Connecticut Core Standards for English Language Arts and Literacy

Grades 6–12

Systems of Professional Learning
# Table of Contents

**MODULE OVERVIEW** .................................................................................................................. 3
**RESOURCES REQUIRED** ........................................................................................................ 4
**SESSION PREPARATION** ........................................................................................................... 4
**KEY MESSAGES** ......................................................................................................................... 4
**SESSION AT-A-GLANCE** ........................................................................................................... 5
  - Introductory Activities (20 minutes) ....................................................................................... 5
  - Activity 1: Sharing about Module 1 (20 minutes) ................................................................. 5
  - Activity 2a and 2b: Reviewing an Exemplar Unit (50 minutes) .............................................. 6
  - Activity 3a and 3b: Digging Deeply – Close Reading, Text-Dependent Questions, and Academic Language (60 minutes) ................................................................. 6
  - Activity 4: Creating a Sequence of Text-Dependent Questions (35 minutes) ..................... 6
  - Activity 5: Reading about Classroom Discussion (30 minutes) ................................................ 7
  - Activity 6a and 6b: Viewing a Video and Choosing a Protocol (25 minutes) ....................... 7
  - What is Universal Design for Learning? (70 minutes) ............................................................ 8
  - Activity 7: Viewing and Discussing Lessons with UDL Supports (20 minutes) .................. 8
  - Activity 8: Applying UDL Supports to a Lesson (15 minutes) .................................................. 9
  - Activity 9: Reflection (15 minutes) ......................................................................................... 9
  - Activity 10: Action Planning (25 minutes) ............................................................................. 9
  - Closing Activities (10 minutes) ............................................................................................... 10

**SESSION IMPLEMENTATION** .................................................................................................... 11
Module Overview

In Module 2, participants deepen their understanding of instructional practices that align with the Connecticut Core Standards for English Language Arts & Literacy (CCS-ELA & Literacy) and the three instructional shifts. They become familiar with basic principles of lesson and unit design in order to know how instruction in close reading, academic language, text-based discussion, and related formative assessment are incorporated in a Connecticut Core Standards-aligned lesson or unit. Participants will examine a Common Core exemplar lesson plan and annotate for elements of design aligned with Connecticut Core Standards (CCS).

Participants will then return to practices related to the instructional shifts introduced in Module 1, close reading and text-dependent questions. They will plan a close reading lesson that includes a series of text-dependent questions. They will also dig deeper into academic language to determine vocabulary words and phrases for the lesson.

To ensure that aligned lessons and units are accessible to as many learners as possible, participants will learn about the principles of Universal Design for Learning (UDL). Through video analysis and interactive activities, participants will become knowledgeable about teaching practices that include UDL considerations for flexible methods of presentation, expression and active learning, and student engagement. Participants will return to their close reading lesson and consider UDL supports, including text based discussion, they may build into the lesson design in order to help all students access complex text and achieve at high levels.

During the session, participants will have an opportunity to discuss in small groups the ways in which they shared the messages of Module 1 with colleagues in their schools or districts.

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>Full day</td>
</tr>
<tr>
<td>Outcomes</td>
<td>By the end of the module, participants will have accomplished the following:</td>
</tr>
<tr>
<td></td>
<td>- Assessed their understanding of the instructional shifts, lesson design, aligned instructional practices, and Universal Design for Learning.</td>
</tr>
<tr>
<td></td>
<td>- Discussed with colleagues the experience of sharing activities and messages of Systems of Professional Learning Module 1.</td>
</tr>
<tr>
<td></td>
<td>- Become familiar with components of CCS-ELA &amp; Literacy lessons and lesson design through backward planning that includes student learning goals, assessment evidence, and instructional sequence.</td>
</tr>
<tr>
<td></td>
<td>- Deepened their understanding of text selection, close reading, academic language, and text-based discussion.</td>
</tr>
<tr>
<td></td>
<td>- Learned how text selection, close reading, academic language, classroom discussion, and supports are integrated into unit and lesson design.</td>
</tr>
</tbody>
</table>
Learned the principles of Universal Design for Learning (UDL) and know how to support students in reading and comprehension of complex, grade level text and its academic language.

Resources Required
- Chart paper, markers, pens, highlighters, nametags, post-it notes
- Participant Guide for each participant
- ELA, Science, and Social Studies Units (handouts)
- IRA article (handout)

Session Preparation
Tables should be arranged so participants can work in groups.

Key Messages
- The CCS-ELA & Literacy require three instructional shifts: 1) building knowledge through content-rich nonfiction; 2) reading, writing, and speaking grounded in evidence from text, both literary and informational; and 3) regular practice with complex text and its academic language. The CCS-ELA & Literacy and the three instructional shifts are inseparable.
- Full implementation of the CCS-ELA & Literacy and the three related instructional shifts will require fundamental changes in teaching practice. The combination will result in much more rigorous curriculum, instruction, and assessment in grades K–12.
- Effective CCS-ELA & Literacy-aligned curriculum follows a “backward” design structure, first deciding upon learning goals, then determining assessment evidence, before designing instructional sequence and activities.
- Planning instruction with Universal Design for Learning (UDL) considerations (flexible methods of presentation, expression and active learning, and student engagement) enables all students to participate successfully in standards-aligned lessons and learning activities.
- The process of aligning curriculum, instruction, and assessment with the CCS-ELA & Literacy and the three instructional shifts is complex and offers opportunities for educators to engage in collegial discussion and collaborative planning.

Session at-a-Glance

Introductory Activities (20 minutes)

- Welcome and agenda
- Forming today’s community
- Review of main topics in Module 1
- Quick write (sharing the materials and messages from Module 1 with school and district colleagues)
- Module 2 outcomes
- Pre-Assessment

Supporting Documents:

- Pre-Assessment (in the Participant Guide)
- Notepad section of the Participant Guide for the Quick Write

PowerPoint Slides:

- 1–10

Activity 1: Sharing about Module 1 (20 minutes)

Using a protocol, participants will meet in groups of 3 with others in similar roles (e.g. classroom teacher, principal, literacy coach) and will take turns presenting to the others in their group (2 minutes) how they shared the messages of Module 1 with others in their school or district. They will frame their brief presentation as “Here’s what I did; here’s what worked; and here’s what didn’t. Colleagues will ask questions of the presenter to clarify their own understanding or to help them think about the “Here’s what didn’t” statements. The presenter may choose to respond by reflecting on how the questions asked by their group helped them to think further about their work.

Supporting Documents:

- Directions
- Protocol for Sharing
- Quick Writes that participants produce during the Introductory Activities

PowerPoint Slides:

- 11–14
Activity 2a and 2b: Reviewing an Exemplar Unit (50 minutes)

In pairs by grade level or discipline preference, participants will review the design of an exemplar unit, noting text selection and alignment of standards, learning goals, and assessment evidence. They will scan the lessons in the unit to find evidence of close reading with text-dependent questions, vocabulary development, and text-based discussion. They will note how formative assessment is integrated, and where recommendations are made for student support and differentiation. Afterwards, they will join another pair that reviewed the same unit, sharing observations.

Supporting Documents:
- Directions
- Exemplar Units (separate handouts)
- Annotation codes
- Notepad section of the Participant Guide

PowerPoint Slides:
- 15–30

Activity 3a and 3b: Digging Deeply – Close Reading, Text-Dependent Questions, and Academic Language (60 minutes)

Participants choose and read an appropriately complex (may be read aloud) text, noting the central idea of the text, content knowledge, and academic language and vocabulary challenges in the text. Concentrating on the vocabulary they select, they divide the words into quadrants for instruction using a graphic organizer.

