

Reading

ACCOMMODATIONS

Each student is an individual learner, so the accommodation examples below will not be needed by all students. The team should consider those that support the student's needs to allow for accessing content.

Basic Reading (Decoding & Word Recognition)

- Access to audiobooks and/or text-to-speech tools
- Pre-teach vocabulary before reading
- Use of decodable texts aligned with phonics instruction
- Option to listen to directions instead of reading them
- Reduced amount of text on a page or worksheet
- Highlighted or enlarged print
- Visual aids for letter-sound correspondence
- Allow students to respond orally instead of in writing
- Provide word banks for assignments
- Extra time for reading tasks

Reading Fluency

- Repeated reading practice with teacher or peer support
- Access to audio models of fluent reading
- Whisper phones or other tools for self-monitoring fluency
- Chunk text into shorter, manageable sections
- Use of a tracking tool (ruler, highlighter strip)
- Opportunities to preview passages before reading aloud
- Reduced pressure to read aloud in front of the class
- Extended time for reading assessments
- Alternative ways to demonstrate understanding (e.g., discussion instead of timed reading)

Reading Comprehension

- Graphic organizers (story maps, sequencing charts, cause-and-effect diagrams)
- Pre-teach vocabulary with new content
- Guided reading questions provided in advance
- Break long passages into smaller segments with check-ins
- Allow students to annotate text with sticky notes or digital tools
- Provide summaries or outlines of key ideas
- Provide teacher notes
- Teach and model comprehension strategies explicitly
- Allow oral responses or discussions instead of written answers
- Clarify or simplify complex directions
- Access to teacher-led small-group reading instruction
- Extra time for comprehension tasks and tests