Grade 8 ELA APPENDIX B: Unit Modifications for Special Population Students

Unit Modifications for Special Population Students: Unit 1	
Advanced Learners	**Scheduling/ Pacing:** • The teacher-student establishment of learning goals followed by time and related opportunities to work towards those goals • The availability of a teacher to oversee student work and help pace student learning • In-depth exploration of concepts through independent studies and investigations that are both student and/or teacher selected • Student-selected and content-related reading passages and writing assignments that increase student background knowledge and expand upon learning schemas **Literary Analysis/Narrative Anchor Texts:** • Provision of higher-level questioning that sparks student investigation and enhances student understanding; encouraging connection-making related to themselves and/or other areas • The use of additional higher-leveled texts and related supplemental materials with more abstract concepts • Exploration of varying points of view on a narrative topic • Increased use of open-ended questioning intended to stimulate learner inquiry and active exploration of concepts **The Literary Analysis/Narrative Writing Process:** • Study of increasingly complex narrative texts and utilization of narrative writing components (i.e. plot, conflict, themes, characterization) in their own written work • Encouraging extensive use of figurative language techniques including imagery, similes, metaphors, symbols, etc. **Alternative Assignments:** • Pre-assessment to determine what information is already familiar and what information can be further explored • Completion of student-choice assignments and assessments, in which learners generate ways to showcase their understanding with and/or without formal evaluation, where risk-taking is encouraged in the creation of websites, wikis, podcasts, movie makers, games, etc.
Struggling Learners	**Literary Analysis/Narrative Anchor Texts:** • Provision of anchor text summaries and/or synopses for on-going concept reference and review • Teacher-directed identification of key words and/or phrases and sentences to further showcase meaning, relationships, text structure, etc. • Differentiating texts by readability (when available) **The Literary Analysis/Narrative Writing Process:** • Teacher modeling of each step of the writing process (pre-writing, drafting, revising, editing, and publishing) • Offer additional writing samples to provide students with a better sense of assignment requirements and planning within a specified timeframe • The provision of regular teacher writing conferences and additional supervision to plan writing assignments, especially unit writing pieces, which can take several days or weeks to complete • Provide exemplars to understand rubric scoring **Alternative Assignments:** • Provide students with other opportunities, methods and/or test formats to demonstrate what is known, including web-based assessments, artistic creations, games, etc.

English Language Learners	**Scheduling/Pacing:** • Providing extended time when appropriate • Omitting assignments according to student need **Literary Analysis/Narrative Anchor Texts:** • Building background on topics and themes that may be unknown to students of different cultures (e.g. American history, customs, holidays, sports, etc.) • Incorporating cultural lessons that allow students to share their culture, language, and traditions with the class • Using alternative texts and leveled narrative reading materials with similar concepts * Providing narrative content in another medium (movie, audiotapes, visual aids, etc.) • Simplifying language to include use of supplementary materials to contain more precise and specified vocabulary • Using bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary • Using mapping devices and graphic organizers (outlines, study guides, question preview, etc.) to further showcase how concepts/ideas/narrative themes are related and further establish concept schemas • Using role-playing, simulations and/or concrete examples to exemplify real life situations • Developing teacher-created checks for text and concept understanding/review **The Literary Analysis/Narrative Writing Process:** • Concise directions worded in small, distinct steps • The provision of oral clues and/or prompts throughout the writing process • Writing tasks broken into shorter, segmented sections • The provision of teacher selected and/or created narrative samplings as exemplars • Required use and modeling of teacher-provided graphic organizers/outlines/mapping skills to further assist learners to visualize and attend to all necessary parts of narrative construction • Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) to further organize and communicate student thinking, in addition to addressing minor writing errors (i.e. grammatical, spelling) **Alternate Assignments:** • Allow students to answer orally • Use of multiple-choice format • Teacher read assignments and/or assessments • Shortened/Reduced assignment/assessment requirements • Creation of alternative assignments/assessments: artistic creation; exhibit or showcase; chart, graph, or table; photo essay; map; review game; demonstration; taped report; etc.
Special Needs Learners	**Scheduling/ Pacing:** • The provision of additional time to process instruction, complete assignments and/or re-enforce concept mastery • *ICR teacher*: Chunking or breaking up instruction, practice activities and/or assessments, over several sessions based on essential concept skill mastery **Literary Analysis/Narrative Anchor Texts:** • *ICR teacher is responsible for*: The use of alternative texts and leveled narrative reading materials with similar concepts • The provision of narrative content showcased in another medium (movie, audiotapes, etc.) • Shortened length of required reading

