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

Module 2 Participant Guide

**Connecticut Core Standards for ELA & Literacy
Grades K–5: Supporting All Students in Close Reading,
Academic Language, and Text-based Discussion**

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

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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, and Wrap Up

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Introductory Activities

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Introductory Activities

Pre-Assessment–CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom**.**

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I understand the backward design process for aligning learning goals, assessments, and learning activities.				
I know the elements of a CCS-aligned curriculum and can recognize these elements in unit and lesson plans.				
I can design a close reading lesson with a sequence of text-dependent questions based on key ideas, challenging parts of the text, and CCS-ELA & Literacy.				
I understand the nature of academic vocabulary, how to create text-dependent questions to help students define words in context, and which words to leverage for further study.				
I know the principles of Universal Design for Learning and related practices and structures to support all students.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to close reading, academic language, and Universal Design for Learning.				

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Quick Write

1. Jot down ideas to share with your fellow Core Standards Coaches about activities or conversations you facilitated in your school or district relative to Module 1. If you met challenges, feel free to share those as well!

2. Use the Quick Write section of the *notepad* in your Participant Guide on page 61.

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Activity 1

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Activity 1: Sharing Successes and Challenges

DESCRIPTION

In this activity, Connecticut Core Standards District Coaches have an opportunity to share professional learning activities and discussions relative to *Module 1 Systems of Professional Learning* that they facilitated in their schools or districts after attending the first module.

DIRECTIONS

You will now have an opportunity to share with a few of your colleagues what you did in your school or district relative to Module 1 topics and activities. Use your notes from the earlier Quick Write to help guide your contribution to the conversation.

Number off around the room as directed by your facilitator.
Meet with two other participants who have the same number as you.
Appoint a timekeeper and a reporter for your group.
Use the protocol that follows to guide your discussion.

Protocol for Sharing
1. One coach shares with the group whatever he or she chooses from the Quick Write notes (2 minutes).
2. After the first participant speaks, others may ask clarifying* questions (2 minutes).
3. The speaker responds to the questions and reflects on whether he or she felt the activity was successful (1 minute).
4. This cycle repeats, with each coach having an opportunity to share. The timekeeper must keep each round to the 5-minute time limit.
5. If the sharing takes less time than expected, continue with general conversation until 15 minutes have elapsed.

*Clarifying questions seek "nuts and bolts" information about what they presenter has shared in order to better understand the activity. For example, "How much time did it take?" or "How were participants grouped?" Clarifying questions are neither judgmental nor probing.

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Activity 2

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Activity 2: Reviewing a Lesson and a Unit

The purpose of this activity is for participants to become familiar with overall design principles and elements of exemplar units and lessons before beginning to create elements of text-based lessons themselves. The activity is divided into two parts: a) unit design and, b) lesson components.

Activity 2a: Scanning a Unit for Backward Design

DESCRIPTION

Participants are introduced to the concept of backward design. They then choose one of two units (exemplars that appear on the ctcorestandards.org website). They review the structure of this unit and annotate for evidence of the backward design process in the unit they have chosen.

DIRECTIONS

1. Listen to a brief presentation about the elements of CCS-aligned units and lessons and the backward design process for curriculum.

2. Choose one of two exemplar units provided by the facilitator.

3. Working with a partner, annotate the unit overview or introduction for evidence of the elements of backward design. Use the annotation codes on the following page.

4. Be sure to annotate using sticky notes. The units will be reused in other sessions.

5. You will have 15 minutes for Activity 2a.

RESOURCES

- MA Department of Elementary & Secondary Education, English Language Arts and Literacy, Grade 2 Author Study: Tomie dePaola (http://www.doe.mass.edu/candi/model/files.html)
- NYS Common Core ELA Curriculum, ELA Outcomes, Grade 5 Module 1 Overview, Unit 1, and Lesson 1 (pp. 1-58: http://www.engageny.org/sites/default/files/resource/attachments/5m1.1.pdf).

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ANNOTATION CODES FOR ACTIVITY 2A

Stage 1: Learning Goals	
Connecticut Core Standards	CCS
Understanding	U
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)	LG

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Activity 2b: Looking Closely at a Lesson

DESCRIPTION

Participants are introduced to curriculum and instructional elements that will appear in high-quality lessons aligned with the CCS. They annotate a single lesson in the unit they have chosen.

DIRECTIONS

1. You have been introduced to most of these elements of an aligned lesson in Module 1. Listen for a brief description of formative assessment before beginning this activity.

2. Meet with the same partner and use the same unit as in Activity 2a, and focus on a single lesson.

3. Annotate the lesson for evidence of important components of a text-based lesson. Use the annotation codes, below.

4. Be sure to annotate using sticky notes. This unit will be reused in other sessions.

5. You will have 15 minutes for Activity 2b.

RESOURCES

- MA Department of Elementary & Secondary Education, English Language Arts and Literacy, Grade 2 Author Study: Tomie dePaola
- NYS Common Core ELA Curriculum, English Language Arts Outcomes, Grade 5 Module 1 Overview, Unit 1, and Lesson 1

ANNOTATION CODES FOR ACTIVITY 2B

Lesson Components	
Content-rich text	T
Targeted set of CCS	CCS
Close reading and text-dependent questions	TDQ
Vocabulary and academic language	AL
Discussion	D
Formative assessment	FA
Student supports	SS

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SHARING

After you have completed your lesson review, locate a pair of participants who reviewed the other unit and lesson. Share evidence of the elements of backward design that you found in your units. Share elements of text-based lesson design that you found in your lesson. Discuss questions or concerns that arose as you were reviewing your lessons and units. You will have about 10 minutes for sharing and discussing.

PAUSE FOR REFLECTION

Turn to the Activity 2b section of the *notepad* on page 61 of your Participant Guide. In the section labeled, "Reviewing a Unit and a Lesson," jot down notes about anything you think was significant from this activity that can be applied to the Core Standards work in your school or district.

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Activity 3

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Activity 3: Digging Deeply – Close Reading, Academic Language, and Text-dependent Questions

Activity 3a: Reading the Text Closely

DESCRIPTION

Working in pairs, participants choose an excerpt from an appropriately complex text for which they will create segments of a close reading lesson. The text may be one they bring with them to the workshop, or they may choose from the nonfiction books in each location. They read the text closely and identify central ideas and core content, vocabulary, and particularly challenging parts of the text. They record this information in a 3-column Close Reading Organizer.

DIRECTIONS

In this activity, you will select and read closely a text or text excerpt. Within the text you will identify central ideas and core content, vocabulary, and challenging parts of the text. You will continue to use this text throughout today, creating parts of a close reading lesson: text-dependent questions, a discussion protocol, and student support.

