

Module 2
Participant Guide

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

Activity 9

Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

Excerpts, tools, and strategies from *Thinkquiry Toolkit 1* © 2011 and *Thinkquiry Toolkit 2* © 2014. All rights reserved. Used with permission of Public Consulting Group. Excerpts from PCG Education White Papers *Universal Design for Learning* © 2013 and *Making a Difference in Student Achievement* © 2011. All rights reserved. Used with permission of Public Consulting Group.

Published 2014. Available online at <http://ctcorestandards.org/>



Activity 9

Activity 9: Reflecting and Sharing

DESCRIPTION

Participants will review the notes and activities from today. In table groups, they reflect on the presentation, videos, activities, and lesson planning by using discussion prompts.

DIRECTIONS

1. Consider all the elements of today’s workshop including: lesson and unit design, close reading, text-based discussions, text-dependent questions, academic language, and Universal Design for Learning.
2. Choose a recorder from your table. Working with the table – answer the questions below.
3. When finished, one representative from each table will stand. In turn, each table will give one idea.
4. If a table has the same idea, check it off and do not repeat ideas. The activity continues until one person is left standing i.e., “last man standing.”

RESOURCES

- Your notes in the *notepad*
- Your draft close reading lesson
- UDL Guidelines and Resources

Discussion Prompt

What knowledge and skills must teachers have in order to design CCS-ELA & Literacy aligned lessons with student supports?

What is Universal Design for Learning?

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, use the prompts below to share your thoughts with a partner, then share at your table. The video can be found here:

<http://www.youtube.com/watch?v=pGLTJw0GSxk>.

1. What do the terms “Universal,” “Design,” and “Learning” refer to in the learning process?

Universal –

Design –

Learning –

2. Why do you think using multiple means of representation, expression, and engagement may help more students to become more successful?

Three UDL Principles to Minimize Barriers and Maximize Learning

Common to the principles are: flexibility, choice, alternatives, and options so learning is accessible to all.

Representation – the *what* of learning, where teachers provide multiple, flexible methods of presentation to support recognition learning -

How do students pick up and learn the information?

Expression – the *how* of learning, where teachers provide multiple, flexible methods of expression and assessment to support strategic learning –

How do students act upon and express that learning?

Engagement – the *why* of learning, where teachers provide multiple, flexible options for engagement to support interest and motivation for learning –

How are students engaged in the learning?

Teacher Design Questions

Have I made certain:

Representation

- ✓ concepts and information are equally perceived and accessible?
- ✓ all students can generalize and transfer the information?

Expression

- ✓ all students can express what they know and
- ✓ express their knowledge, ideas, and concepts in various ways?

Engagement

- ✓ alternative ways to increase student interest and engagement are provided?
- ✓ options for students who differ in motivation and self-regulation skills are provided?

UDL Guidelines and Resources

UDL Wheel Online

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



Framework with Supports for ELA/Literacy Instruction

| Multiple Means of Representation | Multiple Means of Expression | Multiple Means of Engagement |
|---|--|--|
| Technological Supports | | |
| <ul style="list-style-type: none"> • Offer ways of customizing the display of information bookbuilder.cast.org <i>Book Builder</i> allows for flexibility in display and coaching characteristics that help students think about the text. | <ul style="list-style-type: none"> • Facilitate managing information and resources www.evernote.com Encourages students to save ideas, tasks, projects, files, and research through this free software. | <ul style="list-style-type: none"> • Optimize individual choice and autonomy bookbuilder.cast.org <i>Book Builder</i> allows for authoring and choice in creating text and choosing images. |
| <ul style="list-style-type: none"> • Offer alternatives for auditory information www.popplet.com Provides a place to add notes, outlines, and photographs or to create visual graphic organizers to enhance understanding. | <ul style="list-style-type: none"> • Optimize access to tools and assistive technologies www.techmatrix.org Over 300 educational and assistive technology tools, resources, and technologies to support all students. | <ul style="list-style-type: none"> • Heighten salience of goals and objectives www.studygs.net/shared/mgmt.htm Provides students with tools to manage their time and achieve their goals. |
| <ul style="list-style-type: none"> • Offer alternatives for visual information www.naturalreaders.com Provides audio files of text through free text reader so students can listen to digital copies of text. | <ul style="list-style-type: none"> • Use multiple media for communication www.voicethread.com Web-based application that allows students to share and create multimedia presentations. | <ul style="list-style-type: none"> • Facilitate personal coping skills and strategies www.facesoflearning.net Encourages students to take ownership to discover how they best learn and take steps toward improving their learning skills. |

