Overcoming the Challenges of the Flawed Society

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **9-10 Weeks**
Status: **Published**

Brief Summary of Unit

Focus: "Adversity is always the partner of progress." - John C. Maxwell

Summary: Students will examine different aspects of society with a critical lens. Using the author/protagonist as a catalyst, students will challenge the foundations of true and fictional societies based on the chosen texts. Students will use problem solving and critical thinking skills to address the challenges within the societies in literature, but also consider the current status of their own communities and cultures. As students are challenging the world around them, they will also be refining their close reading and deeper analysis skills by questioning the current climate of their community and analyzing sources from several different perspectives. Students may conduct research, engage in project based learning, and/or choose independent reading books that center around challenges in their own lives and communities.

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 Date: July 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.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including equity, inclusion, tolerance and belonging in connection with gender, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information

resources; research methods, the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the legal, social, and ethical issues surrounding the use of information.

LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.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.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Essential Questions

- What are the necessary skills for effective oral communication?
- How and why do individuals respond differently to conflict?
- How are historical flaws in society repeated over time?
- How can individuals overcome the flaws of a society?
- How can students apply the major themes from literature into their own lives?
- How can students recognize the flaws within their own societies?
- How can they make meaningful changes in their communities?
- How can visual literacy aid in critical thinking skills and enhance comprehension?

- How do people identify issues within a society?
- How does collaboration influence decision making?
- How should information be effectively synthesized when culminating in research?
- What does it mean to think critically?
- Why do societies change over time?

Students Will Know & Students Will Be Skilled At

- connecting how the point of view or purpose relates to the content and style of a text.
- how to analyzing different types of text such as podcasts, videos, blogs, images, etc.
- how to engage in conversation with their peers about topics relating to different texts and contemporary issues.
- how to identify the flaws in society.
- how to introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.
- how to read and comprehend nonfiction and fictional literature.
- how to use guidelines on a rubric for peer and self evaluation.
- integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- making inferences (text-to-text, text-to-world, etc).
- that narrative, persuasive, argumentative and expository texts are written with a variety of purposes.
- the differences between a narrative, persuasive and expository text.
- the different modes of writing: explanatory, persuasive, and narrative.
- the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- the techniques for identifying the main idea an complex analysis of a literary work.

Suggested Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

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

Summative, including Alternative Assessments:

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

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- PSAT (grades 10-11)
- Midterm and Final Exams
- IXL

- Complete open-ended journal questions and participate in student-led activities that encourage textual analysis and evaluation.
- Debate the issues of a flawed society today and in the past.
- Document based question and answer to demonstrate a recall of facts and textual support.
- Engage in drafting essays of analysis and persuasion using brainstorming, drafting, editing, and revising.

- Engage in one on one, full group and small group discussions.
- Extend learning via a collaborative, creative project that is shared with the class.
- Formative and summative assessments to determine post and prior knowledge.
- Participate in oral Socratic Seminars and discussion 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.
- Varied writing assessments in order to demonstrate understanding of writing conventions and literary texts.

Learning Plan

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

The reading of text 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 novels. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction may be chosen from the reading material and may be incorporated through targeted word study lessons.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through Sentence Study, holding students accountable for skills taught and practiced; modeling is done through mentor texts, both published and student-crafted. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multimodal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills. Students will participate in individual, partner and group activities including Literature Circles, Socratic Discussions, Jigsaw Methods, and other Cooperative Learning activities.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests,

aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self-reflect and assess their own reading, writing, listening, viewing and speaking skills through the development of an electronic portfolio, journal writing, writer's notebook, independent reading, and/or book talks.

This unit of study focuses on "Overcoming the Challenges of a Flawed Society." Students will examine different aspects of society with a critical lens. Using the author and/or protagonist as a catalyst, students will challenge the foundations of true and fictional societies based on the chosen texts. Students will use problem solving and critical thinking skills to address the challenges within the societies in literature, but also consider the current status of their own communities and cultures. As students are challenging the world around them, they will also be refining their close reading and deeper analysis skills by questioning the current climate of their community and analyzing a text from several different perspectives. Students may conduct research, engage in project based learning, or choose independent reading books that center around challenges in their own lives and communities.

For this particular unit, teachers should . . .

- Build a text set for discussion, writing, and synthesis
- Select common reading and literature circle 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)
- Find multimodal mentor texts for reading and writing mini lessons
- Create scaffolds for student reading and writing
- Create formative assessments (reading checks, exit slips, etc.)
- 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

Literature Circle/Book Club:

- ***Speak* by Laurie Halse Anderson, *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, *Persepolis* by Marjane Satrapi, *The Perks of Being a Wallflower* by Stephen Chbosky, *The Hate U Give* by Angie Thomas, *A Separate Peace* by John Knowles, *The Catcher in the Rye* by J.D. Salinger, *All American Boys* by Brendan Kiely and Jason Reynolds, *This One Summer* by Mariko Tamaki, *Fun Home* by Alison Bechdel**
    - Focus on the history and reasoning behind book banning, having students explore literary censorship while unpacking sensitive topics/themes that often lead to books being challenged

Whole Class Text:

- **Serial: Season One (Podcast by Sarah Koenig)**
    - Focuses on annotation, reading and listening comprehension, bias, interpreting facts, and

making connections to other sources

- ***Persepolis* by Marjane Satrapi**
    - Mentor text for “Banned Books” book club
    - Focuses on annotation, reading comprehension, finding symbols, characterization, and making connections to other texts
    - Focuses on using graphic novel techniques, dialogue, inner thinking, and making connections to other texts in the unit

Research Project/Exposition:

- **Searching for contemporary articles to support the ideas and themes found in the fiction literature circle**
    - Focuses on finding credible sources, mastering MLA format, organizing information, bias, author's tone/voice, etc.

Narrative Writing:

- **Write the updated final episode to the Serial podcast**
    - Focuses on capturing the author's voice, highlighting evidence, and dialogue with peers

Argumentative Writing:

- **Students write and present their decision to suggest a book be banned or protected for Cranford Public Schools**
    - Focuses on finding research, using the rhetorical triangle, and different strategies used in research

Speaking:

- **Present presentations to the “Board of Education” regarding multimodal research for banned books**
    - Focuses on posture, eye contact, volume, presenting with a group, creating presentations
- **Small group discussions during literature circle**
    - Focuses on how to participate in a conversation by asking questions, setting goals, and exploring both sides of an issue

Listening:

- **Small group discussions during literature circle**
    - Focuses on how to participate in a conversation by asking questions, setting goals, and exploring both sides of an issue

- **Students listen to Serial and other podcasts, including student produced podcasts**

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

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

Instructional Materials

Suggested Instructional Materials:

FICTION

Common Reading (whole class fiction texts):

- *The Great Gatsby* by F. Scott Fitzgerald
- *The Color Purple* by Alice Walker
- *The Things They Carried* by Tim O'Brien
- *A Raisin in the Sun* by Lorraine Hansberry
- *The Crucible* by Arthur Miller
- *Inherit the Wind* by Jerome Lawrence and Robert Edwin Lee
- *Anthem* by Ayan Rand
- *Audacity* by Melanie Crowder
- *All the Light We Cannot See* by Anthony Doerr
- *Death of a Salesman* by Arthur Miller
- "The Chrysanthemums" by John Steinbeck
- “An Occurrence at Owl Creek Bridge” by Ambrose Bierce

Differentiated Reading (can be novels, poetry, short stories, etc.):

Novels:

- *The Hate U Give* by Angie Thomas
- *Simon vs. the Homo Sapien Agenda* by Becky Albertalli
- *Small Great Things* by Jodi Picoult
- *Persepolis* by Marjane Satrapi
- *Perks of Being a Wallflower* by Stephen Chbosky
- *A Separate Peace* by John Knowles
- *The Catcher in the Rye* by J.D. Sallinger
- *Speak* by Laurie Halse Anderson
- *This One Summer* by Mariko Tamaki
- *Fun Home* by Alison Bechdel

Poetry:

- Selections from Walt Whitman
- Selections from Maya Angelou
- Selections from Cristina O'Keefe Aptowicz
- Selections from Dylan Thomas
- Selections from Edgar Allan Poe
- Selections from T.S. Elliot
- Sections from Ralph Waldo Emerson
- Selections from Henry David Thoreau
- Selections from William Blake
- Selections from Emily Dickinson
- Selections from W.B. Yeats
- Selections from Langston Hughes
- Selections by Emily Dickinson
- Music and lyrics from classical and contemporary songs
- Selections from Poetry Foundation

