

Appendix B – Unit Modifications for Special Population Students

UNIT 1 – NARRATIVE

Advanced Learners	<p><u>Scheduling/Pacing:</u></p> <ul style="list-style-type: none"> • Provide students with the ability to create goals and assess their progress. • Suggest quicker pacing for weekly novel pages assignments. • Allow time for the following: <ul style="list-style-type: none"> ○ collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge. ○ accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data. ○ challenging assignments selected by students. <p><u>Anchor Texts:</u></p> <ul style="list-style-type: none"> • Provide students with more rigorous texts (novels, short stories, eBooks, poems, dramas, etc.) and related supplemental materials with more abstract concepts. • Allow students to use internet to research information to support reading to provide richer reading experiences • Allow for independent and guided reading. <p><u>The Writing Process:</u></p> <ul style="list-style-type: none"> • Allow for additional opportunities for students to produce more elaborate responses to challenging writing prompts. • Give students time to respond to their classmates' writing pieces through technology (i.e.: Blackboard). • Give students opportunities to participate in writing competitions, contests (i.e.: <i>Scholastic Scope Magazine</i>). <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessments (STAR, unit assessments, group activities, classwork). • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. • Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e.: analysis and knowledge utilization). • Encourage divergent thinking by empowering students to respond to text in various ways (essays, poems, collages, podcasts, songs, game creation, etc.). • Allow students enrichment and collaborative opportunities through the use of technology (blogs, emails, iPads, software programs, and the internet). • Provide students with leadership activities, such as assisting other students with specific academic tasks. • Collaborate with Humanities teachers to assign parallel texts.
Struggling Learners	<p><u>Scheduling/Pacing:</u></p> <ul style="list-style-type: none"> • Slow down lesson pacing.

- Allow for additional time to practice, review, and strengthen weaker skills (as dictated by observation and assessments).
- Provide students with additional time on assignments, assessments, and projects.
- Differentiate instruction by utilizing small groups, collaborative learning.
- Scaffold instruction into digestible bites.
- Provide students with the ability to create academic goals and assess their progress.
- Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
- Take advantage of alternate teaching models, as needed:
 - One Teach, One Observe: One teacher teaches while the other collects purposeful data.
 - Station Teaching: Educators teach in different small groups.
 - Parallel Teaching: Class is split, and educators instruct groups.
 - Alternative Teaching: A small number of students are selected for intense instruction by one educator.
 - Teaming: Both educators instruct class together for fast-paced group instruction.
 - One Teach, One Assist: One educator provides assistance to individual students.

Anchor Texts:

- Provide [graphic organizers](#) to support learning below grade level (i.e.: story map, character chart, etc.).
- Utilize Literature Circles with leveled reading material.
- Use supplemental resources and workbooks to support the text.
- Use anchor texts (before or after reading) that contain summaries.
- Preview and predict text prior to learning.
- Highlight and annotate text.
- Preview difficult vocabulary prior to teaching stories.
- Use audio books.
- Use assistive technologies that read material aloud to student during independent reading, as needed.
- Restate lesson objective and purpose for reading.
- Allow time for guided and independent reading.

The Writing Process:

- Provide students with graphic organizers and writing checklists to assist with writing.
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Spend additional time during every stage of the writing process, as needed.

Alternative Assignments:

- Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Differentiate and adapt instruction to include goal-specific choices.
- Provide students with homework assignments that include step by step instructions so that someone at home can assist with task.
- Provide students with modified assignments, requiring them to complete fewer items initially, and then gradually adding additional items as they meet with success.
- Offer technology software programs to offer students extra help (i.e.: IXL).

Scheduling/Pacing:

- Slow down the pace, as needed, and spend additional time to build weaker skills.
- Provide students with additional time to complete assignments, assessments, and projects, as needed.
- Remove/omit assignments, assessments, projects, as needed.
- Scaffold instruction into digestible bites.
- Provide students with the ability to create academic goals and assess their progress.
- Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
- Take advantage of alternate teaching models, as needed:
 - **One Teach, One Observe:** One teacher teaches while the other collects purposeful data.
 - **Station Teaching:** Educators teach in different small groups.
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 - **Alternative Teaching:** A small number of students is selected for intense instruction by one educator.
 - **Teaming:** Both educators instruct class together for fast-paced group instruction.
 - **One Teach, One Assist:** One educator provides assistance to individual students.

