

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 K–5

Systems of Professional Learning

Table of Contents

MODULE OVERVIEW	3
RESOURCES REQUIRED	4
SESSION PREPARATION	4
KEY MESSAGES	4
SESSION AT-A-GLANCE	5
Introductory Activities (20 minutes)	5
Activity 1: Sharing about Module 1 (20 minutes)	5
Activity 2a and 2b: Reviewing an Exemplar Unit (50 minutes)	6
Activity 3a and 3b: Digging Deeply –Close Reading, Text-Dependent Questions, and Academic Language (60 minutes)	6
Activity 4: Creating a Sequence of Text-Dependent Questions (35 minutes).....	6
Activity 5: Reading about Classroom Discussion (30 minutes)	7
Activity 6a and 6b: Viewing a Video and Choosing a Protocol (25 minutes)	7
What is Universal Design for Learning? (70 minutes)	8
Activity 7: Viewing and Discussing Lessons with UDL Supports (20 minutes)	8
Activity 8: Applying UDL Supports to a Lesson (15 minutes)	9
Activity 9: Reflection (15 minutes)	9
Activity 10: Action Planning (25 minutes)	10
Closing Activities (10 minutes)	10
SESSION IMPLEMENTATION	11

Module Overview

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

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

To ensure that aligned lessons and units are accessible to as many students 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, that 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
- Books
- Participant Guide for each participant
- Grade 2 Handout
- Grade 5 Handout
- 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 O'Connor on Discussion *The Big Picture* <http://ccdd.serpmedia.org/index.php>

PowerPoint Slides:

- 54–56

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

Participants view a video of a fourth 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:

- *Science Talk* from Expeditionary Learning <http://vimeo.com/76178452>

PowerPoint Slides:

- 57–60

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>

PowerPoint Slides:**Videos:**

- *UDL Principles and Practice* <http://www.youtube.com/watch?v=pGLTJw0GSxk>
- *Precision Teaching: Word Sort* <http://www.youtube.com/watch?v=zhW-H7iHXEY>

PowerPoint Slides:

- 63–88

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

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

Supporting Documents

- Directions
- Discussion prompts

Videos:

- *Analyzing Text: Brainstorming* from Teaching Channel <https://www.teachingchannel.org/videos/analyzing-text-brainstorming>
- *Analyzing Text as a Group* from Teaching Channel <https://www.teachingchannel.org/videos/analyzing-text-as-a-group>

PowerPoint Slides:

- 89–91

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 the 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:

- 92–94

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:

- 95–98

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:

- 99–100

Closing Activities (10 minutes)

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

Supporting Documents:

- Post-Assessment
- Session Evaluation

PowerPoint Slides:

- 101–105

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
- 12, 15, 17, 20
- 23, 28, 35, 45
- 47, 49, 52, 54,
- 57, 59, 61, 63, 76, 80

1

Slide 1

Blank.

Slide 2

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

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

4

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 K–5: 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)

Like Me

My current role is as a ...

- Classroom Teacher or Special Subject Teacher
- Coach
- Department Chair
- Principal or Assistant Principal
- District Administrator

6

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.

CCS-ELA & Literacy: Module 1 Recap

- Trace vertical progressions of the CCS-ELA & Literacy, leading to the College and Career Readiness (CCR) Anchor Standards
- Deepen understanding of the Connecticut Core Standards (CCS) instructional shifts and the related practices
- Examine the concept of rigor as it relates to the CCS
- Plan support for educators in continuing the transition to the CCS and instructional shifts

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 EQiP 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.



8

Slide 8

Blank.

CCS-ELA & Literacy: Module 2 Outcomes

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

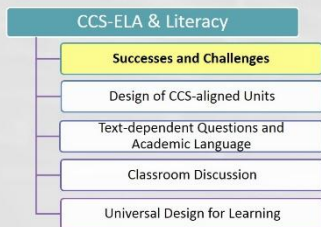
9

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.

Today’s Session



10

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.

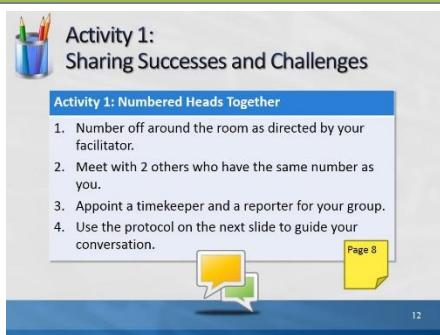
- The activities for today will mirror the types of instructional practices which will support students in achieving proficiency on the standards and assessments.
- First, we will review your experiences with sharing the information from Module 1 with your colleagues.
- Then, we will look carefully at 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



Slide 12

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

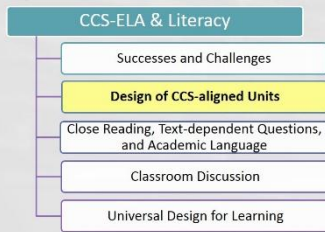
1. Each coach takes a turn sharing with the group whatever he or she chooses from the Quick Write notes (2 minutes).
2. After the participant speaks, others may ask clarifying questions (2 minutes).
3. The speaker responds to questions, and reflects on whether he or she felt the activity was successful (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.