1. Choose a text from our nonfiction collection (from Module 1), the Smarter Balanced Assessment Consortium sample texts in the Appendix of your Participant Guide on page 63, or a text you brought from your school or district.
2. If you are using an extended text, select a challenging excerpt of no more than 5 paragraphs for this exercise.
3. Number the paragraphs, lines, or sentences. (Some illustrated or primary texts are not divided by paragraphs.)
4. Read the text, making notes about central ideas, core content, vocabulary, and challenging parts of the text.
5. Use the 3-column Close Reading Organizer on the following page to capture notes you will later use to create text-dependent questions.

RESOURCES

SBAC sample texts found in the Appendix of your Participant Guide on page 63, an excerpt that you brought with you, or one you chose from the nonfiction books used in Module 1.

Close Reading Organizer

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CLOSE READING ORGANIZER			
Par., Line, or Sent. #	**Central Ideas, Core Content and Related Key Details**	**Vocabulary**	**Difficult Section (Challenging Concepts or Complex Language)**
#			
#			
#			
#			
#			

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Activity 3b: Making Decisions about Vocabulary

DESCRIPTION

Participants will review the vocabulary they selected in Activity 3a, revising their choices if necessary based on the information presented in slides 39-44. They make decisions about how they would teach each selected vocabulary word by placing it in a vocabulary quadrant organizer.

DIRECTIONS

In this activity, you will review the vocabulary (words and phrases) you selected from your text excerpt (Activity 3a), deciding how, or if, you will include these words in your close reading lesson.

1. Consider each word you wrote in your Close Reading Organizer.
2. Place each word in the correct quadrant.
   - If the word **is critical** to understanding the central idea or core content of the text, or if it **can be leveraged** for future use, then it will go in either quadrant 2 or 4.
   - If the word is **not essential** to understanding the central idea or core content of the text, or if it **cannot be leveraged** for future use, then it will go in either quadrant 1 or 3.
   - If the **meaning** of the word can be determined from **context**, then it will go in quadrant 1 or 2.
   - If the **meaning** of the word **must be provided**, it will go in quadrant 3 or 4.
3. After doing this exercise, decide with your partner:
   - Which of these words will we address through text-dependent questions?
   - Which of these words might we just ignore without jeopardizing students' understanding of the text?
   - Which will we provide for students directly, without further instruction?
   - Which of these words would be useful enough (word families, cognates, future appearance in other texts) that we would likely address them in an extended lesson?

RESOURCES

Vocabulary Quadrant Organizer from http://achievethecore.org/page/61/which-words-do-i-teach-and-how

Close Reading Organizer from Activity 3a

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Academic Vocabulary Organizer

	These words merit less time and attention	These words merit more time and attention (They are abstract, have multiple meanings, and/or are a part of a word family)
Meaning can be learned from context	1	2
Meaning needs to be provided	3	4

Adapted from http://achievethecore.org/page/61/which-words-do-i-teach-and-how

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Activity 4

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Activity 4: Creating a Sequence of Text-dependent Questions

DESCRIPTION

Using the information they recorded in Activities 3a and 3b, participants craft a sequence of text-dependent questions, using the "Creating Questions for Close Analytic Reading Exemplars: A Brief Guide" on the following page as a resource. They then discuss their challenges in writing text-dependent questions and questions they still have.

DIRECTIONS

In this activity, you will create a series of text-dependent questions for the excerpt you selected, and for which you have identified core content, key details, vocabulary, and challenging sections. Keep in mind that the purpose of text-dependent questions is to scaffold students toward independently reading and comprehending complex text.

1. Working with your partner, craft a series of 4-5 text-dependent questions to support students in comprehending the text you read.

2. Review "Creating Questions for Close Analytic Reading Exemplars: A Brief Guide," on the following page to help you craft questions. (However, keep in mind that no two sets of questions are alike, and this is not a formula.)

3. Be certain that in your series of text-dependent questions, you are including questions that help students define the vocabulary you identified as "can be defined in context."

4. Also, be certain that your questions are neither too broad nor too narrow. Help students focus on important information.

5. Use the *Work Time* section of the Lesson Plan Template located in the Appendix of your Participant Guide on page 80 to record your text-dependent questions.

6. After about 25 minutes, you will join another pair of participants.

7. Compare the questions you created, and discuss:

   - Are the questions truly text-dependent?

   - Will they scaffold students toward independence?

   - Do they address the identified standard(s), in this case R.1?

   - How else might students "get" to these questions besides having the teacher ask them directly?

8. In the *notepad* section of your Participant Guide on page 61, reflect on these questions: What are the challenges to writing text-dependent questions? What supports do teachers need to write effective text-dependent questions?

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RESOURCES

"Creating Questions for Close Analytic Reading Exemplars: A Brief Guide"
Lesson Plan Template
Vocabulary Quadrant Organizer
Close Reading Organizer

Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

1. Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build towards.

2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these questions.

3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.

4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.

5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.

6. 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.

7. Develop a culminating activity around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

Retrieved from: http://achievethecore.org/page/45/short-guide-to-creating-text-dependent-questions

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Activity 5

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Activity 5: Reading about Classroom Discussion

DESCRIPTION

Participants read and annotate an excerpt handout from an IRA policy brief, "Close Reading and Far-Reaching Classroom Discussion: Fostering a Vital Connection" (Snow & O'Connor, 2013). In groups of four, participant use the *Four "A"s Protocol* (Gray, 2005) to discuss the article and prepare to answer the question, *What implications does this excerpt have for our work with teachers and students?*

Summary of the article:

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.

Excerpt for close reading:

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."

DIRECTIONS

1. Choose a timekeeper and facilitator.
2. Read the excerpt silently, making notes in the table (on the following page) for each of the 4 As and highlighting sentences, phrases, or words in the text as evidence. (8 minutes)

   O   What **A**ssumptions does the author of the text hold?

   O   What do you **A**gree with in the text?

   O   What do you want to **A**rgue with in the text?

   O   What part of the text do you want to **A**spire to or **A**ct upon?

3. In a round, have each person identify one assumption in the text, citing the text as evidence. (1 minute per person, 4 minutes total)
4. In the second round, each participant may choose any <u>one</u> of the remaining 3 As to share. (1 minute per person, 4 minutes total) (Please note, this is a variation on the original 4 As which continues in rounds for each of the remaining As.)
5. End the session with an open discussion framed around the question: What does this mean for our work with teachers and students? (4 minutes)
6. One person from each table will share briefly about his/her table's discussion. (5 minutes total)

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RESOURCES

- 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: fostering a vital connection.* International Reading Association http://www.reading.org/Libraries/lrp/ira-lrp-policy-brief--close-reading--13sept2013.pdf

4 "A"S PROTOCOL

What ASSUMPTIONS do the authors hold?	What do you AGREE with in the text?