Anchor Texts:

- Provide ample opportunity for students to collaborate (speak and listen) in small peer groups to discuss anchor texts.
- Use alternative and leveled materials (texts, movies, audio) with similar concepts.
- Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary.
- Simplify language; use of supplementary materials to contain more precise and specified vocabulary.
- Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments.
- Highlight and annotate text.
- Use role playing, simulations, and/or concrete examples to exemplify real life situations.
- Provide frequent formative (and summative) assessments to check for understanding.
- Restate lesson objective and purpose for reading.
- Provide [graphic organizers](#) to support learning below grade level (i.e.: story map, character chart, etc.).
- Allow extended time for guided and independent reading.

The Writing Process:

- Provide students with graphic organizers and writing checklists to assist with writing.
- Provide students with exemplars of graphic organizers and writing checklists to assist with writing.
- Show students exemplars that assist with all aspects of the writing process, including the final product.
- Spend additional time during every stage of the writing process, as needed.
- Provide shortened, simplified writing prompts, and clarify as appropriate.
- Break writing tasks into shorter, segmented sections.
- Allow students to complete writing via technology.

**English
Language
Learners**

	<ul style="list-style-type: none"> • Encourage students to utilize technology while writing (dictionaries, grammar, etc.). <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Allow students to answer comprehension questions orally. • Use multiple choice whenever possible. • Read directions to students. • Allow students to showcase their individual strengths by selecting options when working in groups. • Provide students with assignments, assessments, and projects that are shorter in length, and that contain step by step instructions so that someone at home can assist with task. • Use the abbreviated story versions as provided in the supplemental workbooks. • Offer technology software programs to offer students extra help (i.e.: Study Island). • Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game., etc.).
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> <p>Modifications for Special Needs Learners</p> <p>Modifications and accommodations to the curriculum are used as directed by the student's Individualized Education Program. A list of common modifications and accommodations to enable all special education students to be successful can be found by clicking here.</p> <p>The Pull-out Resource English Language Arts class is a double period class. The first period of the class follows the general education standards and unit progression. Using American Reading Company materials, the second period of the class is dedicated to individualized instruction on the students independent reading level. This level is established using the Independent Reading Level Assessment Framework (IRLA). The IRLA also identifies the skills students must acquire to improve their reading level.</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

UNIT 2 – LITERARY ANALYSIS/INFORMATIVE

Advanced Learners	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • Provide students with the ability to create goals and assess their progress. • Suggest quicker pacing for weekly novel pages assignments. • Allow time for the following: <ul style="list-style-type: none"> ○ collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge. ○ accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data. ○ challenging assignments selected by students. <p>Anchor Texts:</p> <ul style="list-style-type: none"> • Provide students with more rigorous texts (novels, short stories, eBooks, poems, dramas, etc.) and related supplemental materials with more abstract concepts. • Allow students to use internet to research information to support reading to provide richer reading experiences • Allow for independent and guided reading. <p>The Writing Process:</p> <ul style="list-style-type: none"> • Allow for additional opportunities for students to produce more elaborate responses to challenging writing prompts. • Give students time to respond to their classmates' writing pieces through technology (i.e.: Blackboard). • Give students opportunities to participate in writing competitions, contests (i.e.: Scholastic Scope Magazine). <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessments (STAR, AR, benchmarks, group activities, classwork). • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. • Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e.: analysis and knowledge utilization). • Encourage divergent thinking by empowering students to respond to text in various ways (essays, poems, collages, podcasts, songs, game creation, etc.). • Allow students enrichment and collaborative opportunities through the use of technology (blogs, emails, iPads, software programs, and the internet). • Provide students with leadership activities, such as assisting other students with specific academic tasks. • Collaborate with Humanities teachers to assign parallel texts.
Struggling Learners	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • Slow down lesson pacing. • Allow for additional time to practice, review, and strengthen weaker skills (as dictated by observation and assessments).

