Unit 5: Power, Conflict, Justice and Change

Content Area: **ELA**
Course(s): **ELA 8 Honors**
Time Period: **MayJun**
Length: **30-40 days/ 8th grade**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8 H

Unit 5: Power, Conflict, Justice, and Change

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Toni Ann Ferraiolo

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019; Revised 8/17/2020

Unit Overview

In this unit, students will familiarize themselves with William Shakespeare (his life and works of literature) so that they can read, understand, analyze and act out the drama, *A Midsummer's Night Dream*. This unit will end with students writing various short constructed responses and essay prompts when applicable.

In addition, accelerated students will report on their Genius Hour/ Changemaker projects. They will conduct research on potential future careers, and engage in a literature circle with choice informational text.

Enduring Understanding

- Understanding is shaped by perspective and the media can skew that perception.
- Communication is an important aspect of life.
- The media is a powerful tool.
- All decisions have consequences.
- All races and gender matter.
- We are responsible for our actions.
- Knowledge of literary techniques can enhance understanding.
- The trouble that rumors can cause within society/our own lives.
- What we believe in shapes our future and who we are.
- How plays were used as entertainment:
    - "The course of true love ne'er did run smooth" -- love is difficult, particularly when parents don't approve.
    - Literature is a comment on the human condition.
    - Our morals and values are reflected in our literature.
    - Our morals and values are influenced by those we have relationships with.
    - Shakepeare's fairyland is a metaphor for things we can't explain.

Essential Questions

- How do obstacles make an individual preserve in hardship?
- How can love be difficult? What forces impede love?
- How do fantasy and imagination influence how we see the world and behave toward each other?
- How can a play can be used as entertainment?
- What is iambic pentameter? How should an actor read and perform it?
- Does love at first sight truly exist?
- What aspects of the play are fantasy and which aspects of the play are believable?
- What skills do I need when I grow older to accomplish different careers?

- What does a good discussion sound like/look like?
- What is the individual's role in making a discussion run smoothly?
- What strategies can be used to deepen our conversations about books?
- How can the use of literature circles increase student enjoyment and understanding when they read a novel?

Exit Skills

By the end of Grade 8, ELA Unit 5, ELA Accelerated students should be able to:

- Continue to expand and apply knowledge of vocabulary - synonyms, antonyms, root words, etc.
- Continue to expand and retell multiple of words including figurative and connotative meanings
- Continue to expand and apply dictionary, thesaurus, and research skills
- Expand and apply knowledge of specialized vocabulary used in various literary genres
- Read various genres such as novels, plays, essays, short stories, personal narratives - to identify elements, characteristics, and point of view in each
- Identify and use literary terminology
- Determine theme or central idea of a text and analyze its development over the course of the text
- Develop and utilize reading strategies to improve comprehension on grade level text
- Cite textual evidence that supports analysis of the text
- Compare and contrast the structure of two or more texts and to analyze how their differing structures contribute to meaning and style
- Use formal and informal language appropriately
- Employ all phases of process writing
- Select appropriate audience and purpose for all writing
- Demonstrate proficiency within writing
- Recognize and use proper sentence structure; vary sentence structure
- Use transitions in essay writing with logical sequence
- Use supporting details to support the main idea in essays
- Listen and contribute appropriately during whole class discussion, small group discussion, and partnered pair discussion
- Analyze and evaluate the purpose of information presented in diverse media and formats
- Paraphrase and comprehend Shakespeare's language.
- Plan and perform a scene from *A Midsummer Night's Dream*.
- Analyze language, characters, and plot of *A Midsummer Night's Dream*.
- Analyze and evaluate choices made by actors and directors.
- Analyze and evaluate choices they make themselves for a performance.
- Work in a literature circle to perform tasks.
- Conduct research on life skills and goals.