	- *ICR teacher*: Pre-teaching of difficult vocabulary terminology and multi-process concepts - Regular stating and repeating of lesson objective, as necessary, to establish a purpose for reading, exploration, continued practice, etc. - Thoughtful close-reading strategies through teacher-directed use of alternate colored markers and/or highlighters - *ICR teacher*: The use of mapping devices and graphic organizers (outlines, study guides, question preview, etc.) to further showcase how concepts/ideas/narrative themes are related and further establish concept schemas - Direct practice identifying relationships - Use of role-playing, simulations and/or concrete examples to exemplify real life situations **The Literary Analysis/Narrative Writing Process:** - The provision of teacher-selected and/or created narrative samplings to further showcase, discuss and dissect narrative writing construction and related requirements - Heavy concentration and student choice on idea generation, selection, and development - *ICR teacher*: Required use and modeling of teacher-provided graphic organizers/outlines/mapping skills to further assist learners to visualize and attend to all necessary parts of narrative construction - Enforced use of appropriate transition and sequencing words when writing - *ICR teacher*: Re-teaching of proofreading skills and teacher-provided proofreading checklist for on-going student use and reference - Encourage learners to orally read their writing throughout the writing process to help identify inaccurate usage, awkward sentence structure, grammatical errors, etc. - Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) when indicated [http://www.thecurriculumcorner.com/thecurriculumcorner123/wp-content/pdf/writing/personalnarratives/personalnarratives.pdf] **Alternate Assignments, as determined between co-teachers and determined according to each student's IEP**: - Shortened and/or reduced assignments based on individual student mastery of key concepts and/or need - Use of altered grading rubric to more closely address individual student weakness and/or need - Acceptance of an alternate form of information sharing and student creation, such as written report; artistic creation; exhibit or showcase; chart, graph, or table; photo essay; map; review game; demonstration; taped report; etc.
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 Modifications for Special Population Students: UNIT 2

Advanced Learners

Scheduling/Pacing:

- Provide students with the ability to create personal goals and assess their progress.
- Suggest quicker pacing for weekly assignments.
- Allow time for:
- Collaborative learning experiences (pairs, small groups) to deepen knowledge,
- Accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data, and
- Challenging assignments selected by students.

Literary Analysis/Informational Anchor Texts:

- Provide students with more rigorous, mentor texts, and related supplemental materials (e.g. novels, short stories, eBooks, poems, dramas, primary documents and so forth) with more abstract concepts.
- Allow students to use the Internet to research information to support reading and to provide richer examples of literary analyses.

The Literary Analysis/Informational Writing Process:

- Encourage students to produce elaborate responses to challenging writing prompts.
- Provide students opportunities to respond to their classmates' written analyses.

Alternative Assignments:

- Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessment data such as STAR, AR, and Benchmarks.
- 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 (e.g. essays, poems, collages, podcasts, songs, game creation, etc.).
- Allow students enrichment and collaborative opportunities through the use of technology (e.g. 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

Scheduling/Pacing:

- As determined by observation and assessments, allow for additional opportunities to practice, review, and strengthen weaker skills.
- Allow students extended time to complete assignments, assessments, and projects.
- If possible, try alternate teaching scenarios such as parallel teaching, or small groups.
- Differentiate instruction by utilizing small groups and collaborative learning.
- Scaffold instruction into digestible bites.
- Provide students with the ability to create academic goals and actively assess their own progress.