- Provide students with additional time on assignments, assessments, and projects.
- Differentiate instruction by utilizing small groups, collaborative learning.
- Scaffold instruction into digestible bites.
- Provide students with the ability to create academic goals and assess their progress.
- Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
- Take advantage of alternate teaching models, as needed:
 - One Teach, One Observe: One teacher teaches while the other collects purposeful data.
 - Station Teaching: Educators teach in different small groups.
 - Parallel Teaching: Class is split, and educators instruct groups.
 - Alternative Teaching: A small number of students are selected for intense instruction by one educator.
 - Teaming: Both educators instruct class together for fast-paced group instruction.
 - One Teach, One Assist: One educator provides assistance to individual students.

Anchor Texts:

- Provide [graphic organizers](#) to support learning below grade level (i.e.: story map, character chart, etc.).
- Utilize Literature Circles with leveled reading material.
- Use supplemental resources and workbooks to support the text.
- Use anchor texts (before or after reading) that contain summaries.
- Preview and predict text prior to learning.
- Highlight and annotate text.
- Preview difficult vocabulary prior to teaching stories.
- Use audio books.
- Use assistive technologies that read material aloud to student during independent reading, as needed.
- Restate lesson objective and purpose for reading.
- Allow time for guided and independent reading.

The Writing Process:

- Provide students with graphic organizers and writing checklists to assist with writing.
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Spend additional time during every stage of the writing process, as needed.

Alternative Assignments:

- Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Differentiate and adapt instruction to include goal-specific choices.
- Provide students with homework assignments that include step by step instructions so that someone at home can assist with task.
- Provide students with modified assignments, requiring them to complete fewer items initially, and then gradually adding additional items as they meet with success.
- Offer technology software programs to offer students extra help (i.e.: IXL).

**English
Language
Learners**

Scheduling/Pacing:

- Slow down the pace, as needed, and spend additional time to build weaker skills.
- Provide students with additional time to complete assignments, assessments, and projects, as needed.
- Remove/omit assignments, assessments, projects, as needed.
- Scaffold instruction into digestible bites.
- Provide students with the ability to create academic goals and assess their progress.
- Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
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Anchor Texts:

- Provide ample opportunity for students to collaborate (speak and listen) in small peer groups to discuss anchor texts.
- Use alternative and leveled materials (texts, movies, audio) with similar concepts.
- Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary.
- Simplify language; use of supplementary materials to contain more precise and specified vocabulary.
- Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments.
- Highlight and annotate text.
- Use role playing, simulations, and/or concrete examples to exemplify real life situations.
- Provide frequent formative (and summative) assessments to check for understanding.
- Restate lesson objective and purpose for reading.
- Provide **graphic organizers** to support learning below grade level (i.e.: story map, character chart, etc.).
- Allow time for guided and independent reading.

The Writing Process:

- Provide students with graphic organizers and writing checklists to assist with writing.
- Provide students with exemplars of graphic organizers and writing checklists to assist with writing.
- Show students exemplars that assist with all aspects of the writing process, including the final product.
- Spend additional time during every stage of the writing process, as needed.
- Provide shortened, simplified writing prompts, and clarify as appropriate.
- Break writing tasks into shorter, segmented sections.

	<ul style="list-style-type: none"> • Allow students to complete writing via technology. • Encourage students to utilize technology while writing (dictionaries, grammar, etc.). <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Allow students to answer comprehension questions orally. • Use multiple choice whenever possible. • Read directions to students. • Allow students to showcase their individual strengths by selecting options when working in groups. • Provide students with assignments, assessments, and projects that are shorter in length, and that contain step by step instructions so that someone at home can assist with task. • Use the abbreviated story versions as provided in the supplemental workbooks. • Offer technology software programs to offer students extra help (i.e.: Study Island). • Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game., etc.).
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> <p>Modifications for Special Needs Learners</p> <p>Modifications and accommodations to the curriculum are used as directed by the student's Individualized Education Program. A list of common modifications and accommodations to enable all special education students to be successful can be found by clicking here .</p> <p>The Pull-out Resource English Language Arts class is a double period class. The first period of the class follows the general education standards and unit progression. Using American Reading Company materials, the second period of the class is dedicated to individualized instruction on the students independent reading level. This level is established using the Independent Reading Level Assessment Framework (IRLA). The IRLA also identifies the skills students must acquire to improve their reading level.</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

