

Module 2
Facilitator Guide

Supporting All Students in Close
Reading, Academic Language, and
Text-Based Discussion

Connecticut Core Standards for
English Language Arts and
Literacy



Grades 6–12

Systems of Professional Learning

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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.

Prerequisite	None
Duration	Full day
Outcomes	<p>By the end of the module, participants will have accomplished the following:</p> <ul style="list-style-type: none"> Assessed their understanding of the instructional shifts, lesson design, aligned instructional practices, and Universal Design for Learning. Discussed with colleagues the experience of sharing activities and messages of Systems of Professional Learning Module 1. Become familiar with components of CCS-ELA & Literacy lessons and lesson design through backward planning that includes student learning goals, assessment evidence, and instructional sequence. Deepened their understanding of text selection, close reading, academic language, and text-based discussion. Learned how text selection, close reading, academic language, classroom discussion, and supports are integrated into unit and lesson design.

- | | |
|--|---|
| | <ul style="list-style-type: none"> • 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 shifts¹: 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.

¹ Student Achievement Partners (2012). Common Core Shifts for English Language Arts/Literacy. <http://www.achievethecore.org/>.

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)
<http://achievethecore.org/page/45/short-guide-to-creating-text-dependent-questions>
- 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:

- Gray, J. (2005) "Four A's Text Protocol." National School Reform Faculty. Harmony Education Center.
http://www.nsrfharmony.org/protocol/doc/4_a_text.pdf
- Snow, C. & O'Connor, C. (2013). *Close reading and far reaching classroom discussion: a vital connection*. International Reading Association <http://www.reading.org/Libraries/lrp/ira-lrp-policy-brief--close-reading--13sept2013.pdf>

Video

- Catherine Snow discusses a project in which she is involved through SERP
<http://ccdd.serpmedia.org/index.php>

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

- Lesson Plan Template

Video:

- *Students Cite Evidence from Informational and Literary Text* from Expeditionary Learning
<http://vimeo.com/54871334>

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>
- *Interactive Word Wall* from Expeditionary Learning <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>

PowerPoint Slides:

- 91–92

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
- 21, 24, 29, 36
- 46, 48, 50, 53
- 55, 57, 59, 61
- 63, 85, 89

Slide 1

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CONNECTICUT
CORE STANDARDS

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Connecticut Core Standards
for English Language Arts & Literacy

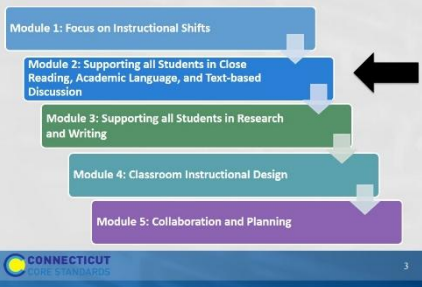
Systems of Professional Learning

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



Slide 3

This slide provides a visual showing how the topics for the professional development modules fit together. Briefly explain to participants.

Today's Agenda

- Morning Session: CCS-ELA & Literacy
 - Opening Activities and Pre-Assessment
 - Sharing our Successes and Challenges
 - Examining the Structure of an Exemplar Unit
 - Digging Deeply: Close Reading, Academic Language, and Text-dependent Questions
 - Connecting Close Reading and Classroom Discussion
- Afternoon Session
 - Supporting all Students through Universal Design for Learning
 - Reflecting and Planning
- Post-Assessment, Session Evaluation, & Wrap Up



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Slide 4

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.



Module 2 Grades 6–12: Supporting All Students in Close Reading, Academic Language, and Text-based Discussion

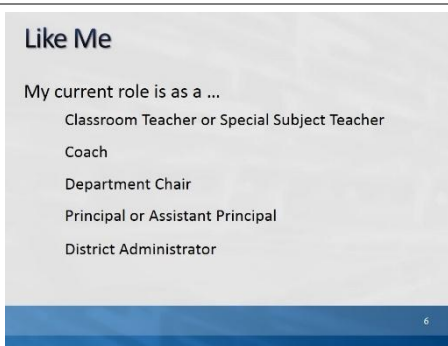


- Forming Today's Community
- Quick Write
- Pre-Assessment

5

Slide 5

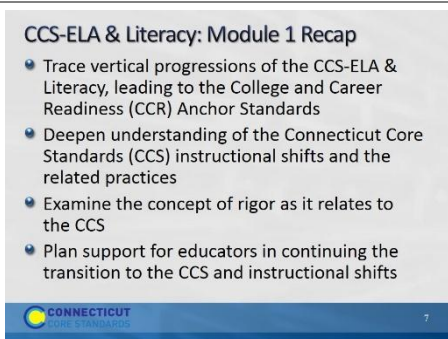
(Since participants will not be with exactly the same group of coaches as they were in Module 1, it is important to identify who is in the room, and to give them an opportunity to introduce themselves.)
Remind participants that regardless of which session they attended for Module 1, they saw the same 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)



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.



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Slide 8

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CCS-ELA & Literacy: Module 2 Outcomes

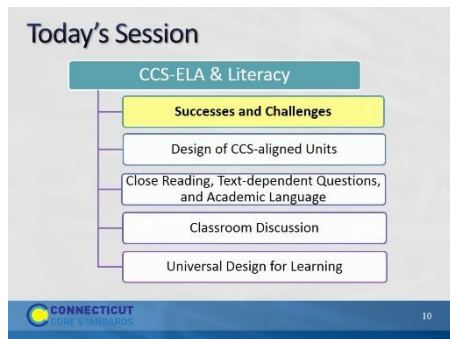
- Become familiar with curriculum design process
- Examine exemplary Common Core units
- Deepen understanding of close reading, text-dependent questions, academic language, and text-based discussion
- Learn principles of Universal Design for Learning (UDL) to support all students
- Plan support for educators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

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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.