Literary Analysis/Informational Anchor Texts:

- Encourage the use of graphic organizers to support learning.

	• When possible, utilize literature circles with leveled reading material. • Use supplemental resources and workbooks to support the text. • Preview difficult vocabulary prior to teaching stories. • As needed, use assistive technologies that read materials aloud to the student during independent reading. **The Literary Analysis/Informational Writing Process:** • Provide students with graphic organizers and writing checklists to assist with writing. • Show students exemplars to assist with all aspects of the writing process and the final product. **Alternative Assignments:** • Where available, allow students to self-select from a given selection of texts, alternate or adapted texts that are age, ability, and topic-appropriate. • Differentiate and adapt instruction to include goal-specific choices. • Offer technology software programs for extra help (e.g. Study Island). • Allow students to respond to text in a variety of ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.).
English Language Learners	**Scheduling/Pacing:** • As needed, allow students extended time to complete assignments, assessments, and projects. • Omit assignments, assessments, projects, as needed. • As possible, try alternate teaching scenarios (pull out/push in), parallel teaching, or small groups. **Literary Analysis/Informational Anchor Texts:** • Check prior knowledge and build background on topics that may be unknown to students of different cultures (e.g. sports, American history, customs and traditions). • Select texts that incorporate themes and cultural elements that allow the ELL to share his/her language, culture, and traditions. • Use alternative and leveled materials (texts, movies, audio) with similar concepts. • Provide students with translation dictionaries and software (e.g. bilingual, language learner, electronic translating programing) to assist with English vocabulary. • Simplify language and use supplementary materials which suggest advanced vocabulary. • Provide students with graphic organizers such as outlines, study guides, and question preview to increase understanding of reading assignments. • Use role plays, simulations, or concrete examples to clarify concepts. **The Literary Analysis/Informational Writing Process:** • Provide students with graphic organizers and writing checklists to assist with writing. • Allow students to utilize visual aids and images to assist with the planning process. • 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 as well as the 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 tools while writing (e.g. dictionary, grammar checker, thesaurus, and so forth). **Alternative Assignments:** • Allow students to answer comprehension questions orally. • Use multiple choice responses when appropriate. • Read directions to students.

	- Provide students with assignments, assessments, and projects that are shorter in length and that contain step by step instructions. - Use the abbreviated story versions as provided in the supplemental workbooks when appropriate. - Offer technology software programs that can provide students extra help and practice (e.g. Study Island). - Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).
Special Needs Learners	**Scheduling/Pacing** - Allow students extended time to complete assignments, assessments, and projects, as needed. ***ICR teacher***: Omit assignments, assessments, projects, as needed. - If possible, try alternate teaching scenarios such as pull out/push in, parallel teaching, or small groups. ***ICR teacher***: Scaffold instruction into digestible bites. - Provide students with the ability to create academic goals and assess their progress. **Literary Analysis/Informational Anchor Texts:** - Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts. ***ICR teacher is responsible for***: Use alternate and leveled materials (such as adapted texts, movies, or audio texts) with similar concepts. - Shorten length and duration of reading. - Provide students with developmentally appropriate dictionaries and software to assist with English vocabulary. - Simplify language; use supplementary materials which contain precise and specific vocabulary. ***ICR teacher***: Provide students with graphic organizers (e.g. outlines, study guides, question preview) to increase understanding of reading assignments. - Use role plays, simulations, and/or concrete examples to exemplify real life situations ***ICR teacher***: Encourage students to highlight and annotate text. - Use frequent formative and summative assessments to check for understanding. **The Literary Analysis/Informational Writing Process:** ***ICR teacher***: Provide students with graphic organizers and writing checklists to assist with writing. - Provide students with exemplars of literary analyses. ***ICR teacher***: Provide shortened, simplified writing prompts, and clarify as appropriate. - As needed, review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar. ***ICR teacher***: Break writing tasks into shorter, segmented sections. - Encourage students to utilize technology while writing (e.g. dictionaries, grammar, and so forth.). **Alternative Assignments, <u>as determined between co-teachers and determined according to each student's IEP</u>:** - Allow students to self-select texts from a given selection of texts that are age, ability, and topic-appropriate. - Differentiate assignments to address self-selected literary and informational text choices. - Implement necessary IEP modifications. - Offer technology and software programs that can provide students extra help and practice (e.g. Study Island). - Modify grading rubrics to students' needs. - Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).