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.

Today's Session



14

Slide 14

In Part 2, we will examine units that have been deemed exemplary by reviewers on the CT Core Standards website.



Part 2

- Exemplary Unit Design

15

Slide 15

55minutes 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

16

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?

17

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)

18

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

19

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

20

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

Activity 2a: Reviewing an Exemplar Unit

Activity 2a: Scanning a Unit for Backward Design

1. Choose one of the two exemplar units provided.
2. Work in pairs with someone who has chosen the same unit.
3. Review for evidence of the three stages of backward design.
4. Annotate the unit with post-it notes as directed.

Page 10

21

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 CT Core Standards website under “materials for teachers.” They can be accessed, in full, for free.
- We have chosen 2nd and 5th grade units, to provide an example of a unit that has much “read-aloud” material, and one in which students do much of the reading with support.
- Each participant should choose just one unit for this activity.

Annotations and “Look-fors”

- Stage 1 Learning Goals:
 - Connecticut Core Standards (CCS)
 - Understandings (U) and key/essential/guiding Questions (Q)
 - Declarative and factual Knowledge and Skills (KS)
- Stage 2 Evidence:
 - Performance Assessment (PA)
 - Other Assessment (OA)
- Stage 3 Instructional Activities:
 - Review one lesson for evidence that the Learning Goals are being addressed in the lesson (LG)

22

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

23

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>

24

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.

Page 12

25

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 Cctcorestandards website under “materials for teachers.” They can be accessed, in full, for free.
- We have chosen 2nd and 5th grade units, to provide an example of a unit that has much “read-aloud” material, and one in which students do much of the reading with support.
- 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)

26

Slide 26

These directions are also found in the Participant Guide.

Compare Units and Lessons

- Join a set of partners who reviewed the other 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



27

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 and lessons. 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's 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.



28

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



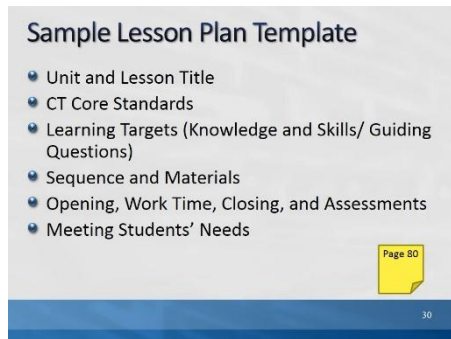
29

Slide 29

The purpose of this slide is to let participants know that we have created a sample unit template based on the

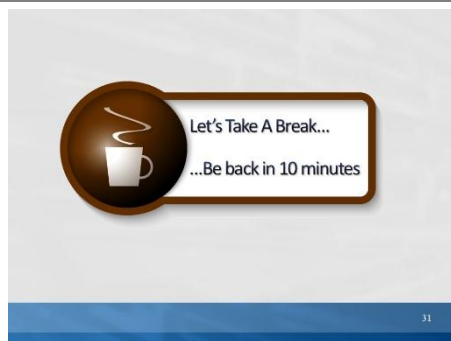
elements we see in exemplary CCS-aligned units. We will use this template in a later module.

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 unit template is located in their Participant Guide.



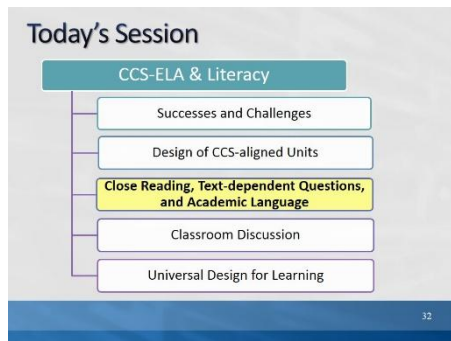
Slide 30

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.



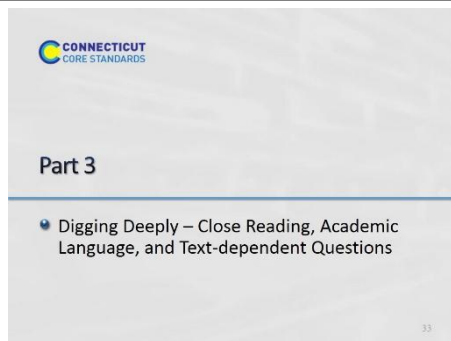
Slide 31

The break should be 10 minutes. Remind the participants to try to be timely in their return.



Slide 32

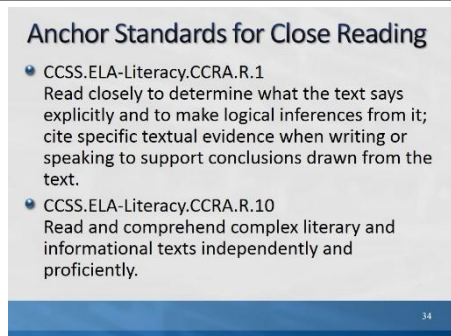
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Slide 33

(100 minutes) In Part 3, participants will learn more about specific elements of close reading and will practice those elements.

