Summit Public Schools
Summit, New Jersey
Grade Level: Grade 8 / Content Area: Musical Theatre Workshop

Overview:

In Grade 8, students engage in the creative process by developing, designing and performing in a musical production and building upon previously acquired skills in music and drama. Working in collaborative groups, students workshop an original musical consisting of short scenes and songs that allow for solo, duet, and group performances. As members of a global theatre community, students explore cultural and societal topics and incorporate them into their musical presentation. The history of musical theatre provides the basis for in-depth study and application, and students are given the opportunity to explore both writing and designing aspects of the professional theatre world including but not limited to playwright, composer, lyricist, actor, dancer, choreographer, or technician. Students have the opportunity to reflect on their contribution to the creative process and final performance through self and peer assessment.

Anchor Standards for Theatre: Creating

1: Generating and conceptualizing ideas.

2: Organizing and developing ideas.

3: Refining and completing products.

Unit 1: Creating

Big Ideas:

- Extract major themes from musical theatre history timeline as models for students' own creative process.
- Pitch original musical concepts to the class utilizing critical themes (lessons) germaine to our present day society.
- Discuss and workshop musical pitch concepts and vote on the top ideas for creating the productions.
- Establish production teams and classmates' roles including a writing component (playwright or composer) and a design component (lighting, costumes, set/props, choreography/blocking).

Essential Questions	Enduring Understandings
• What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? • How, when, and why do theatre artists' choices change? • How do theatre artists transform and edit their initial ideas? • How can musical theatre teach lessons that reflect timeless themes in our society? • What is the structure of the professional creative writing process? How do ideas become concepts? How do concepts become living productions? • How can a creative concept be pitched? Using musical theatre history models, how can one provide justification for their idea to be actualized by a production team? • What qualities does a creative concept need in order to be marketable and production worthy? • How are production teams formed? What strands of the production is each member responsible for in terms of writing and design? • What is the common goal of the production team? How can a common goal aid the creation of a theatrical performance featuring dance and music?	• Theatre artists rely on intuition, curiosity and critical inquiry. • Theatre artists work to discover different ways of communicating meaning. • Theatre artists refine their work and practice their craft through rehearsal. **Students will understand that…** • musical theatre teaches lessons and enduring themes reflected by society. • there is a process to professional creative writing and concepts must be workshopped and vetted in order to develop into viable productions. • presenting one's own creative concepts is a key component of the musical development process in order to justify why and how a production should be actualized. • successful musical theatre productions share qualities that make them marketable and memorable. • production teams are formed according to individual members' skill sets and each member must contribute to the production process to ensure success. • successful collaboration within a production team is based on consistent communication utilizing a common theatrical language and establishing a common goal.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: **1.4.8.Cr1a:** Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work. **1.4.8.Cr1b:** Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. **1.4.8.Cr1c:** Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work. **1.4.8.Cr2a:** Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. **1.4.8.Cr2b:** Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. **1.4.8.Cr3a:** Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. **1.4.8.Cr3b:** Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. **1.4.8.Cr3c:** Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. **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	**Instructional Focus:** ● Review past musical theatre models as reflections of the time period in which they were created and the lessons they taught. ● Preview the creative writing process and establish group writing norms. ● Brainstorm concepts for group musicals and create pitches for classmates to review and vote on based on their marketability and production worthiness. ● Establish production teams and self-assign writing and design roles based upon interest and skill set. ● Agree upon production team norms as well as individual and group responsibility for musical related tasks. ● Contribute ideas and incorporate the ideas of others. ● Develop the physical and vocal traits of a character.

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.

Differentiation

Interdisciplinary Connections

- Social Studies: What major American events and people have affected musical theatre in the 20th century? Why?
- English Language Arts: How can a creative concept be justified through establishing an argument and providing support?

Technology Integration

- GSuite
- Music First/Soundation
- Kahoot
- Homestyler
- Autodraw
- Canva

Media Literacy Integration

- YouTube, memes, musical theatre clips, and other contemporary visual connections are utilized throughout the unit.

Global Perspectives

- Through what means is theatre created around the world? How can theatre serve as a reflection of what a culture deems important?

