# Unit 3 Reading: Poetry

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **5-6 Weeks**
Status: **Published**

## Brief Summary of Unit

This Grade 5 poetry unit is divided into two instructional segments, Bend 1 and Bend 2, which span approximately five to six weeks in total. In Bend 1, students practice close reading to look beyond literal words, infer themes, and analyze how the speaker's voice and tone shape a poem. Bend 2 shifts the focus to the poet's craft, showing students how elements like figurative language, symbolism, repetition, structure, and sound communicate ideas and emotions. By the end of the unit, students are expected to support their interpretations with specific text evidence and compare how different poets approach similar themes. The unit culminates in a Poetry Study Showcase celebration where students demonstrate their ability to explain how a poet's intentional choices build meaning.

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 2026

## Pacing Guide

Please refer to the annual Language Arts Reading Workshop and Word Study pacing guides for grade 5 in the curriculum folder in the Grades K-5 folder; sample K-5 Literacy schedules (across a week) are accessible in the instructional materials section as well.

## Instructional Reading Level Benchmark: U

Grade 5: Instructional Reading Level (T-V)*

| Trimester | 1 Needs Support | 2 Approaching Standards | 3 Meets Standards | 4 Exceeds Standards |
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| 1st | • Student is reading at an instructional level Q or below (independent P | • Student is reading at an instructional level R/S (independent Q, R). | • Student is reading at an instructional level T. (independent S) | • Student is reading at an instructional level U or above. (independent T) |

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| | or below). | | | |
| 2nd | • Student is reading at an instructional level R or below (independent Q or below). | • Student is reading at an instructional level S/T (independent R, S). | • Student is reading at an instructional level U. (Independent T) | • Student is reading at an instructional level V or above. (independent U) |
| 3rd | • Student is reading at an instructional level S or below (independent R or below). | • Student is reading at an instructional level T/U (independent S, T). | • Student is reading at an instructional level V. (Independent U) | • Student is reading at an instructional level W or above. (independent V) |

*According to Fountas and Pinnell Benchmark Assessment or Teachers College In Book Assessment

Small group strategy work/Conferring can provide instruction around specific **Level TUV** language and literary features:

Small group strategy work can provide instruction around specific **Level T** language and literary features (Pages 212-213 Continuum)

- Memorable characters change and develop over time
- Multiple characteres revealed by what they say, think, and do and what others say or think about them
- Long stretches of descriptive language that is important to setting and characters
- Specific descriptions of settings that provide information for understanding of plot
- Settings distant in time and space from students' experiences
- Some long strings of unassigned dialogue from which story action must be inferred
- Building suspense through events of the plot
- Many complex narratives that are highly literary
- Some obvious symbolism
- Texts with multiple points of view revealed through characters' behaviors
- Some words that are seldom used in oral language and difficult to decode
- Words with a wide variety of complex spelling patterns
- Longer complex sentenve structure
- Word with connotative meanings essential to understanding the text
- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times.
- Bring background knowledge (nonfiction) to understand fiction

- Use knowledge from one text to help in understanding diverse cultures and settings in new texts
- Integrate information from two texts on the same topic in order to discuss or write about it
- Infer big ideas or themes and discuss how they are applicable today
- Identify significant events and tell how they are related to the problem of the story or solution

Small group strategy work can provide instruction around specific **Level U** language and literary features (pages 216-217 Continuum)

- Multiple characteres revealed by what they say, think, and do and what others say or think about them
- Texts requiring inference to understand characters and why they change
- Multidimensional characters that develop over time
- Long stretches of descriptive language that is important to setting and characters
- Specific descriptions of settings that provide information for understanding of plot and character development
- Settings distant in time and space from students' experiences
- Some long strings of unassigned dialogue from which story action must be inferred
- Many complex narratives that are highly literary
- Some obvious symbolism
- Some literary devices (for example, stories within stories, symbolism, and figurative language)
- Texts with multiple points of view revealed through characters' behaviors
- Many new vocabulary words that readers must derive meaning from context
- Long, multisyllabic words requiring attention to roots to read and decode
- Many complex plurals, contractions, and compound words
- Many highlly technical words that require background knowledge
- Words used in regional or historical dialects
- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times.
- Bring background knowledge (nonfiction) to understand fiction
- Use knowledge from one text to help in understanding diverse cultures and settings in new texts
- Integrate information from two texts on the same topic in order to discuss or write about it
- Infer big ideas or themes and discuss how they are applicable today
- Identify significant events and tell how they are related to the problem of the story or solution

Small group strategy work can provide instruction around specific **Level V** language and literary features:

- Multiple characteres revealed by what they say, think, and do and what others say or think about them
- Interpretation of characters essential to understanding the theme
- Multidimensional characters that develop over time, requiring inference to understand how and why they change
- Long stretches of descriptive language that is important to setting and characters
- Specific descriptions of settings that provide information for understanding of plot and character development
- Settings distant in time and space from students' experiences
- Some long strings of unassigned dialogue from which story action must be inferred
- Some switching from setting to setting, including time change (often unsignaled or signaled only by dialogue)
- Many complex narratives that are highly literary
- Full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative

language)
- Texts with multiple points of view revealed through characters' behaviors
- Archaic words or words from languages other than English that do not follow conventional pronunciation patterns
- Words used figuratively or with unusual or hard-to-understand connotations
- Longer complex sentence structures (more than twenty words)
- Occasional use of less common punctuation (colon, semicolon)

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. Additionally, 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.

## 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.

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:

economic diversity, equity, inclusion, tolerance, and belonging in connection with race and ethnicity, disabilities, and religious tolerance.

The associated technology and career readiness standards that follow are relevant to this course in addition to the English Language Arts content-based standards listed below.

**English Language Arts Content-based Standards:**

Language Domain (L)
L.VI.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figurative language, including similes and metaphors, in context.
2. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading Domain (R)
RL.CR.5.1 Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.TS.5.4 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.PP.5.5 Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
Speaking and Listening Domain (SL)
SL.PE.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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| | Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. |
| P.4 | Demonstrate creativity and innovation. |
| P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |

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| 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). |
| P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |
| P.9 | Work productively in teams while using cultural/global competence. |
| 9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |
| | Culture and geography can shape an individual's experiences and perspectives. |
| 9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). |
| 9.4.5.TL.5 | Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). |

## Performing Arts Standards

1.4.5.Cr3: (a). Collaborate with peers to revise, refine, adapt, and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review. (b). Use and adapt sounds and

movements in a guided drama experience. (c). Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

1.4.5.Pr4: (a). Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. (b). Identify and utilize basic technical/design elements that can be

used in drama/theatre work to demonstrate an understanding of the elements.

1.4.5.Pr5: (a). Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the

performance and/or creation of a drama/theatre work. (b). Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

1.4.5.Pr6: (a). Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

1.4.5.Re7: (a). Identify, explain, and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

1.4.5.Re9: (a). Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. and justify responses to drama/theatre work based on personal experience. (b). Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

(c). Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in drama/theatre work.

## Essential Questions

Bend 1: How do readers uncover deeper meaning in poetry?

(Focus: moving beyond the literal, interpreting themes, understanding the speaker, and building meaning through close reading.)

Bend 2: How do poets use craft moves to communicate ideas, emotions, and themes?

(Focus: analyzing word choice, imagery, figurative language, symbolism, repetition, sound, and structure.)

## Students Will Know/ Students will be Skilled At

By the end of this unit, students will be able to:

- Read and reread poems closely to determine deeper meaning, including themes, messages, and ideas beyond the literal text.
- Analyze how poets use craft moves—including word choice, imagery, figurative language, symbolism, repetition, sound, and structure—to create meaning.
- Explain how a speaker's perspective, emotions, and tone shape the reader's understanding of a poem.
- Support interpretations with relevant text evidence, including specific words, phrases, and poetic choices.
- Compare how different poets develop similar themes or ideas through unique perspectives and craft choices.
- Discuss and write about poetry using academic vocabulary to explain how a poet's choices influence meaning.

## 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:**

- Formative Assessments for this specific unit are linked on the detailed curriculum map in the learning plan.
- Responses to Essential Questions
- 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
- Reading Logs
- Post-it Notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Stop and Jot
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions
- Knowledge of domain specific vocabulary
- Envision and prediction post-it notes
- Student is able to make predictions based on the actions of characters: post-its, retell, partner conversations. using grade-level text: Level P *
- Retell: Retell the nonfiction text using main idea and supporting details/summaries using grade-level text: Level P *
- Summarize: Summarize story by determining important events in relation to character and eliminating inconsequential details (novels, chapters, test prep) using grade-level text: Level P *
- Retell/Summarize using grade-level text: Level P*
- Inferencing post-its using grade-level text: Level P*
- Student Writing using grade-level text: Level P

**Summative Assessments, including Alternative Assessments:**

- Summative Assessments for this specific unit are linked on the detailed curriculum map in the learning plan.
- Assessments created that align with the report card using grade-level text
- Reading Notebooks using grade-level text
- Running Records
- Standards-based reporting system and report card
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments

**Benchmark Asessments:**

- Complete pre- and post-assessments for this specific unit linked on the detailed curriculum map in the learning plan.
- iReady Screener and Diagnostic Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Early Literacy Skills (DIBELS), recorded three times per year
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year, as needed
- Diagnostic Assessments including Phonological Assessment Profile by Linguisystems (PAPL), Heggerty, Quick Phonics Screener (QPS), UFLI (University of Florida Literacy Institute), and Language Essentials for Teachers of Reading and Spelling (LETRS) are sometimes administered, as needed.
- Benchmark Assessments created that align with the report card using grade-level text
- Standards-based reporting system and report cards

## 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.)

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. Teachers use a multisensory approach to teach morphology. Advanced phonics lessons are embedded in this word work as well. For Word Study, please refer to the Cranford Scope and Sequence in the K-5 folder and linked under materials.