| Multiple Means of Representation | Multiple Means of Expression | Multiple Means of Engagement |
|---|---|--|
| <ul style="list-style-type: none"> • <i>Clarify vocabulary and symbols</i> www.blachan.com/shahi/ An online dictionary that provides definitions with Flickr, Google, and Yahoo images. www.visualthesaurus.com Students can create a visual web of related words. | <p>www.paperrater.com/ Students check their grammar and spelling and get alerts for opportunities to improve their writing.</p> | <ul style="list-style-type: none"> • <i>Maximize transfer and generalization</i> https://www.diigo.com/ Students can use this resource to collect and organize documents, highlight or add sticky notes, bookmarks, and images. |
| <ul style="list-style-type: none"> • <i>Clarify syntax and structure</i> www.sophia.org/paper-writing-transitions-and-topic-sentence-tutorial Provides support through a tutorial on transition words/phrases. | <ul style="list-style-type: none"> • <i>Use multiple tools for construction and composition</i> www.studygs.net/shared/writing/index.htm Encourages students to improve their skills through taking a self-assessment and completing an independent learning module on writing. | <ul style="list-style-type: none"> • <i>Vary demands and resources to optimize challenge</i> udleditions.cast.org/index.html Provides students leveled supports and an online Texthelp Toolbar to provide flexibility when reading digital media. |
| <ul style="list-style-type: none"> • <i>Support text, reading</i> www.openlibrary.org/ and www.naturalreaders.com/download.php Has over one million free viewable eBooks that the user can personalize. Used in conjunction with Natural Reader, the free text can be read aloud in a voice of the reader’s choice. | <ul style="list-style-type: none"> • <i>Build fluencies with graduated levels of support for practice and performance</i> Instructional Strategy-Coding/ http://cst.cast.org/cst/auth-login Read, collect and understand information and develop web-based lesson with learning strategies and vocabulary supports. | <ul style="list-style-type: none"> • <i>Foster collaboration and communication</i> www.padlet.com Web based “pads” to post questions or a vocabulary terms. www.edmodo.com Allows for teacher-student communication and collaboration and provides a platform for posting assignments, reminders, etc. |
| <ul style="list-style-type: none"> • <i>Promote understanding across languages</i> www.etype.com Free downloadable software that includes a translator and dictionary between languages and includes a word predictor; is compatible with Word and the web. | | <ul style="list-style-type: none"> • <i>Promote expectations and beliefs that optimize motivation</i> www.goalmigo.com/ Students can create and track personal goals and have the option of sharing with peers or a wider community. Students can update friends or a larger community as they make progress toward and complete their goals. |
| <ul style="list-style-type: none"> • <i>Illustrate through multiple media</i> www.hippocampus.org. Science, Social Studies and ELA 6-12 text and videos along with primary sources (similar Khan Academy but for the social sciences). | <ul style="list-style-type: none"> • <i>Enhance capacity for monitoring progress</i> www.voki.com/ Encourages students to listen to themselves orally read and self-evaluate through avatars. | <ul style="list-style-type: none"> • <i>Develop self-assessment and reflection</i> edublogs.org/ Students use an online forum to create their self-assessment or reflection |