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

Assessments

Formative Assessments:

- Musical Theatre Themes Brainstorm & Reflection
- Creative Writing Character, Conflict, & Theme Related Prompts
- Production Team Surveys & Assignments
- Quick writes
- Daily design challenges (costumes, hair, make-up, & sets)

Summative Assessments, Projects, and Celebrations:

- Musical Concept Pitch

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

Recommended Texts to Support Unit:

- "Broadway, The American Musical," a film by Michael Kantor

Anchor Standards for Theatre: Performing

4: Selecting, analyzing, and interpreting work.

5: Developing and refining techniques and models or steps needed to create products.

6: Conveying meaning through art.

Unit 2: Performing

Big Ideas:

- Collaborate as a production team to begin writing the dialogue and music/lyrics of the group musical.
- Propose design elements of the production and visualize them for a production team presentation to justify the performance concept.
- Utilize instruments and technology such as Soundation or other like apps to assist in the music composing process.
- Consider content and structure of the group musical while writing dialogue and stage directions for the libretto.
- Rehearse the libretto and music/lyrics created by the production team by establishing and recording choreography/blocking on stage.
- Give and receive feedback during the rehearsal process to one's own production team as well as the other production teams.
- Perform original musical incorporating design elements including lighting, costumes, set/props, and choreography/blocking.
- Debrief performances with peers to receive feedback and insight as part of the workshop model.

Essential Questions	Enduring Understandings
• How do theatre artists fully prepare a performance or design? • How do theatre artists use tools and techniques to communicate ideas and feelings? • What happens when theatre artists and audiences share creative experiences? • How can a production team collaborate in the creation of a musical, specifically the writing of the librettoand music/lyrics? • What design elements can a production team utilize in order to further the concept of the musical? How must design elements complement each other in order to create a cohesive image for the production? • How can students use their own musical knowledge and apps to create an original song for their musical commensurate with the style and tone of the production?	• Theatre artists develop personal processes and skills for a performance or design. • Theatre artists make choices to convey meaning. • Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience. **Students will understand that…** • collaboration with a group is an essential component of any professional field. Learning to work with each other and share ideas successfully are key communication skills needed for life and careers. • design elements should reflect the content, style, and tone of a musical and should blend together to create a unified production. • applying knowledge from general music and other arts

• How can the structure of a musical reflect its content and theme? Why is it important to consider content and structure during the creative writing process? • What is the rehearsal process comprised of? What logistics must be considered in the creative design of lighting, costumes, set/props, and choreography/blocking? • How can feedback be constructive in the creative process? How can the production team utilize feedback to further improve their musical? • How can production team members work within their individual roles to ensure the original musical is ready for performance? What work must be done collaboratively in this part of the process as well? • Why is debriefing imperative to the creative process? How can debriefing create further insights into the workshoping of a musical for individuals as well as the production team?	classes can assist in the creation of musical phrases. • content and structure are critical aspects of the creative writing process and help support a work's overall theme. • rehearsal is a process that emphasizes the development of a musical through choices made on stage and by the production team that both support the image of the show and can be practically executed. • peer feedback can further illuminate strengths and weaknesses in an original musical in addition to one's own self-reflection. • the successful mounting of an original musical production must include communicative and reliable production teams whose members fully contribute the criteria of their individual production team role. • the workshop model encourages additional individual and production team debriefing post performance with a growth mindset.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **1.4.8.Pr4a:** Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices. **1.4.8.Pr4b:** Use a variety of technical elements to create a design for a rehearsal or theatre production. **1.4.8.Pr5a:** Examine how character relationships assist in telling the story of devised or scripted theatre work. **1.4.8.Pr5b:** Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle. **1.4.8.Pr6a:** Perform a rehearsed theatrical work for an audience. **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.	**Instructional Focus:** • Collaborate with the production team to begin the script and music writing process. • Coordinate design elements for the overall musical concept to create a cohesive image for the production. • Apply musical knowledge and use technology to create music appropriate for the content, style, and tone of the group musical. • Plan the structure of the musical to reflect the content and theme of the group musical. • Conduct rehearsals to make acting decisions and utilize lighting, costumes, set/props, and choreography/blocking. • Provide feedback on group musicals to other production teams and conduct a self-evaluation of one's own progress. • Review feedback and make improvements to the group musical as a living document. • Perform individual production team roles and work together with other members of the team as needed during the production process. • Utilize the workshop model to further refine the creative work accomplished in the group musical.