Supporting Documents:
- Text Excerpts in the Appendix of the Participant Guide
- Directions
- Close Reading Organizer
- Academic Vocabulary Organizer

PowerPoint Slides:
- 33–47

Activity 4: Creating a Sequence of Text-Dependent Questions (35 minutes)

Participants create a series of text dependent questions for their selected grade level texts that scaffolds students toward general understanding of their text and the selected standards.
Supporting Documents:

- Creating Questions for Close Analytic Reading Exemplars: A Brief Guide (Student Achievement Partners)
- Lesson Template in the Appendix of the Participant Guide
- Academic Vocabulary Organizer
- Close Reading Organizer

PowerPoint Slides:

- 48–51

Activity 5: Reading about Classroom Discussion (30 minutes)

Participants will read, annotate, and discuss *Close reading and far reaching classroom discussion: a vital connection*, an article from the International Reading Association.

Supporting Documents:

  [http://www.nsrfharmony.org/protocol/doc/4_a_text.pdf](http://www.nsrfharmony.org/protocol/doc/4_a_text.pdf)

Video

- Catherine Snow discusses a project in which she is involved through SERP

PowerPoint Slides:

- 56–58

Activity 6a and 6b: Viewing a Video and Choosing a Protocol (25 minutes)

Participants view a video of a secondary grade class engaged in text-based discussion, and will consider the importance of protocols for creating a productive environment for students. They will also note where formative assessment opportunities arise during the lesson. After viewing and discussing the video, participants select a protocol from a list of discussion protocols, learn about it, and explain it to others. Each pair of participants selects a discussion protocol to use in their close reading lesson.

Supporting Documents:

- Directions
- List of Discussion Protocols
Module 2 Facilitator Guide

- Lesson Plan Template

**Video:**
- *Students Cite Evidence from Informational and Literary Text* from Expeditionary Learning

**PowerPoint Slides:**
- 59–62

**What is Universal Design for Learning? (70 minutes)**

Participants view the video *UDL: Principles and Practices*. Dr. David Rose, the co-founder and former director of CAST, explains the three principles of UDL. After viewing the video, participants share thoughts with a partner, then share at their table. Participants review UDL resources and framework over several slides and are introduced to Analytic Graphic Organizers and Word Sorts.

**Supporting Documents:**
- UDL resources and framework
- Discussion prompts
- Analytic Graphic Organizers
- Word Sorts

**Videos:**
- *UDL Principles and Practice* [http://www.youtube.com/watch?v=pGLTJw0GSxk](http://www.youtube.com/watch?v=pGLTJw0GSxk)
  [http://vimeo.com/84900192](http://vimeo.com/84900192)

**PowerPoint Slides:**
- 63–90

**Activity 7: Viewing and Discussing Lessons with UDL Supports (20 minutes)**

Participants watch a video clip and discuss the supports that are built into the lessons.

**Supporting Documents**
- Directions
- Discussion prompts

**Video:**
- *Arguing the Pros and Cons of Teen Driving* from the Teaching Channel
  [https://www.teachingchannel.org/videos/common-core-collaborative-discussions](https://www.teachingchannel.org/videos/common-core-collaborative-discussions)
Activity 8: Applying UDL Supports to a Lesson (15 minutes)

In this activity, participants will revisit the UDL Wheel, UDL Framework and Guidelines, and the UDL supports in Participant Guide. Using these resources, they will review their lesson with their partner and consider the UDL supports that could be added to close reading, text-dependent questions, academic language, and discussions to support all students.

Supporting Documents:
- UDL Framework and Guidelines with examples of instructional practices that align with the CCS-ELA & Literacy and instructional shifts and include UDL Supports
- UDL Wheel http://udlwheel.mdonlinegrants.org/
- Draft close reading lesson

PowerPoint Slides:
- 93–95

Activity 9: Reflection (15 minutes)

Participants meet with a small group (three pairs of partners) and share the lessons they wrote today. In these groups, they reflect on the presentation, videos, activities, and lesson planning by using discussion prompts.

Supporting Documents:
- Notes in the notepad section
- Draft close reading lesson
- Examples of instructional practices that align with the CCS-ELA & Literacy and instructional shifts and UDL supports
- Discussion Prompt

PowerPoint Slides:
- 96–99

Activity 10: Action Planning (25 minutes)

Participants will develop a strategy for sharing Module 2’s key messages and instructional resources (e.g., PowerPoint presentations, videos, resource links, and aligned instructional practices) with colleagues.
Supporting Documents:
- Key Messages Template

PowerPoint Slides:
- 100–101

Closing Activities (10 minutes)

Participants will complete a Post-Assessment and an online Session Evaluation.

Supporting Documents:
- Post-Assessment
- Session Evaluation

PowerPoint Slides:
- 102–106
Session Implementation

Introduction

Before we begin....
To help you locate activities in your Participant Guide, use the small tabs on your table to mark the following pages:
5, 6, 8, 11
13, 16, 17, 19
23, 24, 29, 36
46, 48, 50, 53
55, 57, 58, 61
63, 85, 89

Slide 1
Blank.

Connecticut Core Standards for English Language Arts & Literacy
Systems of Professional Learning
Module 2 Grades 6–12:
Supporting all Students in Close Reading, Academic Language, and Text-based Discussion

Slide 2

(Slides 1-7, including the Pre-Assessment, will take about 20 minutes total.)

You Are Here

Module 1: Focus on Instructional Shifts
Module 2: Supporting All Students in Close Reading, Academic Language, and Text-based Discussion
Module 3: Supporting All Students in Research and Writing
Module 4: Classroom Instructional Design
Module 5: Collaboration and Planning

Slide 3

This slide provides a visual showing how the topics for the professional development modules fit together. Briefly explain to participants.
Review the agenda, noting there will be a break for lunch as well as a short morning and afternoon break. You may want to add the importance of coming back from breaks on time to ensure enough time to complete all the work of the day.

(Since participants will not be with exactly the same group of coaches as they were in Module 1, it is important to identify who is in the room, and to give them an opportunity to introduce themselves.) Remind participants that regardless of which session they attended for Module 1, they saw the same examples, learned the same information, and had similar conversations. They are all part of the same community of coaches with a goal of deepening understanding of the CT Core Standards and instructional shifts across the entire state. In order to find out who is in the room, we’ll do a brief exercise “Like Me.” (next slide)
Like Me

My current role is as a ...
  Classroom Teacher or Special Subject Teacher
  Coach
  Department Chair
  Principal or Assistant Principal
  District Administrator

Slide 6

(On each click, a sentence completer will appear.)

1. Direct participants: “Stand if the sentence completer describes your current role in education, and say, ‘Like me.’” Please look around the room to familiarize yourself with others who are in a similar role to you.”

2. Read each phrase aloud, e.g., “I am a coach.” As each group stands, ask each person to introduce themselves and their district, school. Thank them and direct them to sit down, rather than remain standing. (Facilitator: Note approximately how many folks in each role.)

3. Ensure that each person has had a chance to introduce themselves by asking, “Have I missed any one?”

4. Then ask folks to raise their hands if they are representing a particular subject area or all subject areas: Supporting all subject areas, Science and Technology, History/Social Studies, ELA. Remind participants to look around for others in their same subject area. (Facilitator: Make a note of approximate numbers to be aware of for later groupings.)

5. Last, ask how many folks are here “solo” and if any participants are new today and did not attend Module 1. It will be important over the course of the day to occasionally divide those who have come in large groups from one district and to fully include all participants and to make certain any new participants are seated with participants who did attend Module 1.