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 Modifications for Special Population Students: UNIT 3

Advanced Learners	**Scheduling/Pacing:** • Provide students with the ability to create personal goals and assess their progress. • Suggest quicker pacing for weekly assignments. • Allow time for: • Collaborative learning experiences (pairs, small groups) to deepen knowledge, • Accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data, and • Challenging assignments selected by students. **Argument/Persuasive Anchor Texts:** • Provide students with more rigorous, mentor texts, and related supplemental materials (e.g. novels, short stories, eBooks, poems, dramas, primary documents, and so forth) with more abstract concepts. • Allow students to use the Internet to research information to support reading and to provide richer examples of argument and persuasion. **The Argument/Persuasive Writing Process:** • Encourage students to produce elaborate responses to challenging writing prompts. • Provide students opportunities to respond to their classmates' written analyses. **Alternative Assignments:** • Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessment data such as STAR, AR, and Benchmarks. • 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 (e.g. essays, poems, collages, podcasts, songs, game creation, etc.). • Allow students enrichment and collaborative opportunities through the use of technology (e.g. 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 text
Struggling Learners	**Scheduling/Pacing:** • As determined by observation and assessments, allow for additional opportunities to practice, review, and strengthen weaker skills. • Allow students extended time to complete assignments, assessments, and projects. • If possible, try alternate teaching scenarios such as parallel teaching, or small groups. • Differentiate instruction by utilizing small groups and collaborative learning. • Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and actively assess their own progress. **Argument/Persuasive Anchor Texts:** • Encourage the use of graphic organizers to support learning. • When possible, utilize literature circles with leveled reading material.

- Use supplemental resources and workbooks to support the text.
- Preview difficult vocabulary prior to teaching stories.
- As needed, use assistive technologies that read materials aloud to the student during independent reading.

The Argument/Persuasive Writing Process:
- Provide students with graphic organizers and writing checklists to assist with writing.
- Show students exemplars to assist with all aspects of the writing process and the final product.

Alternative Assignments:
- Where available, allow students to self-select from a given selection of texts, alternate or adapted texts that are age, ability, and topic-appropriate.
- Differentiate and adapt instruction to include goal-specific choices.
- Offer technology software programs for extra help (e.g. Study Island).
- Allow students to respond to text in a variety of ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.)

English Language Learners	**Scheduling/Pacing:** • As needed, allow students extended time to complete assignments, assessments, and projects. • Omit assignments, assessments, projects, as needed. • As possible, try alternate teaching scenarios (pull out/push in), parallel teaching, or small groups. **Argument/Persuasive Anchor Texts:** • Check prior knowledge and build background on topics that may be unknown to students of different cultures (e.g. sports, American history, customs and traditions). • Select texts that incorporate themes and cultural elements that allow the ELL to share his/her language, culture, and traditions. • Use alternative and leveled materials (texts, movies, audio) with similar concepts. • Provide students with translation dictionaries and software (e.g. bilingual, language learner, electronic translating programing) to assist with English vocabulary. • Simplify language and use supplementary materials which suggest advanced vocabulary. • Provide students with graphic organizers such as outlines, study guides, and question preview to increase understanding of reading assignments. • Use role plays, simulations, or concrete examples to clarify concepts. **The Argument/Persuasive Writing Process:** • Provide students with graphic organizers and writing checklists to assist with writing. • Allow students to utilize visual aids and images to assist with the planning process. • 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 as well as the 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 tools while writing (e.g. dictionary, grammar checker, thesaurus, and so forth). **Alternative Assignments:** • Allow students to answer comprehension questions orally. • Use multiple choice responses when appropriate. • Read directions to students. • Provide students with assignments, assessments, and projects that are shorter in length and that contain step by step instructions. • Use the abbreviated story versions as provided in the supplemental workbooks when appropriate.