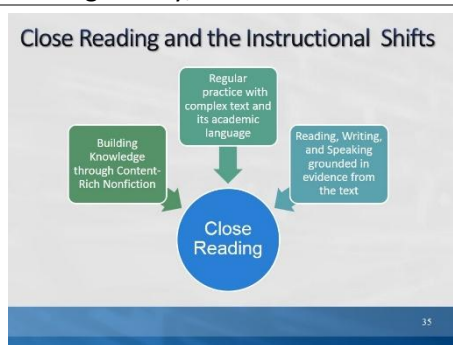
Building on Module 1, participants come to a deeper understanding of the relationship of academic language to close reading. They review the sequencing of text-dependent questions introduced in Module 1. They will learn more about types and purposes of text-dependent questions, including questions for 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.



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.



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;
 - Close reading is a way to scaffold students toward independence in reading complex text and building vocabulary and language skills.
- In order for teachers to scaffold students toward independently reading and comprehending complex text, teachers must first read the text themselves.
- Teachers read the text thoroughly, identify big ideas and key details in the text, determine the organizing structure of the text, and identify potential barriers in terms of vocabulary and academic language.
- Text-dependent questions serve as models for the kinds of questions good readers ask themselves.

The slide features a title 'Closing in on Close Reading' at the top. Below it is a quote: "Although well-intentioned, the shift to teaching reading as a set of thinking strategies too often left readers with the notion that the text was simply a launching point for their musings... So if responding personally to text isn't leading students to deeper understanding, then where should teachers turn to help students improve their comprehension? We should turn to the text itself. Enter close reading." The quote is attributed to Nancy Boyles (2013). At the bottom of the slide, there is a small graphic of two overlapping speech bubbles, one yellow and one green. The slide number '36' is in the bottom right corner.

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. In this article, Nancy Boyles discusses how something good – a focus on metacognition – can become something that takes students away from the text and toward personal response - connecting, visualizing, etc.

December 2012/January 2013 | Volume 70 | Number 4
Common Core: Now What? Pages 36-41
Closing in on Close Reading

Nancy Boyles

In this article, Nancy Boyles comments on the origin and purpose of close reading. She argues that the focus on teaching (metacognitive) reading strategies in elementary school has in many cases moved students away from comprehension of the text itself, and toward a focus on personal connections.

After reading this quote and explaining its context, ask participants to turn and talk. *Have you seen evidence in classrooms that a focus on metacognitive strategies has sometimes moved students away from having to deeply understand the text?*

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 texts in our nonfiction collection (box of books from Module 1, or
- One of the selections from the SBAC practice test in the Appendix of the Participant Guide

Direct participants to the appropriate page in their Participant Guide and review the 3-column Close Reading Organizer. Allow 25 minutes for Activity 3a.

Anchor Standards for Academic Language

- [CCSS.ELA-Literacy.CCRA.L.3](#)
Apply knowledge of language to understand how language functions in different contexts...
 - [CCSS.ELA-Literacy.CCRA.L.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
 - [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...
- <http://www.corestandards.org/ELA-Literacy/CCRA/L/>

39

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. Point out that there is more to academic language than identifying unknown words or phrases.

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.

Tiers 1, 2, 3

Tier One Words

- Everyday speech
- Not considered a challenge to the average native speaker

Tier Two Words (general academic words)

- More likely to appear in written texts than in speech
- Appear in all sorts of texts: informational, technical, and literary
- Often highly generalizable

Tier Three words (domain-specific words)

- Specific to a domain or field of study
- Key to understanding a new concept within a text
- Often explicitly defined by the author of a text in context or a glossary

http://www.corestandards.org/assets/Appendix_A.pdf

40

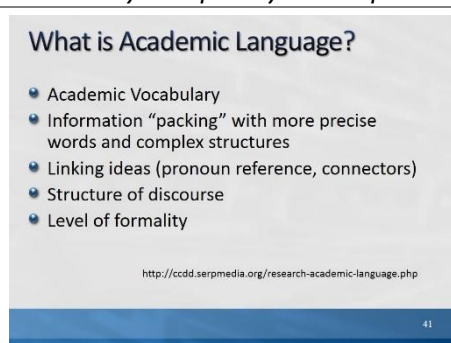
Slide 40

- 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.)

Example of Academic Language

Dinosaurs have such a powerful grip on the public consciousness that it is easy to forget just how recently scientists became aware of them. A 2-year-old child today may be able to rattle off three dinosaur names, but in 1824, there was only one known dinosaur. Period. The word “dinosaur” didn’t even exist in 1841. Indeed in those early years, the world was baffled by the discovery of these absurdly enormous reptiles.

<http://cdd.serpmedia.org/index.php>

42

Slide 42

Point out the word, Period, in the middle of the paragraph. Ask, “What purpose does it serve?” (A: to emphasize how limited the knowledge was about dinosaurs.)

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?

43

Slide 43

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: The Secret Garden

	These words merit less time and attention	These words merit more time and attention
Meaning Can be Determined from Context	Ayah “threw herself into a passion”	disagreeable cross fretful sour
Meaning Needs to Be Provided	Mem Sahib slunk veranda	tyrannical

Source: <http://achievethecore.org>

Page 18

44

Slide 44

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.