Slide 7

Review Module 1 Activities:

- Purpose of Module 1 was to establish a baseline of information for future modules, deepen our understanding through collaborative discussion, and ensure that all coaches were able to share the same information with educators in their schools and districts about the ELA & Literacy Standards and shifts.
- We did an activity where pairs selected and traced a standard through three grades (or grade bands), and
discussed with their tables the implications of vertical progressions.

- We then examined the three instructional shifts, viewed and debriefed video lessons, and created anchor charts which we later visited in a gallery walk.
- We reviewed a written lesson plan and accompanying video of the lesson through the lens of the EQuIP Rubric.
- We read a short article and discussed rigor as it relates to the Common Core.
- And we spent time in individual reflection, paired and shared discussion, and collaborative planning.

Quick Write

- Jot down ideas to share with fellow Core Standards Coaches about activities or conversations you facilitated in your school or district relative to Module 1. If you encountered challenges, feel free to share those as well.
- Use the “Quick Write” section of the notepad in your participant’s guide.

Slide 8
Blank.

CCS-ELA & Literacy: Module 2 Outcomes

- Become familiar with curriculum design process
- Examine exemplary Common Core units
- Deepen understanding of close reading, text-dependent questions, academic language, and text-based discussion
- Learn principles of Universal Design for Learning (UDL) to support all students
- Plan support for educators in continuing the transition to the Core Standards and instructional shifts

Slide 9

Review the expected outcomes:

- This module will continue to build a foundation for participants’ work and will focus on key outcomes such as:
  - Design of CT Core Standards-aligned units and lessons
  - Deeper understanding of practices associated with close reading
  - Designing supports for all students with Universal Design for Learning
  - This module builds on the baseline Core Standards knowledge established in Module 1.
The purpose of the morning is to look closely at parts of effective units and lessons that align with the CCS-ELA & Literacy.

- The activities for today will mirror the types of instructional practices which will support students in achieving proficiency on the standards and assessments.
- First, we will review your experiences with sharing the information from Module 1 with your colleagues.
- Then, we will look carefully at structures and protocols for close reading, text-based questions, academic language, and text-based discussions; all parts of effective lesson and unit planning.
- Finally, in the afternoon, we will then look at instructional supports and related instructional practices to assist all students in obtaining proficiency on the CCS-ELA & Literacy.

20 minutes total: Facilitator, be quick with directions.
Facilitator Guide

Activity 1

Slide 12

20 minutes total for this activity. This slide gives full directions for Activity 1, with prompts on the next slide. Remind the timekeeper that it is really important to keep everyone to the time limits. The reporter will summarize the conversation at the end when the groups come back together.

Facilitator: Ideally, you’d like 3 members in a group, not from the same district. Count the number of participants in the room and divide by 3. Whatever number results, have participants number off by that number. For example, if you have 21 participants, and you divide by 3, the result is 7. Have participants number off by 7’s. That way, when all the participants have numbered off, you can have all the 1’s, 2’s etc. form a group, and there will be 3 participants in each group. If you have an uneven number, it is better to end up with four in some groups than with groups of two.

Slide 13

Facilitator: Explain that clarifying questions are questions that seek "nuts-and-bolts" information about the information shared. **Example:** How much time did it take? How were participants grouped? After 15 minutes have elapsed, bring the group back together and ask each reporter to briefly summarize highlights of the conversation.
In Part 2, we will examine units that have been deemed exemplary by reviewers on the CT Core Standards website.

Slide 15

55 minutes total. This backward design portion is meant only as general information and guidance so that participants will understand where a close reading lesson might fit into an overall unit. Module 4 will go more deeply into unit design. Facilitator, preview Part 2 for participants:

- This activity is meant to introduce exemplary unit and lesson design—the big picture—before we look closely at various components of a core standards-aligned unit in Modules 2 and 3.
- We will review design principles.
- We will examine several exemplar units for elements of those design principles and key elements.
- These are units that have been vetted and approved on your Ctcorestandards website.
The purpose of this slide is to introduce the big ideas of CCS curriculum design.

- Most exemplary units, even before the era of Common Core, contained elements of backward design. In backward design, the desired results are established before designing assessments and learning activities.
- CCS exemplary units are aligned with the standards and shifts (introduced in Module 1).
- Texts are selected based on purpose, standards, content, and grade. **We are not teaching the book, but rather the goals of the unit through the book and other resources.**
- Regular checks for student understanding during lessons and at the end of lessons.
- Assessments that require students to show progress toward, and achievement of, unit goals.
- Attention to individual components of the lesson which scaffold students toward independent understanding of complex text.
- Supports and extensions for students anticipated and built into the unit/lesson.

**Backward Design: Begin with the End in Mind**

- What do we want students to understand, know, and be able to do?
- What will be the evidence that they have accomplished this?
- What learning activities will lead to the desired outcomes?

The purpose of this slide is to give the big picture of backward design without focusing on the “understanding” aspect of UbD.

**Backward design** is a method of designing educational **curriculum** by setting goals before choosing instructional methods and forms of **assessment**. Backward design of curriculum typically involves three stages:

- identify the results desired
- determine acceptable levels of evidence that support that the desired results have occurred
- design activities that will make desired results happen

The idea in backward design is to teach toward the “end point” or learning goals, which typically ensures that
content taught remains focused and organized. Although the idea of backward design has been around for a long time and is used in various industries, the term “backward design” was introduced to curriculum design by Jay McTighe and Grant Wiggins (*Understanding by Design*). Understanding by Design (UbD) is both a curriculum process and a model. In “pure” UbD, there are two distinct parts: a goal of student understanding, and the process of backward design. Most of the exemplar curriculum units that we will see today are designed using a backward design processes and some also include elements of UbD.

**Stage 1 – Learning Goals**

- Common Core Standards, Content Standards, and Other Established Goals
- Transfer Goals (CCR)
- Meaning Goals (Understandings and Essential Questions)
- Acquisition Goals (Knowledge and Skills)

Slide 18

- As you review exemplary units, you are likely to see variations on each of these elements of Stage 1, Understanding by Design.
- The MA unit exemplars are designed with the newer version of UbD which includes transfer goals, meaning goals, and acquisition goals. (The purpose for explaining those kinds of goals in this slide is so that participants will recognize them in the MA unit if they review a MA unit.)
- Other units will reflect UbD or backward design, but may not use UbD language.
- **Established Goals**: In ELA units, the CCS-ELA & Literacy will likely comprise the learning goals. In History/SS and Sci/Technical subjects, content area standards will likely be included. Some districts have other established goals, such as 21st century skills.
- **Transfer Goals**: These have recently been added to the 2011 version of UbD. They are long term goals that apply to students’ future life and learning. Exemplar units from MA all include selected CCR anchor standards as transfer goals.
- **Meaning Goals**: Most exemplar units will have some meaning goals, although they may not be called by that name. They may be called Enduring Understandings or Key Understandings, or Big Ideas. These may be content or thematic goals, e.g. “Citizens have rights and responsibilities,” or “All living things interact with each other and the environment.” “How are the structures of organisms related to their functions?”
- **Acquisition Goals**: These were formerly (pre 2011) called Knowledge and Skills. Usually stated as “Students will know...” and “Students will be able to...” Now stated as “Students will know...” and “Students will be skilled at...”. These are the discrete knowledge and skills that students will accomplish in this unit, based on the Established Goals. You will see variations on this in exemplar units. They may be stated as “I can” goals or student learning objectives. Nonetheless, these are the goals that students will progress toward or be held accountable for, and will be assessed. They may be assessed in performance assessments, or in other assessments throughout the unit. Some exemplar units will not break the standards into discrete learning goals.
After determining learning goals, the unit designer asks him/herself: If a student has achieved the desired goals, what would be evidence of that? The summative assessments for the unit or parts of the unit should provide that evidence. Most well-designed units include at least one performance assessment (CEPA in MA units) that ask students to show their learning by applying newly acquired skills and knowledge to new contexts or situations. We will learn much more about performance tasks and other types of assessments in Module 4.