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.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.
LA.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.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Interdisciplinary Connections

SOC.6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
SOC.6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

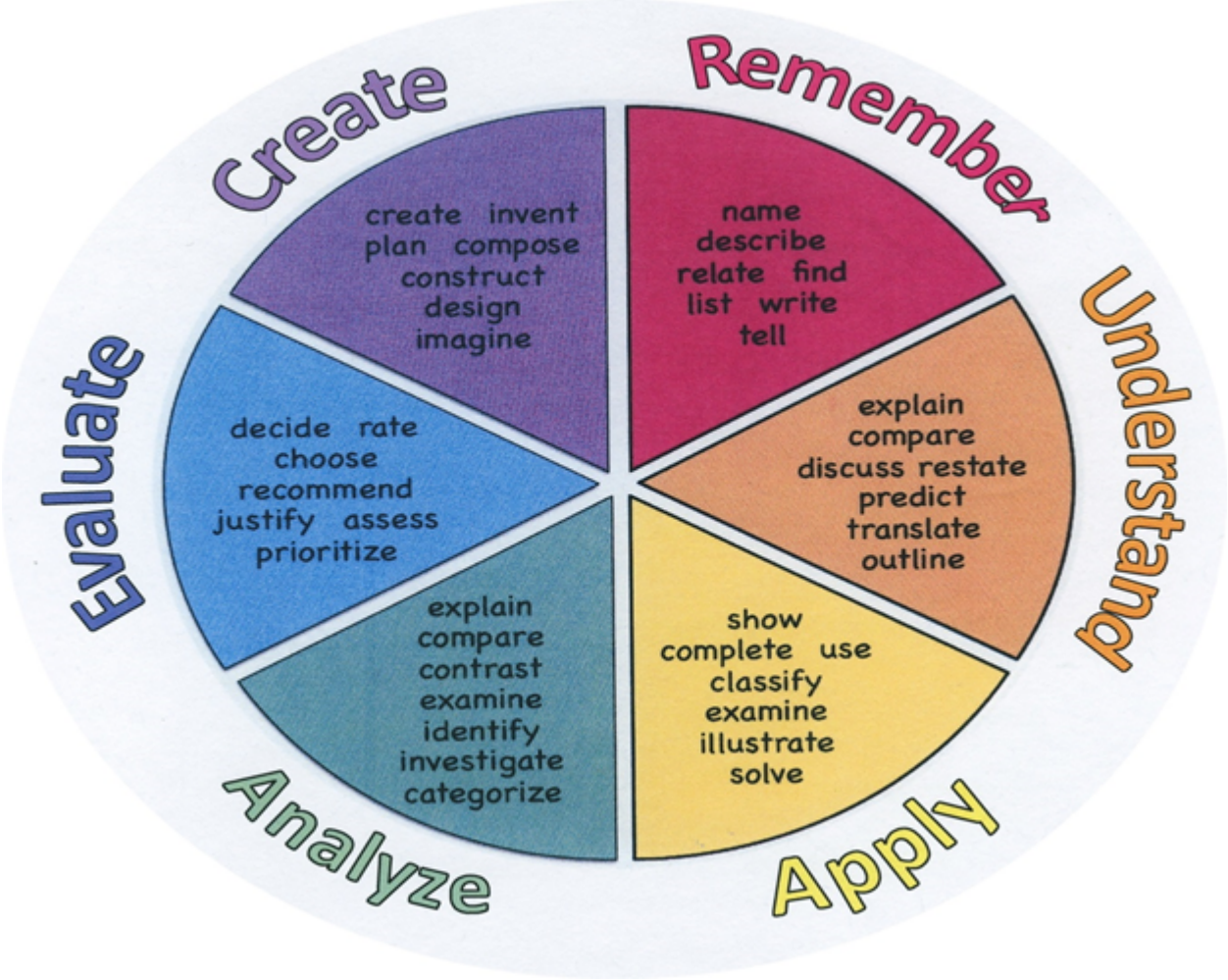
Learning Objectives

- Paraphrase and comprehend Shakespeare's language.
- Plan and perform a scene from *A Midsummer Night's Dream*.
- Analyze language, characters, and plot of *A Midsummer Night's Dream*.
- Analyze and evaluate choices made by actors and directors.
- Analyze and evaluate choices they make themselves for a performance.
- Identify, trace and explain the following motifs throughout the play:
    - eyes and seeing
    - moonlight
    - dreams
    - flowers
- Develop character profiles for the characters below to determine the motive behind their actions and dialogue:
    - Bottom
    - Demetrius
    - Helena
    - Hermia
    - Lysander
    - Obereon
    - Puck
    - Titania
- Analyze the examples of irony within the play and explain the role that irony plays
- Organize and synthesize career related informational after conducting research.
- Develop reading skills, collaboration, and relationships while partaking in a Literature Circle.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive

Outline Point Quote Recall Recognize Repeat Reproduce	Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Diagram Discriminate Illustrate Outline Point out Separate	Support Test	Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

The main focal points of this unit is the whole class novel, *A Midsummer Night's Dream* by William Shakespeare, with an introduction to Shakespearian writing in the form of Early Modern English. It is a pre-requisite to high school studies of Shakespeare.

Whole Class Learning:

- *A Midsummer Night's Dream, by William Shakespeare*
    - Read novel aloud assigning parts during class
    - Role playing, chart characters and connect their relationships to one another - relationships will drive the plot of this play
    - Discussing, reviewing and analyzing various points of view and perspective

Anchor Texts for Shakespeare:

- *The Shakespeare Stealer* by Gary Blackwood
- *Once Upon a Marigold* by Jean Ferris
- *The Lure of Shakespeare* by Robert W. Butler