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What do you want to ARGUE with in the text?	What part of the text do you ASPIRE to or want to ACT upon?

What implications does this have for our work with teachers and students?

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Activity 6

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Activity 6: Viewing a Video and Choosing a Protocol

DESCRIPTION

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.

Activity 6a: Text-based Discussion in the Classroom

DIRECTIONS

1. Locate the Activity 6a section of your *notepad* on page 62.

2. View the video and take notes about what you observe with regard to:

    O   protocols
    O   formative assessment opportunities

3. Discuss what you observed with your table.

GUIDING QUESTIONS

How do protocols support student discussion?

What formative assessment opportunities might student discussion provide?

RESOURCES

Science Talk from Expeditionary Learning http://vimeo.com/76178452

Discussion Protocols List

Lesson Plan template

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Activity 6b: Learn about and Choose a Discussion Protocol

DIRECTIONS

1. Review the lists of discussion protocols in your Participant Guide (on the following pages).

2. Select one protocol to learn about and study it on your own.

3. At the table, take turns presenting the protocol that you studied.

4. As each protocol is presented, engage in a brief discussion of how and under what circumstances that protocol might be used.

5. Discuss any enhancements or adaptations you would consider for these protocols.

4. With your (close reading) partner, select one discussion protocol that you could use in your close reading lesson. Consider any supports that students might need in order to participate fully in this protocol.

RESOURCES

Discussion Protocols List
Lesson Plan template

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Discussion Protocols

Numbered Heads Together

Students are put in groups of 4–6 and numbered. When asked a question, students work together to find the best answer. When called together again, the teacher rolls a die and asks the students from each group with the number rolled to stand, i.e., "All 3s from each group please stand." Each student then represents the group and reports the group's answer.

Think-Pair-Share

This involves a three step cooperative structure. During the first step, students think silently about a question posed by the teacher. Individuals then pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs or the entire group. It is a usually a good idea to have the individuals that are sharing with the whole group explain what their partner said in order to promote good listening skills.

Merry Go Round

Each student takes a very quick turn sharing with the team a thought or reaction to something posed by the teacher. Responses should be quick 1–5 word phrases in order to keep it going quickly and keep thoughts concise.

Put Your Two Cents In

Each student has two tokens to use as talking pieces. In groups of four, each student takes a turn by putting one token in the center of the table and sharing his/her idea. Once everyone has shared once, each student then puts one more token in at a time and responds to what someone else in the group has shared, i.e., "I agree with____ because…", or "I don't agree with _____ because…", etc.

Give One, Get One

After reading about a topic, students are asked to get up and find someone across the room with whom to share their thoughts or answers. Students are then receiving an idea in exchange for giving one.

Jigsaw

Groups of 4–5 students are established. Each group member is assigned some unique material to learn and then teach to his group members. To help in the learning, students across the class focusing on the same material get together to decide what is important and how to teach it. After practice in these "expert" groups, the original groups reform and students teach each other.

Partners

The class is divided into teams of four. Half of each team is given an assignment to master to be able to teach the other half. Partners studying the same material go to one side of the room and consult with one another about the material and how to best teach it to the other half of their team. Teams then go back together with each set of partners teaching the other set.

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Inner Outer Circle

Have students stand in a big circle. Every other person should take one giant step inside the circle and turn around facing those in the outer circle. In other words, there should be two circles with the outer circle people facing inward and the inner circle people facing outward, and everyone should be face-to-face. Students in the outer circle begin by asking the student facing them on the inner circle a question. This question may be prepared by either the students themselves or the teacher. Once the inner circle student has had an opportunity to answer, either the outer or inner circle rotates and the process is repeated until a full rotation is made. Then, the inner circle has the opportunity to ask questions as the outer circle responds, and so forth.

Stop and Say Something

Form groups of 2–3. Individually each person reads the highlighted portions of an article or text up to where it says, "Stop and Say Something" (pre-determined by facilitator/teacher). When everyone has reached the stopping point, the group members have a brief dialogue about what they read. Repeat for the remaining portions of the text.

Save the Last Word

Form groups of 3–4. Individually each person reads the article, and selects 2 to 3 quotes that particularly caught their attention. (Alternate – students write the quote on one side of a card and why they chose it on the other.)

Round 1: The first person reads his/her quote aloud without commenting on it (that comes later!) Each other person has one minute to comment on the quote (If they agree…disagree…with the quote, or if it makes them think of something related). The initial person has two minutes to respond to the comments, including why they selected the quote. This is the last word! Remaining Rounds: Repeat the process for each group member.

Placemat and Round Robin

Form participants into groups of four. Allocate one piece of chart paper to each group. Ask each group to draw the diagram on the paper.
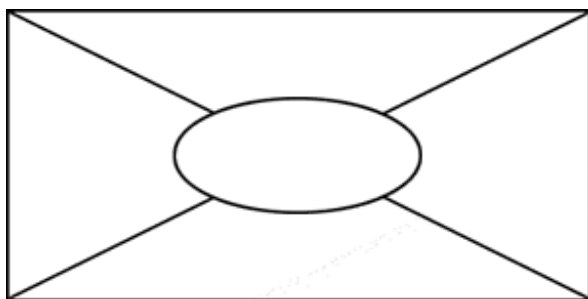
The outer spaces are for each participant to write their thoughts about the topic. Conduct a Round Robin so that each participant can share their views. The circle in the middle of the paper is to note

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down (by the nominated scribe) the common points made by each participant. Each group then reports the common points to the whole group.

Rotating Trios

Beforehand, prepare discussion questions. In class, students form trios, with the groups arranged in a large circle or square formation. Give the students a question and suggest that each person take a turn answering. After a suitable time period, ask the trios to assign a 0, 1, or 2 to each of its members. Then direct the #1s to rotate one trio clockwise, the #2s to rotate two trios clockwise, and the #0s to remain in the same place; the result will be completely new trios. Now introduce a new, slightly more difficult question. Rotate trios and introduce new questions as many times as you would like.

3-2-1

After reading an article, share:

3 things you learned

2 things you found interesting

1 question you still have

Carousel Brainstorming

Post different questions around the room. Give a different colored marker to each group.

Each group goes to one piece of paper and writes responses to the question on their paper. When the time is up, the groups rotate. At the last chart, the group summarizes and reports out the answer.

Fishbowl

Purpose: The fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all fishbowl activities, both those in the inner and those in the outer circles have roles to fulfill. Those in the center, model a particular practice or strategy. The outer circle acts as observers and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.