UNIT 3 ARGUMENTATIVE

Advanced Learners	<p><u>Scheduling/Pacing:</u></p> <ul style="list-style-type: none"> • Provide students with the ability to create academic goals and assess their progress. • Suggest quicker pacing for weekly novel page assignments. • Allow time for the following: <ul style="list-style-type: none"> ○ collaborative learning experiences (pairs, flexible grouping) via conferencing to deepen knowledge. ○ accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data. ○ challenging assignments selected by students. • If possible, use alternate teaching models (push in/pull out, parallel teaching, team teaching). <p><u>Informational/Argument Anchor Texts:</u></p> <ul style="list-style-type: none"> • Provide students with more rigorous texts and related supplemental materials with more abstract concepts. • Allow students to use internet to research information to support reading to provide richer reading experiences. • Allow time for guided and independent reading. <p><u>The Argument Writing Process:</u></p> <ul style="list-style-type: none"> • Allow for additional opportunities for students to produce more elaborate responses to challenging writing prompts. • Give students time to respond to their classmates' writing pieces through technology. • Give students opportunities to participate in writing competitions, contests, etc. (i.e.: <i>Scholastic Scope</i> Magazine). <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessments (STAR, AR, benchmarks, group activities, classwork). • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. • Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e.: analysis and knowledge utilization) • Encourage divergent thinking by empowering students to respond to text in various ways (essays, poems, collages, podcasts, songs, game creation, etc.). • Allow students enrichment and collaborative opportunities through the use of technology (blogs, emails, iPads, software programs, and the internet). • Provide students with leadership activities such as assisting other students with specific academic tasks. • Collaborate with Humanities teachers to assign parallel texts.
Struggling Learners	<p><u>Scheduling/Pacing:</u></p> <ul style="list-style-type: none"> • Slow down lesson pacing. • Allow for additional time to practice, review, and strengthen weaker skills (as dictated by observation and assessments).

	<ul style="list-style-type: none"> • Provide students with additional time on assignments, assessments, and projects. • Differentiate instruction by utilizing small groups, collaborative learning, etc. • Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and assess their progress. • Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge. • Take advantage of alternate teaching models, as needed: <ul style="list-style-type: none"> ○ One Teach, One Observe: One teacher teaches while the other collects purposeful data. ○ Station Teaching: Educators teach in different small groups. ○ Parallel Teaching: Class is split, and educators instruct groups. ○ Alternative Teaching: A small number of students is selected for intense instruction by one educator. ○ Teaming: Both educators instruct class together for fast-paced group instruction. ○ One Teach, One Assist: One educator provides assistance to individual students. <p>Informational/Argument Anchor Texts:</p> <ul style="list-style-type: none"> • Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.). • Utilize Literature Circles with leveled reading material. • Use supplemental resources and workbooks to support the text. • Use anchor texts (before or after reading) that contain summaries. • Preview and predict text prior to learning. • Highlight and annotate text. • Preview difficult vocabulary prior to teaching stories. • Use audio books. • Use assistive technologies that read material aloud to student during independent reading, as needed. • Restate lesson objective and purpose for reading. • Allow time for guided and independent reading. <p>The Argument Writing Process:</p> <ul style="list-style-type: none"> • Provide students with graphic organizers and writing checklists to assist with writing. • Show students exemplars that assist with all aspects of the writing process, including final product. <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. • Differentiate and adapt instruction to include goal-specific choices. • Provide students with homework assignments that include step by step instructions so that someone at home can assist with task. • Provide students with modified assignments, requiring them to complete fewer items initially, and then gradually adding additional items as they meet with success. • Offer technology software programs to offer students extra help (i.e.: IXL).
English Language Learners	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • Slow down the pace, as needed, and spend additional time to build weaker skills. • Provide students with additional time to complete assignments, assessments, and projects, as needed. • Remove/omit assignments, assessments, projects, as needed. • Scaffold instruction into digestible bites. • Provide students with the ability to set academic goals and assess their progress. • Allow time for collaborative learning experiences (pairs, flexible grouping) via conferencing to deepen knowledge. • Take advantage of alternate teaching models, as needed: <ul style="list-style-type: none"> ○ One Teach, One Observe: One teacher teaches while the other collects purposeful data.

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- **One Teach, One Assist:** One educator provides assistance to individual students.

