

Unit 2 Reading: Studying Characters Across Series and Narrative Poetry

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **8 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit readers apply both literal and inferential reading skills. Students focus on studying characters throughout a series. Students build on knowledge of the character from one book in a series to better understand them and develop theories throughout the entire series. Students will also study characters through narrative poetry. Students identify character traits to describe the characters. Students will also infer the theme of the text and the life lesson that can be taken away from the story.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 3](#).

Please refer to [this scope and sequence for Word Study](#).

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated

content-based standards listed below.

These mandates may be hit through the selection of choice literature:

Amistad Commission

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

Asian American and Pacific Islander History Law

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

New Jersey Diversity and Inclusion Law

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

<ADD WHICH APPLY TO THE UNIT FOLLOWING THE COLON AND SEPARATED BY COMMAS>
economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context,

and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RF.3	Reading Foundation Skills
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.3.B	Decode words with common Latin suffixes.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
WRK.9.2.5.CAP.8	Identify risks that individuals and households face.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Essential Questions/Enduring Understandings

How can I grow ideas about characters as I read across the books in a series and narrative poetry, backing up and refining my theories as I accumulate evidence, and letting those theories become more insightful as I think, read and talk more?

What habits and strategies do readers use in their reading lives?

Readers monitor for sense and understanding by stopping often and asking questions, retelling sections of a story, and noticing when something doesn't make sense.

Readers slow down their reading and use fix-up strategies when texts don't make sense.

Readers read fluently, like they are speaking with proper phrasing and expression.

Readers grow theories about characters.

Readers infer character traits based upon what they say, think, and do.

Readers infer the theme of the text based upon the events, problem, and character interaction.

Students Will Know/ Will Be Skilled At

Students will think deeply about and learn from the characters in their books.

Students will utilize comprehension strategies to better understand the text.

Students will develop their abilities to write well about reading.

Students will move fluidly from aesthetic reading to professorial/analytic reading.
Students will discuss their characters with their partners to deepen their understanding of the book.
Students will learn alongside their characters and apply those lessons to their own lives.
Students will develop theories about their characters.
Students will deepen their understanding of characters by expanding upon their original theories

Students will develop their skills at envisioning to better understand the characters in their stories.
Students will develop their skills at predicting to better understand the characters in their stories.
Students will develop their skills at questioning to better understand the characters in their stories.
Students will develop their skills at connecting to better understand the characters in their stories.
Students will develop their skills at inferring to better understand the characters in their stories.
Students will develop their skills at synthesizing to better understand the characters in their stories.
Students will record and extend their ideas about characters in writing using thinking stems.
Students will ask each other questions to help each other grow ideas about their books.
Students make inferences about their characters to develop theories about them.
Students will use the narrative framework of fictional stories to develop analytical theories about their characters.
Students will use partner discussions to deepen their original theories about characters.
Students will use thinking prompts to expand upon their original theories in writing.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments

- Responses to Essential Questions
- Post-It notes telling each time the text gives them new information about the character
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Post-it Board
- Monitor Stamina, Volume, and Fluency through rubrics

- Read increasingly complex text by monitoring student self-selection of leveled text
- Guiding Reading Group work
- Stop and Jot
- Stop and Sketch of thinking throughout unit
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions

Summative, including Alternative Assessments:

- Book review
- "Write Longs"
- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- "Stop and Jot" Reading Assessments
- Reading Comprehension Assessments
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

Benchmark Assessments

- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS), as needed
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

Learning Plan

Upper elementary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both balanced and structured literacy practices to both comprehend/ analyze *and* decode texts.

Balanced Literacy

To teach comprehension and analysis, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include interactive read-alouds/alongs, mini lessons, independent reading, small group strategy instruction or guided reading, one-to-one conferencing, and book club discussions. Students will select from

authentic literature at their independent reading levels from a rich classroom library. Teachers will focus on the needed skills and behaviors identified on the F&P Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

Teachers should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Reading/Student Conferences: Provides time for students to do independent reading while teacher confers with individual students, works with small groups, or reading clubs*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Guided Reading can provide small group instruction for **Level N language and literary features**:

- Memorable characters who change and develop over time
- Factors related to character change explicit and obvious
- Figurative Language important to understanding plot
- Setting important to understanding plot
- Complex plots with numerous episodes and time passing
- Building suspense through events of the plot
- Multiple points of view revealed through characters' behaviors
- Multi-syllable words with more than three syllables that are challenging to decode
- Hyphenated words across lines

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Structured Literacy

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-based techniques. Daily word work emphasizing prefixes, suffixes, and root words enhancing vocabulary word power is embedded within the reading block. Third grade transitions from the study of phonics or morphology, and teachers use a multisensory approach to instruction. For Word Study,

please refer to the [Cranford Scope and Sequence](#).