Procedure: Arrange chairs in the classroom in two concentric circles. The inner circle may be only a small group or even partners. Explain the activity to the students and ensure that they understand the roles they will play. You may either inform those that will be on the inside ahead of time, so they can be prepared or just tell them as the activity begins. This way everyone will come better prepared. The group in the inner circle interacts using a discussion protocol. Those in the outer circle are silent, but given a list of specific actions to observe and note.

One idea is to have each student in the outer circle observing one student in the inner circle (you may have to double, triple, or quadruple up.) For example, tallying how many times the student participates

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or asks a question. Another way is to give each student in the outer circle a list of aspects of group interaction they should observe and comment on. For example, whether the group members use names to address each other, take turns, or let everyone's voice be heard. Make sure all students have turns being in the inside and the outside circles at some point, though they don't all have to be in both every time you do a fishbowl activity.

Debrief: Have inner circle members share how it felt to be inside. Outer circle members should respectfully share observations and insights. Discuss how the fishbowl could improve all group interactions and discussions.

Variation: Each person in the outside circle can have one opportunity during the fishbowl to freeze or stop the inside participants. This person can then ask a question or share an insight.

Hosted Gallery Walk Protocol: "The Gallery Jigsaw"

Purpose: This strategy offers participants an opportunity to share information with others in a gallery walk type setting. The protocol involves small-group collaboration, while making individuals responsible for the learning and the teaching.

Procedure:

1. Divide participants into groups – size of group will vary with the topic and how it can be divided, size of class, age of participants, etc.

2. Assign each group a specific segment of your topic (example: legislative branch of government, role of a worker bee, or transportation on the river).

3. Provide each group with additional materials they need to further enhance the study that has already been introduced, probably in a large-group setting (example: government, insects, and importance of our river).

4. Allow time for the group to read and discuss the new information. Using prior knowledge along with the new knowledge, have them create a visual representation that each person in the group will use to teach others in the class.

5. Be clear that each person has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components.

6. Post the work around the room or in the hallway.

7. Regroup participants so each new group has at least one member from the previously established groups.

8. Give specific directions at which poster each group will start and what the rotation will look like.

9. The speaker at each poster is the person(s) who participated in the creation of the poster.

10. When all groups have visited each poster, debrief.

Debrief:

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What was your biggest "a-ha" during the tour?

How was your learning enhanced by this method?

What role?

World Café Discussion Protocol

Purpose: To discuss a topic or various topics, rotating the role of leadership and mixing up a group of people.

Procedure:

1. Form three groups of 3 or 4 and sit together at a table.

2. Each group selects a "leader."

3. The leader's role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes…a bit later.

4. The group discusses the topic at hand until time is called. Groups can be discussing the same topic or related topics.

5. The leader stays put; the rest of the group rotates to the next table.

6. The leader (the one who didn't move) presents a summary of the conversation recorded from the former group to the new group.

7. Each table selects a new leader.

8. Again, the new leader's role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes…a bit later.

9. The group discusses the topic at hand until time is called.

10. Repeat the process, ideally until all participants have had a chance to lead.

11. After the final round, the last group of leaders present to the whole group rather than reporting out to a "next rotation."

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Universal Design for Learning

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What is Universal Design for Learning?

View the video UDL: Principles and Practice. 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?

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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
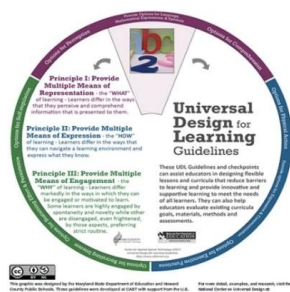- ✓ express their knowledge, ideas, and concepts in various ways?

Engagement

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

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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		
• *Offer ways of customizing the display of information* bookbuilder.cast.org *Book Builder* allows for flexibility in display and coaching characteristics that help students think about the text.	• *Facilitate managing information and resources* www.evernote.com Encourages students to save ideas, tasks, projects, files, and research through this free software.	• *Optimize individual choice and autonomy* bookbuilder.cast.org *Book Builder* allows for authoring and choice in creating text and choosing images.
• *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.	• *Optimize access to tools and assistive technologies* www.techmatrix.org Over 300 educational and assistive technology tools, resources, and technologies to support all students.	• *Heighten salience of goals and objectives* www.studygs.net/shared/mgmnt.htm Provides students with tools to manage their time and achieve their goals.
• *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.	• *Use multiple media for communication* www.voicethread.com Web-based application that allows students to share and create multimedia presentations.	• *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.

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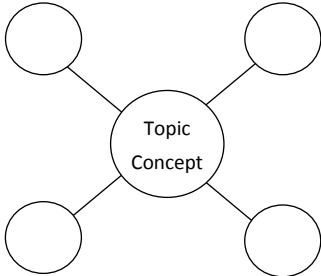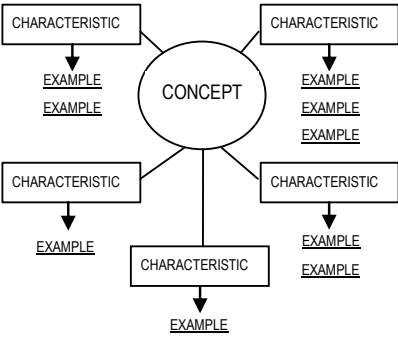| Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
• *Clarify vocabulary and symbols* www.blachan.com/shahi/ An online dictionary that provides definitions with Flickr, Google, and Yahoo images. www.visualthesaurus.com Students can create a visual web of related words.	www.paperrater.com/ Students check their grammar and spelling and get alerts for opportunities to improve their writing.	• *Maximize transfer and generalization* https://www.diigo.com/ Students can use this resource to collect and organize documents, highlight or add sticky notes, bookmarks, and images.
• *Clarify syntax and structure* www.sophia.org/paper-writing-transitions-and-topic-sentence-tutorial Provides support through a tutorial on transition words/phrases.	• *Use multiple tools for construction and composition* 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.	• *Vary demands and resources to optimize challenge* udleditions.cast.org/index.html Provides students leveled supports and an online Texthelp Toolbar to provide flexibility when reading digital media.
• *Support text, reading* 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.	• *Build fluencies with graduated levels of support for practice and performance* 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.	• *Foster collaboration and communication* 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.
• *Promote understanding across languages* 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.		• *Promote expectations and beliefs that optimize motivation* 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.
• *Illustrate through multiple media* 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).	• *Enhance capacity for monitoring progress* www.voki.com/ Encourages students to listen to themselves orally read and self-evaluate through avatars.	• *Develop self-assessment and reflection* edublogs.org/ Students use an online forum to create their self-assessment or reflection

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Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
• *Activate or supply background knowledge* www.wdl.org/en/ The World Digital Library provides a searchable database, in several languages, of primary materials worldwide.	• *Support planning and strategy development* https://support.google.com/calendar/answer/2465776?hl=en Encourage students to use Google calendar to track assignments.	
Instructional Supports		
• 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.	• 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.	• 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 [1]The 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/ [2]The 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.