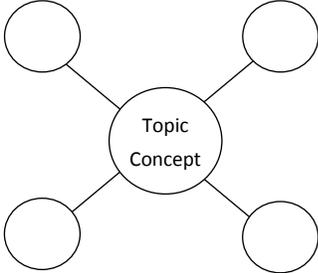
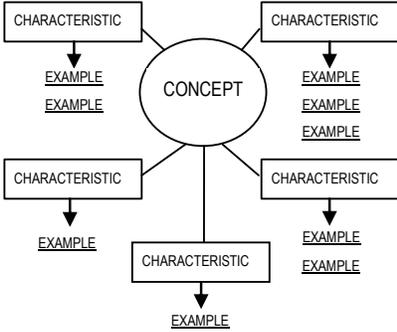
| Multiple Means of Representation | Multiple Means of Expression | Multiple Means of Engagement |
|---|--|--|
| <ul style="list-style-type: none"> • <i>Activate or supply background knowledge</i> www.wdl.org/en/ The World Digital Library provides a searchable database, in several languages, of primary materials worldwide. | <ul style="list-style-type: none"> • <i>Support planning and strategy development</i> https://support.google.com/calendar/answer/2465776?hl=en Encourage students to use Google calendar to track assignments. | |
| Instructional Supports | | |
| <ul style="list-style-type: none"> • Provide the questions in a written format. Have students underline key words in the question. • Have students restate the question or summarize what it is asking. • Number paragraphs so students can easily access where evidence can be found. • Provide some questions to the student before reading to think about as he or she reads. • Provide a read aloud as one of the rereads. • Have students pre-read selection before the lesson. • Chunk the text. Give students smaller “bites” of information and ensure that they have adequate time to analyze them. • Increase font size of presentations and handouts. • Provide transcripts of any videos • Pre-teach difficult vocabulary. | <ul style="list-style-type: none"> • Have students generate and answer their own questions and pose these questions to a partner. • Have student prepare for a discussion by writing discussion notes, key points and evidence before the discussion. • Have students use sentences strips, story webs, mapping tools as they read or write. • Use web application to create presentations. • Present concepts in symbolic representation and pictures or use images to express thoughts. • Annotate the text with margin notes. | <ul style="list-style-type: none"> • Utilize inside-outside circles with students working together to answer questions and find evidence. • Provide students with a passage and three different colored highlighters or colored pencils. Students are to underline or highlight the main idea, explicit evidence, and any implicit evidence. Students could also write their inferences in the margin based on the implicit evidence. • Use a fishbowl technique where diverse learners can listen to peers in the inner circle talk about evidence from the text while the outer circle writes down what they hear and agrees or disagrees. • Employ Socratic seminars to increase discussion. • Use student generated discussion topics. • Use checklists and recording logs that focus on students goals. • Whenever possible, give choices. |

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About the Table ¹The technology examples of effective scaffolding practices were identified through a meta-analysis of over 1,000 scientific studies of supports that contribute to improvements in student success. For a description of the research base underpinning this framework, see <http://www.udlcenter.org/research/researchevidence/> ²The National Center for Universal Design for Learning provides additional UDL resources at <http://www.udlcenter.org/implementation/examples>. The Technology Integration Matrix provides additional technology based UDL resources at <http://fcit.usf.edu/matrix/matrix.php>.