- “Macbeth” by William Shakespeare
- "“Twelfth Night” by William Shakespeare

Small Group Learning:

- Informational Text Literature Circle (see resources below)

Independent Learning:

- Career Project/ Research simulated

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- Exit ticket example - List one thing you learned today and one thing you want the teacher to review tomorrow (formative assessment)
- Vocabulary review for the play, "A Midsummer Night's Dream" to ensure that students understand the language used in the play (formative assessment)
- Practice/ act out/ teach class scenes from the play (summative assessment)
- Review the ending (alternative assessment)
- Final exam (summative assessment)
- Act quizzes (summative/formative assessments)
- Create a comic representing the "big ideas" (summative assessment)
- Genius Hour (alternative assessment)

- Admit Tickets

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

The following resources are located within the district in either textbook or work text. Additional themed resources are listed, but not available in the district.

- Textbook: *My Perspectives English Language Arts*, Grade 8 - Pearson
- Supplemental Textbook: *The Language of Literature*, Grade 8 - McDougal Littell
- Scholastic SCOPE Magazine - monthly subscription

Novels:

- *A Midsummer Night's Dream, by William Shakespeare*

Ancillary Resources

There are various resources within the district for this play. Students may use the Spark Notes version or abridged version to further assist them with the translation.

Additional resources include, but not limited to the following:

- Ransom of Red Chief, by O. Henry (Language of Literature textbook) - You Tube video for compare/ contrast 8.7
- Novel Study/ Literature Circles using the selections listed below:
    - Night (Holocaust - survival)
    - Breakthrough [Blue Babies] (Science - medical inventions, racial injustice, survival)- There is a Scope paired text article for this selection
    - Trapped (Chilean mine underground - survival)
    - I Am Malala
    - Twice Toward Justice (if not already read in previous unit)
    - Wheels of Change
    - Women: Flight Exploration
    - Positive (This novel does have mature content and adult language. It is advised to send permission slip home prior to reading it. I do have a permission slip saved and can send it to any teacher who wishes to use this book.)

