

Unit 01 Reading: Taking Charge of Reading-- Launching

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

Students will read literature individually, read in partnerships and be read to aloud. They will engage in discussions about text in large and small group settings daily. Students will be able to demonstrate comprehension of literature through retelling and by asking and answering questions about details in a text. Readers will participate in higher-level thinking about text by making inferences, analyzing characters, and comparing and contrasting different versions of texts.

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

Pacing Guide

Please refer to this Language Arts [Reading and Writing Workshop Pacing Guide for grade 2;](#)

For Word Study, see [Cranford Word Work Scope and Sequence](#) and [Phonemic Awareness Scope and Sequence](#)

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

Instructional Reading Level Benchmark: K

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
- Underlying structural patterns (description, sequential, question/answer)
- Content that goes beyond students' immediate experiences
- Concrete themes close to students' experiences (courage, friendship, diversity)
- Adjectives with comparative endings (-er, -est)
- Understanding perspective from which a story is told

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. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

These mandates maybe hit through the selection of choice literacy:

Amistad Commission

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

Asian American and Pacific Islander History Law

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

New Jersey Diversity and Inclusion Law

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

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

LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.2	Reading Literature Text
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions

- How do readers build stamina and meaning?
- How can I become a strong, independent reader who sets and meets goals and who recognizes and problem-solves when something in my reading doesn't make sense?
- How can my partner and I work together to share and grow ideas, and to tackle trouble as we read?
- How can I select goals for myself as a reader around the kinds of books I will read (and how), the number of books, and for how long I will read each day?
- Can I retell and share with others what happens in a story in ways that show I grasp the big events and important details? Can I grow ideas as I do this, so that I am able to share my thinking about the books that I read?
- Can I incorporate routines to ensure success during Readers Workshop. Instead write, "Do readers incorporate routines to ensure success?"
- Can I view reading as a special activity that involves working both independently and with others?
- Can I choose books by analyzing the text to be certain they are "just right"?
- Can I confer with the teacher to evaluate and discuss my progress and goals?
- Can I take charge of my own reading?
- Can I understand how to build stamina?
- Can I work hard to solve tricky words?
- Can I extend my thinking in reading journals?
- Can I retell important events in a story?
- Can I pay close attention to authors?

Students Will Know/Students Will Be Skilled At

- Routines and expectations of workshop
- How to organize their workshop materials, reading logs etc.
- Stamina increases with time and practice
- What a just right book is
- Story elements for retelling
- Jots help us hold onto learning
- Sentence starters to communicate long and hard with partners

- Constructing goals
- Recalling routines of workshop
- Identifying "just right" books
- Reading with stamina
- Rereading
- Identifying important elements when retelling

- Building partner talk
- Word solving
- Self monitoring

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
- Monitor Stamina and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Guiding Reading Group work
- Stop and Jot
- Stop and Sketch of thinking throughout unit
- Small Group Strategy Reading group work

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
- Whole Group Spelling Inventory (as needed)

*Consult A Guide to Reading Workshop, Primary Grades Chapter 6 for more ideas.

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](#).

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/Lessons: Reading to Retell and Recommend Books to a Partner

(Suggestions: Choose 5 points in this bend, Teach 2-3 points per week)

Readers always need to be thinking about what is happening and what they are learning by...

- stopping every page or few pages to ask questions and think about the text as they read and ask themselves, "What is happening here?" (F) or "What am I learning?" (NF or I). They can also ask questions to monitor their understanding: Why? How?

Readers always need to be thinking about what is happening and what they are learning

- Readers can stop and jot as a way of holding onto their learning or comprehension.

Readers always need to be thinking about what is happening and what they are learning by...

- paying close attention to what their books are about by retelling across five fingers (Readers have two

jobs: one is to figure out the words and the other is to think about what they are reading. Retelling is a strategy readers use to think about what they are reading. When we retell a story, we tell the important parts, in the right order. This helps us to understand the story better and remember it longer. Strong readers stop and retell throughout the text to help them understand the story.)

Today I want to review with you what good partnerships look like. Good partners:

- meet in a good spot with your reading partner
- sit EEKK (elbow to elbow, knee to knee) & speak in quiet voices
- Be prepared for their partnerships to show understanding
- Share/ask questions
- Stay on topic—talking only about your reading
- Listen to your partner quietly (make eye contact)
- Reading partners take turns speaking first

**They should know the behaviors above from 1st grade, so review and then discuss what you can share once in your partnerships or the next day depending on your class (see below).

Reading partners show up prepared to share with their partner. They ...

- retell the books they are reading (using 5 finger retell)
- share important/big parts of the book
- reread confusing or forgotten parts of their story to their partner
- tell reasons others might enjoy the book too
- ask questions
- share any jot they choose!