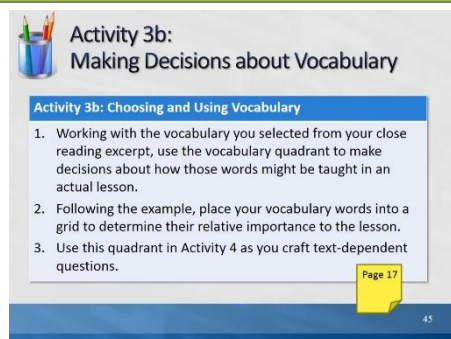
The Secret Garden is a CC Appendix B exemplar text. Help participants locate this excerpt in their Participant Guide. They do not need to read it – only to have it available.

Explain how and why these words were chosen.

- Ayah and Mem Sahib are both really Tier 3 words in this text. They are important to understanding the setting, but will not continue in importance throughout the text.
- Disagreeable, cross, fretful, and sour, are all Tier 2 words. They help to describe Mary’s character. Since she will change throughout the book, they will also serve as evidence of that change. 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.
- “Threw herself into a passion,” is an example of academic language (“threw herself” is idiomatic). However, it is also archaic, 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.

Page 17

45

Slide 45

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. Allow 10 minutes for Activity 3b.

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

46

Slide 46

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

Page 21

47

Slide 47

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

Activity 4: Creating a Sequence of Text-dependent Questions

Activity 4: Text-dependent questions – Try it out

1. Working in pairs, use the text you selected for close reading and vocabulary.
2. Craft a short series of text-dependent questions.
3. Share with another pair of participants.
4. Reflect in your *notepad*: What support will teachers need in creating text-dependent questions?

Page 61

48

Slide 48

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

**Text-dependent Questions Prompt
 Critical Thinking**

“Teachers should ask text-dependent questions, but students can also ask text-dependent questions of themselves and one another as they learn to read and think this way. The overall intent of asking text-dependent questions is to build a habit of critical thinking... Educators do not need to create another generation of teacher dependent learners.”

Nancy Boyles (2013)

49

Slide 49

The purpose of this slide is to address a question that has been asked by many folks 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. 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.

This quote and the information on the next two slides is from the same source as the earlier quote on Slide 32: “Closing in on Close Reading.” December 2012/January 2013 | Volume **70** | Number **4**

Common Core: Now What? Pages 36-41

Closing in on Close Reading

Closing in on Close Reading

Follow-up questions to push student thinking

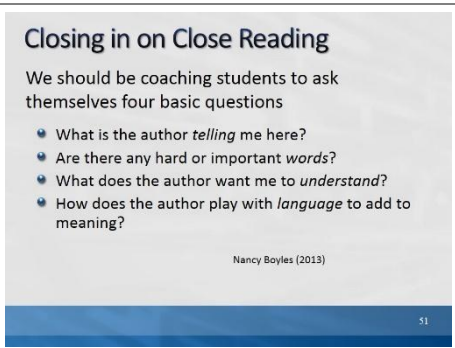
- What makes you say that?
- How do you know?
- Where in the text did you find that?
- Can you tell me more?
- Why do you think that?

Nancy Boyles (2013)

50

Slide 50

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



Slide 51

It is important to always keep in mind that the purpose of creating and asking text-dependent questions goes beyond helping students to understand the text or text in front of them; the purpose is to help them become independent readers of complex text.

Nancy Boyles asks: How can we ensure that students both reap the requisite knowledge from each text they read and acquire skills to pursue the meaning of other texts independently? I suggest we coach students to ask themselves four basic questions as they reflect on a specific portion of any text:

Nancy Boyles is the graduate reading program coordinator for Southern Connecticut State University in New Haven

December 2012/January 2013 | Volume 70 | Number 4

Common Core: Now What? Pages 36-41

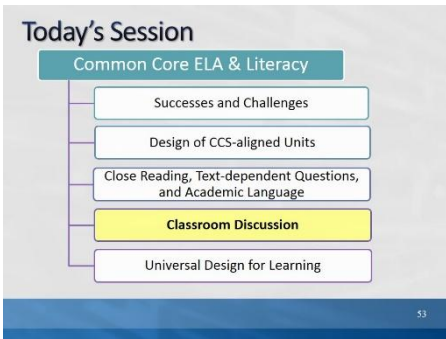
Closing in on Close Reading

Nancy Boyles



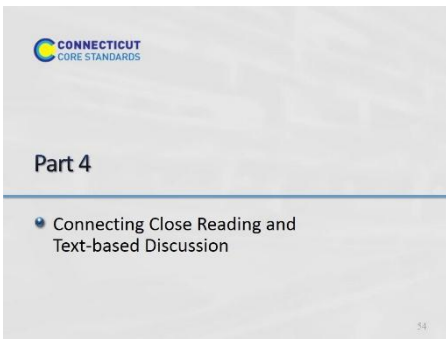
Slide 52

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



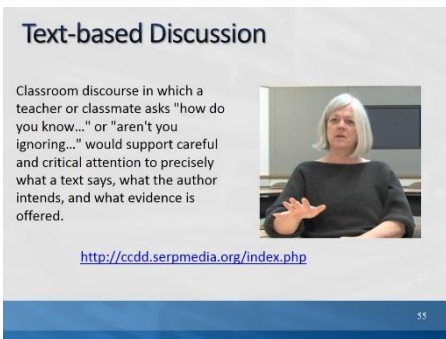
Slide 53

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Slide 54

(60 minutes total for Part 4) 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.



