# Unit 5 Reading: Sci-Fi, Fantasy, and Dystopia

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **4-5 Weeks**
Status: **Published**

## 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.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a format (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Modify the length and quantity of assignments to fit individual student's abilities and needs.
- Supply study guide questions, graphic organizers, and access to class notes.
- Individualize reading choices based on ability (reading level), readiness, and choice through extensive classroom library
- Use an alarm to help with time management
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide discreet steps in a process; elminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech-to-text function on computer

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

Individual conferences with each student will address specific needs of the reader.