Reading partners show up prepared to share with their partner. We made jots earlier in the unit to hold onto our learning but we also jot to share this important thinking with our partner. Readers stop and jot at parts that they feel are important to share or at parts^[SEP] that stand out to them:

- when a character struggles
- when a character learns something or changes
- when the information is important to the story
- big events that happen for the character
- moments of inspiration
- parts that make them think or wonder
- something they learned
- parts that show what the story is about
- their favorite parts.

Readers talk with partners about a single idea for as long as they can in order to think deeply and meaningfully about one aspect of their reading experience.

- Readers build an awareness about how much they can speak about an aspect of their reading or a single idea (build an idea train with unifix cubes)
- Readers talk as much as they can about one idea before moving on to a new one.
- Reading partners listen carefully and ask clarifying questions when they aren't sure what their partner means.
- Reading partners solve problems together.
- Reading partners can help each other stay on track by pointing out when something feels off topic.
- Reading partners grow ideas by adding to their own and each other's thinking: I think ____ because ____, I wonder ____ because _____. Tell me more about _____.
- Reading partners can swap books to discuss and compare thinking and feelings.

Reading partners talk to each other about feedback.

- Reading partners compliment each other on the strategies they tried during reading workshop.
- Readers reflect and make plans with their reading partner about the work they need to do.

Reading partners pay close attention to authors

- Authors have intentions - readers pay close attention to author's craft not only when they write but also when they read.
 - When readers chuckle or sigh, or whimper or gasp, they stop. Then they reread and think, "Why did the author do that?" and "How did the author do it?"
- Readers don't just notice craft moves - They try them! - Readers can try the author's craft moves in their writing, too.
 - When readers notice an author's craft move - and they really love it - they take action. They try it in their own writing.
- Readers think about how the whole book clicks together, noticing masterful writing
 - Readers notice the ways an author makes the parts of a story click together (the whole book - the beginning, the middle, the end)
- Readers think, "What does the author want to teach me?"
 - Once readers have finished reading a book and know how the parts fit together, they can retell it to think about what lessons the author wants to teach the reader (not the characters)

Suggested Teaching Points/Lessons: Making Reading the Best It Can Be

Making Reading the Best It Can Be: Setting Goals for the New Year (Suggestions: Choose 5 points in this bend, Teach 2-3 points per week)

Readers know routines of reading workshop. Good readers read independently to become a better reader, practice skills, and because it is fun!

Readers know routines of Reading Workshop—storage, reading spots, the use of Reading Logs, bookmarks, sitting

Readers think about what kind of reader they are and ask themselves, “Who am I as a reader?” Readers think about:

- what kinds of books they like to read (genres, chapter books, etc.)
- favorite authors, series, and characters
- why they read

Readers select a book by reading the title, examining the cover, reading the blurb on the back, taking a picture walk, reading the table of contents to get a sense of what the book will be about and how it will go.

Readers self-monitor book difficulty by using five-finger rule or listening for smooth reading that sounds like they are talking.

Readers set BIG goals (goals that matter) so they will become stronger readers (while continuing to build stamina).

- reading an entire series
- decide to read several books on one subject
- reread a book several times (under J-for fluency)
- make day to day goals (think and record)
- reflect on their progress at home and at school
- set goals for themselves (fluency- accuracy, expression, comprehension)

Readers have tricks for keeping themselves in a book, they do this by... (break into two days)

- Envision an image in their mind as they read
- Focusing on the page and asking, “What am I learning?” and “What is happening in my book?”
- Rereading a page when they catch their attention drifting
- thinking about what will happen next in their story and check/revise their ^{[[]]}predictions
- attempting tricky words and keep reading

Suggested Teaching Points/ Lessons: Thinking Harder, Working Harder . . .

Thinking Harder, Working Harder and Perhaps Reading Harder Books (Suggestions: Choose 5 points in this bend, Teach 2-3 points per week)

When what they are reading doesn't make sense, readers ask themselves, "What can I do to fix this part? What can I do to try to understand what this text is saying?" Then they look at the strategies they know on the charts all around the room and try the most helpful ones. (This is a review of the beginning of the unit. Reminding students to use the strategies taught to keep us in our books and remain focused, learning as we read. Refer students back to the anchor charts from unit.)

- Readers use strategies they learned in Grade 1 to problem solve or when they hit trouble while reading.
- Readers stop and check for understanding as they read.
- Readers stop and retell as they read (this happened, and then this happened, etc...) to themselves or a partner.
- Readers stop and retell the beginning, middle and the end as they read.
- Readers stop and retell with story elements.
- Readers retell with the character's names as they read.
- Readers can retell with the chapter titles in mind.
- Readers can reread to reorient themselves to the book when they have lost their place or lost track.
- Readers read in longer phrases, scooping up snap words which aides in comprehension

Sometimes, readers come across a word they don't know. Readers can be brave and resourceful with tackling hard words they come across while reading.

