

Unit 5 Reading: Reading Across Genres to Learn About a Topic--Information Books, Stories, Poems, Songs

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

During this unit, students will engage in a multi-genre reading project where they read both fiction, nonfiction, poetry, songs and watch short videos to learn about a topic of interest. Students will synthesize information across multi-modal text sets and use a variety of strategies to learn about a topic.

Because students are reading across genres, they should learn multi-perspective about varying topics; this unit lends itself to explore themes in science and social studies in particular.

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: June 2021

Instructional Reading Level Benchmark: I, J, K

Guided Reading and Small-Group work can provide small group instruction for **Level I** language and literary features:

- Variety of dialogue (between more than two characters in many texts)
- Most texts told from a single point of view with some texts showing more than one
- Many sentence with embedded clauses and phrases
- Sentence with nouns, verbs, adjectives, and adverbs in series, divided by commas (quietly, loudly)
- Many compound sentences
- Sentences carrying over two to three lines and some over two pages

Guided Reading and Small-Group work can provide small group instruction for **Level J** language and literary

features:

- Characters which have more than one dimension
- Elaborated description of character traits
- Occasional use of parenthetical material embedded in sentences
- Many words with complex letter-sound relationships
- Some complex spelling patterns
- Adjectives describing dialogue
- Settings that are not typical of many children's experiences
- Variety of dialogue (may be between more than two characters)

Guided Reading and Small-Group work can provide small group instruction around **Level K** language and literary features:

- Some complex and memorable characters
- Some figurative language (metaphor, simile)
- Setting important to understanding the plot in some texts
- Complex plots with numerous episodes and time passing
- May have more than one point of view within one text
- Longer (more than fifteen words) and more complex sentences
- Wide variety of words to assign dialogue, with verbs and adverbs essential to meaning

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

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 1](#); the [suggested pacing guides for word study and phonemic awareness](#) (grades K-1) can be found in the K-5 folder.

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:

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.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- LA.L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.
- LA.L.1.4.B Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- LA.L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- LA.L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- LA.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- LA.L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- LA.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- LA.L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- LA.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- LA.RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- LA.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending

	punctuation).
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.

LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation. All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. Patterns in the natural and human designed world can be observed and used as evidence.

Essential Questions

- How can I get interested in a topic and get better at learning a lot about it by reading many different kinds of books—and ones that are in a bunch of genres?
- How can I use multiple texts to learn about a topic in a deeper way?
- How can I compare and contrast information I find in different texts to learn about a topic deeply?

Students Will Know/Students Will Be Skilled At

- Readers will grasp that topics are covered in a variety of types of texts.
- Students will connect information and ideas across two or more texts on the same topic.
- Students compare and contrast text of different genres about the same topics.
- Readers accumulate information about a topic and make connections across experiences.
- Readers will use strategies to improve understanding of a character.
- Readers will infer character feelings, and how they change over the course of the book.
- Readers will focus on the meaning of the story.

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
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud/Shared Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk--Knee Talking, Sharing out
- Post-it Board

Summative including Alternative Assessments:

- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- 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

- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

Learning Plan

Primary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both structured and balanced literacy practices to both decode *and* comprehend print.

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-used techniques. Daily word work emphasizing phonics and phonemic awareness uses a multisensory approach to instruction. Decodable and controlled texts are used. For Word Study, please refer to the [Cranford Scope and Sequence](#). and the [Phonological Awareness Scope and Sequence](#).

To teach comprehension, 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, mini lessons, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership discussions. Students will select from authentic literature at their independent reading levels. Teachers will focus on the needed skills and behaviors identified on the 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.

During reading workshop, teachers follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" 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 Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing 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](#).)

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 bends below provide detailed teaching points and lesson ideas.

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: Making Sense of All Kinds of Texts

Suggested Teaching Points and Potential Lessons: Making Sense of All Kinds of Texts

Readers learn not just from nonfiction books, but also from fiction, stories, poems, backs of cereal boxes, signs, and even directions.

Readers shop for books that are about something that fascinates them!

- Look for books about a hobby or an interest you have so that you can become the “expert” on a topic!
- Readers think, “What do I want to know more about?” “Is there a hobby or an animal or something in the world that gets me thinking, ‘I wonder...’ ‘What if...?’ ‘How big...?’ ‘What about...?’
- Look for books that fit together.
- Remember these books can be from any genre.