Slide 10

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.



Slide 11

20 minutes total: Facilitator, be quick with directions.

Activity 1

Activity 1: Sharing Successes and Challenges

Activity 1: Numbered Heads Together

1. Number off around the room as directed by your facilitator.
2. Meet with 2 others who have the same number as you.
3. Appoint a timekeeper and a reporter for your group.
4. Use the protocol on the next slide to guide your conversation.

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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.

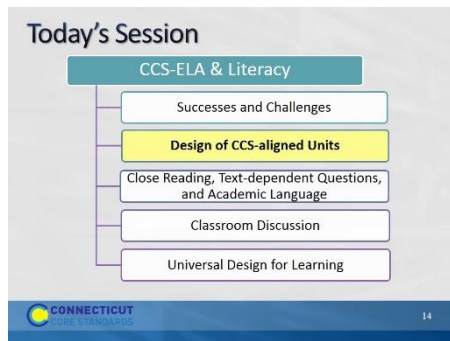
Protocol for Sharing

1. Each coach takes a turn sharing with the group whatever he or she chooses from the Quick Write notes (2 minutes).
2. After the participant speaks, others may ask clarifying questions (2 minutes).
3. The speaker responds to questions, and reflects on whether he or she felt the activity was successful (1 minute).
4. Each coach follows the others in turn.
5. If the sharing takes less time than expected, continue with general conversation until 15 minutes have elapsed.

CONNECTICUT CORE STANDARDS 13

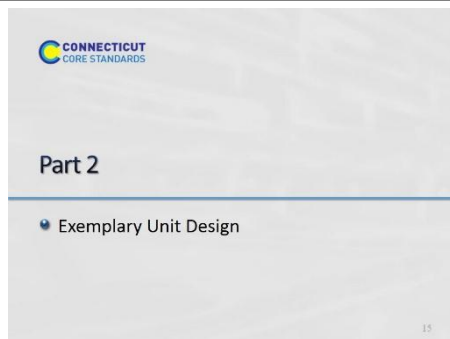
Slide 13

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.



Slide 14

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 Ccorestandards website.

CCS-Aligned Units and Lessons

- Design learning goals and assessments before lessons
- Derive learning goals directly from CCS
- Use appropriately complex text
- Embed formative assessment practices
- Build toward performance assessments
- Include close reading, academic vocabulary, and collaborative protocols
- Consider the learning needs of all students

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Slide 16

10 minutes for the next 5 slides

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?

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Slide 17

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)

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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.

Stage 2 – Evidence

- Directly reflects goals identified in Stage 1
- Elicits evidence to validate that the targeted learning has been achieved
- Sharpens and focuses teaching
- Performance tasks: Students apply learning to a new and authentic situation to assess their understanding and ability to transfer their learning
- Other evidence: Assessments of discrete knowledge and skills



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Slide 19

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.

Stage 3 – Instructional Activities

- Instructional activities are designed *after* identifying desired knowledge, skills, and understanding, and determining acceptable evidence toward those goals
- Formative assessment practices are part of lesson design to check for student understanding and progress toward desired goals
- Activities are differentiated to ensure that all students will reach the desired outcomes

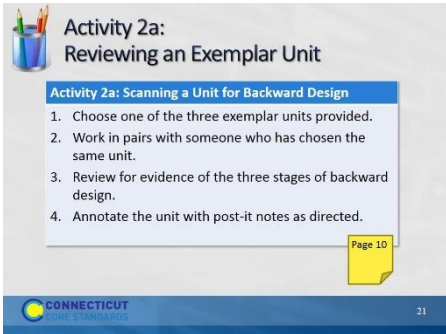


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Slide 20

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.

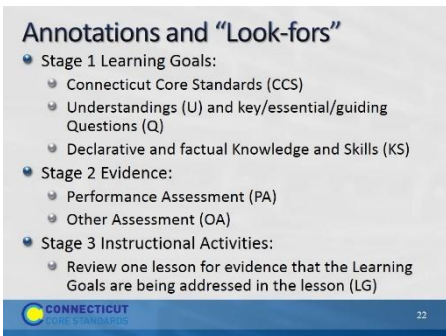
Activity 2a



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 Cctcorestandards 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.

Zooming in on a Lesson

- Content-rich text
- Targeted set of standards
- Close reading and Text-dependent Questions
- Academic vocabulary
- Discussion
- Formative assessment
- Student supports



Slide 23

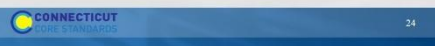
Explain to participants that we will move directly into the next part of reviewing the unit and they will have an opportunity to share what they found with others after.

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.

Formative Assessment

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes (FAST SCASS, October 2006). As can be seen, formative assessment is a process, not a "thing."

<http://www.ccsso.org/Documents/FASTLabels.pdf>



Slide 24

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

Activity 2b: Reviewing an Exemplar Unit

Activity 2b: Looking Closely at a Lesson

1. Work in pairs with the same person as in Activity 2a.
2. Focus on **one lesson** in the unit you chose, making sure that it is a text-based lesson.
3. Annotate the lesson with post-it notes as directed on the next slide.

