

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level: 3 / Content Area: General Music**

**Overview:** The primary purpose of the music curriculum is to provide a continuous program of education that makes an important contribution toward developing the cultural, historical and aesthetic value of music for all students. Each student in the Summit elementary schools (grades 1-5) will have the opportunity to explore and develop their own musical potential, learn to value the various qualities of music and understand the contribution and importance of music to daily life.

Vocal/general music is offered to all children in grades 1-5. Students in these grades receive one 45-minute class per week. The grade 3 curriculum prepares students for the 4th and 5th grade chorus and the opportunity to be a part of the 4th and 5th grade band or orchestra.

The Summit Music Department recognizes the diversity of our student population and is committed to making every student's musical experience meaningful. At each grade level, the students will be given experiences in each of eight major areas of study: singing, movement, playing instruments, listening, reading, writing, improvisation and composition. These experiences will be chosen with careful attention to the developmental characteristics of children at each grade level and with cognizance of and sensitivity to the differing musical abilities of each child. Activities and musical content will reflect the cultural diversity of the community by including a wide range of works from different cultures and ethnic groups. Varied repertoire and experiences will allow our diverse students to be consistently challenged.

*Note: The curriculum, based on the New Jersey State Standards, is organized by artistic process with the intent that each of the four processes will be infused, as applicable, throughout the units of study.*

## Grade 3 General Music

<b>Artistic Process: Creating</b>	
<p><b>Big Ideas:</b> <i>Course Objectives/Content Statement(s)</i></p> <ul style="list-style-type: none"> <li>● Anchor Standard 1 (AS1) - Generating and conceptualizing ideas</li> <li>● Anchor Standard 2 (AS2) - Organizing and developing ideas</li> <li>● Anchor Standard 3 (AS3) - Refining and completing products</li> </ul>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>● AS1 - How do musicians generate creative ideas?</li> <li>● AS2 - How do musicians make creative decisions?</li> <li>● AS3 - How do musicians improve the quality of their creative work?</li> </ul>	<ul style="list-style-type: none"> <li>● AS1 - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>● AS2 - Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● AS3 - Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>
<b>Areas of Focus: Proficiencies (New Jersey Student Learning Standards)</b>	<b>Lesson ideas</b>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● 1.3A.5,Cr1a: Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</li> <li>● 1.3A.5.Cr2a. Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context</li> <li>● 1.3A.5,Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</li> <li>● 1.3A.5.Cr3a: Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</li> <li>● 1.3A.5.Cr3b: Present to others final versions of</li> </ul>	<p><b>Guiding Practices:</b></p> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan</li> <li>● Make</li> <li>● Evaluate</li> <li>● Refine</li> </ul> <p><b>Sample Lesson ideas:</b></p> <ul style="list-style-type: none"> <li>● Students will explore music through singing, moving, playing, listening and composing.</li> <li>● Students will explore music through social actions (circle games, taking turns)</li> <li>● Create, revise and share movement ideas (alone, or in small groups) to selected musical works to convey expressive intent.</li> <li>● Improvise short rhythm and tonal patterns (with or without words) over an accompaniment pattern.</li> <li>● Notate improvised short rhythmic and tonal patterns using iconic or standard notation.</li> </ul>

personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent.

**Career-Ready Practices**

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

- Create a musical piece to express intent (i.e. place, animal, character, emotion) using vocal skill, classroom/found sounds or digital audio sound.

Differentiation	Sample Assessments
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social games, dances and activities that focus on community and working together.</li> <li>● Emotional expression through music</li> <li>● Sound and science connection</li> <li>● Poetry in lyrics</li> <li>● Geographical and historical context of music</li> <li>● Music and math connection</li> </ul> <p><b>Technology Integration:</b></p> <ul style="list-style-type: none"> <li>● Recorded listening examples</li> <li>● Video and YouTube examples</li> <li>● Chrome music lab</li> <li>● Flipgrid</li> <li>● Google Classroom</li> </ul> <p><b>Media Literacy Integration:</b></p> <ul style="list-style-type: none"> <li>● Web access of quality performances</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Verbal responses (i.e. classroom discussions, singing independently and in small/large groups both with and without solfege)</li> <li>● Rhythmic responses using instruments or hands ((i.e. rhythm sticks or clapping)</li> <li>● Movement response (i.e. creative, beat on body or basic percussion instruments)</li> <li>● Chrome Music Lab Compositions</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>● In class performance of created musical work</li> <li>● Student music journal</li> <li>● Student recorded audio and/or video performances (Gallery walk) using Chrome Music</li> </ul>

- Use of online platforms (such as FlipGrid and Chrome Music Lab)

**Global Perspectives:**

- Games, songs, dances and instruments from a wide variety of cultures and countries around the world.