| Instructional Shift 1: Building Knowledge through Content-Rich Text | |
|---|--|
| Strategy | Analytic Graphic Organizers |
| Description | This strategy uses a visual format like charts, diagrams, and graphs to help students explore the characteristics, relationships, or effects of a complex topic. This supports students to organize their thoughts and construct meaning from text. Examples include cause-effect diagrams, comparison-contrast charts, and process flow diagrams. |
| Purpose | <p>Use <i>during</i> and <i>after</i> reading to:</p> <ul style="list-style-type: none"> • Provide a visual way to analyze how information and ideas are linked • Help organize information for note-taking, learning, and recall • Show specific relationships, such as cause-effect, sequence, or comparison-contrast • Synthesize information from different locations in the text or from multiple texts • Convey understanding of information and concepts so misconceptions can be seen |
| Directions | <ol style="list-style-type: none"> 1. Explain the purpose of using a graphic organizer to visualize how ideas link together. 2. Model how to complete a specific type of graphic organizer before asking students to complete that type in pairs and then individually. 3. After introducing several graphic organizers one at a time, present a variety of graphic organizers together so students see how the shape of each graphic organizer shows how the information is connected. 4. Model for students how to select a graphic organizer depending on the purpose for organizing information: comparison, sequence, cause-effect, main idea-supporting detail, pro/con evidence, and so on. 5. Help students select an appropriate graphic organizer. 6. Assist students as needed while they organize the information. 7. Ask students how completing the graphic organizer helped them understand the text differently. Students might discuss this using a Think-Pair-Share or complete a Quick Write to respond. |
| Extensions | <ul style="list-style-type: none"> • Use the graphic organizer to study words and concepts that were examined during the close reading of text. • Have students show their graphic organizers to one another and compare their responses. • Have students design creative variations of graphic organizers to match the content or context. • Use for essays or other writing, or cue charts for question generating/answering a text; for example: Where did you find evidence for your answer? How can you prove it? What is the main idea? What were the turning points in the chapter? What are the important steps in this process? |

Analytic Graphic Organizers for Vocabulary Development

| <p>BRAINSTORMING WEB</p>  | <p>TRIPLE-ENTRY VOCABULARY JOURNAL</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Word in Context</th> <th style="padding: 5px;">Definition in My Own Words</th> <th style="padding: 5px;">Picture, Memory Aid, Phrase</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td><td> </td></tr> </tbody> </table> | Word in Context | Definition in My Own Words | Picture, Memory Aid, Phrase | | | | | | | | | | <p>WORD SORT</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center; padding: 5px;">Categories</th> </tr> <tr> <td style="width: 33%; height: 20px;"> </td> <td style="width: 33%;"> </td> <td style="width: 33%;"> </td> </tr> <tr> <th colspan="3" style="text-align: center; padding: 5px;">Words to Sort</th> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table> | Categories | | | | | | Words to Sort | | | | | | | | | | | |
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| <p>SEMANTIC FEATURE ANALYSIS</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Concept Terms</td> <td style="width: 30%; padding: 5px; text-align: center; vertical-align: middle;">Key Features</td> </tr> <tr> <td style="border: 1px solid black; height: 40px;"> </td> <td style="border: 1px solid black;"> </td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"> </td> <td style="border: 1px solid black;"> </td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"> </td> <td style="border: 1px solid black;"> </td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"> </td> <td style="border: 1px solid black;"> </td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"> </td> <td style="border: 1px solid black;"> </td> </tr> </table> | Concept Terms | Key Features | | | | | | | | | | | <p>CONCEPT MAP</p>  | <p>FRAYER MODEL</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%; padding: 5px;">Essential Characteristics</td> <td style="width: 50%; padding: 5px;">Nonessential Characteristics</td> </tr> <tr> <td colspan="2" style="height: 40px;"> </td> </tr> <tr> <td style="width: 50%; padding: 5px;">Examples</td> <td style="width: 50%; padding: 5px;">Nonexamples</td> </tr> <tr> <td colspan="2" style="height: 40px;"> </td> </tr> </table> | Essential Characteristics | Nonessential Characteristics | | | Examples | Nonexamples | | | | | | | | | | | | |
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Analytic Graphic Organizers for Patterns and Relationships