Readers have to look through their books to figure out what kind of text it is. Remember...

- It is fiction if something appears to be happening to a bunch of characters.
- It is nonfiction if it teaches me all about a topic.
- It is a poem if it is on the short side and has just a few words on a line.
- Readers place a post it on their books to identify what kind of book it is.

Readers look through their books to decide which ones will be easiest to read and which will be hardest.

- Read a page or two
- Read the easiest books first

Readers think, “What do I need to do to read this book my very best?”

- Is this a topic I already know a lot about or is this a new topic for me? If it’s new, readers read on to lookout for new facts and information that will help them to learn and understand.

Readers think about the central message.

- Readers stop and ask:
- “What does the author want me to think or understand about the topic in this book?”
- “What does the author want me to feel about this topic?”
- “Does he want me to care about the topic more?”
- “Does he want me to be warned or be careful?”
- “Does he want me to feel amazed or inspired?”

Readers think about the main topic.

- Readers stop and think:
- “What am I learning on this page?”
- How does this information go with the information on the page before it?
- What is this book mostly teaching me about?
- Readers can post-it clues about the main topic or what they are learning as they read.

Readers make and check predictions.

- Readers take book walks to imagine what the book will be about or teach.
- After reading a part or section, they stop and ask themselves:
- Did my prediction match what I learned?
- Do I need to change my thinking or understanding to match what the book is teaching me?

Suggested Teaching Points and Potential Lessons: Reading and Learning About a Topic Through Language

Suggested Teaching Points and Potential Lessons: Reading and Learning about a Topic through Language

Readers warm up to get ready to read by using the special features in their books.

- Notice the bold words, pictures, labels, captions, and think, “What is in this book” and “What will I learn?”

Readers find facts and information in a fictional story.

- What is the difference between fact and fiction?
- Lookout for true information even in fictional books!
- If I have only seen this information once, then I should check other sources to make sure it is a fact!

Readers read books in a voice that matches how the book talks.

- If it’s an information book, they use a teachers’ voice
- If it’s a story, the use a storyteller’s voice

Readers learn important words in relation to their topic.

- Readers create bookmarks that list important vocabulary and place them in the book for the next person to use or add to.

Readers use topic-specific words when talking to their partners.

- Readers think about and use the "lingo" that goes with a particular topic.
- What words do you think you might see when you read about this topic?
- What words will you be sure to use when you talk with your partner about this topic so that he/she can become an expert, too?
- Create a picture clue to help your partner understand a new vocabulary word.
- Make a bookmark with the topic’s lingo.
- Mark any words you still don’t understand to talk about with your partner.
- Go back to the page where you found the word to help you explain it.

Readers look at word parts to decode a tricky word.

- Look at the first few letters.
- Think about words we already know that have similar parts.
- Look at the vowel and a couple of letters after it.
- Play with the word in your mouth and try it a few different ways until you find the one that makes sense.

Readers use all clues they can gather to learn how to say words and figure out what they mean.

- Readers think about the topic the book is teaching to figure out what might make sense in that word's place.
- They use the first few letters to check the guess.

After you decode the word, figure out what it means by thinking about what is happening on the page.

- Readers warm up to get ready to read by using the special features in their books.
- Notice the bold words, labels, captions, and think, “What is in this book” and “What will I learn?”

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Suggested Teaching Points and Potential Lessons: Learning Information by Comparing and Contrasting

Suggested Teaching Points and Potential Lessons: Learning Information by Comparing and Contrasting

When readers read nonfiction books first and then read fiction books, they think...

- “Hmmm...what in this book connects to the nonfiction book I just read?”
- “Is any of the information from the nonfiction book showing up here in this fictional story?”
- Stop-and-jot when you find connections.
- Keep track of the facts.
- Teach your partner all the new facts you learned.
- Keep track of vocabulary that is common to the topic

Readers read with a very open mind—something might be true or untrue!

- Confirm with multiple sources.
- Recognize that some sources are more reliable than others.

Readers read their stories and poems with a critical eye.

- Question things that seem funny or not quite right—do you think that is fact or fiction?
- Search for answers in other sources

- When readers “fact collect,” they talk about their ideas.
- Jot down the new fact.
- Tell your partner “This makes me think...” or “The idea I’m having is...”

Readers talk to their partner. They say things such as...