Once the goals are established and the evidence has been identified, learning activities are created that help students acquire the knowledge and skills needed to be successful on the assessment or performance task. Formative assessment is part of the instructional activities and allows teachers and students know if they are accomplishing goals.
Activity 2a

Slide 21

15 minutes for this part of Activity 2. (Annotation directions appear on next slide.) The purpose of this slide is to introduce the activity. Have participants choose a unit, but move to the next slide for annotations.

• Explain that participants will be looking at the same unit for both parts a and b of activity 2, but they will be looking for different elements each time.

• The units chosen for this activity have been reviewed by experts using rigorous protocols, have been found to be in alignment with the CCSS, and appear on the Ctcorestandards website under “materials for teachers.” They can be accessed, in full, for free.

• We have chosen 3 units.

• Each participant should choose just one unit for this activity.

Slide 22

The purpose of this slide is to have annotations visible for participants. These directions are also provided in the Participant Guide.
Explain to participants that we will move directly into the next part of reviewing the unit and they will have an opportunity to share what they found with others after.

Explain that now we will review a lesson in the unit to identify some of the elements we discussed in Module 1 and will examine more closely in Module 2: Content-rich text, Close reading, text-dependent questions, focus on vocabulary/academic language, discussion, and student supports. Before we do that, we just want to clarify 2 items on this list: Academic Language and Formative Assessment.

The purpose of this slide is to introduce the term “formative assessment” as it is used in CT, so that participants know what they are looking for in a lesson. This definition is found in “Distinguishing Formative Assessment from other Labels,” prepared by the Formative Assessment For Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) for the Council of Chief State School Officers (CCSSO). Copyright © 2012 by the Council of Chief State School Officers, Washington.

Read, or have a participant read the quote. Since participants will be looking for examples of formative assessment, it is important to have this definition first. Remind participants that they may be looking at instructional activities or teacher moves that provide opportunities to gauge student understanding. These will not necessarily be labeled “formative assessment.”
Activity 2b

10 minutes for this part of Activity 2. (Annotation directions appear on next slide.)

- Explain that participants will be looking at the same unit for both parts a and b of Activity 2, but they will be looking for different elements each time.
- The units chosen for this activity have been reviewed by experts using rigorous protocols, have been found to be in alignment with the CCSS, and appear on the Ctcorestandards website under “materials for teachers.” They can be accessed, in full, for free.
- We have chosen 3 units.
- Each participant should choose just one unit for this activity.

Annotations and “Look-Fors”
- Content-rich Text (T)
- Targeted set of Standards (CCSS)
- Close Reading and Text-dependent Questions (TDQ)
- Academic Vocabulary and Language (AL)
- Discussion (D)
- Formative Assessment (FA)
- Student Supports (SS)

These directions are also found in the Participant Guide.
Slide 27

The purpose of this slide is to give participants a few minutes to compare units with other participants who reviewed a different unit.

10 minutes: Direct partners to join another pair for an unstructured discussion of what they found, and didn’t find, in their units. If questions arise during this portion of the workshop, ask them to post the questions on a chart paper labeled “Parking lot.” (During the break, the facilitator should look at these questions. If they will not be answered later in the presentation, and if they have a bearing on activities, the facilitator should take time to address them.)

Slide 28

5 minutes.
The purpose of this slide is to let participants know that we have created a sample unit template based on the elements we see in exemplary CCS-aligned units. We will use this template in a later module. Review these items VERY briefly, as they will not be working with the unit template in this module. Remind participants that formative assessment occurs at the lesson level, and is integrated into instruction. Show them where this is located in their Participant Guide.

The purpose of this slide is to show participants where the sample lesson template is located that they will use in the next few activities. Explain that not all lessons follow this pattern (of the template), but the template provides guidance. Show them where the template is located in their Participant Guide. Point out that for today’s activities, 3 standards have been placed in the template. At the lesson level, there should not be more than a few standards for any given lesson.
Slide 31
The break should be 10 minutes. Remind the participants to try to be timely in their return.

Slide 32
Blank.

Slide 33
(100 minutes) In Part 3, participants will learn more about specific elements of close reading and will practice those elements. Building on Module 1, participants come to a deeper understanding of the relationship of academic language to close reading. They review the sequencing of text-dependent questions introduced in Module 1. They will learn more about types and purposes of text-dependent questions, including questions for general understanding, key details and inferences, academic language, craft and structure, and to discern author’s purpose. They begin to build a close reading lesson by selecting and reading a short text.
Remind participants of these two bookend standards for reading. While all of the reading standards require reading closely, these two summarize both the purpose and the requirement for close reading.

The purpose of this slide is to explain how close reading relates to the 3 instructional shifts introduced in Module 1.

- The practice of close reading is a way in which readers are able to address all of the shifts.
  - We read closely to build knowledge from text;
  - we find evidence by reading text closely;
  - and close reading is a way to scaffold students toward independence in reading complex text and building vocabulary and language skills.
- In order for teachers to scaffold students toward independently reading and comprehending complex text, teachers must first read the text themselves.
- Teachers read the text thoroughly, identify big ideas and key details in the text, determine the organizing structure of the text, and identify potential barriers in terms of vocabulary and academic language.
- Text-dependent questions serve as models for the kinds of questions good readers ask themselves.
The purpose of this slide is to provide a context for WHY close reading has become a symbol of CCSS. Like the shifts, it is really how literacy instruction in the CCSS differs from previous practice and it is a key to reading success and college readiness.
Talk and Turn to your partner: What have been some struggles using close reading of complex text; what have been some successes?

Remind participants that they saw this slide in Module 1. Let them know that we will be practicing creating text-dependent questions today. Remind them of the two big steps in creating text-dependent questions (Phase 1 and Phase 2).
Activity 3a

Slide 38

Direct participants to choose a text that they will continue to use throughout the remainder of the day’s activities. They may choose from the following:

- One that you brought with you today, or
- One of the selections from the Appendix of the Participant Guide

Direct participants to the appropriate page in their Participant Guide and review the 3 column Close Reading Organizer.

Slide 39

Explain that now they have identified core content, challenging parts of the text, and key vocabulary, we are going to dig a little more deeply into the choice and treatment of vocabulary. These college and career ready anchor standards relate to vocabulary.

**CCSS.ELA-Literacy.CCRA.L.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-Literacy.CCRA.L.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCSS.ELA-Literacy.CCRA.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.CCRA.L.6**

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for...
reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Slide 40

- Remind participants that in Module 1, we learned about the 3 tiers of vocabulary, and that both tiers 2 and 3 were important to teach.
- **We also discussed that Tier 2 words are often overlooked in instruction because they are not domain specific, nor easily defined. Yet they are important for instruction because they carry meaning of the text and help carry content.**
- Ask participants to look at the vocabulary words they chose for their close reading lesson. Consider whether the words are general academic words (Tier 2) or domain specific (Tier 3).


Slide 41

The purpose of this slide is to differentiate academic language from vocabulary.