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Slide 25

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 Ccorestandards 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 (CCS)
- Close Reading and Text-dependent Questions (TDQ)
- Academic Vocabulary and Language (AL)
- Discussion (D)
- Formative Assessment (FA)
- Student Supports (SS)

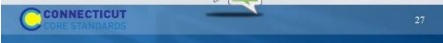
CONNECTICUT CORE STANDARDS 26

Slide 26

These directions are also found in the Participant Guide.

Compare Units and Lessons

- Join a set of partners who reviewed a different unit.
- Share evidence of the elements of backward design that you found in your units.
- Share elements of text-based lesson design in your lessons.
- Discuss questions or concerns that arose as you were reviewing your units and lessons.



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.)

Quick Write

- Use the "Quick Write" section of the *notepad* in your Participant Guide.
- In the section labeled "Reviewing a Unit and a Lesson," jot down notes about anything you think was significant from this activity that can be applied to Core Standards work in your school or district.



Slide 28

5 minutes.

Sample Unit Template

- Grade, Unit #, and Title
- Unit Overview
- CT Core Standards
- Core Understandings and Essential Questions
- Knowledge and Skills
- Assessments
- Vocabulary
- Resources
- Supports

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Slide 29

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.

Sample Lesson Plan Template

- Unit and Lesson Title
- CT Core Standards
- Learning Targets (Knowledge and Skills/ Guiding Questions)
- Sequence and Materials
- Opening, Work Time, Closing, and Assessments
- Meeting Students' Needs

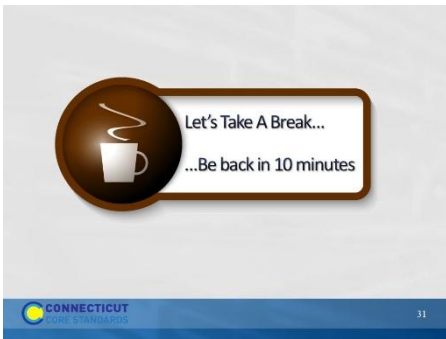
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CORE STANDARDS

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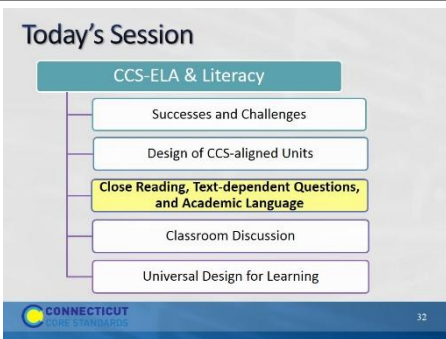
Slide 30

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.



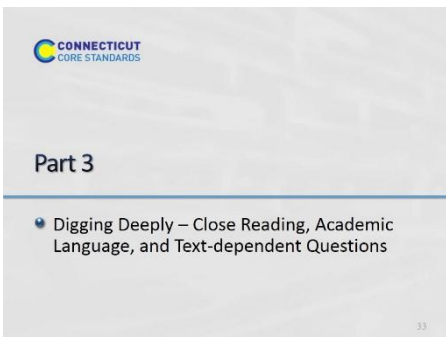
Slide 31

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.

Anchor Standards for Close Reading

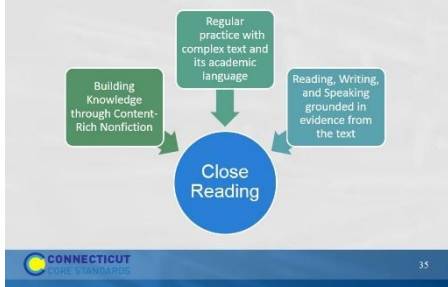
- CCSS.ELA-Literacy.CCRA.R.1
 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-Literacy.CCRA.R.10
 Read and comprehend complex literary and informational texts independently and proficiently.



Slide 34

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.

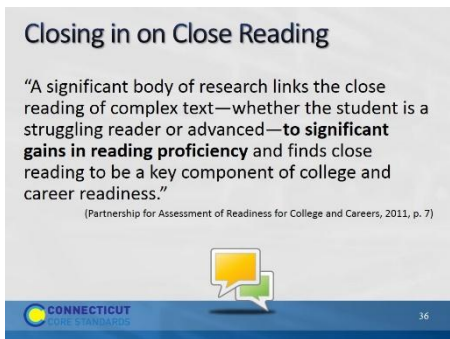
Close Reading and the Instructional Shifts



Slide 35

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

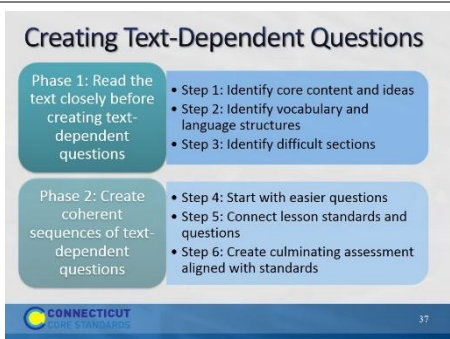
- The practice of close reading is a way in which readers are able to address all of the shifts.
 - We read closely to build knowledge from text;
 - we find evidence by reading text closely;
 - and close reading is a way to scaffold students toward independence in reading complex text and building vocabulary 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.



Slide 36

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.