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.

Differentiation	Assessments

Interdisciplinary Connections

- English Language Arts: How can the professional creative writing process be applied to the script and music writing process?

Technology Integration

- GSuite
- Music First/Soundation
- Kahoot
- Homestyler
- Autodraw
- Lighting Board

Media Literacy Integration

- YouTube, memes, musical theatre clips, and other contemporary visual connections are utilized throughout the unit.

Global Perspectives

- How can the theatrical design process vary culturally? How can visuals be used to aid in storytelling?
- What makes the group musical a story for our current time and place? How might the answer to this question differ outside of America?
- What makes a "good" musical theatre performance? What qualities should an audience member look for in order to elaborate on their viewing experience? How might these qualities differ throughout the world?

Supports for English Language Learners

Formative Assessments:

- Production Team Conferences
- Benchmark Assignments (e.g., group musical poster, scene one, song one, etc.)
- Production Team Design Slideshow

Summative Assessments, Projects, and Celebrations:

- Original Musical Production Team Performances
- Individual Production Team Member Reflections
- Original Musical Class Debriefing

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	Modified assessment grading

	mapping	

Anchor Standards for Theatre: Responding

7: Perceiving and analyzing products.

8: Interpreting intent and meaning.

9: Applying criteria to evaluate products.

Unit 3: Responding	
Big Ideas: ● Review foundations of theatre through a vocabulary study focused on musical theatre as well as theatrical design and technology. ● Apply theatrical vocabulary to demonstrate music literacy and articulate the collaborative process of theatre and the broad range of skills needed by a variety of artists,technicians, and managers in order to create a theatrical performance. ● Examine different reactions and the impact of a piece of art in a variety of people, cultures and timeperiods. ● Explore, describe and compare personal theatrical aesthetics. ● Understand technological changes in theatre over time and how they impact society's artistic perspectives.	
Essential Questions	**Enduring Understandings**
● How do theatre artists comprehend the essence of drama processes and theatre experiences? ● How can the same work of art communicate different messages to different people? ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? ● What discipline-specific arts terminology can be applied to the study of musical theatre? What is the importance of using such terminology in the creative process? ● How can a common theatrical vocabulary assist in the communication of artists in the collaborative, creative process? ● How have technological advancements enhanced theatre and its various styles, eras, and genres? ● What universal elements of art and principles of design influence the artistic performance process (e.g. acting, dancing, singing, and composing)?	● Theatre artists reflect to understand the impact of drama processes and theatre experiences. ● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. ● Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. **Students will understand that…** ● a fundamental knowledge of theatre and its specific terminology is essential to the creative process. ● technology advancements affect society and its artistic endeavours through evolving styles and genres. ● universal elements of art and principles of design bridge cultural and historical gaps while influencing the artistic performance process.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will:	**Instructional Focus:**

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work. **1.4.8.Re7b:** Compare recorded personal and peer reactions to artistic choices in a theatrical work. **1.4.8.Re8a:** Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. **1.4.8.Re8b:** Justify the aesthetic choices created through the use of production elements in a theatrical work. **1.4.8.Re8c:** Assess the impact of a theatrical work on a specific audience. **1.4.8.Re9a:** Analyze how personal experiences affect artistic choices in a theatrical work. **1.4.8.Re9b**: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. **1.4.8.Re9c:** Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work. **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.	• Review foundations of theatre through a vocabulary study focused on musical theatre as well as theatrical design and technology. • Apply theatrical vocabulary to demonstrate music literacy and articulate the collaborative process of theatre and the broad range of skills needed by a variety of artists, technicians, and managers in order to create a theatrical performance. • Discuss class task statement and the need for a common goal on a production team in order to translate abstract ideas into a theatrical performance featuring dance and music. • Understand technological changes in theatre over time and how they impact society's artistic perspectives.
Differentiation	**Assessments**
Interdisciplinary Connections • Social Studies: How do technological changes affect theatre and society's artistic perspectives over time?	**Formative Assessments:** • Musical Theatre Workshop Classroom Expectations and Culture Introduction

- English Language Arts: What foundational musical theatre and technology vocabulary is necessary for communication in the arts?