Short Stories:

- The Best Short Stories of 2017 by Meg Wolitzer
- "Winter Dreams" by F. Scott Fitzgerald
- Selections from Ray Bradbury
- Selections from CommonLit

NONFICTION

NonFiction Text (Whole Class Texts or Differentiated Reading):

- The Color of Water by James McBride
- The Short and Tragic Life of Robert Peace by Jeff Hobbs
- Uncle Tom’s Cabin by Harriet Beecher Stowe

- The Narrative of Fredrick Douglass by Frederick Douglass
- "I Have a Dream" by Martin Luther King
- "Ain't I a Woman" by Sojourner Truth
- Speech to the First Women's Rights Convention
- Fast Food Nation Eric Schlosser
- *I am Malala* by Malala Yousafzai
- "Nobel Peace Prize Acceptance Speech" by Elie Wiesel
- Into Thin Air by Jon Krakauer
- Into the Wild by Jon Krakauer
- Wild: From Lost to Found on the Pacific Crest Trail by Cheryl Strayed
- Girl Rising: Changing the World One Girl at a Time Tanya Lee Stone
- Fight Like a Girl: 50 Feminists Who Changed the World by Laura Barcella
- Feminism Reinventing the F-word by Nadia Abushanab Higgins
- Beyond Magenta: Transgender Teens Speak Out by Susan Kuklin

Nonfiction Text (Online selections):

- Selections from Newsela
- Selections from *The Atlantic Monthly*
- Selections from *PBS Newshour*
- Selections from NPR
- Selections from The New York Times
- Selections from The Asbury Park Press
- Selections from The Washington Post
- Selections from Psychology Today
- Selectiond from BBC News
- Selections from *Time Magazine*
- Selections from CHS Library Databases
- Selections from CommonLit
- Other online news sources/articles are acceptable.

Visual Text (Art, Photography, Infographic, Film):

- Art Collections: http://www.metmuseum.org/
- Inherit the Wind
- Infographics from the American Library Association
- https://www.gettyimages.com/
- Other visual texts are acceptable

Speaking and Listening:

- Serial: https://serialpodcast.org/
- Hidden Brain: http://www.npr.org/podcasts/organizations/1
- This American Life: https://www.thisamericanlife.org/podcast
- NPR: http://www.npr.org/
- Ted Radio Hour: http://www.npr.org/programs/ted-radio-hour/?showDate=2017-07-28
- American History Tellers
- Freakenomics
- The Moth
- Story Corp

- Ted Talks
- Start with the Why by Simon Sinek
- Netflix & Hulu Episodes
- Documentaries

Writing (Narrative, Informational, Argument):

Possible Mentor Texts:

- The Best American Short Stories Series, by year
- The Best American Essays Series, by year
- Player's Tribune
- The New York Times
- PBS News Hour
- The Atlantic
- *Don't Call me Princess* by Peggy Orenstein
- The Washington Post
- Teen Ink
- *The Things They Carried* by Tim O'Brien
- The Moth
- StoryCorp
- Excerpts from Stephen King's *On Writing*
- *Everything's an Argument* by by Andrea Lunsford, John Ruszkiewicz, and Keith Walters

Research:

Cranford High School Media Center Databases:

- Journal Storage (JStor)
- EBSCO Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Reading Rants
- History Channel
- Easybib.com
- 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
- Google Classroom or other LMS

- Writing Portfolios
- Writer's Notebook/Journal
- Google Documents/Drive
- SORA
- CommonLit
- Newsela
- DigitalTheatre+
- Swank
- TurnItIn
- Kami
- Voice memo application (ex. Vocaroo)
- Podcasting studio
- Audible
- Padlet
- Jamboard
- Socrative.com
- Poll Everywhere
- Remind.com
- Soundcloud, Spotify, Apple Music, etc.
- Netflix, Hulu, Disney+, etc.
- YouTube

Teacher Resources

Teacher Resources

- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan

- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations and modifications 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 compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines
- Create calendars to help students manage deadlines

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