Slide 55

Read the quote and show the video as a prelude to the article handout. In this brief video, Catherine O'Connor, professor at Boston University and researcher, 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, Catherine O'Connor explains the importance of text-based discussion while explaining a new project, CCDD,

“Catalyzing Comprehension through Discussion and Debate.”

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

Segment: 2:40 – 5:45

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 page 6 through the first column of page 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)

Page 23

56

Slide 56

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 (below) 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

Activity 6:
Viewing a Video and Choosing a Protocol

Activity 6a: Text-based Discussion in the Classroom

1. View a video of a fourth grade class engaged in discussion.
2. Take notes in your *notepad* about what you observe with regard to:
 - Protocols
 - Formative assessment opportunities
3. Discuss with your table.

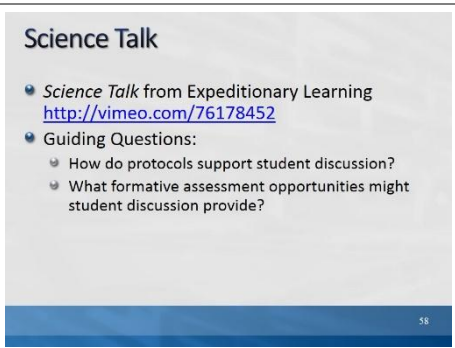
Page 27 Page 62 57

Slide 57

Description of the Activity:

In Activity 6a, participants will view a video of a fourth 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. The video can be found here: *Science Talk* from Expeditionary Learning <http://vimeo.com/76178452>

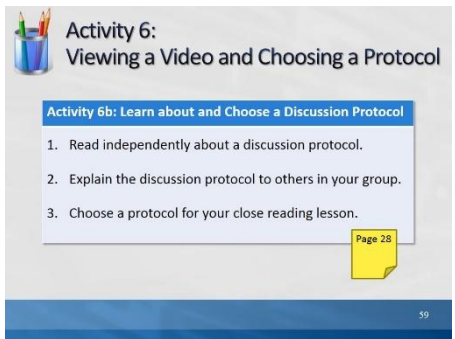
After viewing and discussing the video, in Activity 6b participants will select a protocol from a list of discussion protocols in their Participant Guides, learn about it, and explain to others.



Slide 58

These guiding questions also appear in the Participant Guide.

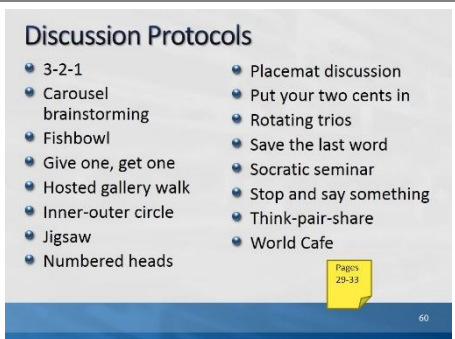
Activity 6b



Slide 59

Description of the Activity:

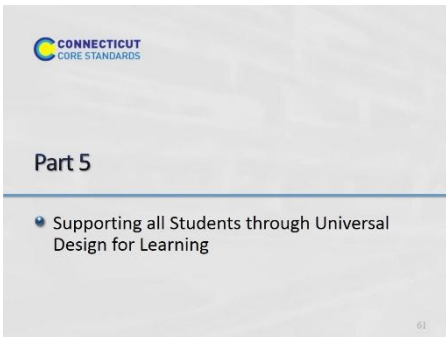
Participants will view a video of a fourth grade class engaged in text-based discussion, and will consider the importance of protocols for creating a productive environment for students. They will also note where formative assessment opportunities arise during the lesson. After viewing and discussing the video, participants will select a protocol from a list of discussion protocols, learn about it, and explain to others. The video can be found here: *Science Talk* from Expeditionary Learning <http://vimeo.com/76178452>



Slide 60

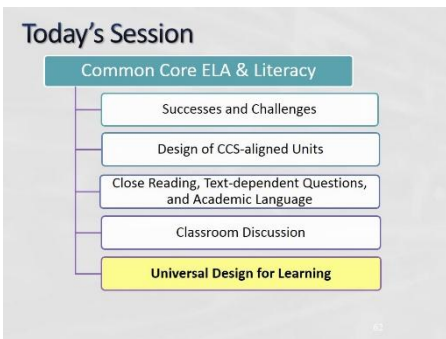
Explain to participants that these protocols are described in their Participant Guide. At their table, each of them

should choose a different protocol and study it briefly. Then they will describe it to others at their table.



