

# **This Is the Modern (and Post-Modern) World: Drama, the Absurd, and the Search for Meaning and Purpose**

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **8-10 Weeks**  
Status: **Published**

## **Brief Summary of Unit**

---

While building upon the previous unit's introduction to the Advanced Placement test's format and the function and necessity of close reading, Unit 2 will move headlong into the complex, vexing, and particular milieu of the twentieth and twenty-first centuries. The unit will consider the human condition and its treatment in fiction throughout the last century as well as in the opening decades of the new millennium. Students will grapple with various forms of drama, prose, and verse that sprang from the minds of artists throughout the modern (1914-1945) and post-modern periods (1945-present). Particular attention will be paid to modernism, the absurd, existentialism, and magical realism, as well as formalistic and psychological approaches to literary criticism.

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. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

## **Standards**

---

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 gender and sexual orientation, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grade 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.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new

element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- LA.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- LA.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- LA.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- LA.W.11-12.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- LA.W.11-12.2.F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- LA.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- LA.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LA.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LA.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- LA.W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- LA.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- LA.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- LA.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- LA.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set

	clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).  Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.  Comprehension and Collaboration

## Essential Questions

---

- Does man truly have free will?
- How can the majority of the characters in this unit be viewed as individuals struggling to find order and purpose in an irrational and incomprehensible world?
- How can *Waiting for Godot* be considered a comedy? A work of the absurd?
- How do evidence and reasoning develop a complex argument?

- How do the various works in this unit conform to or depart from the literary models of the previous centuries?
- How does language support an author's purpose?
- How does language work to persuade audiences?
- How does one define man's modern dilemma? Why or how does this dilemma differ from those struggles man has faced since time immemorial?
- How does one write in a stylistically strong manner?
- What are the characteristics of critical readers and writers?
- What is the antihero and is he particular to the modern era?
- Why and how does laughter seem to be such a crucial element in the majority of the works in this unit?

## **Enduring Understandings**

---

- A speaker or writer's tone conveys purpose and intent
- Purposeful selection of precise language helps convey concrete meaning
- Understanding how writing serves as a form of inquiry

## **Students Will Know**

---

- A variety of diction to define and articulate an author's tone
- How to calibrate and score essays using the AP rubric
- How to critically read and analyze an AP objective passage
- How to organize and draft a persuasive AP-style essay
- How to organize and draft a synthesis AP-style essay
- How to read critically using pre-reading, interpretive, synoptic, and post-reading strategies
- Key strategies and devices used in argumentative and persuasive writing

## **Students Will Be Skilled At**

---

- Accurately calibrating AP-style essays
- Discerning a writer's purpose and audience
- Integrating quotations and paraphrases from sources into written responses
- Reading complex texts for deep understanding
- Structuring different modes of writing to meet College Board/AP expectations
- Utilizing appropriate terminology to analyze literature

## **Evidence/Performance Tasks**

---

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.

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.

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:**

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

**Summative, including Alternative Assessments:**

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

**Benchmark:**

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-

aligned; based on NJSLA, reported twice per year

- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark, three times per year
- Advanced Placement Test
- SAT

#### Additional AP-Specific Formative and Summative Assessments:

- Independent close reading, annotation, and analysis of complex, AP-style non-fiction texts
- Articulation and analysis of rhetorical strategies and techniques used in complex texts
- Calibration of AP-style essays using the College Board rubric to develop understanding of the holistic scoring system
- Collaborative reading, discussion, and analysis of longer fiction and non-fiction texts
- Completion of AP-style objective questions in conjunction with complex reading and analysis tasks
- Completion of timed objective AP-style quizzes
- Drafting of appropriate critical reading responses using evidence from the text as support
- Substantiation of written and verbal rationales for AP objective responses
- Timed writing of AP-style synthesis, rhetorical strategies, and persuasion essays

### **Learning Plan**

---

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 12 and follow the guidelines set forth by the Advanced Placement College Board; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the eleventh grade targets not only comprehension, but also analysis, and synthesis. Students will read both long-and short-form, excerpted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced;



modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multimodal text sets as well as text sets gleaned from [APCentral.collegeboard.org](http://APCentral.collegeboard.org) will be used as materials. High- and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

While the unit may begin with both a reading and viewing of Samuel Beckett's *Waiting for Godot*, students might look deeper into modern man's search for meaning and purpose in Camus' *The Stranger*, Ken Kesey's *One Flew over the Cuckoo's Nest*, Zadie Smith's *On Beauty*, and Junot Diaz's *Brief Wondrous Life of Oscar Wao*.