Informational/Argument Anchor Texts:

- Provide ample opportunity for students to collaborate in small peer groups to discuss texts.
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- Simplify language; use of supplementary materials to contain more precise and specified vocabulary.
- Provide **graphic organizers** to support learning below grade level (i.e.: story map, character chart, etc.).
- Highlight and annotate text.
- Use role playing, simulations, and/or concrete examples to exemplify real life situations.
- Provide frequent formative (and summative) assessments to check for understanding.
- Restate lesson objective and purpose for reading.
- Allow time for guided and independent reading.

The Argument Writing Process:

- Provide students with graphic organizers and writing checklists to assist with writing
- Provide students with exemplars of graphic organizers and writing checklists to assist with writing
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Provide shortened, simplified writing prompts, and clarify as appropriate.
- Break writing tasks into shorter, segmented sections.
- Allow students to complete writing via technology.
- Encourage students to utilize technology while writing (dictionaries, grammar, etc.).

Alternative Assignments:

- Allow students to answer comprehension questions orally.
- Use multiple choice whenever possible.
- Read directions to students.
- Provide students with assignments, assessments, and projects that are shorter in length, and that contain step by step instructions so that someone at home can assist with task.
- Use the abbreviated text versions as provided in the supplemental workbooks.
- Offer technology software programs to offer students extra help (i.e.: Study Island).
- Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game, etc.).

Learners
with an
IEP

Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

- Variation of time: adapting the time allotted for learning, task completion, or testing
- Variation of input: adapting the way instruction is delivered
- Variation of output: adapting how a student can respond to instruction
- Variation of size: adapting the number of items the student is expected to complete
- Modifying the content, process or product

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#).

	<p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> <p>Modifications for Special Needs Learners</p> <p>Modifications and accommodations to the curriculum are used as directed by the student's Individualized Education Program. A list of common modifications and accommodations to enable all special education students to be successful can be found by clicking here.</p> <p>The Pull-out Resource English Language Arts class is a double period class. The first period of the class follows the general education standards and unit progression. Using American Reading Company materials, the second period of the class is dedicated to individualized instruction on the students independent reading level. This level is established using the Independent Reading Level Assessment Framework (IRLA). The IRLA also identifies the skills students must acquire to improve their reading level.</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

UNIT 4 MULTI-GENRE

Advanced Learners	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • Provide students with the ability to create goals and assess their progress. • Suggest quicker pacing for weekly novel pages assignments. • Allow time for the following: <ul style="list-style-type: none"> ○ collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge. ○ accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data. ○ challenging assignments selected by students. <p><u>Anchor Texts:</u></p> <ul style="list-style-type: none"> • Provide students with more rigorous texts (novels, short stories, eBooks, poems, dramas, articles, etc.) and related supplemental materials with more abstract concepts. • Allow students to use internet to research information to support reading to provide richer reading experiences.
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	<ul style="list-style-type: none"> • Allow time for guided and independent reading. <p><u>The Writing Process:</u></p> <ul style="list-style-type: none"> • Allow for additional opportunities for students to produce more elaborate responses to challenging writing prompts. • Give students time to respond to their classmates' writing pieces through technology. • Give students opportunities to participate in writing competitions, contests, etc. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessments (STAR, AR, benchmarks, group activities, classwork). • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. • Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e.: analysis and knowledge utilization). • Encourage divergent thinking by empowering students to respond to text in various ways (essays, poems, collages, podcasts, songs, game creation, etc.). • Allow students enrichment and collaborative opportunities through the use of technology (blogs, emails, iPads, software programs, and the internet). • Provide students with leadership activities, such as assisting other students with specific academic tasks. • Collaborate with Humanities teachers to assign parallel texts.
Struggling Learners	<p><u>Scheduling/Pacing:</u></p> <ul style="list-style-type: none"> • Slow down lesson pacing. • Allow for additional time to practice, review, and strengthen weaker skills (as dictated by observation and assessments). • Provide students with additional time on assignments, assessments, and projects. • Differentiate instruction by utilizing small groups and collaborative learning. • Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and assess their progress. • Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge. • Take advantage of alternate teaching models, as needed: <ul style="list-style-type: none"> ○ One Teach, One Observe: One teacher teaches while the other collects purposeful data. ○ Station Teaching: Educators teach in different small groups. ○ Parallel Teaching: Class is split, and educators instruct groups. ○ Alternative Teaching: A small number of students is selected for intense instruction by one educator. ○ Teaming: Both educators instruct class together for fast-paced group instruction. ○ One Teach, One Assist: One educator provides assistance to individual students. <p><u>Anchor Texts:</u></p> <ul style="list-style-type: none"> • Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.). • Utilize Literature Circles with leveled reading material. • Use supplemental resources and workbooks to support the text. • Use anchor texts (before or after reading) that contain summaries. • Preview and predict text prior to learning. • Highlight and annotate text. • Preview difficult vocabulary prior to teaching stories. • Use audio books. • Use assistive technologies that read material aloud to student during independent reading, as needed.