- **We often hear the terms Academic Vocabulary and Academic Language used interchangeably.**
- Academic language is more than just the unfamiliar vocabulary that students encounter in their content area classes, or the texts that they are required to read.
- While academic vocabulary is a component of academic language, there are other aspects of the language of school that are crucial predictors for academic success—some of which are not easily defined.

Read the examples, below:
Information “packing”: As we learn more precise words and structures, we are able to express complex ideas in shorter ways. E.g., “Water being turned into steam by heat and then going into the air,” becomes “evaporation.” A feature of academic texts is that more information is compacted into fewer words. It is dense language.

Linking ideas (pronoun reference, connectors): More complex texts use pronoun references, or shift the words used to refer to the same person or thing within a text, e.g. “she”/”Mary”, or calling a cruel king “the tyrant” in another part of the text. Also, more complex texts use connectors that may be unfamiliar to students, for example, “however,” “therefore,” or “consequently.”

Structure of discourse: Different kinds of text are structured differently, and students may not understand the text because they don’t understand the structure. For example, the structure of an argumentative text is different than that of a narrative. Texts are organized differently in different domains as well.

Level of formality: Academic language, in general, is more formal than everyday speech. In addition, different types of contexts require different kinds of speech. Students need to be able to recognize this within texts so that they are better able to understand what they are reading. Is this a business proposal? Or is it a dialogue in everyday informal language? This extends to writing as well, so that students understand that the level of formality must match the audience, purpose, and occasion.

(SERP = Strategic Education Research Partnership: SERP is designed to provide the infrastructure to make a coherent and sustained research, development, and implementation program possible.)

Have pairs determine the academic language in this brief essay. Participants discuss and highlight the words and phrases that help to make this an example of academic language and less common or informal language. They can find the excerpt on Page 17 of the Participant Guide The extract is taken from Darwin’s book The Voyage of the Beagle. In the book he describes his voyage around the world as a ship’s naturalist. On this voyage he gathered evidence that was to lead him to put forward his Theory of Evolution.
The phrases in red are those that are used to reflect the expectations of academic English.

<table>
<thead>
<tr>
<th>Differences Between Informal Language and Academic Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Language</td>
</tr>
<tr>
<td>Relies more on basic discourse structures, such as narratives</td>
</tr>
<tr>
<td>More dependent on vocabulary found in listening and speaking</td>
</tr>
<tr>
<td>Relatively contextualized, reader or listener are familiar with the concepts and vocabulary</td>
</tr>
<tr>
<td>Uses personal pronouns, simple transition words and lack of rich and varied word choice.</td>
</tr>
</tbody>
</table>

Differences between informal language and academic language - Informal language, for example, typically relies on more basic discourse structures, such as narratives, while the use of academic language often requires the use of specific linguistic functions, such as persuading, hypothesizing, reporting facts or findings, or presenting an argument. Informal language makes more extensive use of oral communication – listening and speaking with everyday language – while academic language is commonly used in more “formal” settings that require more extensive use of reading and writing skills. It can also be argued that informal language is often relatively contextualized, or used within a context that the speaker and listener are familiar with and a part of, whereas academic language is relatively de-contextualized and therefore more cognitively demanding.

Adapted from: Robin Scarcella, Academic Language: A Conceptual Framework
Slide 45

The purpose of this slide is to remind participants of how we choose and prioritize vocabulary for instruction within and beyond a text-based lesson.

Remind participants that, as they are choosing vocabulary for TDQ’s, they should also be attending to other academic language challenges that will likely interfere with students’ comprehending the text at hand.

Slide 46

The purpose of this slide is to introduce the vocabulary quadrant activity.

Vocabulary Quadrant: http://achievethecore.org/content

This vocabulary quadrant is helpful for making decisions about how to treat the vocabulary we have identified. Help participants locate the excerpt from “Living Like Weasels” in their Participant Guide. They do not need to read it – only to have it available.

Explain how and why these words were chosen.

- are Tier 3 words in this text. They are important to understanding the setting, but will not continue in importance throughout the text.
- are all Tier 2 words. They can be used in a word sort or on a word wall, and they are closely related.
- Tyrannical also fits into this category, but it would be hard to define in context.
- “lap of lichen,” is an example of academic language (“lap” is idiomatic). However, it is also something students would not encounter again, and for that reason was not included in column 2 as meriting more time and attention.

Ultimately, if the list gets too long, the teacher may just decide to define the words in column 1 and move on. In Activity 3b, participants will try this activity with their own close reading selection.
Activity 3b

Directions for this activity are in the Participant Guide. Participants will use the vocabulary they selected for their close reading lesson and, using the vocabulary quadrant, make decisions about how that vocabulary might be treated in the lesson and beyond.

Slide 48
The purpose of this slide is to remind participants of where we are in this process. They have completed Phase 1. Now we are moving on to Phase 2. Read Phase 2. Let participants know that the standards have already been selected for today.
The purpose of this slide is to review one order in which TDQ’s can be created. While there is no set process for generating a complete and coherent body of text dependent questions for a text, this process is a good guide that can serve to generate a core series of questions for close reading of any given text. **Please note that this is a recursive not a straightforward process; in backward design, we may select the text to match standards or learning goals we have already determined, and we may create the assessment first. This will help guide the TDQ’s we use!**

Read the details for each bullet, below:

**Step One: Identify the Core Understandings and Key Ideas of the Text**
As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

**Step Two: Start Small to Build Confidence**
The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

**Step Three: Target Vocabulary and Text Structure**
Locate key text structures and the most powerful words in the text that are connected to the key ideas and understandings, and craft questions that draw students’ attention to these specifics so they can become aware of these connections. Vocabulary selected for focus should be academic words “(Tier Two”) that are abstract and likely to be encountered in future reading and studies.

**Step Four: Tackle Tough Sections Head-on**
Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

**Step Five: Create Coherent Sequences of Text-Dependent Questions**
The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

**Step Six: Identify the Standards That Are Being Addressed**
Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

**Step Seven: Create the Culminating Assessment**
Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involve writing, and (c) is structured to be done independently. 

Refer participants to the “Creating Questions for Close Analytic Reading Exemplars: A Brief Guide” in their Participant Guide.

Activity 4

Direct participants to write a short series of TDQ’s, based on the content and vocabulary they identified. Remind them that TDQ’s can address academic language challenges. These may go into the “work time” section of the lesson template. Remind them that this is by no means a full lesson, and that these questions could be posed in any number of ways – not necessarily as an ask and answer routine. Allow 30 minutes for Activity 4

The purpose of this slide is to address a question that has been asked by many who are concerned that close reading and TDQ’s is a very teacher directed process. Teacher-created TDQ’s serve two purposes; they scaffold readers toward understanding complex text, and they serve as models for the kinds of questions good readers ask themselves. It is important to remember as you craft TDQ’s, that they are not always asked as a series of questions and that they deepen students’ understanding of text. They may be asked on different readings and re-readings of text. They may be asked as Quick Writes, or be structured into graphic organizers.

The purpose of this slide is to suggest ways that teachers can encourage students to refer to the text and elaborate on their answers.

To read closely, students must get beyond impressionist reading. They must come to see that simply deciphering words on a page and getting some vague sense of what is there does not translate into substantive learning. Instead, they must learn that to read well is to engage in a self-constructed dialog with the author of a text. Really good reading requires close reading. It requires one to formulate questions and seek answers to those questions while reading. It requires connecting new ideas to already learned ideas, correcting mistaken ideas when necessary. In other words, close reading requires specific intellectual work on the part of the reader.

