a. Understand the historical context of a given theatre experience
      b. Further explore the relationship between literature, music and drama

  c. Explore elements of race, culture, immigration, social development, a language of hate

  d. Develop a deeper understanding between the creative artist and society

  e. Understand the syncretic nature of American popular music

  f. Understand the production elements of theatre

 2. Suggested Activities

  a. Listen, view, and interpret the entire production of West Side Story

  b. Compare and contrast "Romeo and Juliet" with West Side Story

  c. Teacher presentation of historical background

  d. Individual/class discussion

  e. Break-out group discussion when appropriate

  f. Reading material

  g. Student hand-outs

 3. Assessment

  a. Simple written assessment

  b. Individual and group participation

  c. Critique of performance

 4. Essential Question:

  a. Does musical theatre reflect our society?

  b. What are the common elements between opera and musical theatre?

C. Unit: The Guitar

 1. Learning Objectives: S.W. B. A. T.

  a. Review and recall the grade 7 guitar skills

  b. Understand the nature and benefit of warm-up exercises

  c. Play the chords in an "A" major/minor twelve bar blues

  d. Extend their knowledge of chords outside the 12 bar blues patterns

  e. Experience bar chord technique

  f. Use the capo

  g. Develop ensemble skills (individual part playing)

  h. Understand the nature of solo and ensemble playing

  i. Develop the ability to sing and play various popular songs: e.g. Blue Suede Shoes, Viva la Vida, Pompeii, Sweet Home Alabama, etc

  j. Demonstrate comprehension of: staff, bar lines, measures, time signature, repeat sign, key signature, rhythm, melody, harmony, tempo and note reading

 2. Suggested Activities

  a. Written resources and references

  b. Assignment of individual instruments with demonstration of proper care.

  c. Teacher demonstration

  d. Differentiated student practice groups

    e. Listening to various styles of guitar performance
    f. Student reflection practice logs
    g. Individual and group performance with specific part assignment
    h. Performance etiquette
  3. Assessment
    a. Simple written and performance assessment
    b. Individual and group participation within class and group activities.
    c. Student self-evaluation
    d. Individual assessment of learning using exit slips.
  4. Essential Question
    a. Does playing a musical instrument contribute to one's ability to be a life-long learner?
    b. Does playing a musical instrument enable you to better critique music performance?
    c. Does participating in a music ensemble help develop stronger character and social skills?

V. New Jersey Core Curriculum Content Standards: Visual and Performing Arts and other standards

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

By the end of grade 8, those students choosing Music as their required area of specialization demonstrate competence in the following content knowledge and skills.		
Common, recognizable musical forms often have characteristics related to specific cultural traditions.	1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
Compositional techniques used in different styles and genres of music vary	1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements

according to prescribed sets of rules.		of music in diverse styles and genres of musical compositions.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

NOTE: By the end of grade 8, all students demonstrate competency in the following content knowledge and skills for their required area of specialization in dance, music, theatre, or visual art.		
Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

NOTE: By the end of grade 8, those students choosing music as their required area of specialization demonstrate competency in the following content knowledge and skills.		
Western, non-Western, and avant-garde notation systems	1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard

have distinctly different characteristics.		Western, non-Western, and avant-garde notation.
Stylistic considerations vary across genres, cultures, and historical eras.	1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.	1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.	1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

NOTE: By the end of grade 8, all students demonstrate competency in the following content knowledge and skills for their required area of specialization in dance, music, theatre, or visual art.		
Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

of culturally specific art within historical contexts.		
Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.	1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
Symbolism and metaphor are characteristics of art and art-making.	1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.	1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.	1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

B. Critique Methodologies

NOTE: By the end of grade 8, all students demonstrate competency in the following content knowledge and skills for their required area of specialization in dance, music, theatre or visual art.

Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.	1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

VI. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- Social Studies - (Geography of Target Language Countries, Immigration, Service Learning)

6.1.4.D.18 Explain how an individuals' beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Currency Exchange Rates, Metric System

CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

- English - Central Idea/Summarizing, Transition words, Sequencing of events

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Technology standards (http://www.state.nj.us/education/cccs/2014/tech/):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- Workplace readiness standards
  (http://www.state.nj.us/education/cccs/1996/05ccwrready.html):

Cross-Content Workplace	The Arts (Visual and Performing)

Readiness Standards	
Develop Career Planning and Workplace Readiness Skills	Demonstrate originality, technical skills, and artistic expression in the creation, production and performance of dance, music, theater, or visual arts. 1.2.4
Use Technology, Information and Other Tools	Apply elements and media common to the arts to produce a work of art. 1.3.1
Use Critical Thinking, Decision-Making, and Problem-Solving Skills	Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace. 1.6.3
Demonstrate Self-Management Skills	Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts. 1.4.2
Apply Safety Principles	Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts. 1.3.2

- 21st Century Content Standards
  (http://www.state.nj.us/education/cccs/standards/9/#91):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

VI. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

ACCOMMODATIONS			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
MODIFICATIONS			
Speaking Provide: -sentence starters -processing time -cues and prompts -embedded choices -practice time	**Groups/Pairs** Teach: -rules and expectations -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher's attention Allow: Flexible grouping	**Reading** Use: -peer tutoring -label main ideas -label 5 W's -visual imagery -graphic organizers Allow: -Highlighting of key words/concepts -Silent pre-reading -Partner reading Teach: -Pre-reading strategies -'During' reading strategies	**Writing** -Shorten task -Require lists rather than sentences Allow: -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers Provide: -Model of writing -Structure for writing

	Adequate/extra time Assign group roles	-Post-reading strategies	-Fill-in-blank form for note-taking