| <p>MAIN IDEAS</p> | <p>COMPARE/CONTRAST</p> | <p>GENERALIZATION</p> | | | | | | | | | | | | | | | | | |
|---|---|------------------------------|---------------|-------------|---------------------|------------------------|---|------|-----------------------------|--|--|--|--|--|--|--|--|--|--|
| <p>CAUSE/EFFECT</p> <table border="1"> <thead> <tr> <th>CAUSE(S)</th> <th>EFFECT(S)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> | CAUSE(S) | EFFECT(S) | | | | | | | <p>PROCESS CYCLE</p> | <p>SEQUENCE</p> <p>BEGINNING</p> | | | | | | | | | |
| CAUSE(S) | EFFECT(S) | | | | | | | | | | | | | | | | | | |
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| <p>DISCUSSION WEB</p> | <p>PROPOSITION/SUPPORT OUTLINE</p> <p>PROPOSITION</p> <hr/> <hr/> <p>SUPPORT</p> <table border="1"> <tr> <td>1. Facts</td> </tr> <tr> <td>2. Statistics</td> </tr> <tr> <td>3. Examples</td> </tr> <tr> <td>4. Expert authority</td> </tr> <tr> <td>5. Logic and Reasoning</td> </tr> </table> | 1. Facts | 2. Statistics | 3. Examples | 4. Expert authority | 5. Logic and Reasoning | <p>LIST-GROUP-LABEL</p> <table border="1"> <thead> <tr> <th>List</th> <th>Group</th> <th>Label</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | List | Group | Label | | | | | | | | | |
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| Instructional Shift 2: Close Reading | |
|--------------------------------------|---|
| Strategy | Coding Text/Comprehension Monitoring |
| Description | This instructional practice helps students to engage and interact with text and monitor comprehension as they read. <u>Note:</u> Coding/Comprehension Monitoring can be used for the first independent reading or a close read of the text. Codes should align with grade level expectations. |
| Purpose | Use during reading to: <ul style="list-style-type: none"> • Support content area learning by focusing on key concepts and academic language • Provide a way for students to engage in a dialogue with the author • Help students identify how they process information while reading • Help students identify what is difficult in the text so they can select and apply comprehension strategies to support their reading • Develop meta-cognitive awareness and ability to monitor one’s own comprehension |
| Directions | <ol style="list-style-type: none"> 1. Explain that this practice helps readers monitor their reading so they can identify what they do or don’t understand. 2. Choose 2–3 codes that support the purpose of the reading and reinforce targeted literacy habits and skills. 3. Model the practice, using an overhead or whiteboard. Do a Think-Aloud while marking the codes so students witness the meta-cognitive process. 4. Guide the students to apply the coding. Review the codes and have students code their reactions as they read on the page margins, lined paper inserts, or sticky notes. |
| Extensions | Have students compare and discuss how they coded sections of the text. After students are comfortable with coding using teacher-provided codes, encourage them to develop additional codes appropriate for reading a particular text. |

Possible Codes (use only 2–4 codes per time)

- | | | | |
|---|--------------------------------------|-----|--------------------------|
| + | New information or academic language | ! | Interesting |
| * | I know this information | --> | Important information |
| ? | I don’t understand/I have questions | T-T | Text-to-text connection |
| C | Claim | T-W | Text-to-world connection |
| E | Evidence | C | Cause |
| ✓ | I agree | E | Effect |
| | | X | I disagree |

| Instructional Shift 3: Complex Text and Its Academic Language | |
|---|--|
| Strategy | Word Sorts |
| Description | <p>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 and Kita, 1979).</p> <p>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.</p> |
| Purpose | <p>Use <i>after</i> reading to:</p> <ul style="list-style-type: none"> • 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 • Enhance students’ interest in vocabulary development through a multi-sensory experience as they read, write, and manipulate words while sharing their thinking with others • Develop divergent thinking when open sort is used |
| Directions | <ol style="list-style-type: none"> 1. State that the purpose of a Word Sort is to develop and remember deeper understandings of vocabulary terms. Ask four students to come up front to complete one Word Sort. Prompt to deepen the conversation where necessary. For example: What makes you think that these two words are like one another? What evidence is in the text that these are about the same thing? So, how do they differ? 2. Provide students with a list of academic vocabulary words that you have been discussing when doing a close read of the text. Have pairs or small groups of students copy vocabulary terms onto index cards or strips of paper, one word per card or strip of paper. 3. Ask students (in pairs or small groups) to sort the words into categories, either by providing the categories (closed sort) or having the students generate the categories (open sort). 4. Have each pair or small group share the reasoning and evidence justifying why they sorted the vocabulary in a particular way. After all have reported out, ask students to share or to do a Quick Write on insights gained about the meanings of the words through the activity. |
| Extensions | <p>Have students sort the words into a Venn diagram, then summarize their findings in a quick write.</p> |