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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	**Use *during* and *after* reading to:** • 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	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	• 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?

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Analytic Graphic Organizers for Vocabulary Development

BRAINSTORMING WEB

Topic Concept

TRIPLE-ENTRY VOCABULARY JOURNAL

Word in Context	Definition in My Own Words	Picture, Memory Aid, Phrase

WORD SORT

Categories

Words to Sort

SEMANTIC FEATURE ANALYSIS

Concept Terms / Key Features

CONCEPT MAP

CHARACTERISTIC → EXAMPLE EXAMPLE

CHARACTERISTIC → EXAMPLE EXAMPLE EXAMPLE

CONCEPT

CHARACTERISTIC → EXAMPLE

CHARACTERISTIC → EXAMPLE EXAMPLE

CHARACTERISTIC → EXAMPLE

FRAYER MODEL

Essential Characteristics	Nonessential Characteristics
Examples	Nonexamples

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Analytic Graphic Organizers for Patterns and Relationships

MAIN IDEAS

Topic

Subtopic | Subtopic | Subtopic

Details | Details | Details

COMPARE/CONTRAST

Differences | Similarities | Differences

GENERALIZATION

Generalization

Example

Example

Example

CAUSE/EFFECT

CAUSE(S)	EFFECT(S)

PROCESS CYCLE

Step 1
Step 5
Step 2
Step 4
Step 3

SEQUENCE

BEGINNING

Event 1 | Significance

Event 2 | Significance

Event 3 | Significance

DISCUSSION WEB

Issue/Topic

Statement or Key Question

Arguments for | Arguments against

Source: | Source:

Source: | Source:

Source: | Source:

Source: | Source:

Conclusions

PROPOSITION/SUPPORT OUTLINE

PROPOSITION

SUPPORT

1. Facts
2. Statistics
3. Examples
4. Expert authority
5. Logic and Reasoning

LIST-GROUP-LABEL

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. Note: 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:** • 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	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
		-->	Important information
*	I know this information	T-T	Text-to-text connection
?	I don't understand/I have questions	T-W	Text-to-world connection
C	Claim	C	Cause
E	Evidence	E	Effect
✓	I agree	X	I disagree

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Instructional Shift 3: Complex Text and Its Academic Language	
Strategy	**Word Sorts**
Description	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). **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.
Purpose	**Use *after* reading to:** • 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	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	Have students sort the words into a Venn diagram, then summarize their findings in a quick write.

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Word Sort Template

Closed Sort					
Marco Polo Word Bank: diplomatic, explorer, merchant, navigator, exotic, porcelain, convincing					
Words that describe Marco Polo		**Words that describe traded items**		**Words that describe Kublai Kahn**	
Word	Evidence	Word	Evidence	Word	Evidence

Open Sort		
Word List: algae, blue whale, kelp, sponge, dolphin, sting ray, coral reef, shark, manatee, plankton, shelter , photosynthesis		
Categories		
I	**II**	**III**

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MARCO POLO, *"I have not told half of what I have seen."*

1. Marco Polo was born in the year 1254 to a wealthy Venetian *merchant* family. Marco never met his father until he was 16 or 17 years old. His mother died when he was young, and his father and uncle, Niccolo and Maffeo Polo, were in Asia selling and trading items. They traded *exotic* goods such as silk and *porcelain*. Their journeys brought them into present-day China, where they joined a *diplomatic* mission to the court of Kublai Kahn. Khan's Empire, the largest the world had ever seen, was largely a mystery to those living within the borders of the Holy Roman Empire. An advanced culture outside of the Vatican seemed unfathomable, and yet, that's what the Polos described to their people when they arrived home.

2. In 1271, Niccolo and Maffeo Polo set out for Asia again, but this time they brought young Marco with them. The Polos had originally planned to be gone for only a few years. However, they were away from Venice for more than 23 years. Khan's acceptance of the Polos offered the foreigners unparalleled access to his empire. Niccolo and Maffeo were granted important positions in the leader's court. Marco, too, impressed Khan, who thought highly of the young man's abilities as a *merchant*. Marco's immersion into this culture resulted in him mastering four languages. As a result, he acquired *diplomatic* status and Khan sent Marco into areas of Asia never before explored by Europeans such as Burma, India and Tibet.

3. Finally, after 17 years in Khan's court, the Polos decided it was time to return to Venice. Their decision was not one that pleased Khan, as up to this time his *convincing* manner, lavish lifestyle, and the gifts he bestowed upon the Polos kept them happy. In the end, he agreed to their request with one condition: they escort a Mongol princess to Persia. Marco, a master *navigator* left with a caravan of several hundred passengers and sailors. The journey proved harrowing, and due to disease and other challenges, by the time the group reached Persia, just 18 people, including the princess and the Polos, were still alive. After two years of travel, the Polos reached Venice.

4. After his return to Venice, Marco commanded a ship in a war against the rival city of Genoa. He was captured and sentenced to a Genoese prison, where he met a prisoner and writer named Rustichello. As the men became friends, Marco told Rustichello about his time as an *explorer* in Asia. His stories were soon committed to paper and eventually published as *The Travels of Marco Polo*. The book made Marco a celebrity. But few readers allowed themselves to believe Marco's tale. They took it to be fiction. The work eventually earned another title: *Il Milione* ("The Million Lies").

5. In the centuries after his death, Marco Polo received the recognition that he failed to receive during his lifetime. Researchers and others have verified much of what he claimed to have seen. Two centuries after Marco's passing, Columbus set off in hopes of finding a new route to the Orient; with him was a copy of Marco Polo's book.

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Word Sort Video

As you view the video, jot down in your notes the supports the teacher uses to help all students be successful. The video can be found here: *Precision Teaching: Word Sort* from YouTube http://www.youtube.com/watch?v=zhW-H7iHXEY.

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?

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Activity 7

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Activity 7: Viewing and Discussing Lessons with UDL Supports

DESCRIPTION

In this activity, you will view video examples of CCS-ELA & Literacy aligned lessons with UDL supports. Use the discussion prompts to examine how these lessons align to CCS-ELA & Literacy and identify the UDL supports that are in place.

DIRECTIONS

As you view the videos:

Look for alignment to the CCS-ELA & Literacy shifts of:

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.

Look at what the teacher did for UDL supports and practices in providing:

1. Multiple means of representation;
2. Multiple means of action and expression; and
3. Multiple means of engagement.

Jot down your observations in the Activity 7 section of your *notepad* on page 62.