Lab and/or Flip Grid

**Supports for English Language Learners**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

**Intervention Strategies**

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

computer or electronic device	engage in active academic responding	based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

## Artistic Process: Performing

### Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 4 (AS4) - Selecting, analyzing and interpreting work.
- Anchor Standard 5 (AS5) - Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 6 (AS6) - Conveying meaning through art.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- AS4 - How do performers select repertoire?
- AS5 - How do musicians improve the quality of their performance?
- AS6 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

### Enduring Understandings

*What will students understand about the big ideas?*

- AS4 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- AS5 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- AS6 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

### Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

#### Students will:

- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intent through the performers' interpretive decisions of expanded

### Lesson Ideas

#### Guiding Practices:

- Select
- Analyze
- Interpret
- Rehearse
- Evaluate
- Refine
- Present

#### Sample Lesson ideas:

- Sing, play, and move to a variety of musical pieces using various musical styles and discuss their purpose.
- Sing and play musical pieces (alone and with others) from standard notation.

<p>expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <ul style="list-style-type: none"> <li>● 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</li> <li>● 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</li> <li>● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</li> <li>● 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</li> </ul> <p><b>Career-Ready Practices</b></p> <p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2:</b> Apply appropriate academic and technical skills.</p> <p><b>CRP3:</b> Attend to personal health and financial well-being.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9:</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP10:</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> <li>● Discuss the effect of position and posture on acoustic sound and performance.</li> <li>● Sing, play and move to a variety of musical pieces using various forms (i.e. Canon/Round, Verse/Chorus, Call and Response)</li> <li>● Sing and play musical games and activities that involve role playing and imagination</li> <li>● Sing, play and move to a variety of musical pieces while identifying rhythm and pitch.</li> <li>● Sing, play and move to a variety of musical pieces while identifying form and texture..</li> <li>● Practice and perform various musical pieces with others and discuss performance etiquette.</li> </ul>
<b>Differentiation</b>	<b>Assessments</b>
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social games, dances and activities that focus on community and working together.</li> <li>● Emotional expression through music</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Verbal responses (i.e. singing independently and in small/large groups both with and without solfege)</li> <li>● Think, pair, share</li> </ul>

- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

**Technology Integration:**

- Recorded listening examples
- Video and YouTube examples
- Flipgrid
- Google Classroom

**Media Literacy Integration:**

- Web access of quality performances
- Use of online platforms (such as FlipGrid)

**Global Perspectives:**

- Games, songs, dances and instruments from a wide variety of cultures and countries around the world.

- Aural identification of rhythm patterns
- Aural identification of melodic patterns

**Summative Assessments, Projects, and Celebrations:**

- In class performance of specific song
- Student music journal
- Student recorded audio and/or video performances
- Immigration/Heritage Celebration
- Rhythmic Assessment

**Supports for English Language Learners**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

## Artistic Process: Responding

### Big Ideas: *Course Objectives/Content Statement(s)*

- Anchor Standard 7 (AS7) - Perceiving and analyzing products.
- Anchor Standard 8 (AS8) - Interpreting intent and meaning.
- Anchor Standard 9 (AS9) - Applying criteria to evaluate products.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- AS7 - How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- AS8 - How do we discern the musical creators' and performers' expressive intent?
- AS9 - How do we judge the quality of musical work(s) and performance(s)?

### Enduring Understandings

*What will students understand about the big ideas?*

- AS7 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- AS8 - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- AS9 - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

### Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

#### Students will:

- 1.3A.5.Re7a: Demonstrate and explain, *citing evidence*, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal

### Lesson Ideas

#### Guiding Practices:

- Select
- Analyze
- Evaluate
- Interpret

#### Sample Lesson ideas:

- Listening, singing, and moving to a variety of different musical styles and cultures.
- Singing folk songs and playing games from different countries and cultures.
- Sing, play, move and discuss music with varying musical elements.