This information was adapted from *How to Read a Paragraph: The Art of Close Reading* by Richard Paul and Linda Elder (2014).
Slide 54

Remind participants of the need to be timely. Allow 45 minutes. State time to return.

Slide 55

Blank.

Slide 56

(60 minutes) This backward design portion is meant only as general information and guidance so that participants will understand where a close reading lesson might fit into an overall unit. Module 4 will go more deeply into unit design.
Connecticut Core Standards for ELA & Literacy
Grades 6–12: Supporting All Students in Close Reading, Academic Language, and Text-Based Discussion

Module 2 Facilitator Guide

Text-based Discussion

Classroom discourse in which a teacher or classmate asks "how do you know..." or "aren't you ignoring..." would support careful and critical attention to precisely what a text says, what the author intends, and what evidence is offered.

http://ccdd.serpmedia.org/index.php

Slide 57

Read the quote and show the video as a prelude to the article handout.

In this brief video, Catherine Snow professor and researcher at Harvard University discusses a project in which she is involved through SERP. SERP is an organization that provides a structure for research and research based programs carried out in field sites – schools and school districts, who work in partnership with SERP. In this video, Dr. Snow explains the importance of text-based discussion and what they hope current research on reading comprehension will reveal about text-based discussion and reading comprehension.

http://ccdd.serpmedia.org/index.php

Segment :0.00 – 1:34

Activity 5

Activity 5: Reading about Classroom Discussion

Activity 5 Using the 4 A’s Protocol
1. Choose a facilitator and a timekeeper.
2. Read the excerpt silently from the bottom of p. 6 through the first column of p. 8.
3. Make notes in your Participant Guide (8 minutes)
4. Conduct a discussion, using the 4 A’s protocol (8 minutes)
5. Discuss: "What does this mean for our work with teachers and students?" (5 minutes)
6. Share out with the whole group. (5 minutes)

Slide 58

Description of the Activity:

Participants read and annotate a handout excerpt from an IRA policy brief, “Close Reading and Far-Reaching Classroom Discussion: Fostering a Vital Connection” (Snow & O’Connor, 2013 retrieved from: http://www.reading.org/Libraries/lrp/ira-lrp-policy-brief--close-reading--13sept2013.pdf). In groups of 4, they use the 4 A’s Protocol, to discuss the article, and prepare to answer the question, What implications does this excerpt have for our work with teachers and students?

http://www.nsr_fharmony.org/protocol/doc/4_a_text.pdf

1. Point out the location of the activity in their Participant Guide. This summary is in the Participant Guide. Explain that they are going to read an excerpt from a longer article and discuss it. You will summarize the parts of the article they are not reading.
2. Read this summary: The authors, Snow and O’Connor examine close reading and consider the advantages, as well as the limitations of close reading. They suggest ways in which close reading might be usefully supplemented by other classroom practices, to ensure that it supports comprehension and to avoid problems from an excessive focus on close reading, such as student frustration, a decline in motivation to read, and reduction in opportunities to learn content.

3. Review the directions and point out the location of the protocol grid in their Participant Guide. The sections of the article participants will read address the relationship between classroom discussion and close reading. They read, beginning at the bottom of page 6 through the first column on page 8: “Narrow Close Reading Undermines Valuable Classroom Discussion,” and, “Productive Close Reading.”

Choose a timekeeper and facilitator.

Read the excerpt silently, making notes in the table for each of the 4 A’s and highlighting sentences, phrases, or words in the text as evidence. (8 minutes)

- What Assumptions does the author of the text hold?
- What do you Agree with in the text?
- What do you want to Argue with in the text?
- What part of the text do you want to Aspire to or Act upon?

In a round, have each person identify one assumption in the text, citing the text as evidence. (1 minute per person, 4 minutes total)

In the second round, each participant may choose any one of the remaining 3 A’s to share. (1 minute per person, 4 minutes total) Please note, this is a variation on the original 4 A’s which continues in rounds for each of the remaining A’s.

End the session with an open discussion framed around the questions: What does this mean for our work with teachers and students? (4 minutes)

One person from each table will share briefly about his/her table’s discussion. (5 minutes total)

Activity 6a

Description of the Activity:

In Activity 6a, participants will view a video of a secondary class engaged in text-based discussion, and will consider the importance of protocols for creating a productive environment for students. They will also note
where formative assessment opportunities arise during the lesson. (The video can be found here: http://vimeo.com/54871334 A Protocol for Learning to Cite Evidence from Expeditionary Learning.)

In Activity 6b, after viewing and discussing the video, participants will select a protocol from a list of discussion protocols, learn about it, and explain to others.

Activity 6b

Description of the Activity:

In Activity 6a, participants will view a video of a secondary class engaged in text-based discussion, and will consider the importance of protocols for creating a productive environment for students. They will also note where formative assessment opportunities arise during the lesson.

In Activity 6b, after viewing and discussing the video, participants will select a protocol from a list of discussion protocols, learn about it, and explain to others. (The video can be found here: http://vimeo.com/54871334 A Protocol for Learning to Cite Evidence from Expeditionary Learning.)
Explain to participants that these protocols are described in their Participant Guide. At their table, each of them should choose a different protocol and study it briefly. Then they will describe it to others at their table.

There is a total of 105 minutes for the UDL Section of today’s module. There are an additional 40 minutes for reflection and planning. Although there is no specified break in the afternoon, take a 5 minute break as needed.
The Big Question from Anchor Reading Standard 10:

How do we help all students become independent and proficient readers (and writers) of complex text?

Slide 65

The purpose of this slide is to engage participants in thinking about supporting all students.

- Ask a participant to read the question and to share ideas on how this can be accomplished.
- Explain to participants that this is the essence of Connecticut Core Standards for ELA & Literacy: Engagement in reading content-rich text; reading, writing, speaking with evidence; and attentiveness to academic language will all lead to Standard 10.
- Point out that students need to be guided towards becoming independent, efficient, and proficient readers.
- The next section of this module focuses on increasing student success.
- How well teachers align, design, and deliver lessons will impact how well students learn.

Universal Design Principles

- Not one size fits all
- Design from the beginning; not add on later
- Increase access for all

Slide 66

The purpose of this slide is to explain the big idea of Universal Design. Ask participants, “Who benefits?” Beside the intended beneficiary with a disability, who else benefits from preplanned accessibility?

Listen for answers such as, “Mothers with strollers, bicyclists, workers with hand trucks, folks with heavy groceries, folks who are trying to sleep while others are watching TV.”
Why is UDL necessary?

Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play: Recognition, Strategic, and Affective http://www.cast.org/udl/

Universal Design for Learning

- Principle 1
  - Provide multiple, flexible methods of representation.
- Principle 2
  - Provide multiple methods of expression and action.
- Principle 3
  - Provide multiple, flexible options for engagement.

Based on brain information on previous slide, UDL is a set of principles for curriculum development that give all learners equal opportunities to learn. It provides a blueprint for creating instructional goals, methods, materials, and assessments that work for every learner. It is not a single, one-size-fits-all solution but rather flexible approaches that can be customized for individual learner needs.
10 minutes total Click “Practices” to open link to http://www.youtube.com/watch?v=pGLTJw0GSxk. The video is 6 minutes and 36 seconds. The presenter is Dr. David Rose, former co-founder and Chief Educational Officer of CAST. As an introduction to the facilitator’s presentation on UDL, participants will listen to the overview. Ask them to consider the questions on the slide as they listen to Dr. Rose. After viewing the video have participants take about 5 minutes to discuss the questions on the slide. Share out the responses to “How do you think multiple means of representation, expression and engagement may help more students be successful?”