RESOURCES

Videos: *Analyzing Texts: Brainstorm Before Writing* from the Teaching Channel
https://www.teachingchannel.org/videos/analyzing-text-brainstorming and *Analyzing Texts: "Text Talk Time"* from the Teaching Channel https://www.teachingchannel.org/videos/analyzing-text-as-a-group

Discussion Prompts for Instructional Videos

UDL Guidelines and Resources

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Suggested Discussion Prompts

1. Which CCS-ELA & Literacy shifts are evident?

2. Which UDL supports are implemented in the lesson?

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Activity 8

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Activity 8: Applying UDL Supports to a Lesson

DESCRIPTION

Participants will revisit the UDL Wheel, and UDL Guidelines and Resources, starting on page 37 of 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.

DIRECTIONS

1. Revisit the close reading lesson you began in Activity 2.

2. Working in pairs, consider strategies for multiple means of representation, expression, and engagement.

3. Add examples of UDL supports to the lesson, restructuring the lesson as necessary.

RESOURCES

UDL Guidelines and Resources
UDL Wheel http://udlwheel.mdonlinegrants.org/
Draft close reading lesson

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Activity 9

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Activity 9: Reflecting and Sharing

DESCRIPTION

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.

DIRECTIONS

1. Meet with two other sets of partners who worked on the same grade level (K–1, 2–3, 4–5) text today.
2. Share briefly with your group the lesson you wrote, and describe some of the discussion you and you and your partner had as you created the lesson.
3. Choose a recorder and a reporter from your group.
4. 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.
5. Working with your group – discuss the prompt (below).
6. Create a list of ideas that emerge from your discussion.
7. When finished, the facilitator will ask one reporter from each table to stand. In turn, each table will report out one idea from their notes.
8. If your table has the same idea as another, the reporter will check it off and will not repeat it.
9. The activity continues until one person is left standing i.e. "last man standing."

RESOURCES

Your notes in the *notepad* section
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?

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Group Notes
What knowledge and skills must teachers have in order to design CCS-ELA & Literacy aligned lessons with student supports?
1.
2.
3.
4.
5.
6.
7.
8.
9.

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Activity 10

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Activity 10: Action Planning

DESCRIPTION

Participants will work with district or school teams (or with a job-alike partner from another school) to reflect on today's activities and plan how the messages and resources from Module 2 can be shared with colleagues.

DIRECTIONS

List Module 2's key messages you will share, and develop strategies for sharing messages and resources (e.g., presentation, videos, resource links, and aligned instructional practices) with colleagues back at your schools.

Key Messages about CCS-ELA & Literacy from Module 2	Strategies and Resources
1.	
2.	
3.	
4.	
5.	

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Closing Activities

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Closing Activities

Post-Assessment–CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom**.**

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I understand the backward design process for aligning learning goals, assessments, and learning activities.				
I know the elements of a CCS-aligned curriculum and can recognize these elements in unit and lesson plans.				
I can design a close reading lesson with a sequence of text-dependent questions based on key ideas, challenging parts of the text, and CCS-ELA & Literacy.				
I understand the nature of academic vocabulary, how to create text-dependent questions to help students define words in context, and which words to leverage for further study.				
I know the principles of Universal Design for Learning and related practices and structures to support all students.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to close reading, academic language, and Universal Design for Learning.				

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Session Evaluation

Thank you for attending today's session. Your feedback is very important to us! Please fill out a short survey about today's session.

The survey is located here: http://surveys.pcgus.com/s3/CT-ELA-Module-2-K-5

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Notepad for Module 2

Introductory Activity: Quick Write for Sharing

Jot down some information or thoughts you might share with other Core Standards District Coaches regarding conversations or professional learning activities in your school or district, relative to Systems of Professional Learning Module 1.

_____

_____

_____

_____

_____

Activity 2: Reviewing a Unit and a Lesson

Jot down a few notes about anything you think was significant from this activity that might apply to Core Standards work in your school or district.

_____

_____

_____

_____

_____

Activity 4: Creating a Sequence of Text-dependent Questions

After writing and reviewing text-dependent questions for your text, take a few moments to reflect on the process: What are the challenges to writing text-dependent questions? What supports do teachers need to write effective text-dependent questions?

_____

_____

_____

_____

_____

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Activity 6a: Text-based Discussion in the Classroom

Take notes as you view a video about text-based discussion. How do protocols support student discussion? What formative assessment opportunities might student discussion provide?

_____
_____
_____
_____
_____

Activity 7: View and Discuss Lessons with UDL Supports

Examine how these video lessons align to the CCS-ELA & Literacy shifts and identify the UDL Supports that are in place.

_____
_____
_____
_____
_____

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Appendix

Text Excerpts

THE SECRET GARDEN

by Frances Hodgson Burnett, 1911

http://www.gutenberg.org/ebooks/17396

CHAPTER I

THERE IS NO ONE LEFT

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was [Pg 2] kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also. She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants, and as they always obeyed her and gave her her own way in everything, because the Mem Sahib would be angry if she was disturbed by her crying, by the time she was six years old she was as tyrannical and selfish a little pig as ever lived. The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months, and when other governesses came to try to fill it they always went away in a shorter time than the first one. So if Mary had not chosen to really want to know how to read books she would never have learned her letters at all.

One frightfully hot morning, when she was about nine years old, she awakened feeling very cross, and she became crosser still when she saw that the servant who stood by her bedside was not her Ayah.

"Why did you come?" she said to the strange woman. "I will not let you stay. Send my Ayah to me."

The woman looked frightened, but she only stammered that the Ayah could not come and when Mary threw herself into a passion and beat and kicked her, she looked only more frightened and repeated that it was not possible for the Ayah to come to Missie Sahib.

There was something mysterious in the air that morning. Nothing was done in its regular order and several of the native servants seemed missing, while those whom Mary saw slunk or hurried about with ashy and scared faces. But no one would tell her anything and her Ayah did not come. She was actually left alone as the morning went on, and at last she wandered out into the garden and began to play by herself under a tree near the veranda. She pretended that she was making a flower-bed, and she stuck big scarlet hibiscus blossoms into little heaps of earth, all the time growing more and more angry and muttering to herself the things she would say and the names she would call Saidie when she returned.

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"Pig! Pig! Daughter of Pigs!" she said, because to call a native a pig is the worst insult of all.

She was grinding her teeth and saying this over and over again when she heard her mother come out on the veranda with some one. She was with a fair young man and they stood talking together in low strange voices. Mary knew the fair young man who looked like a boy. She had heard that he was a very young officer who had just come [Pg 4] from England. The child stared at him, but she stared most at her mother. She always did this when she had a chance to see her, because the Mem Sahib—Mary used to call her that oftener than anything else—was such a tall, slim, pretty person and wore such lovely clothes. Her hair was like curly silk and she had a delicate little nose which seemed to be disdaining things, and she had large laughing eyes. All her clothes were thin and floating, and Mary said they were "full of lace." They looked fuller of lace than ever this morning, but her eyes were not laughing at all. They were large and scared and lifted imploringly to the fair boy officer's face.