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For additional CCS-ELA aligned instructional practices, see www.thinkquiry.com

Word Sort Template

| Closed Sort | | | | | |
|---|----------|-----------------------------|----------|-------------------------------|----------|
| Origin of the World Word Bank: confused mass, shapeless, vast, overarching, deity, omnipresence, revered, veneration, melancholy, chaste, refined, life-sustaining | | | | | |
| Language that describes Uranus | | Language that describes GÆA | | Language that describes Chaos | |
| Word(s) | Evidence | Word(s) | Evidence | Word(s) | Evidence |
| | | | | | |
| | | | | | |
| Open Sort | | | | | |
| Geography Word List: plateau, tundra, swamp, savanna, mesa, oasis, tributary, isthmus, peninsula, strait, steppe, fjord | | | | | |
| Categories | | | | | |
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**ORIGIN OF THE WORLD.—FIRST DYNASTY
URANUS AND GÆA. (CÆLUS AND TERRA)**

1. The ancient Greeks had several different theories with regard to the origin of the world, but the generally accepted notion was that before this world came into existence, there was in its place a confused mass of shapeless elements called Chaos. These elements becoming at length consolidated (by what means does not appear), resolved themselves into two widely different substances, the lighter portion of which, soaring on high, formed the sky or firmament, and constituted itself into a vast, overarching vault, which protected the firm and solid mass beneath. Thus came into being the two first great primeval deities of the Greeks, Uranus and Gæa.

2. Uranus, the more refined deity, represented the light and air of heaven, possessing the distinguishing qualities of light, heat, purity, and omnipresence, whilst Gæa, the firm, flat, life-sustaining earth, was worshipped as the great all-nourishing mother. Her many titles refer to her more or less in this character, and she appears to have been universally revered among the Greeks, there being scarcely a city in Greece which did not contain a temple erected in her honour; indeed Gæa was held in such veneration that her name was always invoked whenever the gods took a solemn oath, made an emphatic declaration, or implored assistance.

3. Uranus, the heaven, was believed to have united himself in marriage with Gæa, the earth; and a moment's reflection will show what a truly poetical, and also what a logical idea this was; for, taken in a figurative sense, this union actually does exist. The smiles of heaven produce the flowers of earth, whereas his long-continued frowns exercise so depressing an influence upon his loving partner, that she no longer decks herself in bright and festive robes, but responds with ready sympathy to his melancholy mood.

4. Uranus and Gæa produced two distinctly different races of beings called Giants and Titans. The Giants personified brute strength alone, but the Titans united to their great physical power intellectual qualifications variously developed. There were three Giants, Briareus, Cottus, and Gyges, who each possessed a hundred hands and fifty heads, and were known collectively by the name of the Hecatoncheires, which signified hundred-handed. These mighty Giants could shake the universe and produce earthquakes; it is therefore evident that they represented those active subterranean forces. The Titans were twelve in number; their names were: Oceanus, Ceos, Crios, Hyperion, Iapetus, Cronus, Theia, Rhea, Themis, Mnemosyne, Phœbe, and Tethys.

5. Uranus, the chaste light of heaven, the essence of all that is bright and pleasing, held in abhorrence his crude, rough, and turbulent offspring, the Giants, and moreover feared that their great power might eventually prove hurtful to himself.

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