<p>interpretations to reflect expressive intent.</p> <p><b>Career-Ready Practices</b></p> <p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2:</b> Apply appropriate academic and technical skills.</p> <p><b>CRP3:</b> Attend to personal health and financial well-being.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9:</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP10:</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> <li>● Listening to music from various points of history and cultures and comparing and contrasting musical elements.</li> <li>● Comparing and contrasting different musical styles (i.e. Classical and folk, Instrumental and Choral, Jazz and Rock)</li> </ul>
<b>Differentiation</b>	<b>Assessments</b>
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social games, dances and activities that focus on community and working together.</li> <li>● Emotional expression through music</li> <li>● Sound and science connection</li> <li>● Poetry in lyrics</li> <li>● Geographical and historical context of music</li> <li>● Music and math connection</li> </ul> <p><b>Technology Integration:</b></p> <ul style="list-style-type: none"> <li>● Recorded listening examples</li> <li>● Video and YouTube examples</li> <li>● Chrome music lab</li> <li>● Flipgrid</li> <li>● Google Classroom</li> </ul> <p><b>Media Literacy Integration:</b></p> <ul style="list-style-type: none"> <li>● Web access of quality performances</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Verbal responses (classroom discussions about specific music)</li> <li>● Think, pair, share</li> <li>● Exit slips</li> <li>● Keeping a music journal</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>● March Music Madness (voting and comparing selections from different music genres)</li> <li>● Composer of the Month Units</li> <li>● African-American Musicians/Composers of the Month</li> <li>● Hispanic Heritage Month/Musicians and folk songs</li> <li>● Instrument Classification</li> <li>● International Folk Dancing</li> </ul>

- Use of online platforms (such as FlipGrid and Google Forms)

**Global Perspectives:**

- Games, songs, dances and instruments from a wide variety of cultures and countries around the world.

**Supports for English Language Learners**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

**Intervention Strategies**

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response	Increase	Individualized

provided via computer or electronic device	opportunities to engage in active academic responding	assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

## Artistic Process: Connecting

### Big Ideas: *Course Objectives/ Content Statement(s)*

- Anchor Standard 10 (AS10) - Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11 (AS11) - Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- AS10 - How do musicians make meaningful connections to creating, performing, and responding?
- AS11 - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

### Enduring Understandings

*What will students understand about the big ideas?*

- AS10 & AS11 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

### Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

#### Students will:

- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

#### Career-Ready Practices

- CRP1:** Act as a responsible and contributing citizen and employee.
- CRP2:** Apply appropriate academic and technical skills.
- CRP3:** Attend to personal health and financial well-being.
- CRP4:** Communicate clearly and effectively and with reason.
- CRP5:** Consider the environmental, social and economic

### Lesson Ideas

#### Guiding Practices:

- Interconnection

#### Sample Lesson ideas:

- Students will learn songs of other cultures as well as our own (to include various languages, dances, and instruments)
- Sing and discuss songs in different languages.
- Listen and discuss the timbre of the four families of instruments as well as each individual instrument.
- Identify the country of origin from selected musical examples on a classroom map and discuss the history, culture and context.
- Learn songs and games and discuss the context and purpose of their origin. (i.e sea chanteys, worksongs)
- Active listening (i.e. listening for a certain element in music, dances, moving to music).

impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9:** Model integrity, ethical leadership and effective management.  
**CRP10:** Plan education and career paths aligned to personal goals.  
**CRP11:** Use technology to enhance productivity.  
**CRP12:** Work productively in teams while using cultural global competence.

<b>Differentiation</b>	<b>Assessments</b>
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**Interdisciplinary Connections:**

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

**Technology Integration:**

- Recorded listening examples
- Video and YouTube examples
- Chrome music lab
- Flipgrid
- Google Classroom

**Media Literacy Integration:**

- Web access of quality performances
- Use of online platforms (such as FlipGrid and Google Classroom)

**Global Perspectives:**

- Games, songs, dances and instruments from a wide variety of cultures and countries around the world.

**Formative Assessments:**

- Classroom and/or small group discussions
- Think, pair, share
- Exit slips
- Keeping a music journal

**Summative Assessments, Projects, and Celebrations:**

- African-American Musicians/Composers of the Month
- Immigration/Heritage Celebration
- International Folk Dancing

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports

Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
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Models & Figures		

<b>Intervention Strategies</b>		
<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding)	Differentiated materials
Permit response provided via electronic device	Increase opportunities to engage in active responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading