Reading Eggs

Accommodations and Modifications

Reading Eggs offers carefully designed features in each of the respective learning areas to support students of diverse abilities. If students require modifications or accommodations based on IEPs (Individualized Education Programs) or Section 504 plans, Reading Eggs provides flexible options to address distinct student needs.

Accommodation	Feature
Presentation Accommodations	
Material read aloud	For students in need of click-to-speak accommodations, a "read to me" feature is available for lower-level e-books in the Reading Eggs Library. Students can select appropriate text and have it read to them.
Content style	Reading Eggs lessons are taught in a skills-focused developmentally appropriate format. Adapting the content style removes barriers that contribute to demotivation.
Written practice vs. digital media	Throughout Reading Eggs, students learn through a blend of audiovisual and written texts. Students can also complete practice assignments through digital and printable worksheets to create a multi-modal experience.

Accommodation	Feature
Setting Accommodations	
Support for multiple settings	Reading Eggs is a web-based program that allows access from anywhere with a device and internet connection.

Accommodation	Feature
Timing Accommodations	

Additional time	There are no built-in time limits to complete work in Reading Eggs, as the program is entirely self-paced. Students can take as much time as needed to complete work, process information, and review.
Breaks and testing over multiple days	Students can save a session and exit at any point in Reading Eggs (except during tests or quizzes), allowing them to pause for frequent breaks or complete work over multiple days or chunks of time. Individual lessons are also broken down into succinct scaffolded activities that create natural breaks between each one for celebration and reflection.
Testing during specific times of the day	With internet connection, Reading Eggs is accessible 24 hours a day so that students can access the program at whatever time of day works best for them.
Easy log-in	Reading Eggs allows students to log in without the use of a username and password. Teachers can enable this feature per classroom device by logging in to their educator account and selecting any of the three learning areas. They will then be directed to a page in which students can click on their name without being prompted to enter log-in credentials.

Accommodation	Feature
Language Accommodations	
Support for Spanish speakers	In the Reading Eggs Lessons area, ELL Spanish Student PDFs provide language accommodations if learners are working at home with a Spanish-speaking caregiver.

Modification	Feature
Assignment Modifications	
Alternate projects and assignments	Reading Eggs offers several assignment modification opportunities: • **Assignments Area**: In Reading Eggs and Reading Eggspress, teachers can assign different lessons and Library books to students through the Assignments area. This feature helps teachers target specific growth areas and better support the unique needs of every learner. • **Lessons Area**: Teachers can create alternate assignments using digital and printable worksheets that can be assembled into custom bundles from the Lessons (or Printable Library) area. Teacher PDFs are also available for

| | both Reading Eggs and Reading Eggspress containing ideas for alternative assignments.
 • **Teacher Toolkit Area**: Here, educators can access an array of additional worksheets, lessons, and activities. |

Modification	Feature
Curriculum Modifications	
Learn different material	In Reading Eggs and Reading Eggspress, students take a placement test that automatically places them into curriculum that is appropriate for their academic level. At any time, this placement test can be reset to reassess skills. Teachers can also take advantage of the "Manage Progress" feature to manually place students at a level supporting further remediation or acceleration.
Teachers omit assignments, projects, or assessments	Educators can choose to forgo having students take a placement test and opt to simply place students at a suitable starting point within the learning path. If adjustments are necessary to accelerate learners, educators have the ability to adjust student placement, thereby effectively omitting items.