**Note for Presenter - Possible Responses**

How do you think multiple means of representation, expression, and engagement may help more students be successful?

- Providing options and flexibility will support diverse learner needs.

**What do each of the terms (Universal, Design, and Learning) refer to in structuring learning?**

- Universal – Referring to all students
- Design – Designing curriculum, goals, methods, materials, and assessments that help students overcome barriers to learning
- Learning – The outcome for all students with universally designed lessons

From http://www.udlcenter.org/advocacy/faq_guides/common_core#question1

**Is UDL included in the common core?**

UDL is included in the section of the Common Core Standards called “application to students with disabilities.” In this section the authors referred to the definition laid out in the Higher Education Opportunity Act of 2008 (PL...
UDL not only applies to students with disabilities, it applies to all other learners as well. All students can benefit from the types of instruction used to reach learners “on the margins,” as the learning needs of all individuals vary a great deal. As such, UDL should be used within inclusive general education.

**What aligns with UDL?**

Curricula (goals, methods, materials, and assessments) designed using UDL, put an emphasis on creating effective, flexible goals, and the Common Core Standards provide an important framework for thinking about what goals will be most effective. UDL emphasizes that an effective goal must be flexible enough to allow learners multiple ways to successfully meet it. To do this, the standard must not embed the means (the how i.e., write, speak, etc.) with the goal (the what).

**What might not align with UDL?**

There are also areas of the Common Core Standards that do not align with UDL, or would not be very good goals for a UDL curriculum unless certain terms (e.g., writing, listening, speaking, and explaining) are interpreted in their broadest sense to make the standards flexible enough to remove barriers for certain students. UDL stresses that teachers should not confuse the means and the goals. There are certain standards that do just that. For example: "Tell and write time in hours and half-hours using analog and digital clocks." This presents some learners with a barrier because the act of writing is difficult for them. In this case, express would be more appropriate than write, as it allows flexibility and avoids confounding the expectation with tasks that are superfluous to the actual goal. Or, the standard would align with UDL if “write” were interpreted to permit other forms of expression.

### Slide 71

Review these questions. They can be used to guide teachers’ thinking when designing lessons using the UDL Framework.

The examples are a partial list of ways teachers can provide multiple means of presenting information. Include in your explanation how technology has increased teachers’ abilities to provide many different types of representation including images, video, PowerPoint, interactive whiteboards, etc.

**Ask participants** to add additional ways of representing and presenting information.
Review these questions. They can be used to guide teachers’ thinking when designing lessons using the UDL Framework.

Students can express what they have learned in multiple ways. Ask participants to think about all the ways technology has helped to expand how we can express and assess student learning; i.e., students can produce video and PowerPoint presentations, use word processing, record information, use images, clickers, etc. **Ask participants** to add additional actions students can take to express what they know and able to do.

**Slide 73**

Review these questions. They can be used to guide teachers’ thinking when designing lessons using the UDL Framework. Review these methods of engagement. **Ask participants** to think about one of their most engaging lessons. What did they do in planning and executing that lesson to make it engaging? What other type of flexible methods can be provided to engage students?
Module 2 Facilitator Guide

Connecticut Core Standards for ELA & Literacy
Grades 6–12: Supporting All Students in Close Reading, Academic Language, and Text-Based Discussion

Slide 74
Ask participants to review the UDL Resources for Learning at http://udlwheel.mdonlinegrants.org/
UDL Wheel - Point out the different categories for support on the wheel and that these supports are used for the entire lesson design and delivery including goals, materials, and methods for accessing instruction, guided practice, and independent practice. Mention that the UDL Wheel has an app for the iPhone, iPad or iTunes.
UDL Framework - Have participants review the UDL Framework in the Participant Guide during this time as well. Point out that they can use these resources later to add student supports to their close reading lesson.

Slide 75
Have participants take a few moments to discuss this cartoon. Ask participants, “How do you think this may be related to Universal Design?”
This is an illustration of the need for universal design, a framework that considers all students’ needs during instruction, guided, and independent practice as well as a variety of ways for assessing the learning.
The purpose of this slide is to show several types of UDL strategies that do not require technology. We now discuss several instructional strategies that align well with the Connecticut Core Standards instructional shifts. Participants will experience and apply several strategies to support learning, that are aligned to the three shifts and provide UDL supports.

**Why these instructional practices and routines?**
The Connecticut Core Standards for ELA & Literacy require teachers to coach students to develop the reading, writing, and thinking habits we want them to have. These following instructional practices and collaborative routines can help many more students read and write at higher, more sophisticated levels. Participants explore three strategies that can help increase student achievement. As they review each strategy, have them think about its alignment to the Connecticut Core Standards shifts and to UDL. After reviewing these practices, participants will apply them to grade level text.

Reference: *Thinkquiry* Toolkits 1 and 2.

---

Introduce **Analytic Graphic Organizers (AGOs)** by sharing their purpose and how they can enhance learning. Although **Analytic Graphic Organizers (AGOs)** are extremely useful tools, their usefulness is entirely determined by how the AGOs are utilized. How teachers select, teach, and support the use of an AGO can result in a powerful learning experience for students or can end up as an exercise in filling in boxes.

Have participants reflect on and share their own experiences using AGOs. Ask participants to respond to question of, “How might well-designed organizers support Shift 1?”
To help make the Frayer Model evidence-based, always ask for evidence from the text or research or “how do you know?”. For example, using this Frayer Model about stars, students write about how they know that White Dwarfs, Red Giants or Yellow Stars are all stars, and how they know that asteroids, moons and planets are NOT stars. This will increase thinking and learning. They share evidence from text and research in the space around each quadrant. Ask participants what additional UDL supports could be used with the AGO? **Note for Presenter - Possible Responses:** Images, text-to-speech, draw, presentation

Students can use a question/answer chart to write the actual evidence they used to form their answer. Students can also use a chart to show the pros and cons of an argument and cite the evidence from the text used to form their conclusions.

Teachers may consider having students number the paragraphs before reading. Point out that each of these Three Column Organizers has space for students to cite evidence from the text or texts.
Although **Analytic Graphic Organizers** (AGOs) are extremely useful tools, their usefulness is entirely determined by how the AGOs are utilized. How you select, teach, and support the use of an AGO can result in a powerful learning experience for your students or can end up as an exercise in filling in boxes.

To ensure that the AGO is a strategy and not a worksheet, make certain it:

1. Addresses a Connecticut Core Standards shift.
2. Is aligned to the lesson goals and objectives.
3. Increases rigor by adding an area where students can write how they know or why this is true.
4. Helps formulate or enhance written responses by having students use the AGO to organize a summary or written response with evidence.
5. Provides for evidence-based practices. Have students show the evidence in the text for their responses.

To do this add: why?, how do you know?, and where is the evidence? to the AGO.

There are many different types of organizers. Participants will review the Frayer Model, a text comparison tool, and the AGOs in their Participant Guide. With their partner, they will return to their lesson template and determine an appropriate AGO aligned to the standards to support students. Remind participants, with any AGO, it must align to the standards and the goals and add a place for students to provide evidence or answer “how do you know?”

**Stop here and have participants read and discuss the information about Analytic Graphic Organizers on pages 41-43 in the Participant Guide. Ask how AGOs can support building background knowledge as students read and ask them to add 1 AGO to their close reading lesson.**
Slide 82

Direct participants to examples of instructional strategies that align with instructional Shift 2 on page 44 of the Participant Guide.

