

Critical and Close Reading of Fiction and Nonfiction

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **9-10 Weeks**
Status: **Published**

Brief Summary of Unit

Focus: "Expos requires that students begin to conceive of themselves as producers of knowledge rather than recipients of knowledge delivered from on high" ~ Abbie Reardon

Summary:

Expository Writing is the required writing course for all undergraduate students at Rutgers University in New Brunswick. The class is designed to prepare students for the writing they will do at the university level and during their professional lives. This course at Cranford High School offers concurrent enrollment with Rutgers whereby students have the opportunity to earn both required Cranford High School Language Arts credit and three credits in Expository Writing from Rutgers University.

During this course, students read and write about a variety of texts concerning a range of fascinating contemporary issues. By completing a series of essay assignments – each of which involves peer review and revision – students learn to read critically, analyze textual evidence, structure complex ideas, and develop independent arguments by making original claims that contribute to ongoing intellectual conversation.

Expository Writing's overarching goal is for students to come to regard writing as a form of critical thinking. This course aims at helping students recognize the value of intellectual risk-taking in an interdisciplinary context, and to provide a range of opportunities for students to discover their own ideas and develop interpretive positions.

There are several essay opportunities where students should build not only mechanically, but also conceptually upon those that precede it. And so while it's true that Rutgers asks students to write a lot, by asking them to return to and rethink texts they've previously read and papers they've previously written, they ensure progressive development from one writing occasion to the next. The curriculum is thus incremental and recursive.

Early in the semester students will focus on close-reading textual evidence as a means of discovering interpretive connections and arriving at an independent argument. Critical thinking and analytical writing are predicated on the practice of careful, engaged reading. Close reading, an effective way to understand a text, write about a text, critique a text, or, most crucially, form a nuanced, thoughtful relationship to a text, is the process by which an engaged reader examines a small part of the text in order to convert that example into

evidence that supports an interpretation of the larger text or broader context. Students are asked to examine implicit assumptions in the assigned reading-- usually about some "big question" or topic-- that can only be revealed through close reading and analysis, using specific evidence from parts of the text. Later in the semester, once most students have begun to move from summary and generalization toward sustained analysis there is more emphasis on teaching structural coherence and strategies to help students produce the most sophisticated, nuanced arguments possible.

From:

Teachers' Almanac: A Companion Guide to Expository Writing, Rutgers University, pp. 13-14.

Interdisciplinary Connections and Career Readiness: 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

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.

LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.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.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
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.11-12.10b	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.11-12.8 (Not applicable to literature)
- 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.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- 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.

Essential Questions/Enduring Understandings

- How does making connections between texts help the reader to understand what they are reading?
- How does knowing text structure help a reader to understand non-fiction text?
- How does a reader identify the author's purpose of a text?
- How can previewing text features help the reader gather information about a text?
- What is the relationship between reading and writing?
- In what ways does the reader bring the "self" to a text?
- Why is it important to explore juxtaposition and contrast in a text?
- How do authors develop and convey theme/meaning throughout a text?
- How does the study of an author's craft inform our understanding of a text?
- How does reading shape our understanding of the world?

Students Will Know/Students Will Be Skilled At

- Students will know how to annotate complex texts.
- Students will be able to provide summaries of small and large chunks of reading.
- Students will come to understand their own note-taking style.
- Students will be able to forge connections within and across texts, synthesizing their own ideas.
- Students will be able to analyze rhetorical devices and how those devices convey meaning.
- Students will be able to develop claims and ideas about texts, keeping in mind the broader stakes.
- Students will be able to select quotes and evidence relevant to prompts and discussion.
- Students will be able to determine the main idea of the text.
- Students will be able to identify an author's craft moves and purpose in a text.
- Students will be able to understand writers' biases, interrogate claims, analyze arguments, and think critically about the texts they encounter.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two 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
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPStone Analysis

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
- Analytical and Expository Essay

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
- SAT (grades 11-12)

- Final Exam

- Document based question and answer to demonstrate a recall of facts and textual support.
- Engage in one on one, full group and small group discussions.
- Engage in peer editing and peer revision to show understanding of writing conventions.
- Formative and summative assessments to determine post and prior knowledge.
- Varied writing assessments in order to demonstrate understanding of writing conventions and literary texts.
- Complete open-ended journal questions and participate in student-led activities that encourage textual analysis and evaluation.
- Engage in drafting essays of analysis and persuasion using brainstorming, drafting, editing, and revising.
- Ongoing student portfolio to assess growth in writing.
- Participate in oral Socratic Seminars and speeches that included the information gleaned from literature and nonfiction.
- Relate the experiences of the characters to a student’s personal experiences and society today through writing, discussion, research, and projects.
- Write across genres to show understanding of multi genre writing.