Slide 61

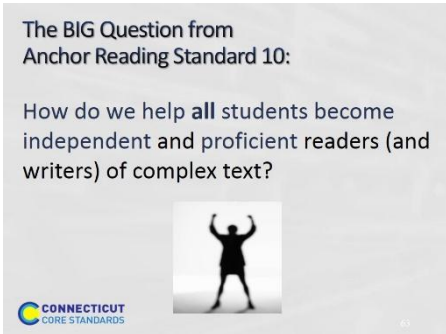
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Slide 62

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.



Slide 63

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

- Ask a participant to read the question. Ask participants 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.



Slide 64

The purpose of this slide is to explain the big idea of Universal Design. Ask participants, “Who benefits?”

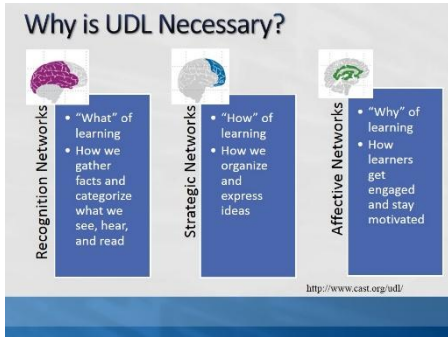
Beside the intended beneficiary with a disability, who else benefits from preplanned accessibility?

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.”



Slide 65

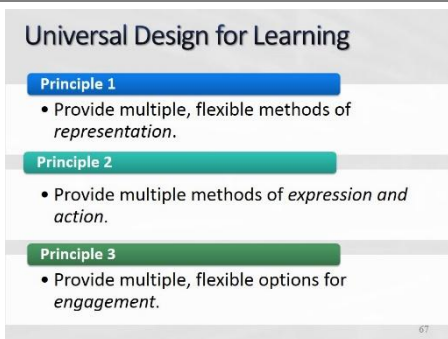
The purpose of this slide is to explain UDL in relation to UD. Explain that like UD, UDL gives more all students more ways to access and express learning.



Slide 66

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/>



Slide 67

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?

CONNECTICUT CORE STANDARDS

Page 35

68

Slide 68

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

69

Slide 69

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 70

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.



71

Slide 71

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



72

Slide 72

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?

UDL Resources

UDL Wheel



<http://udlwheel.udonlineconnects.org/>

UDL Framework

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
<ul style="list-style-type: none"> • Offer a range of materials (e.g., audio, video, text) to present information and content. • Offer a range of options for students to interact with content. • Offer a range of options for students to interact with content. 	<ul style="list-style-type: none"> • Offer a range of options for students to express their knowledge and skills. • Offer a range of options for students to express their knowledge and skills. • Offer a range of options for students to express their knowledge and skills. 	<ul style="list-style-type: none"> • Offer a range of options for students to be motivated and self-regulated. • Offer a range of options for students to be motivated and self-regulated. • Offer a range of options for students to be motivated and self-regulated.



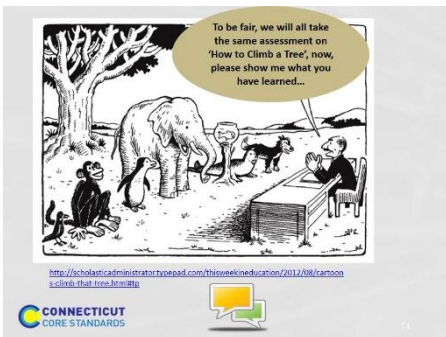
73

Slide 73

Ask participants to review the UDL Resources for Learning at <http://udlwheel.mdonlinegrants.org/>

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.

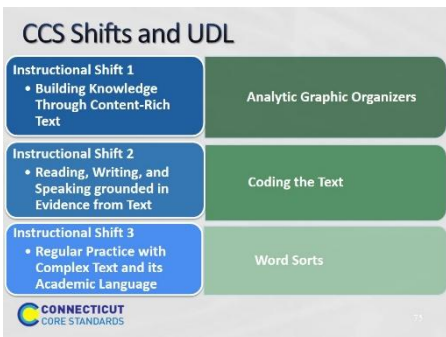
Have participants review the UDL Framework in the Participant Guide during this time as well. Point out that they can use these resources later to add student supports to their close reading lesson.



Slide 74

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 75

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.

Instructional Shift 1
What are Analytic Graphic Organizers?

- A visual way to analyze how information and ideas are linked
- Organize information for note-taking, learning, and recall
- Show relationships, such as cause-effect, sequence, or comparison-contrast
- Synthesize and compare information from within text or from multiple sources
- Reinforce understanding of information and concepts
- Complete collaboratively or partners share information

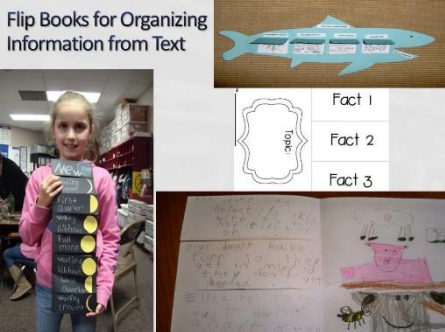


Slide 76

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?”