Technology Integration

- GSuite
- Music First/Soundation
- Kahoot
- Homestyler
- Autodraw
- Canva

Media Literacy Integration

- YouTube, memes, musical theatre clips, and other contemporary visual connections are utilized throughout the unit.

Global Perspectives

- What universal elements of art and principles of design influence the artistic performance process (e.g. acting, dancing, singing, and composing)? How are these universal elements represented in various areas of the world? Are they exclusive to western performance?

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

- Task Statement Discussion
- Auditorium Tour, Debrief and Quiz
- Musical Theatre Timeline notes & class discussions

Summative Assessments, Projects, and Celebrations:

- Musical Theatre and Theatrical Design and Technology Vocabulary Quiz

		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

Anchor Standards for Theatre: Connecting

10: Synthesizing and relating knowledge and personal experiences to create products.

11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Unit 4: Connecting	
Big Ideas: ● Review the characteristics of Greek and Roman theatrical traditions and apply them to musical theatre, including but not limited to Aristotle's *Poetics*. ● Establish a broad musical theatre history foundation for students to understand the genesis of American musical traditions and trends. ● Create a timeline of major musical theatre events and productions from 20th century beginnings to present day to provide context for the musical theatre creative process including dialogue, music, and dance. ● Workshop excerpts from key musical examples identified on the timeline.	
Essential Questions	**Enduring Understandings**
● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? ● How has musical theatre been born out of a western concept of theatre reaching back to the Greek and Roman periods? ● What musical examples represent various trends over time in American theatre? ● How have culture and society influenced musical theatre beginning from the 20th century onward? How do musicals serve as representations of our American society? ● How can musical theatre examples from different time periods be interpreted today?	● Theatre artists allow awareness of interrelationships between self and others to inform their work. ● As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. Students will understand that… ● western musical theatre has not been created in isolation but is born from traditions established in the Greek and Roman periods. ● various trends have developed over time in American musical theatre such as influences from film, popular music groups, history, and literature. ● musicals are influenced by the culture and society by which they are created as microcosms of American life and values. ● musicals from different time periods are often performed as contemporary productions known as revivals offering new insights into the original material.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

Students will:
1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

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.

Instructional Focus:
- Review Greek and Roman theatre traditions and connect them to modern day western theatrical practices.
- Identify key musicals that have helped shaped western theatre and serve as models of their respective time periods and the state of American society.
- Analyze how American culture and society have been influential on musical theatre in the 20th century.
- Discuss how musicals can transcend time by communicating universal themes and experiences.

Differentiation	Assessments
Interdisciplinary Connections ● Social Studies: What theatre traditions exist around the world? How are they similar or different to modern day American musical theatre? ● English Language Arts: How can dialogue and lyrics communicate theme? **Technology Integration** ● GSuite ● Music First/Soundation	**Formative Assessments:** ● Whole class/small group discussions ● Kinesthetic activities (e.g., choreography practice) ● Quick write reflections ● Class discussions ● Optional student-selected review activities (individual or partner) **Summative Assessments, Projects, and Celebrations:** ● Theatre History Quiz on Greek and Roman Theatre

- Kahoot
- Homestyler
- Autodraw
- Canva

Media Literacy Integration

- YouTube, memes, musical theatre clips, and other contemporary visual connections are utilized throughout the unit.

Global Perspectives

- How is American musical theatre uniquely western? What differentiates western theatre from other parts of the world? How do American musicals influence the larger world theatre community?

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

- Musical Theatre History Timeline Test (Musical Theatre Models and Milestones and Choreography Performance/Analysis)

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