Learning Plan

The intent is for student-readers to have clear modeling through whole-class instruction. Explicit reading strategies are practiced 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; materials selection will be approved by the Board of Education and Rutgers University.

The reading throughout the course targets not only comprehension, but also analysis. 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 course, and vocabulary instruction will be chosen from the reading material.

Students write expository essays, as per the guidelines established by Rutgers University. Students will also explore other modes of writing throughout the course, including narrative. A variety of writing forms, including digital writing, are emphasized. Grammar lessons are embedded in writing instruction, holding students accountable for skills taught and practiced; modeling is done through published and student-crafted mentor texts. While students are immersed in multiple published and non-published mentors, they will also engage in interactive writing as a means to write with their entire class as driven by the instructor in addition to writing collaboratively with peers. Teachers focus equally on process and product with an emphasis on synthesizing across texts for nuanced understandings; teacher-created multi-modal text sets will be used as materials. High- and low-stakes writing and timed and untimed assignments will be used throughout the unit.

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

Within this unit students will focus on issues impacting the self, community, and world. Students will be encouraged to think critically about issues like climate change, capitalism, elitism, sexuality, race, technology, and relationships, citizenship, etc. These issues will be the topics with which students create their own independent ideas. The text is a starting point for conversation and thinking and writing.

For this particular unit, teachers should . . .

- Build a text set for discussion, writing, and synthesis.
- Select common readings and supplemental texts.
- Prepare for conferences with students.
- Generate a list of skills students will master throughout the unit (focusing specifically on a few in each area).
- Create a summative assessment (backwards design).
- Create scaffolds for student reading and writing.
- Create formative assessments, but not limited to, reading checks, exit slips.
- Collaborate with colleagues to design small units within the larger unit.
- Reflect on previous teaching practices and pedagogy to inform planning.
- Review student modifications and accommodations.

Sample Unit Planning

Texts:

- Karen Ho's "Biographies of Hegemony" & "The Addictive Science of Junk Food" by Michael Moss
- Ho's text focuses on the idea of elitism and cultures of power and patriarchy, specifically on Wall Street.
- Moss' text focuses on America's food choices and the addictive nature behind processed foods.
- These texts are simply used as examples. Any other text from the list referenced below can be used.

Reading Instruction/Practice:

- Students will read longer nonfiction essays, engaging in conversation with these authors through these texts.
- There will be a focus on reading comprehension, annotation/note taking, close reading/analysis, and synthesis.
- The teacher will model strategies for comprehending difficult passages and different ways to annotate a text. The same will be done for all reading skills and strategies.

Speaking/Listening:

- Discussions with small groups of peers about the topics presented in the text
- Focuses on students propelling ideas forward in discussion, actively listening to their peers, and preparing for discussion by creating questions
- The teacher will review the departmental speaking and listening rubric and explicitly teach students how to engage in a productive discussion by modeling, showing mentor discussions, and naming specific moves students can make.

Argumentative/Analytical Writing:

- Students will engage in informal and formal writing throughout this unit.
- Informally, students will write their thoughts and ideas about the texts, specifically as they practice

close reading and analytical thinking

- Formally, students will write a few analytical paragraphs demonstrating their understanding of the reading skills taught throughout the unit
- The teacher will provide feedback and offer opportunities for revision
- Writing skills will be reviewed throughout this process
- Focus: Developing arguments, creating topic sentences, selecting and embedding quotes, close reading and analyzing quotes

Sample Class Activities:

- Speaking Lesson: Teach students appropriate language to disagree with peers
- Reading/Speaking Lesson: Explore the speaking/listening rubric and annotate it as a text with students.
- Reading Lesson: Teach students to annotate the text with critical lenses: thinking about power, gender, etc.
- Reading Activity: Ask students to annotate the text keeping their own identities in mind
- Reading Lesson: Teach students to select "idea" quotes from the text and then ask questions to the quote
- Research Activity: Ask students to find other sources that connect to the big ideas in the text
- Reading Lesson: Teach students how to forge connections between quotes from two different texts- do this by starting with two easier nonfiction texts
- Intro Lesson: Ask students to define "smart" before reading Ho's text- free writing
- Intro Lesson: Ask students to read ingredients lists in processed food before diving into the texts- free write and share their ideas.
- Writing Lesson: Have students write a practice paragraph in groups, to refresh them on the components- have them color code the different components

Reading Skills: Teaching Points/Activities

- Analyze author's purpose and evaluate an author's style of writing to influence different audiences
- Analyze the author's purpose for including details, characters, etc.
- Analyze the author's purposeful use of literary devices
- Analyze the point of view of a text
- Cite textual evidence to support claims and arguments
- Connect characters to contemporary political figures, celebrities, etc.
- Connect ideas in the text to the overall unit quote/ideas
- Connect ideas within the text to students' lives
- Connect texts to diverse disciplines (such as science, business, psychology)
- Connect themes and big ideas to current events
- Develop close reading skills by reviewing annotation, paying attention to diction, etc.
- Generate questions for texts using Webb's Depth of Knowledge

- Point to claim and counterclaims within a text
- Reiterate the main idea of a text using the student's own language and ideas
- Review background on author and historical period in order to better understand the content of the text
- Synthesize two texts together to create new ideas and meaning
- Trace symbols throughout the novel using a reading notebook
- Trace themes and motifs throughout texts
- Understand the difference between static and dynamic characters
- Utilize close reading skills to make inferences about characters, setting, etc.