For this particular unit, teachers may do some or all of the following:

- Use Stephen Crane's late nineteenth-century poem, "A Man Said to the Universe," as an early literary nod to the existential crisis artist's would wrestle with throughout the coming century.
- Alert students to how often notable works of the modern and post-modern periods appear on the AP exam and why these works are wise choices for the open-ended essay prompts.
- Complement discussions and handouts on existentialism with Professor Robert Solomon's lectures on the philosophy and its particular school of critical theory.
- Employ the 2001 Michael Lindsay-Hogg version of Beckett's *Waiting for Godot*—in concert with Professor Nick Mount's lecture on the play—in order to compare and contrast the play's text to an acclaimed production.
- Introduce the objectives, structure, and components of the AP Literature and Composition Examination.
- Discuss relevant literary terms and techniques necessary in the close consideration of fiction and that will be useful in class discussion and essay writing.
- Require students to access, assess, and employ literary criticism in both their discussions and written responses to my queries and AP prompts.
- Use successful student essays to model effective writing strategies.
- Require students to sit for timed essays and multiple choice exercises.
- Task small groups of students to draft first paragraphs in response to past AP open-ended prompts.
- Have students employ a generic AP rubric to consider and grade essay responses.

## **Materials**

---

The materials used in this course integrate a variety of 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.

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

## **Instructional Materials**

---

### **Common Reading:**

#### **Fictional Text (Novel, Short Story, Poetry)**

- Ernest Hemingway's *The Sun Also Rises*
- Jennifer Egan's *A Visit from the Goon Squad*
- Jonathan Franzen's *The Corrections*
- DBC Pierre's *Vernon God Little*
- Poetry by Stephen Crane
- Poetry by Walt Whitman
- Select modern and post-modern short stories and poetry from Perrine's *Literature: StructureSound and Sense*
- Samuel Beckett's *Waiting for Godot*
- Camus' *The Stranger*
- Ken Kesey's *One Flew over the Cuckoo's Nest*
- Zadie Smith's *On Beauty*
- Junot Diaz's *Brief Wondrous Life of Oscar Wao.*
- Kafka's *The Metamorphosis*
- Tennessee Williams' *A Streetcar Named Desire*
- August Wilson's *Fences*
- Arthur Miller's *Death of a Salesman*
  
- Selections from Bedford's *Literature and Composition*

#### **NonFiction Text (Short, Long)**

Varied AP Non-Fiction selections from [APCentral.collegeboard.org](http://APCentral.collegeboard.org)

Selections from [nytimes.com](http://nytimes.com)

Selections from [theatlantic.com](http://theatlantic.com)

Selections from [time.com](http://time.com)

#### **Visual Text (Art, Photography, Infographic, Film)**

Varied AP Visuals from APCentral.org including charts, graphs, comics, paintings, and images presented in connection with AP prompts

<https://www.guggenheim.org/collection-online/> The online Guggenheim Museum, NYC

<https://nmaahc.si.edu/> The National Museum of African American History and Culture, Washington DC

<http://hispanicsociety.org/museum/> The Hispanic Society Museum, NYC

<https://asiasociety.org/new-york/> Asian Society Museum, New York

<https://www.metmuseum.org/> Metropolitan Museum of Art, NYC

<https://www.moma.org/> Museum of Modern Art, NYC

<https://www.amnh.org/> American Museum of Natural History, NYC

[https://www.nyhistory.org](https://www.nyhistory.org/) NY Historical Society, NYC

<https://whitney.org/> Whitney Museum of American Art, NYC

<https://thejewishmuseum.org/> The Jewish Museum, NYC

<https://www.themorgan.org/> The Morgan Museum, NYC

<https://nmai.si.edu/visit/newyork/> National Museum of the American Indian, NYC

### **Independent/Small Group Reading:**

Various selections from Commonlit.org

### **Speaking and Listening**

Selected TEDTalks

www.americanrhetoric.com (Rhetorical devices in sound and speeches)

### **Writing (Narrative, Informational, Argument):**

Sample essay prompts from APCentral.collegeboard.org

www.fas.harvard.edu/~wricntr/resources.html (The Writing Center at Harvard)

Owl.english.purdue.edu (Purdue's Online Writing Lab)

### **Research:**

Use of Purdue Online Writing Lab at owl.english.purdue.edu

Modern Language Association at mls.org

Cranford High School Media Center Database Collection:

- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks

- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Readingrants
- Histroychannel

Cranford Public Library Online Resources: <http://cranford.com/library/>

### **Additional Student Resources:**

- Chromebooks/laptops
- Google Classroom or other LMS
- Writing Portfolios
- Writer's Notebook/Journal
- Google Documents/Drive
- Voice memo application
- Think Cerca
- Audible
- Padlet
- Socrative.com
- Poll everywhere
- Remind.com
- Skype
- Edublogs
- Soundcloud
- Netflix
- YouTube

### **Teacher Resources**

---

- David Lodge's The Art of Fiction
- Thomas C. Foster's How to Read Novels Like a Professor
- Harold Bloom's Modern Critical Interpretations: Song of Solomon
- MH Abrams' A Glossary of Literary Terms
- Prompts and practice materials listed on APCentral.collegeboard. org
- *5 Steps to a 5: 500 AP English Language Questions to Know by Test Day*, Allyson Ambrose
- *Literature and Composition: Reading, Writing, Thinking*, Jago et. al.
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis*, Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur

Applebee and Judith Langer

- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This*, Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

## **Suggested Strategies for Accommodations and Modifications**

---

[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.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- 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
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment

- Manage executive function by scaffolding process and amending deadlines

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

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plan