

# Unit 04: Production and Publishing

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Integration of Career Readiness, Life Literacies and Key Skills

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| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP3  | Attend to personal health and financial well-being.                                |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals.                         |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

#### Technology / Integration of Computer Science and Design Thinking

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| TECH.8.1.8     | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.8.A   | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.   |
| TECH.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools.   |
| TECH.8.1.8.B   | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.   |
| TECH.8.1.8.B.1 | Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).   |

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| TECH.8.1.8.D   | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.   |
| TECH.8.1.8.D.1 | Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.   |
| TECH.8.1.8.D.2 | Demonstrate the application of appropriate citations to digital content.   |
| TECH.8.1.8.D.3 | Demonstrate an understanding of fair use and Creative Commons to intellectual property.  |
| TECH.8.1.8.D.4 | Assess the credibility and accuracy of digital content.  |
| TECH.8.1.8.D.5 | Understand appropriate uses for social media and the negative consequences of misuse.  |
| TECH.8.1.8.E   | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.   |
| TECH.8.1.8.E.1 | Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.  |
| TECH.8.1.8.F   | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |
| TECH.8.1.8.F.1 | Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.  |

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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### **Capacities of the Literate Individual**

#### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

#### **Key Ideas and Details**

LA.K-12.NJLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to

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|                    | support conclusions drawn from the text.  |
| LA.K-12.NJSLSA.R2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| LA.K-12.NJSLSA.R5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.      |
|                    | Integration of Knowledge and Ideas  |
| LA.K-12.NJSLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| LA.RI.8            | Reading Informational Text  |
| LA.RI.8.1          | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                         |
| LA.RI.8.2          | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.               |
| LA.K-12.NJSLSA.W   | Writing   |
|                    | Text Types and Purposes   |
| LA.K-12.NJSLSA.W1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LA.K-12.NJSLSA.W2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.              |
| LA.RI.8.5          | Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.                                |
|                    | Production and Distribution of Writing  |
| LA.K-12.NJSLSA.W4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.K-12.NJSLSA.W5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.RI.8.7          | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  |
| LA.K-12.NJSLSA.W6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
|                    | Research to Build and Present Knowledge   |
| LA.K-12.NJSLSA.W7  | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| LA.K-12.NJSLSA.W8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                   |
|                    | Range of Writing  |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| LA.W.8.1           | Write arguments to support claims with clear reasons and relevant evidence.   |
| LA.W.8.1.A         | Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  |
| LA.W.8.1.B         | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible   |

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|                    | sources and demonstrating an understanding of the topic or text.  |
| LA.W.8.1.C         | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  |
| LA.K-12.NJSLSA.SL  | Speaking and Listening<br>Comprehension and Collaboration   |
| LA.W.8.1.D         | Establish and maintain a formal style.  |
| LA.W.8.1.E         | Provide a concluding statement or section that follows from and supports the argument presented.  |
| LA.K-12.NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
| LA.W.8.2           | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| LA.K-12.NJSLSA.SL2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| LA.W.8.2.A         | Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).<br>Presentation of Knowledge and Ideas |
| LA.W.8.2.B         | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |
| LA.K-12.NJSLSA.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
| LA.W.8.2.C         | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.   |
| LA.K-12.NJSLSA.SL5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |
| LA.W.8.2.D         | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| LA.W.8.2.E         | Establish and maintain a formal style/academic style, approach, and form.   |
| LA.W.8.2.F         | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |
| LA.K-12.NJSLSA.L   | Language<br>Conventions of Standard English   |
| LA.K-12.NJSLSA.L1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.K-12.NJSLSA.L2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Knowledge of Language   |
| LA.K-12.NJSLSA.L3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| LA.W.8.4           | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| LA.W.8.5           | With some guidance and support from peers and adults, develop and strengthen writing  |

as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- LA.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- LA.K-12.NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.
- LA.K-12.NJSLSA.L6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
- LA.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- LA.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LA.W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- LA.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- LA.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- LA.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- LA.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- LA.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- LA.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- LA.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- LA.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.8.1.B Form and use verbs in the active and passive voice.
- LA.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- LA.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.
- LA.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- LA.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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| LA.L.8.1.D | Recognize and correct inappropriate shifts in verb voice and mood.  |
| LA.L.8.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.6.1.E | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.   |
| LA.L.8.2.A | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.   |
| LA.L.8.2.B | Use an ellipsis to indicate an omission.  |
| LA.L.6.2.A | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.   |
| LA.L.8.2.C | Spell correctly.  |
| LA.L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.   |
| LA.L.8.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.6.3.A | Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.   |
| LA.L.8.3.A | Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
| LA.L.5.1.D | Recognize and correct inappropriate shifts in verb tense.   |
| LA.L.3.1.F | Ensure subject-verb and pronoun-antecedent agreement.   |
| LA.L.4.1.F | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.   |
| LA.L.5.2.A | Use punctuation to separate items in a series.  |
| LA.L.4.1.G | Correctly use frequently confused words (e.g., to, too, two; there, their).   |
| LA.L.8.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.L.8.5.A | Interpret figures of speech (e.g., verbal irony, puns) in context.  |
| LA.L.8.5.B | Use the relationship between particular words to better understand each of the words.   |
| LA.L.8.5.C | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  |
| LA.L.8.6   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                    |
| LA.L.4.3.B | Choose punctuation for effect.  |
| LA.L.3.3.A | Choose words and phrases for effect.  |