Technology Infusion

A specific technology infusion is showing students the RICE University's adaptation of the play via You Tube - https://www.youtube.com/watch?v=0P-bJjrVOtI

Understand:

- Google Classroom - Google Suite for Education
- Word Processing/ Typing essays
- Microsoft Office Suite where applicable
- Apple iWorks Suite where applicable
- Edmodo - Education social networking
- Blog Journaling
- Globe Theater tour on line

Apply:

- Story telling - Comic Life
- Movie Making
- GarageBand

Analyze:

- Google Forms
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

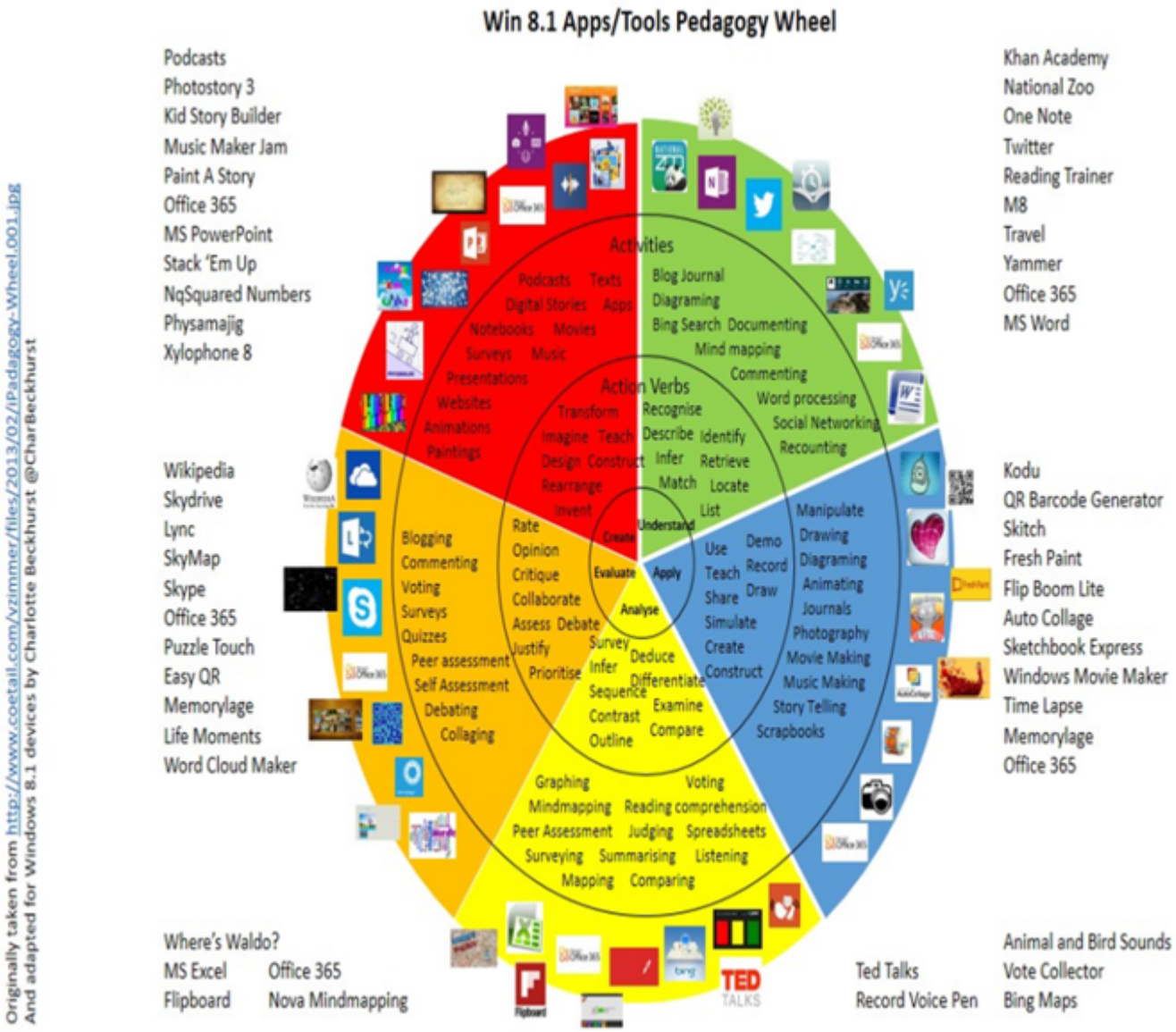
Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- PearDeck
- Pic Collage
- Online quizzes in Google Forms
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)
- Kahoot!