Readers tackle hard words – not ignore them.

- Check the picture, and think, "What could make sense?" (look at the pictures for clues to figure out words by thinking about how the pictures are connected with the words on the page)
- Go back and reread (think about what the book is about and then reread to get a running start--focus on beginning sound)
- Try it two ways
- Look at ALL the parts of the word (use different word parts/word chunks to figure out hard words--noticing beginning, middle, and ends of words--and think, "What goes with the next letters?")
- Readers use small words inside big words to help them solve words.
- Check it! Do a double check!
- Do a s-l-o-w check (reading each sound from beginning to end)
- Look at the word after trying it and ask themselves, "Does that ^[]_{SEP} look right?", "Does that ^[]_{SEP} sound right?", and think about what is happening in the story and ask themselves, "Does that word make sense?" (MSV work)

When readers encounter tricky words or phrases, they ask themselves, "What kind of word would make sense and sound right here?"

- use meaning to tackle a tricky word by thinking about what is happening in the text
- skip the word and read to the end of the sentence and then go back and try reading the word or phrase again (go ahead and then go back)
- write tricky words on Post-its and share them with their reading partners
- discuss how they solved their tricky word/phrase with reading partners
- help each other figure out tricky words by not just giving the word, but reminding them of a strategy to

use

We are a community of readers

- Readers celebrate who they are as readers
- Readers celebrate reading stamina, growth or other changes with a “then ^[]_{SEP} and now” museum (changes in minutes, changes in type of book they read ^[]_{SEP} in kindergarten and now)
- Readers use all they know to understand and share books for their reading celebration.
- Some end of unit activities:
 - Students will be given an end of unit assessment based on current second grade reading level. They will read Animal Games (RazKids story-level J) and answer literal and inferential comprehension questions. After they will share their books with the partners and engage in conversation about them.
 - Teacher will go over procedure for filling in a story map using the story 'Hooway for Wodney Wat' or 'Dog Breath' by Dav Pilkey or 'Owen' by Kevin Henkes. Discuss characters, setting, and BME and writing in complete sentences.
 - Teacher will remind students of the skills they have been practicing as well as their personal skills on their strategy to habits sheet. Students will continue reading independently while practicing these skills. They will begin getting ready to pick one book they really enjoyed working in during this unit and complete a Book Buzz to share with the class. Model expectation of the Book Buzz. They will self-assess their Book Buzz and then present to the class, also sharing one skill they feel they “nailed” this unit in reading (can be a personal reading goal or a unit goal).

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 blue 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

MENTOR TEXTS:

Demonstration Texts

There Was an Old Lady Who Swallowed a Fly by Lucille Colandro (Scholastic) [Song Chart](#)

Katie Woo Has the Flu by Fran Manushkin (Capstone)

Read-Aloud and Shared Reading Texts

Those Darn Squirrels by Adam Rubin (Houghton Mifflin Harcourt)

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

Suggested Texts and Resources

Cam Jansen series by David A. Adler (Puffin Books)

Fly Guy series by Tedd Arnold (Scholastic)

Mercy Watson series by Kate DiCamillo (Candlewick Press)

Mrs. Jafee is Daffy! by Dan Gutman (HarperCollins)

Captain Awesome to the Rescue by Stan Kirby (Simon & Schuster)

Frog and Toad series by Arnold Lobel (HarperCollins)

Katie Woo series by Fran Manushkin (Capstone)

Fox on the Job by James Marshall (Penguin)

Stink, The Incredible Shrinking Kid by Megan McDonald (Candlewick Press)

Magic Tree House series by Mary Pope Osborne (Random House)

[Readers Read like Beanstalks Anchor Chart](#)

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[When Words are Tricky, Roll up your Sleeves Anchor Chart](#)

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[Authors have Intentions, so Pay Attention Anchor Chart](#)

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- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online resources (username: deacon@cranfordschools.org. password: Hillside125)

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 2, 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
- Conferencing 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 materials. (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 framework for teaching includes much demonstrating/modeling and opportunities for small-group and individual support/guidance.
- Reading workshop emphasizes varied teaching approaches including, but not limited to, use of manipulatives, pre-teaching, and graphic organizers.
- 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
- Hands-on activities
- Follow a routine/schedule and make visual for students
- Alternate quiet and active time
- Use an alarm to help with time management
- Large print textbooks
- Reading Viewers/Overlays (different sizes/colors)
- Additional time to reread
- Limit reading amount
- Review of directions and immediate feedback
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals (Strategies to Habits organizer)
- Space for movement or breaks
- Extra visual and verbal cues and prompts (Decoding Strategies Bookmark, Comprehension Strategies Bookmark)
- Preferential seating/choice seating
- Reduction of distractions (Reading folders with resources/labels)
- 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.