	<ul style="list-style-type: none"> • Allow time for guided and independent reading. <p><u>The Writing Process:</u></p> <ul style="list-style-type: none"> • Provide students with graphic organizers and writing checklists to assist with writing. • Show students exemplars that assist with all aspects of the writing process, including final product. • Spend additional time during every stage of the writing process, as needed. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. • Differentiate and adapt instruction to include goal-specific choices. • Provide students with homework assignments that include step by step instructions, so that someone at home can assist with task. • Provide students with modified assignments, requiring them to complete fewer items initially, and then gradually adding additional items as they meet with success. • Offer technology software programs to offer students extra help (i.e.: IXL).
English Language Learners	<p><u>Scheduling/Pacing:</u></p> <ul style="list-style-type: none"> • Slow down the pace, as needed, and spend additional time to build weaker skills. • Provide students with additional time to complete assignments, assessments, and projects, as needed. • Remove/omit assignments, assessments, projects, as needed. • Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and assess their progress. • Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge. • Take advantage of alternate teaching models, as needed: <ul style="list-style-type: none"> ○ One Teach, One Observe: One teacher teaches while the other collects purposeful data. ○ Station Teaching: Educators teach in different small groups. ○ Parallel Teaching: Class is split, and educators instruct groups. ○ Alternative Teaching: A small number of students is selected for intense instruction by one educator. ○ Teaming: Both educators instruct class together for fast-paced group instruction. ○ One Teach, One Assist: One educator provides assistance to individual students. <p><u>Anchor Texts:</u></p> <ul style="list-style-type: none"> • Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts. • Use alternative and leveled materials (texts, movies, audio) with similar concepts. • Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary. • Simplify language; use of supplementary materials to contain more precise and specified vocabulary. • Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments. • Highlight and annotate text. • Use role plays, simulations, and/or concrete examples to exemplify real life situations, • Use frequent formative (and summative) assessments to check for understanding. • Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.). • Allow time for guided and independent reading. <p><u>The Writing Process:</u></p> <ul style="list-style-type: none"> • Provide students with graphic organizers and writing checklists to assist with writing • Provide students with exemplars of graphic organizers and writing checklists to assist with writing

	<ul style="list-style-type: none"> • Show students exemplars that assist with all aspects of the writing process, including final product. • Provided shortened, simplified writing prompts, and clarify as appropriate. • Break writing tasks into shorter, segmented sections. • Allow students to complete writing via technology. • Encourage students to utilize technology while writing (dictionaries, grammar, etc.). • Spend additional time during every stage of the writing process, as needed. <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Allow students to answer comprehension questions orally. • Use multiple choice whenever possible. • Read directions to students. • Provide students with assignments, assessments, and projects that are shorter in length, and that contain step by step instructions so that someone at home can assist with task. • Use the abbreviated story versions as provided in the supplemental workbooks. • Offer technology software programs to offer students extra help (i.e.: Study Island). • Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game, etc.).
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> <p>Modifications for Special Needs Learners</p> <p>Modifications and accommodations to the curriculum are used as directed by the student's Individualized Education Program. A list of common modifications and accommodations to enable all special education students to be successful can be found by clicking here.</p> <p>The Pull-out Resource English Language Arts class is a double period class. The first period of the class follows the general education standards and unit progression. Using American Reading Company materials, the second period of the class is dedicated to individualized instruction on the students independent reading level. This level is established using the Independent Reading Level Assessment Framework (IRLA). The IRLA also identifies the skills students must acquire to improve their reading level.</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>