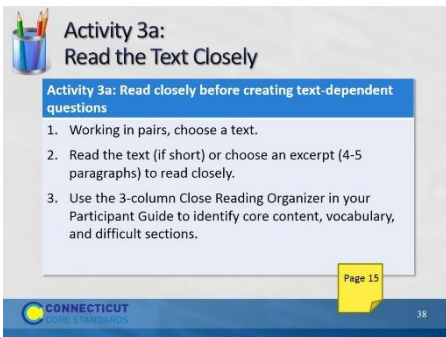
Talk and Turn to your partner: What have been some struggles using close reading of complex text; what have been some successes?



Slide 37

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

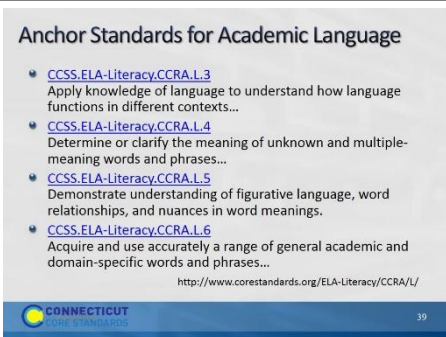


Slide 38

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.

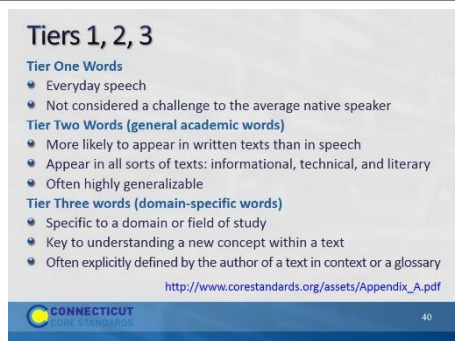
CCSS.ELA-Literacy.CCRA.L.5

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

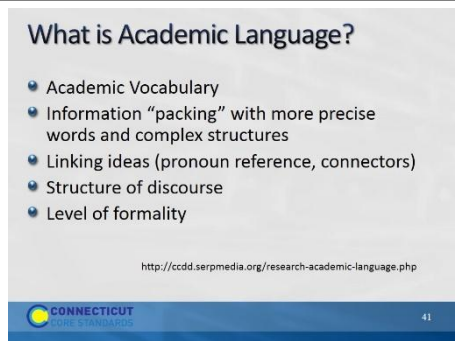
reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



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).

(Found in Appendix A. Tiers are credited to Beck, I. L., McKeown, M. G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, NY: Guilford.)



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.

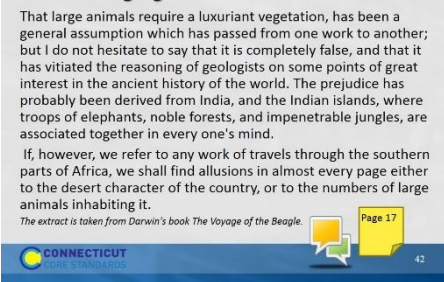
(SERP = Strategic Education Research Partnership: SERP is designed to provide the infrastructure to make a coherent and sustained research, development, and implementation program possible.)

What Makes This an Example of Complex Text and its Academic Language?

That large animals require a luxuriant vegetation, has been a general assumption which has passed from one work to another; but I do not hesitate to say that it is completely false, and that it has vitiated the reasoning of geologists on some points of great interest in the ancient history of the world. The prejudice has probably been derived from India, and the Indian islands, where troops of elephants, noble forests, and impenetrable jungles, are associated together in every one’s mind.

If, however, we refer to any work of travels through the southern parts of Africa, we shall find allusions in almost every page either to the desert character of the country, or to the numbers of large animals inhabiting it.

The extract is taken from Darwin’s book *The Voyage of the Beagle*.



Slide 42

Have pairs determine the academic language in this brief essay. Participants discuss and highlight the words and phrases that helps 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.*

What Makes This an Example of Complex Text and its Academic Language?

That large animals **require a luxuriant vegetation**, has been a general assumption which has passed from one work to another; **but I do not hesitate to say** that it is completely false, and that it has **vitiating the reasoning** of geologists on some points of great interest in the ancient history of the world. **The prejudice has probably been derived** from India, and the Indian islands, where troops of elephants, **noble forests, and impenetrable jungles**, are associated together in every one's mind.

If, however, we refer to any work of travels through the southern parts of Africa, **we shall find allusions** in almost every page either to the desert character of the country, or to the numbers of large animals inhabiting it.

The extract is taken from Darwin's book *The Voyage of the Beagle*.



Slide 43

The phrases in red are those that are used to reflect the expectations of academic English.

Differences Between Informal Language and Academic Language

Informal Language	Academic Language
Relies more on basic discourse structures, such as narratives	Specific linguistic functions are more important (persuading, hypothesizing, presenting an argument, reporting)
More dependent on vocabulary found in listening and speaking	More extensive use of reading, writing and words not usually found in oral vocabulary
Relatively contextualized, reader or listener are familiar with the concepts and vocabulary	Relatively de-contextualized and cognitively demanding
Uses personal pronouns, simple transition words and lack of rich and varied word choice.	Requires greater mastery of range of linguistic features (Scarcella 2003)




Slide 44

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 decontextualized and therefore more cognitively demanding.

Adapted from: Robin Scarcella, *Academic Language: A Conceptual Framework*
 A Technical Report, University California, Irvine, 2003

Choosing Vocabulary

- Which words
 - are most critical to understanding the text?
 - will students likely encounter again?
 - will be useful in their writing?
 - can be worked with in a variety of ways, and connect to other words and concepts?
 - add specificity to a concept students already know?



45

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.