Create:

- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.



Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student

learning. The core content areas include:

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.2.8.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e., telephone for communication - smart phone for mobility needs).

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not

needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments - A specific example is breaking the text into sections, allowing students to practice their roles and then have them perform their parts to the class.
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multi-sensory approaches
- Additional time
- Preview vocabulary - A specific example is to preview all vocabulary for the play to ensure that studnets understand everything that is being read.
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Auditory presentations
- Large print edition

- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A specific example that can be used is to have study guide/ play notes written on the board for every assessment and to allow students to keep the play open.

Another example would be creating character charts to showcase the love interests as they progress throughout the play.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

A specific example that can be used is to have study guide/ play notes written on the board for every assessment and to allow students to keep the play open.

Another example would be creating character charts to showcase the love interests as they progress throughout the play.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- A specific example that can be used is to have study guide/ play notes written on the board for every assessment and to allow students to keep the play open.
- Another example would be creating character charts to showcase the love interests as they progress throughout the play.
- Allowing students to retake any assessments that they fail to ensure that they are successful

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- A specific example would be for students to create a Google Slide show showcasing the character traits and development of all of the main characters and how they change from each act.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Informational Text Literature Circle

NJSLS: RI 8.1, RI 8.2, RI 8.3, RI 8.6, W 8.4, W 8.9, SL 8.1, SL 8.3, L 8.1, L 8.2, L 8.3

Interdisciplinary Connection: Social Studies, Civic Awareness, Science

Statement of Objective: In a student-centered collaborative group setting, students will be able to meet together to read choice informational text or narrative non-fiction text, while creating job responsibilities that will demonstrate their comprehension of their small group text.

Further objectives are that students will be able to:

- discuss, define, and explore unfamiliar words.
- predict text events using previous knowledge and details in the text.
- use evidence in text to verify predictions.
- ask relevant and focused questions to clarify understanding.
- respond to questions and discussion with relevant and focused comments.
- paraphrase and summarize information from the text.
- identify and analyze literary elements in text.

Anticipatory Set/Do Now: In your Literature Circle groups, discuss the following:
What predictions can you make? Has there been anything in the start of the text that has surprised you? Thoughts?

Learning Activity:

- Do Now
- Round 3 of Jobs is beginning: Students will meet, plan their day, and choose a new job: Summarizer, Discussion Leader, Text Connector, Vocabulary Leader, Literary Leader.
- Students should continue to move along with their texts.

Student Assessment/CFU's:

- Student self-assessment participation rubric
- Teacher observation and group visitation
- Worksheets for each different role (Summarizer, Discussion Leader, Literary Leader,

Materials: Literature Circle Packets per group

Inventory Interest Survey (gave already to regroup by interest and reading level)
Informational Texts:
Twice Toward Justice (Civics - Racial Injustice, empathy and justice)
Night (Holocaust - survival)
Breakthrough [Blue Babies] (Science - medical inventions, racial injustice, survival)
Trapped (Chilean mine underground - survival)

21st Century Themes and Skills:

Differentiation/Modifications:

- Reading Aloud (each group to determine their skill, level, and preference)
- Tasks such as drawing or vocabulary, no extensive writing
- Grouped with Higher Reading Level partners (some homogeneous and some heterogeneous grouping)
- Oral Summaries

Enrichment/Extension:

The students will provided illustrations based on their summaries, or provide an alternative assignment based on the Literature Circle packet.

Multiculturalism and Diversity:

These students may be grouped in lower level reading books with accommodations such as reading aloud. (or audio CD, as in Night)

Integration of Technology: Laptops, where necessary (audio assistance)