- This reminds me of...
- From all that I’ve read...
- Everything I’ve heard...
- This is just like...
- In other books...but in this book...

Partners can compare two books on the same topic and talk about how the information is the same and different.

- Sketch the information the author left out of the text to help explain the information to others.

Readers make sense of what they read by thinking about how the information fits together.

- We try to come up with big ideas about a topic.
- We think about how all the parts of the topic go together.
- Think about how this topic is like and unlike other topics.

Readers know that when the picture doesn’t help them figure out the word, they can think about what is happening in the story to figure out what the word might be.

- Cross-check the word you guess.
- Think about what makes sense—what words might go with this topic?
- We use the first few letters to see if that is correct.

Readers read in smooth phrases.

- Line breaks are a cue for readers to read chunks of texts and then pause.
- We scoop up all the words in the line to read smooth and with expression.
- Rehearse their reading with their partners
- Reread the parts with tricky words a few times until you get it just right.

Readers tackle tricky sentences and after solving a tricky word they...

- Say it out loud a few times.
- Re-read the sentence in which it appears a few times until we read it smoothly.
- Put the new word in our memory so the next time we see it...we know it!

Readers read with expression to help us comprehend what we are reading!

- We read with an informative, authoritative teaching voice.
- We talk with fluency, too!

Suggested Teaching Points and Potential Lessons: Thinking Critically About Books

Suggested Teaching Points and Potential Lessons: Thinking Critically About Books

Readers form opinion about what they read.

- When done with a book, readers ask themselves:
- What do I think about this book?
- Do I agree with the author?
- Do I have different ideas?

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. Classrooms will house rich and diverse classroom libraries of both classic and contemporary works.

Core materials used in all classrooms include the following:

- Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1.
- Fountas and Pinnell Classroom System, Shared Reading.
- Fountas and Pinnell Classroom System, Guided Reading.
- Fountas and Pinnell Classroom System, Read Aloud.
- Heggerty: Phonemic Awareness.
- Cranford Word Study Program.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Possible intervention materials including resources from FCRR and West Virginia may be found in the [Pathways to Intervention](#) document. Teachers can access the green Leveled Literacy Intervention (LLI) kits for striving readers.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources. Classrooms house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

Supplemental Instructional Materials

For [possible anchor charts](#), please look at instructional materials in the Grades K-5 folder.

For resources about four specific topics, please see [this folder](#).

Possible Read Aloud Texts

- Gather books together by topic and level to match your children’s interests and reading abilities (the majority of books you select will be nonfiction)
- Topics ideas may include birthdays, grandparents, new siblings, moving and school.
- Example: If a child is interested in trucks, gather informational articles, books (fiction and non-fiction), video, infographic, and poetry related to trucks. Choices might include Jon Scieska’s Trucktown series, Donald Crews’s book Truck, Mark Todd’s poem, “Monster Trucks” and the poem, “Dig Dig Digging” by Margaret Mayo.
- Prepare a text set to support a class study that includes informational articles, books (fiction and non-fiction), video, infographic, and poetry.
- A text set about weather might include such titles as: Wind and Storms by Fred Biddulph, Rain by Sheryl Sloan, That Sky That’s Rain by Carolyn Otto, Why Do Worms Come Up When It Rains? by Betty Erikson, and It's Raining, It's Pouring by Kin Eagle.
- A text set about bats might include Stellulara, Nightsong, Bat Loves the Night, Hello, Bumblebee Bat, Bats Around the Clock, Baby Bat's Lullaby, Oscar and the Bat, Fun Facts About Bats (YouTube), Baby Bat Burritos (YouTube). infographic (Google images).

Possible Teaching Charts

- “Readers Think About the Central Message or Main Topic!”
- “Readers Make and Check Predictions!”
- “Readers Figure Out and Learn Tricky Words!”
- “Readers Form Opinions!”

Guided Reading

Fiction and nonfiction book sets with 6-8 copies of the same title. Levels A to M - at least 12 sets in each level for both fiction and nonfiction

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 1, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- 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, K-2, Jennifer Serravallo
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-5 Google Folder for instructional materials

- For lessons for word work, see [Florida Center for Reading Research](#)
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online resources (Consult with building principal or literacy team for access).

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.

Additional 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](#) and [Pathways to Intervention](#) documents in the [Grades K-5 folder](#) for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.

- Refer to the If...Then...Curriculum:Assessment based instruction, Grades K-2 book.