Vocabulary Analysis Sample: “Living Like Weasels”

	These words merit less time and attention	These words merit more time and attention
Meaning Can be Determined from Context	carcasses suburbia nonchalance	dismantled supposition
Meaning Needs to be Provided	terra firma lap of lichen	utterance ignobly ensconced supple

Source: <http://achievethecore.org>



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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

Activity 3b:
Making Decisions about Vocabulary

Activity 3b: Choosing and Using Vocabulary

1. Working with the vocabulary you selected from your close reading excerpt, use the vocabulary quadrant to make decisions about how those words might be taught in an actual lesson.
2. Following the example, place your vocabulary words into a grid to determine their relative importance to the lesson.
3. Use this quadrant in Activity 4 as you craft text-dependent questions.

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Slide 47

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.

Creating Text-Dependent Questions

Phase 1: Read the text closely before creating text-dependent questions

- Step 1: Identify core content and ideas
- Step 2: Identify vocabulary and language structures
- Step 3: Identify difficult sections

Phase 2: Create coherent sequences of text-dependent questions

- Step 4: Start with easier questions
- Step 5: Connect lesson standards and questions
- Step 6: Create culminating assessment aligned with standards

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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.

Creating Text-Dependent Questions

- Identify core understandings and key details in the text
- Start small to build confidence
- Target vocabulary and text structure
- Tackle tough sections head-on
- Create coherent sequences of text-dependent questions
- Identify the standards that are being addressed
- Create the culminating assessment

From SAP's Guide To Creating Text Dependent And Specific Questions

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Slide 49

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

Slide 50

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

Slide 51

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.

Adapted from: *Building Text-dependent Questions to Facilitate Close Reading* by Kathy Glass (2013).

<http://www.kathyglassconsulting.com/documents/TextDeptQuesIRA2013KATHYGLASS.pdf>

Closing in on Close Reading

Follow-up questions to push student thinking

- What makes you say that?
- How do you know?
- Where in the text did you find that?
- Can you tell me more?
- Why do you think that?



Slide 52

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

Closing in on Close Reading

We should be coaching students to ask themselves four basic questions

- Can I summarize the meaning of this text in my own words?
- Can I generate metaphors and diagrams to illustrate what the author is saying?
- What is clear to me and what do I need clarified?
- Can I connect the core ideas in this text to other core ideas I understand?

Linda Elder and Richard Paul (2014)



Slide 53

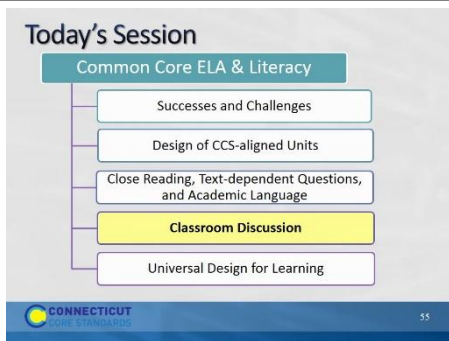
To read closely, students must get beyond impressionist reading. They must come to see that simply deciphering words on a page and getting some vague sense of what is there does not translate into substantive learning. Instead, they must learn that to read well is to engage in a self-constructed dialog 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).



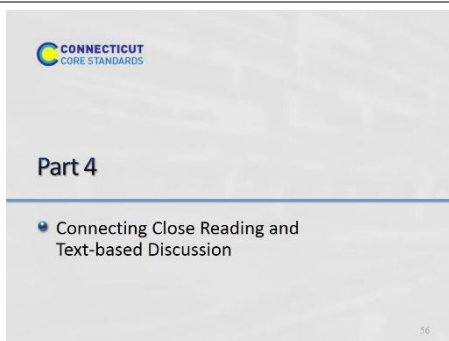
Slide 54

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.

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>

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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?" (4 minutes)
6. Share out with the whole group. (5 minutes)

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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?*

Gray, Judith. "Four 'A's Text Protocol." *National School Reform Faculty*. 2005. Harmony Education Center.

http://www.nsrffharmony.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?

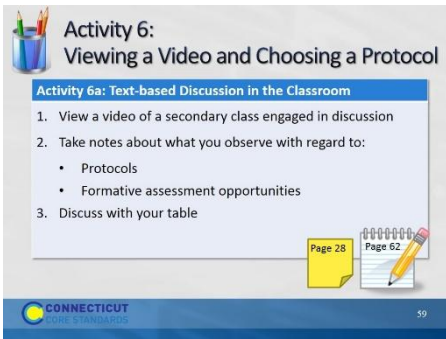
In a round, have each person identify one assumption in the text, citing the text as evidence. (1 minute per person, 4 minutes total)

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



Slide 59

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.

Text Talk

- *Students Cite Evidence from Informational and Literary Text* from Expeditionary Learning <http://vimeo.com/54871334>
- Guiding Questions:
 - How do protocols for speaking and listening support student discussion?
 - What formative assessment opportunities might student discussion provide?

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Slide 60

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Activity 6b

Activity 6:
Viewing a Video and Choosing a Protocol

Activity 6b: Learn about and Choose a Discussion Protocol

1. Read independently about a discussion protocol.
2. Explain the discussion protocol to others in your group.
3. Choose a protocol for your close reading lesson.