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, 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. Individual conferences with each student will address specific needs of the reader.

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

## Getting Ready

Before beginning this unit:

- Gather mentor poems, read-alouds, and poetry collections for whole-class, small-group, and independent reading.

- Create poetry packets or poetry notebooks for students to annotate and revisit throughout the unit.
- Prepare and display key anchor charts (e.g., Readers of Poetry..., Building Meaning Through Close Reading, How Poets Use Craft to Create Meaning).
- Form partnerships and establish discussion norms for collaborative poetry analysis.
- Prepare materials for annotating poems (highlighters, sticky notes, annotation bookmarks, etc.).
- Anticipate support needs for diverse learners by pre-teaching key poetry vocabulary (e.g., speaker, stanza, imagery, figurative language, symbolism, repetition, tone, theme).

## Learning Plan: Detailed Curriculum Map

**Teaching Points and lessons** are located in the K-5 folder under Grade 5 Curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

## Materials

In addition to the materials below, the link that connects to district-approved books and resources utilized in this course can be found here: Core Book List. Teachers must refer to this list while selecting whole-class or small-group leveled resources.

The materials used in this course integrate (varied and 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.

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.

## Instructional Materials

The core materials for this unit include the Units of Study in Reading for grade 5, The Reading and Writing Project at Mossflower, 2026.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment

System, System 2; Fountas and Pinnell Classroom System, Guided Reading and Interactive Readaloud; Fountas and Pinnell Classroom System,  Mini Lessons; Fountas and Pinnell Classroom System, Read aloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits, UFLI, FCRR, and Visualizing and Verbalizing.

**The instructional materials which correspond directly with this unit are linked in the detailed curriculum map found under the Learning Plan and housed in the Grades K-5 folder under grade 5.**

**Word Study:**

Follow this link to see Word Study Scope and Sequence using multisensory approach to word work: Fifth Grade Word Work. This approach was recognized and audited by both the NJDOE and Rutgers University through New Jersey Tiered System of Supports-Early Reading (NJTSS-ER) and Data-Driven Instructional Coaching Model (DDICM) grants. Please see this overview.

## Teacher Resources

- Heinemann Online Flight Resources
- Fountas and Pinnell Benchmark Assessment Kit
- Word Study Scope and Sequence using multisensory approach to word work
- Cranford Public School Grades K-5 Google Folder for instructional materials
- The Continuum of Literacy Learning: A Guide to Teaching by Heinemann
- Reading Fiction: Notice and Note: Stances, Signposts, and Strategies by Kylene Beers and Robert E. Probst (use articles in this book to guide instruction)
- Solutions for Reading Comprehension: Strategic Intervention for Striving Learners by Linda Hoyt,Kelly Davis, Jane Olsen, and Kelly Boswell
- The Reading Strategies Book by Jennifer Serravallo
- Energize Research Reading and Writing by Christopher Lehman
- Conferring with Readers; Supporting Each Student's Growth and Independence by Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups by Jennifer Serravallo
- Falling in Love with Close Reading: Lessons for Analyzing Texts-and Life by Christopher Lehman & Kate Roberts
- The Literacy Teacher's Playbook, 3-5, Jennifer Serravallo
- Reading Projects Reimagined:  Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.

## 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 plans.

For possible modifications to content during reading workshop, please . . .

- Refer to the Pathways to Intervention document in the K-5 folder for specific appropriate interventions.
- Consult with Cranford Problem Solving Team (CPST), as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.

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.

The teacher should use the benchmark assessments to determine strategy groups to build upon weak or enhance skills. Possible groups: recall/monitoring for meaning, accumulating the text, inferences, citing text evidence, synthesizing, interpretation/analyzing author's craft, using details from the text to predict/infer/retell, writing about reading, summarizing, and using meaning and structure to improve fluency.

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 compete 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.
- 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

Individual conferences with each student will address specific needs of the reader.

**Framework for Alternative Setting (LEAP Program at Lincoln School)**

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration.

To support targeted skill development, teachers will integrate intervention programs such as Visualizing and Verbalizing and Leveled Literacy Intervention (LLI) for comprehension, and UFLI and the Sonday System for phonics and morphology. The New Jersey Tiered System of Supports (NJTSS) will be used to guide data-driven decision-making, ensuring that students receive tiered interventions based on ongoing progress monitoring. Modifications may include breaking lessons into smaller, manageable segments; providing alternative activities that align with learning objectives but reflect student interests; using multi-sensory strategies; and allowing for extended time and flexible scheduling. In addition, teachers will incorporate regular movement breaks, personalized reading materials, and opportunities for student choice to maintain engagement and support emotional regulation. This approach ensures that each student receives a structured yet responsive reading experience that addresses both academic and social-emotional needs.