Flip Books for Organizing Information from Text



Slide 77


Early readers and writers can organize information from the text by creating flip books. They can be used for sequencing a story, life cycles, (such as butterfly and frog) phases of the moon and key ideas and details from a story.

Upper right - ocean food chain
 Far left - phases of the moon
 Right and center - 3 facts about animals from a read aloud.

Analytic Graphic Organizers – Strategy or Worksheet?

How will this organizer...

- Address Shift 1?
- Align to the lesson goals?
- Align to the standards?
- Increase rigor?
- Enhance written responses? Presentations?
- Provide evidence-based practices?
- Build background knowledge?

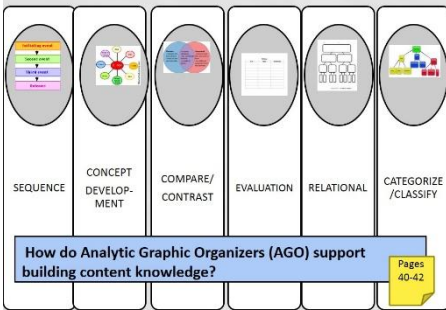


Slide 78

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:

- Addresses a Connecticut Core Standards shift.
- Is aligned to the lesson goals and objectives.
- Increases rigor by adding an area where students can write how they know or why this is true.
- Helps formulate or enhance written responses by having students use the AGO to organize a summary or written response with evidence.
- 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 79

10 minutes. There are many different types of organizers. Participants will review the AGOs in their Participant Guide and consider which of these AGO’s might support building knowledge in their 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 80

Direct participants to examples of instructional strategies that align with instructional Shift 2 on **pages 43** 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 81

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:

- Begin with short texts on interesting topics that are worth re-reading.
- Ask students to read a text 3 times.
- 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.
- 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.
- 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.
- 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 K–5 Coding

Use 2 or 3 Codes at a Time

☑ I like this part	X I disagree
E Evidence	✓ I agree
M More support for the evidence	VIP Very Important Part
P Problem	RIP Really Interesting Part
S Solution	? Don't understand this
★ Key Idea	SS Same
D Detail	Df Different

82

Slide 82

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.

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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.

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



Pages
44-47

83

Slide 83

Direct participants to examples of instructional strategies that align with instructional Shift 3 on **page 44** 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)



84

Slide 84

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.



Slide 85

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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- recognize the relationships between terms that are related to the same concept
- reason, analyze, classify and form analogies
- enhance interest in vocabulary development through a multi-sensory experience as they manipulate words while sharing their thinking
- develop divergent thinking when open sort is used

There are 2 types of Word Sorts: closed and open.

When using Word Sorts, teachers may use this sequence for scaffolding this process after reading text.



- Provide a word bank and the categories (closed)
- Provide the categories, have student take words from the text (closed) (This gets students to read the text closely.)
- 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:
 diplomatic, explorer, merchant, navigator, exotic, porcelain, convincing

Words that describe Marco Polo		Words that describe traded items		Words that describe Kublai Khan	
Word	Evidence	Word	Evidence	Word	Evidence

All words can be used more than once



Slide 86

5 minutes. 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. Make certain to mention that words can be used more than once. **Remind them that the Participant Guide page 46 will provide the information they need about Marco Polo to complete the closed sort.** All answers are acceptable as long as they can be backed up with evidence.

Analyzing Relationships and Connections Among Words
Creating Word Sorts
 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?

<http://www.youtube.com/watch?v=zhW-H7IHXYE>

Slide 87

8 minutes. In this video segment, you will see students involved in a Word Sort that is open-ended enough to engage every learner. The goal is to help students develop vocabulary that describes the characteristics of people and animals they meet in their reading. The task also develops students' understanding of how root words, prefixes, and suffixes work. This knowledge will help students read and write independently. They draw on their schema and prior experiences and build on the ideas of others as they collaborate to solve the problem at hand. As you view this video, look for supports that the teacher infuses into the lesson.

During the Word Sort, students negotiated with group members as they built their understanding of the relationship between the words.
 The teacher played an essential role during this work and think time.

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

Open Word Sort

How would you sort these words about marine life?

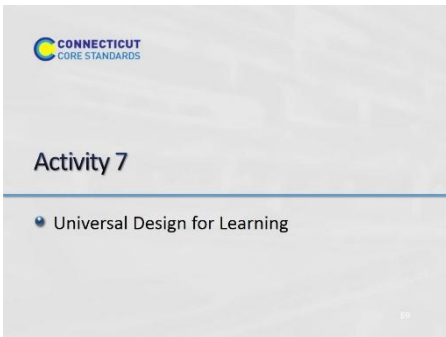
algae	sponge	coral reef
blue whale	photosynthesis	plankton
shelter	sting ray	kelp
dolphin	shark	manatee



Slide 88

5 minutes. This is an example of an open Word Sort. For instructions to complete the open sort, have participants talk about/write down some potential ways of categorizing these words. Tell the participants that they should be able to explain how they categorized these words and analyze how they reached their conclusions. Explain that when using this technique, all categories are acceptable as long as students can explain why and provide evidence. Some words may not be able to be classified under any of the categories. In this case, always give students a ‘leftovers’ category in an open Word Sort for words that don’t fit. Also, some words can be used in more than one column.