The video can be found here: <http://vimeo.com/54871334>

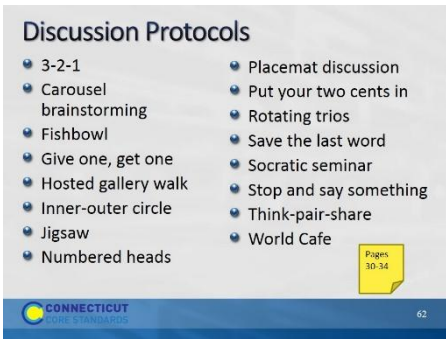
CONNECTICUT CORE STANDARDS 61

Slide 61

Description of the Activity:

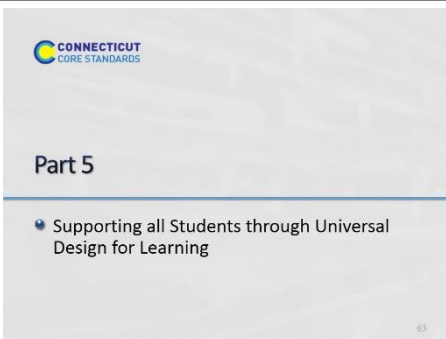
In Activity 6a, participants will view a video of a secondary class engaged in text-based discussion, and will consider the importance of protocols for creating a productive environment for students. They will also note where formative assessment opportunities arise during the lesson.

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.)



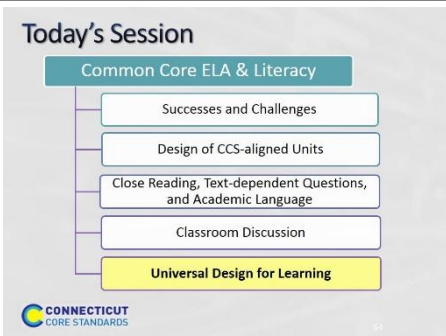
Slide 62

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.



Slide 63

Blank.



Slide 64

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?

Recognition Networks

- “What” of learning
- How we gather facts and categorize what we see, hear, and read

Strategic Networks

- “How” of learning
- How we organize and express ideas

Affective Networks

- “Why” of learning
- How learners get engaged and stay motivated

CONNECTICUT CORE STANDARDS
<http://www.cast.org/udl/>

Slide 67

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*.

Slide 68

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.

What is Universal Design for Learning?

UDL Principles and Practices
 National Center on UDL

Think-Pair-Share

- What do the terms “universal,” “design,” and “learning” refer to in the learning process?
- How do you think multiple means of representation, expression, and engagement may help all students be successful?

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Page 36

Slide 69

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

UDL and the Common Core

- Included in the section of the Common Core Standards called “application to students with disabilities”.
- Aligned to the UDL framework by using UDL to design effective and flexible goals, methods, materials, and assessments.
- Areas 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 and the Common Core FAQ, National Center on UDL
http://www.udlcenter.org/advocacy/faq_guides/common_core#question1

CONNECTICUT CORE STANDARDS

Slide 70

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

110-135). 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.

UDL Design Questions: Representation

How Can I Make Certain

- Concepts and information are equally perceived and accessible?
- All students can generalize and transfer the information?
 - Offer text-to-speech, closed caption, or audio support
 - Use colors, large font size, underlining for emphasis
 - Use visuals, images, multimedia



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.

UDL Design Questions: Expression

How can I make certain

- All students can express what they know and express their knowledge, ideas, and concepts in various ways?
 - Students create models, charts, graphs, posters, multimedia presentations
 - Teacher provides supports: story starters, guided outlines, etc.



Slide 72

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.

UDL Design Questions: Engagement

How Can I Make Certain

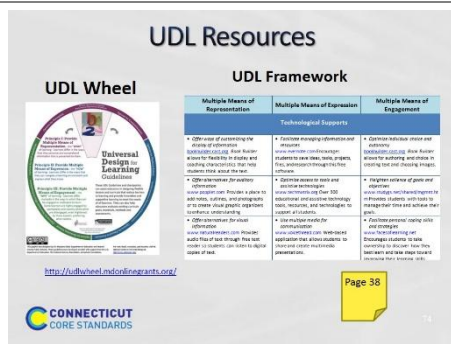
- Alternative ways to increase student interest and engagement are provided?
- Options for students who differ in motivation and self-regulation skills are provided?
 - When possible, give choices
 - Teach self-assessment and reflection
 - Hands-on manipulative
 - Collaborative work
 - Multimedia



Slide 73

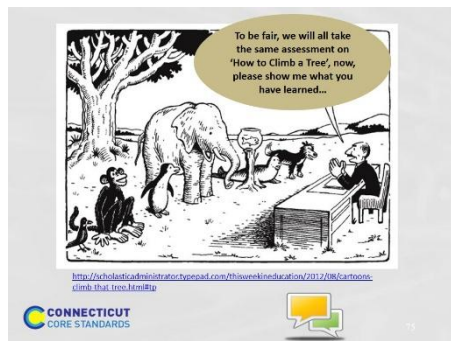
Review these questions. They can be used to guide teachers’ thinking when designing lessons using the UDL Framework. Review these methods of engagement.

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?



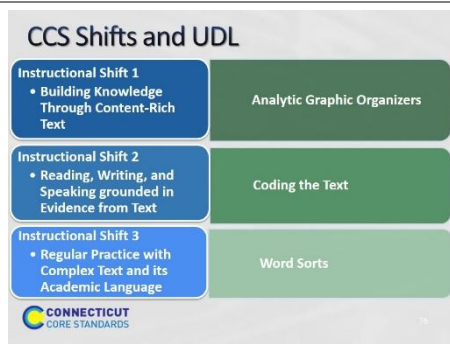
Slide 74

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.