Slide 83

Ask participants if they find that their students sometimes race through an assigned reading and at the end can't tell them about anything that they read? With the Connecticut Core Standards, repeated readings and conducting close readings, students will need a way to slow down and deeply focus on the content of the assigned reading. Coding the text will help students read more carefully and closely. Set a minimum number of codes they should have on the text to encourage use.

Review with participants what coding of the text might look like:
1. Begin with short texts on interesting topics that are worth re-reading.
2. Ask students to read a text 3 times.
3. The first time, students should read independently while using three codes to mark up the text: I know/agree with this (!), I disagree with this (x), I am confused (?). Students should also underline words they do not know. Students can rate their understanding on a scale from one to ten.
4. Then, with a partner, they should read through the text again and compare their coding and share meanings of words or suppositions about what is meant in places where one or both partners were confused.
5. After reading the piece twice, ask students to rate their understanding again on a scale from one to ten to see if it has improved.
6. Then, have the partners meet in a small group to read through and discuss the piece, their understanding, and any questions they still have. After the third reading, students write or audio-record about how their understanding of the text changed from the first to third reading, noting questions or problems they still have.
These steps facilitate the growth of students’ metacognitive skills as well as comprehension because students engage in gauging their understanding of text before they read, while they read, and after they read.

Slide 84

After students are comfortable with coding using teacher-provided codes, encourage them to develop additional codes appropriate for reading a particular text. Explain to participants that different genres may lead to different types of coding. For example, students may look for an author’s use of metaphor (M), similes (S) or symbolism (Sym) as a method of emphasis. In citing evidence, students may look for the actual words the person used (W), the actions they took (A) and what others said about the person (O) as a way of coding types of evidence.

Slide 85

Direct participants to examples of instructional strategies that align with instructional Shift 3 on pages 45-48 of the Participant Guide.
Ask a participant to read the quote aloud. Point out that the research is clear that classifying information helps students to think about how things are alike, how they may be different, and how they may be connected. Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001).

Word Sort is a classification routine where the teacher provides lists of words that students cluster together in meaningful ways to evolve main ideas or determine conceptual relationships (closed sort). The students may also sort the words by characteristics and meanings and then label the categories (open sort) (Gillet & Kita, 1979).

**Note:** Words Sorts are most effective when used as a collaborative routine because students can discuss multiple ways that the words on the list are related, thereby developing a more robust understanding of the terms. Discussing and classifying are two effective ways to help students learn and remember academic vocabulary.

To start using word sorts, state that the purpose of a Word Sort is to develop and remember deeper understandings of vocabulary terms and learned concepts.

**PURPOSE:** for use after reading, helps students to:
- learn vocabulary by classifying words based on characteristics or meanings
- recognize the relationships between terms that are related to the same concept
- reason, analyze, classify and form analogies
- enhance interest in vocabulary development through a multi-sensory experience as they manipulate words while sharing their thinking
- develop divergent thinking when open sort is used
To start using Word Sorts, state that the purpose of a Word Sort is to develop and remember deeper understandings of vocabulary terms and learned concepts.

**PURPOSE: for use after reading, helps students to:**
- learn vocabulary by classifying words based on characteristics or meanings
- recognize the relationships between terms that are related to the same concept
- reason, analyze, classify and form analogies
- enhance interest in vocabulary development through a multi-sensory experience as they manipulate words while sharing their thinking
- develop divergent thinking when open sort is used

There are 2 types of Word Sorts: closed and open. When using Word Sorts, teachers may use this sequence for scaffolding this process after reading text.

1. Provide a word bank and the categories (closed)
2. Provide the categories, have student take words from the text (closed) (This gets students to read the text closely.)
3. Provide words, have students create the categories (open)

Tell participants that the next two slides illustrate a closed sort and an open sort. After these have been reviewed they will work on both Word Sorts with a partner.

**Closed Word Sort**

<table>
<thead>
<tr>
<th>Language that describes Uranus</th>
<th>Language that describes Gêa</th>
<th>Language that describes Chaos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word(s)</td>
<td>Evidence</td>
<td>Word(s)</td>
</tr>
</tbody>
</table>

Words can be used more than once

This is a sample closed word sort. Point out to participants that this word sort includes a column to relate where they found the evidence for placing the word in this category. This can be a quote from the text.

Let participants know that there is a short narrative about Uranus and Gêa and on page 47 in their Participant Guide. They use this to complete the closed word sort. Remind participants that words can be used more than once. All answers are acceptable as long as they can be backed up with evidence.

**ORIGIN OF THE WORLD.—FIRST DYNASTY.**

**URANUS AND GÊA. (Cœlus and Terra.)**

The Project Gutenberg EBook of Myths and Legends of Ancient Greece and Rome, by E.M. Berens

www.gutenberg.org
Slide 89

This is an example of an open Word Sort.

<table>
<thead>
<tr>
<th>Open Word Sort Example</th>
<th>Geography word sort</th>
</tr>
</thead>
<tbody>
<tr>
<td>plateau</td>
<td>tundra</td>
</tr>
<tr>
<td>tributary</td>
<td>isthmus</td>
</tr>
<tr>
<td>oasis</td>
<td>peninsula</td>
</tr>
<tr>
<td>fjord</td>
<td>steppe</td>
</tr>
</tbody>
</table>

Slide 90

In this segment, you will see eighth grade students involved in sorting and finding relationships between words. As you view this video, look for supports that the teacher infuses into the lesson. The video can be found here: http://vimeo.com/84900192 Interactive Word Wall from Expeditionary Learning. The teacher played an essential role during this work and think time.

1. What did you notice about the strategies she used to push the learning forward for her students?
2. How did she help make all students successful?
3. Which of these strategies might you use with your students to support their learning?
4. What planning needed to happen prior to this lesson to set students up for success?
Activity 7

Have participants look for multiple methods of representation, expression, or engagement that the teachers use in the video. The video can be found here: https://www.teachingchannel.org/videos/common-core-collaborative-discussions Arguing the Pros and Cons of Teen Driving from the Teaching Channel.

Activity 8

Adding Universal Design for Learning Supports to a Lesson
When designing lessons, consider UDL supports and practices for the lesson goals, the materials and methods, the instruction, and how students are assessed.

Activity 8

1. Revisit the close reading lesson you began in Activity 2.
2. Working with your partner, consider strategies for Multiple Means of Representation, Expression, and Engagement.
3. Add examples of UDL supports to the lesson, restructuring the lesson as necessary.

Allow 15 minutes for this activity; adjust time as needed.
Divide into groups by grade levels (of lessons). Ideally, a group will have three sets of partners or 6 people. (Allow 15 minutes for this activity; adjust time as needed.)

Point out the different resources participants have for planning lessons.

Blank.
Activity 10

Activity 10: Action Planning

1. Reflect on today’s learning.
2. Work with your school team (or with a job-eligible partner from another school) to review today’s activities.
3. Develop a strategy for sharing Module 2’s key messages and resources (e.g., presentation, videos, resource links, and aligned instructional practices) with colleagues back at your school.

(Allow 25 minutes for this activity; adjust time as needed.)

Closing Activities

Adjusting for time, you may want to ask groups to share some of their ideas from Activity 10.
The Post-Assessment will be the same as the Pre-Assessment they took in the beginning of the session. This assessment is to gauge their learning based on the activities of the morning. They will find the Post-Assessment in the Participant Guide (3-4 minutes). Ask for further thoughts, questions.

Remind participants to complete the online Session Evaluation. Ask for further thoughts, questions.

Blank.