Speaking and Listening Skills: Teaching Points/Activities

- Listen to an audio recording of podcasts, speeches, etc.
- Participate in Socratic seminars to discuss texts
- Complete presentations on various topics relating to the themes in the texts.
- Use accountable talk as a means of idea generation and planning

Writing Skills: Teaching Points/Activities

- Craft a who am I poem that identifies the key traits of a character in a literary work.
- Craft an expository or persuasive essay using mentor texts to improve the essayists craft and structure
- Craft an expository or persuasive response to the literature in the form of a paragraph or essay.
- Create original arguments based on analysis of fiction and nonfiction texts
- Develop a paragraph or essay that responds to an open-ended prompt relating to the literature studied.
- Develop and refine the steps of the writing process including prewriting, drafting, revising, editing, and publishing.
- Identify the writing style used in a poem, speech, epitaph and nonfiction article and replicate it in an original piece of writing.
- Paraphrase a work of nonfiction to identify the main idea.
- Read book and/or movie reviews form works read during this unit. Use one as a mentor text and write a review of a free read or literary work being explored in class.
- Replicate the mood and/or tone reflected in a piece of literature in an original work.
- Write a narrative that continues a chapter or act in a play or analyzes a different point of view than the one presented.
- Write a synthesis essay or paragraph that uses 2 or more texts for support.
- Write an interdisciplinary piece that reflects various genres

Research Skills: Teaching Points/Activities

- Complete an author study that connects to the literature.

- Locate books and online materials to connect to the historical events being represented in *The Crucible*, *Inherit the Wind* or other text studied throughout the unit
- Refine MLA skills by creating works cited pages for sources.
- Assess website credibility of different online resources in the beginning stages of research project.
- Research and analyze primary source documents relating to the literary text studied throughout the unit.
- Research and analyze primary source documents relating to the literary text studied throughout the unit.
- Utilize library databases to conduct research
- View the movie version of one of the literary works read during the unit and research the critical resources evaluating both mediums.

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.

It is expected that materials endorsed by Rutgers University as part of their writing program will be used in this course as part of the concurrent enrollment agreement. In that way, both the academic rigor and topical content of these pieces will be appropriate for a freshman undergraduate student. Students can anticipate that reading material is relevant, timely, thought-provoking, mature, and rigorous. (Statements such as these will be included on the course syllabus).

In addition, teachers will refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources that are not driven by the Rutgers University course.

Instructional Materials

FICTION

Fiction Texts:

Selections from *The New Humanities Reader*, 6th ed. Cengage Learning, 2019

NONFICTION

Nonfiction Texts:

How to Read Nonfiction Like a Professor by Thomas C. Foster

Selections from *The New Humanities Reader*, 6th ed. Cengage Learning, 2019

Supplemental Texts Include:

Winners Take All: The Elite Charade of Changing the World by Anand Giridharadas

Wayward Lives, Beautiful Experiments by Saidiya Hartman

"The New Monuments That America Needs" by Hua Hsu

"Tell Me How It Ends" by Valeria Luiselli

*Other supplemental texts will be added based on the Rutgers University Expository Writing curriculum.

Art, photography, infographics, films, videos, podcasts, poems, short stories, and other texts will be added to compliment these course readings.

Research:

Cranford High School Media Center Databases:

- JStor
- MLA Format online: <https://owl.english.purdue.edu/owl/resource/747/08/>
- Purdue Owl: <https://owl.english.purdue.edu/owl/>

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

Additional Student Resources:

- Chromebooks/laptops
- Writing Portfolios
- Writer's Notebook/Journal
- Google Suite including Classroom

Teacher Resources

- *Teachers' Almanac: A Companion to Expository Writing* from Rutgers University
- [Link to Expository Writing Folder](#) which includes a digital version of the Almanac, Reader, articles, sample essays, and exercises/prompts.
- *Everything's An Argument*, Lunsford et. al.
- *They Say/I Say*, G. Graff and C. Birkenstein
- *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
- *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 Accommodation and Modification

[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.

Additional modifications and accommodations particular to the content of this course 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 deadline.

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