Slide 76

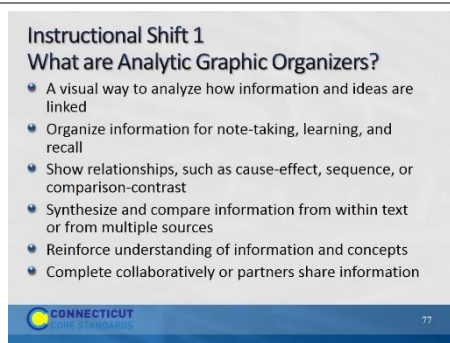
The purpose of this slide is to show several types of UDL strategies that do not require technology. We now discuss several instructional strategies that align well with the Connecticut Core Standards instructional shifts. Participants will experience and apply several strategies to support learning, 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.



Slide 77

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?”

Example: Frayer Model

Evidence		Evidence	
Examples White Dwarf Red Giant Yellow Star	Non-Examples Asteroids Moons Planets	STARS	
Characteristics Heavenly bodies revolve around it. Life cycle Various temperature, color and size generate light and heat. can be binary, in clusters or single	Definition A massive round heavenly body of hydrogen and helium that produces energy	Evidence	



78

Slide 78

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

Three-Column Organizers

Question	Answer	Evidence

Pro	Con	Evidence
+	-	
Windmills are self-sufficient	Need strong steady winds	
Environment friendly	Birds could be hurt	
Renewable energy	Noise pollution	
	Takes energy to build, maintain, and transport	

79

Slide 79

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.

Analytic Graphic Organizers – Strategy or Worksheet?

How will this organizer...

- Address the 3 shifts?
- Align to the lesson goals?
- Align to the standards?
- Increase rigor?
- Enhance written responses? Presentations?
- Provide evidence-based practices?
- Build background knowledge?

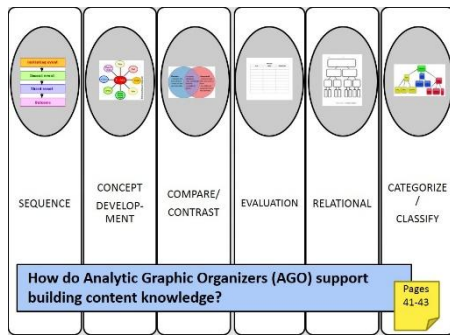


Slide 80

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.



Slide 81

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.

Instructional Shift 2 – Comprehension Monitoring, Coding, and Annotating the Text

This strategy helps students to actively engage and interact with text.

- Supports learning by focusing on key concepts
- Provides a way for students to engage in a dialogue with the author
- Helps students identify how they process information while reading
- Helps students identify evidence, claims, and additional supports

How might well-designed coding and monitoring support Shift 2?



Slide 82

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

Coding Text/Comprehension Monitoring

Directions:

1. Choose 2–3 codes that support the purpose of the reading.
2. Model the practice, using a document camera or whiteboard.
3. Conduct a **Think-Aloud**, as you mark the text so students witness your thinking process.
4. Review the codes and have students code their reactions on the page margins, lined paper inserts, or sticky notes.



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

with it.

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.

Grades 6–12 Coding	
Use 2 or 3 Codes at a Time	
C – Claim	X – I disagree
E – Evidence	✓ – I agree
CC – Counterclaim	VIP – Very Important Part
EC – Evidence for counter claim	RIP – Really Interesting Part
P – Problem	DIP – Don’t Initially understand this Part
S – Solution	SS – Same
★ Key Ideas	Df – Different
D – Detail	

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.

Instructional Shift 3: Word Sorts

- Help students learn vocabulary by comparing, contrasting, and classifying words based on characteristics or meanings
- Help students recognize the relationships and differences between terms that are related to the same concept
- Develop students’ ability to reason through analysis, classification, induction, and analogy
- Develop divergent thinking when open sort is used
- Enhance students’ interest in vocabulary development through a multi-sensory experience as they read, write, and manipulate words while sharing their thinking with others

CONNECTICUT CORE STANDARDS
 Pages 45-48

Slide 85

Direct participants to examples of instructional strategies that align with instructional Shift 3 on **pages 45-48** of the Participant Guide.

Word Sorts

“Identifying similarities and differences, and classifying information yielded some of the highest learning gains in our research”.

Robert Marzano (2001)



86

Slide 86

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.

Word Sorts Procedures

1. Students are provided words on cards or copy words onto cards or sticky notes.
2. Pairs or groups place words into:
 - a) teacher provided categories (closed sort) or
 - b) student generated categories (open sort)
3. Pairs or group share their evidence and reasoning for sorting the vocabulary in a particular way.
4. Word sort can be used to discuss and write about the concept.



87

Slide 87

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

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- 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
 Word Bank: confused mass, shapeless, vast, overarching, deity, omnipresence, revered, veneration, melancholy, chaste, refined, life-sustaining

Language that describes Uranus		Language that describes Gaea		Language that describes Chaos	
Word(s)	Evidence	Word(s)	Evidence	Word(s)	Evidence

Words can be used more than once

Page 46

Slide 88

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 GÆA 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 GÆA. (Coelus and Terra.)

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

www.gutenberg.org

Open Word Sort Example

Geography word sort

plateau	tundra	swamp
tributary	isthmus	savanna
oasis	peninsula	mesa
fjord	steppe	strait

Page 46



Slide 89

This is an example of an open Word Sort.

Analyzing Relationships and Connections
 Among Words

As you view the video, jot down in your notes the supports the teacher uses to help all students be successful.