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, see the Cranford Public School Grades K-8 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. Individual conferences with each student will address specific needs of the reader.

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The sections/bends below provide detailed teaching points and lesson ideas for on-level reading.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points and Potential Lessons: Raising the Level of Inferring About Characters

Readers think deeply about the way the different characters are dealing with problems

- Ideas for questions readers ask themselves:
 - What is the problem the main character faces? How does he/she respond?
 - How is the problem affecting other characters? How are they responding?
 - How did the problem get resolved? Why did it get resolved this way?
 - Was everyone happy with how the problem was resolved?
 - How can I grow ideas about the characters?

Readers develop an idea about the main character and the relationships between characters

- Notice parts when two characters interact – notice their actions and words
- Ask “What is this teaching me about their relationship?”

Why do you think the characters did that? Readers look beyond the character and their actions for clues to think more deeply about the character.

- Notice the objects that a character holds close and think:
 - Why is the object important to the character?
 - What does the character’s relationship with this object tell me?
- Pay attention to the way other characters view the main character
 - How do they treat him/her?
 - How do they speak to her/him?
 - What voice and body language do they use when speaking?

Readers think about how parts of a story fit together

- Readers notice changes in characters' feelings or behaviors
 - Use knowledge of how stories go to think about characters – events are sequential
 - Notice when main characters face challenges? How were challenges handled?
 - Notice how character's actions contribute to a sequence of events
 - Notice how other characters change
 - Why is the character feeling that way?
 - Figure out - What caused the changes? Keep track on Post-its, in notebooks, or graphic organizers
 - Use Post-its looking for ideas and patterns and organize their thoughts
 - Write an essay about one character

Readers Study Characters by Paying Attention to:

- The problems they face and their responses to these problems
- The other people in their lives and their relationships to one another
- Actions, dialogue and inner thinking
- Patterns of behavior across text
- How characters interact (what they do and say, and how they say and do things)

Readers grow their ideas about a character by:

- Noticing the actions a person has made, and thinking:
 - “What did they do and how did they do it?”
 - “What does that tell me about their personality?”
 - “How is this a window into understanding this person?”
- Realizing that actions are choices people make and thinking:
 - “How else could that person have acted?”
 - “What do their choices tell me about their personality?”
- Pushing harder to find something significant if the character's actions don't seem to reveal anything.
Try saying:
- “Maybe this suggests....”
 - “Perhaps it could be...”
- Noticing patterns of action and thinking,
 - “Why does the author have the character continually do this?”
 - “What might this mean?”
- Noticing when a character acts out of character and thinking:
 - “What motivated them to act this way?”
 - “What does this tell me about the character that I didn't already know?”
 - “Is the character changing?”
 - “Should I change my thinking about the character?”

Readers notice that when characters act a certain way over and over, that behavior is there to teach the reader something

Readers use precise words to describe their character's actions and feelings.

- Chart of Character Traits – discuss Synonyms– More than One Word to Convey Idea
 - Choose a descriptive word – example: kind
 - Push yourself for more specific words by imagining a word chain
 - Jot a list of the specific words from your chain
 - Kind – sweet, caring, thoughtful, protective....

- Choose the most precise, true words to describe your character
- To Make Sure I use Precise Words...

Readers write paragraphs to express their theories about characters and their traits

- Paragraphs include
 - Examples of evidence based terms to use:
 - In the text it states...
 - The author says...
 - On page _____
 - Precise words to describe the character's traits
 - Evidence from the text to support the selected trait
 - Evidence based terms to link trait and thinking to evidence from the text

Readers grow ideas and theories about books and make them more complex and record their thinking.

- Prompts to Grow My Ideas
 - “This could be important because...”
 - “This makes me realize that...”
 - “The bigger idea here is that...” Readers look beyond the character and their actions for clues to think more deeply about the character.
- Notice the objects that a character holds close and think,
 - Why is the object important to the character?
 - What does the character’s relationship with this object tell me?
- Pay attention to the way other characters view the main character
 - How do they treat him/her?
 - How do they speak to her/him?
 - What voice and body language do they use when speaking?