"Is it so very bad? Oh, is it?" Mary heard her say.

"Awfully," the young man answered in a trembling voice. "Awfully, Mrs. Lennox. You ought to have gone to the hills two weeks ago."

The Mem Sahib wrung her hands.

"Oh, I know I ought!" she cried. "I only stayed to go to that silly dinner party. What a fool I was!"

At that very moment such a loud sound of wailing broke out from the servants' quarters that she clutched the young man's arm, and Mary stood shivering from head to foot. The wailing grew wilder and wilder. [Pg 5]

"What is it? What is it?" Mrs. Lennox gasped.

"Some one has died," answered the boy officer. "You did not say it had broken out among your servants."

"I did not know!" the Mem Sahib cried. "Come with me! Come with me!" and she turned and ran into the house.

After that appalling things happened, and the mysteriousness of the morning was explained to Mary. The cholera had broken out in its most fatal form and people were dying like flies. The Ayah had been taken ill in the night, and it was because she had just died that the servants had wailed in the huts. Before the next day three other servants were dead and others had run away in terror. There was panic on every side, and dying people in all the bungalows.

During the confusion and bewilderment of the second day Mary hid herself in the nursery and was forgotten by every one. Nobody thought of her, nobody wanted her, and strange things happened of which she knew nothing. Mary alternately cried and slept through the hours. She only knew that people were ill and that she heard mysterious and frightening sounds. Once she crept into the dining-room and found it empty, though a partly finished meal was on the table and [Pg 6] chairs and plates looked as if they had been hastily pushed back when the diners rose suddenly for some reason. The child ate some fruit and biscuits, and being thirsty she drank a glass of wine which stood nearly filled. It was sweet, and she did not know how strong it was. Very soon it made her intensely drowsy, and she went back to her nursery and shut herself in again, frightened by cries she heard in the huts and by the hurrying sound of feet. The wine made her so sleepy that she could scarcely keep her eyes open and she lay down on her bed and knew nothing more for a long time.

Many things happened during the hours in which she slept so heavily, but she was not disturbed by the wails and the sound of things being carried in and out of the bungalow.

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When she awakened she lay and stared at the wall. The house was perfectly still. She had never known it to be so silent before. She heard neither voices nor footsteps, and wondered if everybody had got well of the cholera and all the trouble was over. She wondered also who would take care of her now her Ayah was dead. There would be a new Ayah, and perhaps she would know some new stories. Mary had been rather tired of the old ones. She did not cry because her nurse had died. She was not an affect [Pg 7] tionate child and had never cared much for any one. The noise and hurrying about and wailing over the cholera had frightened her, and she had been angry because no one seemed to remember that she was alive. Every one was too panic-stricken to think of a little girl no one was fond of. When people had the cholera it seemed that they remembered nothing but themselves. But if every one had got well again, surely some one would remember and come to look for her.

But no one came, and as she lay waiting the house seemed to grow more and more silent. She heard something rustling on the matting and when she looked down she saw a little snake gliding along and watching her with eyes like jewels. She was not frightened, because he was a harmless little thing who would not hurt her and he seemed in a hurry to get out of the room. He slipped under the door as she watched him.

"How queer and quiet it is," she said. "It sounds as if there was no one in the bungalow but me and the snake."

Almost the next minute she heard footsteps in the compound, and then on the veranda. They were men's footsteps, and the men entered the bungalow and talked in low voices. No one went to meet or speak to them and they seemed to open doors and look into rooms. [Pg 8]

"What desolation!" she heard one voice say. "That pretty, pretty woman! I suppose the child, too. I heard there was a child, though no one ever saw her."

Mary was standing in the middle of the nursery when they opened the door a few minutes later. She looked an ugly, cross little thing and was frowning because she was beginning to be hungry and feel disgracefully neglected. The first man who came in was a large officer she had once seen talking to her father. He looked tired and troubled, but when he saw her he was so startled that he almost jumped back.

"Barney!" he cried out. "There is a child here! A child alone! In a place like this! Mercy on us, who is she!"

"I am Mary Lennox," the little girl said, drawing herself up stiffly. She thought the man was very rude to call her father's bungalow "A place like this!" "I fell asleep when every one had the cholera and I have only just wakened up. Why does nobody come?"

"It is the child no one ever saw!" exclaimed the man, turning to his companions. "She has actually been forgotten!"

"Why was I forgotten?" Mary said, stamping her foot. "Why does nobody come?"

The young man whose name was Barney looked [Pg 9] at her very sadly. Mary even thought she saw him wink his eyes as if to wink tears away.

"Poor little kid!" he said. "There is nobody left to come."

It was in that strange and sudden way that Mary found out that she had neither father nor mother left; that they had died and been carried away in the night, and that the few native servants who had not died also had left the house as quickly as they could get out of it, none of them even remembering that there was a Missie Sahib. That was why the place was so quiet. It was true that there was no one in the bungalow but herself and the little rustling snake.

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SBAC Practice Test Item, Grade 3

http://sbac.portal.airast.org/wp-content/uploads/2013/08/Grade3ELA.pdf

The Ten-Thousand Stroke Chinese Character, by Diana C. Conway

Little Liang lived in China a long time ago. When he turned seven, his father said, "Tomorrow you will start school and learn to write."

"No, thank you," said Little Liang. "I like playing outside better."

"School tomorrow, my boy. Not another word from you."

So the next morning Little Liang went off to school, writing brush in hand. His teacher showed him how to make one stroke to write the number one.

"This is easy," said Little Liang.

The next day he learned to make two strokes to write the number two.

"Well," he said, "who needs to go to school? I'll bet I can write the number three all by myself."

Sure enough, on the third day of school, the teacher wrote "three" on the paper just the way he expected.
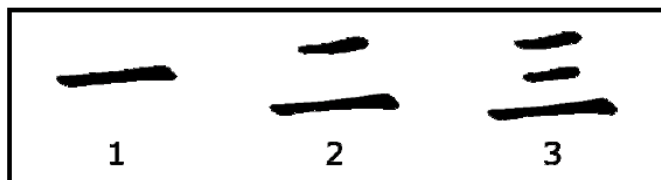
"That's all the learning I need!" said Little Liang. He sneaked out of school and went looking for birds in the woods.

The next day he left home with his schoolbag. But he didn't go to school. "I know all there is to know," he said. "I'll just go fishing." Off he walked to the river.