1. What did you notice about the strategies she used to push the learning forward for her students?
2. What planning needed to happen prior to this lesson to set students up for success?

Page 48

The video can be found here: <http://vimeo.com/84900192>



90

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.

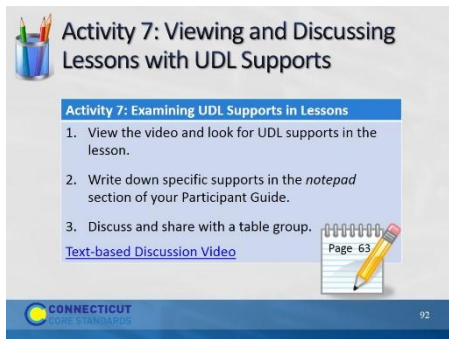
1. What did you notice about the strategies she used to push the learning forward for her students?
2. How did she help make all students successful?
3. Which of these strategies might you use with your students to support their learning?
4. What planning needed to happen prior to this lesson to set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



Slide 91

Blank.

Activity 7



Slide 92

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.



Slide 93

Blank.



Slide 94

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

The slide is titled "Activity 8: Applying UDL Supports to a Lesson" and includes an icon of a pencil holder. Below the title is a blue header box with the text "Activity 8: Applying UDL Supports to a lesson". The main content is a list of three numbered steps: 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. A yellow sticky note icon in the bottom right corner of the content area says "Page 53". The Connecticut Core Standards logo is in the bottom left corner. A small number "95" is in the bottom right corner of the slide.

Slide 95

Allow 15 minutes for this activity; adjust time as needed.

The slide features the Connecticut Core Standards logo in the top left corner. Below the logo, the word "Reflection" is written in a large, bold, black font. The rest of the slide is blank. A small number "96" is in the bottom right corner of the slide.

Slide 96

Blank.

Activity 9

Activity 9: Reflection

Activity 9: Reflect and Share

1. Share the lesson you have created with a small group.
2. Reflect on the challenges you encountered and potential positive outcomes as you consider all the elements of today's presentation and activities (lesson design, academic language, text-dependent questions, UDL, and assessment).
3. Consider the question: "What knowledge and skills must teachers have in order to design a high-quality CCS-aligned lesson with student supports?"

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Slide 97

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.)

Lesson Planning Resources

In Participant Guide	Online Resources
1. Unit and Lesson Planning Templates	4. EQulP Rubric Achieve.org
2. UDL Resources for Learning with Supports for ELA/Literacy Curriculum & Instruction	5. Anthology Alignment Project Achievethecore.org
3. Instructional Strategies Toolkit	6. Resources for Teachers on CT Core Standards



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Slide 98

Point out the different resources participants have for planning lessons.

Resources for Online Text

Project Gutenberg	http://www.gutenberg.org/
American Rhetoric	http://www.americanrhetoric.com/
Library of Congress Teacher Resources	http://www.loc.gov/teachers/
National Science Digital Library	http://nsdl.org
American Journeys	http://www.americanjourneys.org/texts.asp



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Slide 99

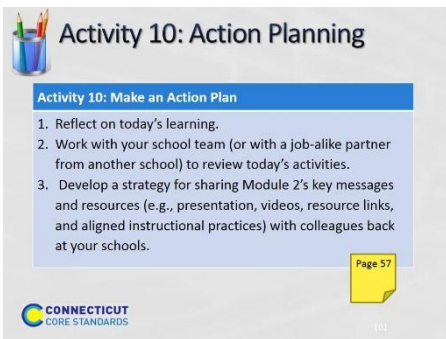
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Slide 100

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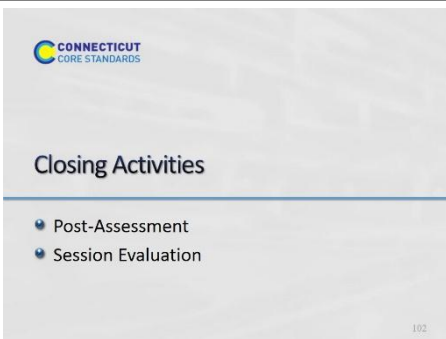
Activity 10



Slide 101

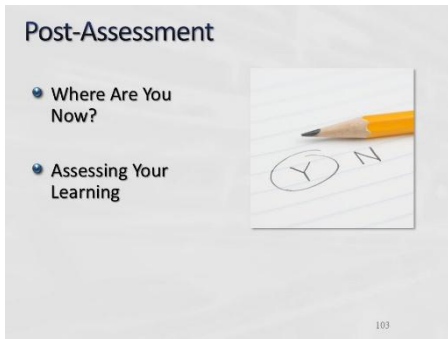
(Allow 25 minutes for this activity; adjust time as needed.)

Closing Activities



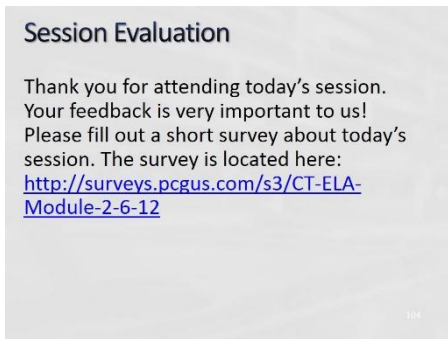
Slide 102

Adjusting for time, you may want to ask groups to share some of their ideas from Activity 10.



Slide 103

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.



Slide 104

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



Slide 105

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