Suggested Teaching Points/Lessons: Growing Ideas about Characters Within a Series

Readers continue to infer deeply about characters as they read on through the series

- Readers name characters with specific traits
- Readers notice when characters act out of character
- Readers notice when characters change
- Readers grow theories about characters
- Readers support their thinking with evidence from the text

The information gathered in the first chapter of the first book is essential to understanding the whole series

- Series readers keep track of characters, their problems, their feelings and traits, and their history by making quick lists in the first few pages, writing down precise details
- Series readers read the back blurb before reading the first chapter
- Series readers talk to partners about what they learn in the first few pages of a book
- Series readers identify traits of characters using evidence from their books

Readers draw on all they know about fiction reading and series books

- Series readers have ideas about characters
- Series readers carry patterns across books in a series
- Series readers look for patterns in their books -sometimes these patterns are related to the way the books go (plot), sometimes the patterns are related to how characters feel or act

Readers notice how the second book in a series is the same or different from the first book

Readers use patterns across books in a series to make predictions (anticipate) as if we are the character. We see something bad coming and say “Oh, no!”

- We can predict by...
 - Making a movie in our mind and tell what’s coming bit by bit
 - Bringing in details that you know from earlier in the story about the character
 - Imagining what the character will do next and how he will do it
 - Thinking about our personal knowledge of similar experiences to anticipate what might happen next

Readers notice patterns across books about a character

Suggested Teaching Points/Lessons: Comparing/Contrasting Different Characters and Themes

Suggested Teaching Points/Lessons: Comparing and Contrasting Different Characters and Themes from Different Series - Raising the Level of Understanding Through Book Clubs

Readers share their thinking with their partner.

- Ideas for Partner Talk
 - What kind of person is the character?
 - Do you like her/him? Why?
 - Why do you think the character did that?
 - Why is the character feeling that way?
 - Do you think he/she did the right thing? Why?
 - What do you think will happen next?

Readers realize that reading is cumulative

- Reflecting on what the character knows now that they didn’t know at the start of the story and think...
 - What lesson has the character learned?
 - How might this book change the way I behave in my own life?

Readers think about similarities and differences about characters across a series

- Readers revise their mental movies when they learn new details from the text that change their thinking.
- Readers pay attention to how secondary characters influence the main character

Readers can learn important life lessons from characters they care about. We can do this by:

- Paying attention when the character will be forced to make a decision or take action and think...
 - What does the character stand to lose or gain?
 - What would I be thinking in this situation?
- Paying attention when the character begins to resolve their problem and discover..
 - They have what it takes to solve the problem even if they don't realize it right in the moment.
- We also have what it takes within us to solve many of our own problems.
- Readers think about similarities and differences about themes across a series.

Readers have conversations and use prompts to make ideas about characters and themes bigger

- More Prompts for Partner Talk
 - Or it could be...
 - But what about...
 - This is really important because...
 - A stronger word to describe that is...
 - It's just like...
 - Remember earlier in the story when...
 - I thought that too because...
 - Wait. I'm confused. Are you saying...
- Ways to Get Our Partner to Say More
 - Gesture to get your partner to say more
 - Nod or comment to show you're listening
 - Ask questions
 - Repeat what your partner said
- Readers write paragraphs to explain the theme of the book
- Paragraphs include
 - The theme written as a statement
 - Evidence from the text to support the theme
 - Evidence based terms to link proposed theme to textual evidence
 - Examples of evidence based terms to use:
 - In the text it states...
 - The author says...
 - On page _____
- Readers know that good books can show us ways to grow in our own lives, long after we shut its pages.

Materials

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 2; Fountas and Pinnell Classroom System, Guided Reading; Fountas and Pinnell Classroom System, Mini Lessons; Fountas and Pinnell Classroom System, Readaloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources.

Instructional Materials

Possible Mentor Texts:

- *Amber Brown Is Not a Crayon*
- *You Can't Eat Your Chicken Pox, Amber Brown*
- *The Flunking of Joshua T. Bates*
- *Joshua T. Bates Takes Charge*
- Ramona Quimby
- Judy Moody series
- The Dragon Slayer's Academy
- Junie B. Jones series
- *There is No Room for You, Maddie Morrison* by Dale Baumwell

Fountas and Pinnell Interactive Read Aloud

Text Set: Realistic Fiction

- *Owl Moon*
- *SkySisters*
- *Tomas and the Library Lady*
- *Dancing in the Wings*
- *Dumpling Soup*

Word Study Scope and Sequence using multisensory approach to word work [Third Grade Word Work](#).

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing

Project, Grade 3 Heinemann, 2013.

- Teachers College Reading and Writing Project Reading Units of Study, Grade 3, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- [Fountas and Pinnell Classroom Slides](#)
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, K3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.
- [Crosswalk \(suggested IRA titles and Mini Lesson numbers\)](#)

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments

- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.
- Provide a to-do list
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer
- Offer oral assessments

Possible modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.