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New Section**

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see Crosswalks

## 21st Century Life and Careers

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### Stage I: Desired Results

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#### Transfer/Overview/Rationale

##### Transfer / Overview / Rationale

###### Unit Rationale

The purpose of this unit...

...Collaborate to create an online publication. Students need to celebrate their writing and publish it to an audience for maximum impact. This also allows them to demonstrate and apply their journalistic abilities and knowledge.

#### Meaning

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#### Essential Questions

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##### Essential Questions

- What skills are required to contribute to a publication?
- How do I select a genre appropriate for the media message?
- How do media companies use design elements to attract an audience?
- Why is teamwork important in the workplace?

#### Enduring Understanding/Indicators of Understanding

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##### Enduring Understanding/Indicators of Understanding

- Newspapers and other media outlets have different jobs requiring different skill sets
- Newspapers include many different genres of writing
- Print and digital media each have specific design elements to attract an audience
- Deadlines are vital to successful media outlets including newspapers and digital journalism

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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#### Knowledge

Students will know...

- Journalism career options and responsibilities of each role
- Skills needed to publish a newspaper or produce digital media content
- Different writing genres in journalism
- Elements of newspaper design:
  - Headlines
  - Text
  - Photos
  - Cutlines (captions)
  - Advertisements
- Role of teamwork in the workforce
- Challenges journalists and editors face
- Role of audience when creating a publication or newscast
- Purpose of graphics in newspapers and on newscasts
- Design and graphic basics
- Ethical standards for photojournalists
  - Importance of deadlines
- Media processing skills
- Procedures and process of developing an online news presence
- Strategies to market and distribute newspaper
- Why online newspapers and newscasts exist
- Navigation of online newspapers
- Online news features
- Similarities of print and digital news products
- Importance of assessing, gaining feedback and tweaking products and services

### **Skills**

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#### Skills

Student will be skilled at ...

- Investigate journalism jobs/responsibilities and develop a resume and cover letter that justifies their qualification for pursuing that “job”
- Collaborate and create a published online class newspaper
- Collaborate and develop a marketing plan for the class newspaper
- Construct higher-order interview questions to elicit information for articles
- Incorporate information from research and interviews into concise, coherent articles across several genres
- Interpret statements and textual evidence to develop comprehensive news articles across several genres.
- Summarize central ideas from research
- Compare/Contrast electronic and print media messages
- Develop a marketing plan to attract a target audience

### **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

<http://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitC.pdf>

[www.newsela.com](http://www.newsela.com)

[www.50states.com/news](http://www.50states.com/news)

[www.newspapers.com](http://www.newspapers.com)

[www.theppaerboy.com](http://www.theppaerboy.com)

[www.onlinenewspapers.com](http://www.onlinenewspapers.com)

[Book Review Rubric.xls](#)

[Feature article.xls](#)

[news story Rubric.xls](#)

[Personality Profile Rubric.xls](#)

[ORGANIZER.docx](#)

[organizer-profile.docx](#)

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson249/pyramid.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson249/pyramid.pdf)

## **Formative Assessment Strategies**

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### Formative Assessment Strategies

- Checklists and rubrics
- Feedback via Google Docs
- Student/Teacher conferences
- Online formative assessment tools such as socrative.com and google forms
- Journalist Notebooks
- Interview notes
- Draft articles
- Student reflections
- Peer editing

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- Students will identify journalism-related jobs and skills needed
- Students will analyze newspapers and digital media and describe different writing genres used
- Students will scrutinize design elements of print and digital media and explain the effectiveness of the elements.
- Students will identify an audience for a school newspaper and digital media website and explain how the media outlets will meet the needs of their audience.
- Students will design a newspaper and website.
- Students will take photos to accompany articles.
- Students will collaborate to create a class newspaper

- Students will conduct interviews and research to gather information for articles.
- Students will create articles across several genres including news, features, editorials, reviews and sports.
- Students will provide constructive feedback via peer reviews/editing
- Students will use checklists and rubrics to ensure they adhere to journalistic standards within specified genres.
- Students will compare and contrast print and digital newspapers
- Students will develop a marketing plan to promote their class newspaper- both print and digital versions.
- Students will create a survey to gather feedback and evaluate the success of the newspaper.

## **Modifications and/or Accommodations**

### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

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#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature

circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.