	• Offer technology software programs that can provide students extra help and practice (e.g. Study Island). • Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).
Special Needs Learners	**Scheduling/Pacing:** • Allow students extended time to complete assignments, assessments, and projects, as needed. • *ICR teacher*: Omit assignments, assessments, projects, as needed. • If possible, try alternate teaching scenarios such as pull out/push in, parallel teaching, or small groups. • Scaffold instruction into digestible bites. • *ICR teacher*: Provide students with the ability to create academic goals and assess their progress. **Argument/Persuasive Anchor Texts:** • Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts. • Use alternate and leveled materials (such as adapted texts, movies, or audio texts) with similar concepts. • *ICR teacher*: Shorten length and duration of reading. • Provide students with developmentally appropriate dictionaries and software to assist with English vocabulary. • Simplify language; use supplementary materials which contain precise and specific vocabulary. • *ICR teacher*: Provide students with graphic organizers (e.g. outlines, study guides, question preview) to increase understanding of reading assignments. • Use role plays, simulations, and/or concrete examples to exemplify real life situations • Encourage students to highlight and annotate text. • Use frequent formative and summative assessments to check for understanding. **The Argument/Persuasive Writing Process:** • *ICR teacher*: Provide students with graphic organizers and writing checklists to assist with writing. • Provide students with exemplars of argument. • *ICR teacher*: Provide shortened, simplified writing prompts, and clarify as appropriate. • As needed, review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar. • *ICR teacher*: Break writing tasks into shorter, segmented sections. • Encourage students to utilize technology while writing (e.g. dictionaries, grammar, and so forth.). **Alternative Assignments, as determined between co-teachers and determined according to each student's IEP**: • Allow students to self-select texts from a given selection of texts that are age, ability, and topic-appropriate. • Differentiate assignments to address self-selected argumentative and persuasive text choices. • Implement necessary IEP modifications. • Offer technology and software programs that can provide students extra help and practice (e.g. Study Island). • Modify grading rubrics to students' needs. • Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).
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 Modifications for Special Population Students: UNIT 4

Advanced Learners	Scheduling/Pacing: Provide students with the ability to create personal goals and assess their progress. Suggest quicker pacing for weekly assignments. Allow time for: Collaborative learning experiences (pairs, small groups) to deepen knowledge, Accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data, and Challenging assignments selected by students. Research Anchor Texts: Provide students with more rigorous, mentor texts, and related supplemental materials (e.g. novels, short stories, eBooks, poems, dramas, primary documents, and so forth) with more abstract concepts. Allow students to use the Internet to research information to support reading and to provide richer support for their research. The Research Writing Process: Encourage students to produce elaborate responses to challenging writing prompts. Provide students opportunities to respond to their classmates' written analyses. Alternative Assignments: Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessment data such as STAR, AR, and Benchmarks. 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 (e.g. essays, poems, collages, podcasts, songs, game creation, etc.). Allow students enrichment and collaborative opportunities through the use of technology (e.g. 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 text.
Struggling Learners	**Scheduling/Pacing**: • As determined by observation and assessments, allow for additional opportunities to practice, review, and strengthen weaker skills. • Allow students extended time to complete assignments, assessments, and projects. • If possible, try alternate teaching scenarios such as parallel teaching, or small groups. • Differentiate instruction by utilizing small groups and collaborative learning. • Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and actively assess their own progress. **Research Anchor Texts**: • Encourage the use of graphic organizers to support learning. • When possible, utilize literature circles with leveled reading material. • Use supplemental resources and workbooks to support the text.

