

C1 - Provide alternative text/books with similar content, skills, and strategies but at an accessible reading level

Description of Accommodation or Modification:

A text that teaches the same content and skills, including text analysis, comprehension, etc. is provided to a student at a more manageable reading level to support independence.

Considerations:

Reading assignments should be modified to permit the student to independently learn content, demonstrate their ability, and further develop reading skills. When a text is too difficult to read independently, the student is unable to practice new skills as they struggle with the entire document, not just the sections designed for learning and rehearsal. Reading content that is too difficult significantly impacts reading comprehension, which affects the student's ability to learn and retain knowledge presented in the text. Finally, if the version presented during a reading assignment is at a level that is too difficult, the student will be unlikely to demonstrate their skills. Adapting the reading level of an assignment to permit independence allows the student to refine and demonstrate their skills.

If the goal is to practice a new reading strategy, the text content does not need to match exactly. In the case of individualized practice that is disconnected from classroom discussion or additional assignments, a student can practice with any text that is at his independent reading level.

Often this modification works best in a differentiated environment where students are all reading different content. This environment permits ownership of text and opens the door for extensive conversations related to text-to-text connections as well as text-dependent analysis designed to support comparisons between content.

Examples:

A student is reading a lower-level text to practice identifying the sequence of events. Each student was encouraged to use a book/text of their own choice to demonstrate this skill.

A teacher has used an online text editing tool to create a simpler version of a classroom story. The student can then read the story independently and engage in discussion during an upcoming class.

A teacher has created three groups of students who will be reading different level texts to engage in text-to-text comparisons.

A teacher modifies a newspaper article to support a student in completing a text-dependent analysis.

A student uses Diffit to produce a reading assignment on an accessible reading level. As always, it is best to encourage students to use tools to modify the text they need to read. This supports ownership of learning as well as independence.

A middle school English teacher gives a student a different reading passage (written at a lower level) for the student to practice developing a text-dependent analysis.

Related downloads, links or other items:

[Diffit](#) - AI designed to provide adapted content at a selected grade level.

[Newsela](#) - an online system that creates short articles for students to read at multiple levels of print.

[Rewordify](#) - an online tool where a student can paste digital text to simplify the reading level.

[Bookshare](#) - Free, customizable, online ebook library that is free for people with disabilities