Stop here and have participants read and discuss the information about Word Sorts on page 44 in the Participant Guide and complete both sample Word Sorts on page 45. Ask how they have used these strategies in the past, if there are other ways they can think of to use or increase the rigor of these strategies, and if they know of any online resources for strategies.



Slide 89

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Activity 7

Activity 7: Viewing and Discussing Lessons with UDL Supports

Activity 7: Examining UDL supports in lessons

1. View the video and look for UDL supports in the lesson.
2. Write down specific supports in the notepad section of your Participant Guide.
3. Discuss and share with a table group.

Slide 90

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

Have participants look for multiple methods of representation, expression, or engagement that the teachers use in each of these videos.

Supporting all Students through Lesson Design

- Brainstorming of Text Comprehension
<https://www.teachingchannel.org/videos/analyzing-text-brainstorming>
- Whole Group Discussion "Text Talk"
<https://www.teachingchannel.org/videos/analyzing-text-as-a-group>

Slide 91

In these two videos, which are part of the same lesson sequence, 5th grade teacher, Stacey Brewer carefully plans her lesson so that students are supported in close reading and discussion to be prepared and have confidence for the written task.

CONNECTICUT CORE STANDARDS

Activity 8

- Applying Universal Design for Learning Supports to a Lesson

Slide 92

Blank.



Slide 93

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

Activity 8: Applying UDL Supports to a Lesson

Activity 8: Applying UDL Supports to a lesson

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.

Page 52

94

Slide 94

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

CONNECTICUT CORE STANDARDS

Reflecting and Sharing

95

Slide 95

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Activity 9

Activity 9: Reflecting and Sharing

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?"

Page 54

Slide 96

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. EQuIP Rubric Achieve.org
2. UDL Resources for Learning with Supports for ELA/Literacy Curriculum & Instruction	5. Basal Alignment Project Achievethecore.org
3. Instructional Strategies Toolkit	6. Resources for Teachers on CT Core Standards

CONNECTICUT CORE STANDARDS

Slide 97

Point out the different resources participants have for planning lessons.

Resources for Online Text

Free Books Read Aloud (Screen Actor's Guild)	http://www.storylineonline.net/
Free Childrens' Books Online	www.childrensbooksonline.org/library.htm
Free Kids Books	www.freekidsbooks.org
We Give Books	http://www.wegivebooks.org/
National Science Digital Library	http://nsdl.org
Library of Congress Teacher Resources	http://www.loc.gov/teachers/

CONNECTICUT CORE STANDARDS

Slide 98

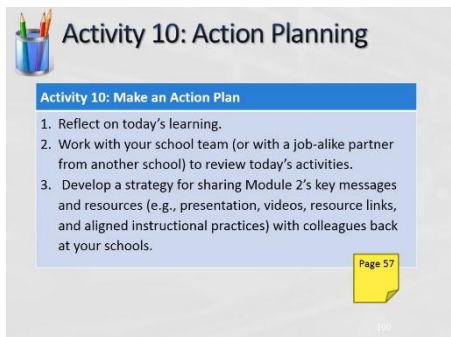
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Slide 99

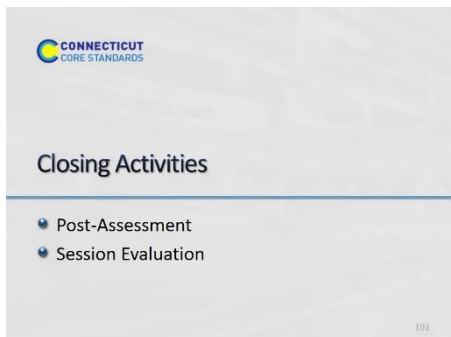
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Activity 10



Slide 100

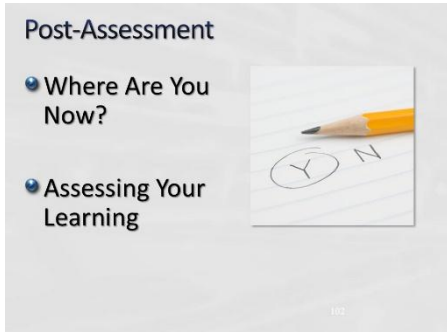
(Allow 25 minutes for this activity; adjust time as needed.)



Slide 101

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

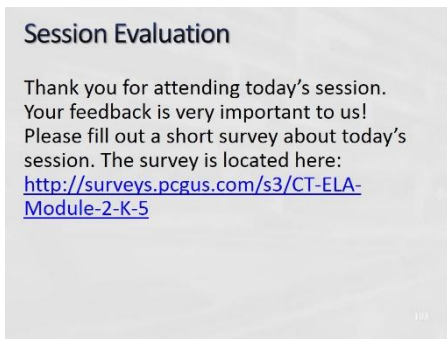
Closing Activities



Slide 102

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 103

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

Some Key Resources

- ctcorestandards.org
- engage.ny.gov
- achievethecore.org
- americaachieves.org



Slide 104

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Slide 105

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