	- Preview difficult vocabulary prior to teaching stories. - As needed, use assistive technologies that read materials aloud to the student during independent reading. **The Research Writing Process**: - Provide students with graphic organizers and writing checklists to assist with writing. - Show students exemplars to assist with all aspects of the writing process and the final product. **Alternative Assignments**: - Where available, allow students to self-select from a given selection of texts, alternate or adapted texts that are age, ability, and topic-appropriate. - Differentiate and adapt instruction to include goal-specific choices. - Offer technology software programs for extra help (e.g. Study Island). - Allow students to respond to text in a variety of ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.)
English Language Learners	**Scheduling/Pacing**: - As needed, allow students extended time to complete assignments, assessments, and projects. - Omit assignments, assessments, projects, as needed. - As possible, try alternate teaching scenarios (pull out/push in), parallel teaching, or small groups. **Research Anchor Texts**: - Check prior knowledge and build background on topics that may be unknown to students of different cultures (e.g. sports, American history, customs and traditions). - Select texts that incorporate themes and cultural elements that allow the ELL to share his/her language, culture, and traditions. - Use alternative and leveled materials (texts, movies, audio) with similar concepts. - Provide students with translation dictionaries and software (e.g. bilingual, language learner, electronic translating programing) to assist with English vocabulary. - Simplify language and use supplementary materials which suggest advanced vocabulary. - Provide students with graphic organizers such as outlines, study guides, and question preview to increase understanding of reading assignments. - Use role plays, simulations, or concrete examples to clarify concepts. **The Research Writing Process**: - Provide students with graphic organizers and writing checklists to assist with writing. - Allow students to utilize visual aids and images to assist with the planning process. - 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 as well as the 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 tools while writing (e.g. dictionary, grammar checker, thesaurus, and so forth). **Alternative Assignments**: - Allow students to answer comprehension questions orally. - Use multiple choice responses when appropriate. - Read directions to students. - Provide students with assignments, assessments, and projects that are shorter in length and that contain step by step instructions. - Use the abbreviated story versions as provided in the supplemental workbooks when appropriate.

	• Offer technology software programs that can provide students extra help and practice (e.g. Study Island). • Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).
Special Needs Learners	**Scheduling/Pacing**: • Allow students extended time to complete assignments, assessments, and projects, as needed. • *ICR teacher*: Omit assignments, assessments, projects, as needed. • If possible, try alternate teaching scenarios such as pull out/push in, parallel teaching, or small groups. • Scaffold instruction into digestible bites. • *ICR teacher*: Provide students with the ability to create academic goals and assess their progress. **Research Anchor Texts**: • Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts. • Use alternate and leveled materials (such as adapted texts, movies, or audio texts) with similar concepts. • *ICR teacher*: Shorten length and duration of reading. • Provide students with developmentally appropriate dictionaries and software to assist with English vocabulary. • Simplify language; use supplementary materials which contain precise and specific vocabulary. • *ICR teacher*: Provide students with graphic organizers (e.g. outlines, study guides, question preview) to increase understanding of reading assignments. • Use role plays, simulations, and/or concrete examples to exemplify real life situations • Encourage students to highlight and annotate text. • Use frequent formative and summative assessments to check for understanding. **The Research Writing Process**: • *ICR teacher*: Provide students with graphic organizers and writing checklists to assist with writing. • Provide students with exemplars of research. • *ICR teacher*: Provide shortened, simplified writing prompts, and clarify as appropriate. • As needed, review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar. • *ICR teacher*: Break writing tasks into shorter, segmented sections. • Encourage students to utilize technology while writing (e.g. dictionaries, grammar, and so forth.). **Alternative Assignments, as determined between co-teachers and determined according to each student's IEP**: • Allow students to self-select texts from a given selection of texts that are age, ability, and topic-appropriate. • Differentiate assignments to address self-selected informational and research text choices. • Implement necessary IEP modifications. • Offer technology and software programs that can provide students extra help and practice (e.g. Study Island). • Modify grading rubrics to students' needs. • Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth). • As needed, review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar. • Break writing tasks into shorter, segmented sections. • Encourage students to utilize technology while writing (e.g. dictionaries, grammar, and so forth.).
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.