On the way he met Old Mr. Wan.

"Why aren't you in school today, Little Liang?"

"I know all there is to know, Mr. Wan."

"That's wonderful," said the old man. "I myself never learned many characters. Will you help me write a letter to my son?"

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Little Liang went to Mr. Wan's house. He took his brush and ink from his schoolbag.

"I'll write the address first. What's your son's name?"

"Wan Bai Qian."

In Chinese, "wan" means ten thousand, "bai" means one hundred, and "qian" means one thousand.

Little Liang began to make brush strokes. One, two, three, four, five . . . ten . . . fifteen . . . twenty . . . thirty.

Soon his hand hurt from so much writing.

"Look how many strokes I've made! Why is your son's name Mr. Ten Thousand instead of Mr. One?"

"I'm so sorry, Little Liang. Why don't you use my hair comb? You can dip it in the ink and make many lines at once."

Just then the schoolteacher walked past the door. He heard the name "Little Liang." He looked inside and saw a boy writing with a comb.

"What have we here?" he asked.

"I'm writing Mr. Wan's name."

The teacher picked up the brush and made three strokes.

"This is the way to write the number ten thousand," he said.

"Only three strokes?" Little Liang's face got as red as a cherry.

"Only three strokes," said the teacher.

"The 10,000 Stroke Chinese Character" reprinted by permission of Spider, May 1995, text © by Diane C. Conway.

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SBAC Practice Test Item, Grade 3

http://sbac.portal.airast.org/wp-content/uploads/2013/08/Grade3ELA.pdf

The Dragon Hunter, by Keith Wilson

I am a dragon hunter. Dragonflies, that is! My name is Keith Wilson. I'm an odonatologist. That's a scientist who studies dragonflies. I hunt to discover. So far, I have helped to find many new species, or kinds, of dragonflies.

Flying Colors

About 5,500 dragonfly species buzz around the world. Hunting them is not easy. Many of them live deep in rain forests. To find them, I have to walk through thick bushes. I have to put up with leeches. I even have to watch out for hungry crocodiles.

So why do I look for dragonflies? The answer is simple. I love them! They can speed by. They can make sharp turns and sudden stops. They can hover. They can even fly backward.

Best of all, dragonflies are beautiful. They come in many colors and patterns. Who doesn't like looking at these amazing insects? Take the tropical rockmaster, for example. It is one of my favorites. It has a blue coloring on its body. Other kinds are even more colorful. Some have green, red, or yellow bodies. One even has orange wings.

Super Sizes

Dragonflies come in many sizes. The smallest one is the size of your thumbnail. The largest one would cover your face.

I recently looked for one of the heaviest dragonflies in the world—the giant petaltail. It lives in Australia.

You might think such a large bug would be hard to miss. The petaltail, however, is very rare. Few people have ever seen it. After looking for a week, I spotted several of them zooming around.

Built to Hunt

The hungry petaltails were hunting. Dragonflies are built to hunt. They have two compound eyes. Each eye is made of up to 30,000 smaller eyes.

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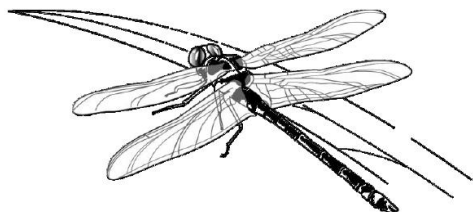
All those eyes help a dragonfly see everything. Some dragonflies can spot a tasty meal from up to 18 feet away.

Dragonflies have six legs. The insect cannot walk on its legs, however. It uses its four wings to get around. It can soar through the sky at 30 miles an hour, looking for prey.

From Water to Air

A dragonfly begins its life underwater. It hatches from an egg and becomes a larva. A larva is a young dragonfly. It can swim, but it cannot fly.

A larva lives in a lake or stream. It can grow for several years. Then it crawls out of the water. It sheds its hard skin and becomes an adult.

An adult dragonfly doesn't have much flying time. Some adults live for only a few weeks. Others are around for several months. During that time, a dragonfly is very busy. It flies. It hunts. It eats. If the dragonfly is female, it also lays eggs. Soon there will be more young dragonflies.

Dragonflies in Danger

I worry about dragonflies. People are cutting down forests where the bugs live. That could cause some species to die out. I want to protect these tiny dragons for others to see and enjoy.

"Dragonfly Hunter" from National Geographic Explorer, copyright © 2005 Keith Wilson/National Geographic Image Collection.

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SBAC Practice Test Item, Grade 4

http://sbac.portal.airast.org/wp-content/uploads/2013/08/Grade4ELA.pdf

The Grand Discovery

Imagine you are an ancient hunter and gatherer. You follow animals and move with the seasons to gather berries, roots, and other natural foods. Imagine you are traveling to a new land with your people, seeking a better place to find these foods. As you are walking, you see that there is a gap in the earth in the distance. It is difficult at first to see how wide it is. As you walk closer, you see that it is not a simple gap, but an enormous drop from where you stand. When you peer over the edge into the gorge below, you feel your heart beating quickly and a shiver runs through you. You are looking down into a mile-deep canyon that is 18 miles wide. This hole in the earth is the Grand Canyon, though it will not be called by that name for thousands of years to come. How might you feel stumbling by accident upon this great, deep gap in the earth? What might you think? Would you see a wall that stops you? Or a place for shelter? Perhaps you might go tell others to visit and experience such a breathtaking sight?

People have had all of those reactions over the years as they "discovered" the Grand Canyon. It is impossible to know who the first human to see the great canyon was. In fact, it seems that it was rediscovered several times.

Archaeologists think that people have been familiar with the Grand Canyon for at least 10,000 years. The first people seemed to only pass through, as they chased large game throughout the Southwest. Since then, other groups have settled in and around the canyon and then moved away. They left evidence of their presence along the river and in the caves. In about 500 AD, a tribe known as the Puebloan or Anasazi came to the Grand Canyon. They settled the area and introduced agriculture: growing corn, beans, and squash. They built and lived in low apartment-like buildings made of large stones set together like bricks. Perhaps because of lack of rainfall, these people left the Grand Canyon in about 1200 AD.

Several other groups came and went over the next few centuries. By the time the first Europeans arrived in 1540, no one was living permanently in the Grand Canyon. Spanish explorer Garcia Lopez de Cardenas and his men may have felt as if they were discovering something new. However, the group was far more annoyed than pleased to meet with the stunning gorge. Cardenas had split off from a larger party, all searching for the mythical City of Gold. When he arrived at the Grand Canyon, he was frustrated that it would take so much effort to cross. He decided not to try and turned back.

Since then, the area has been settled by many different peoples. In the late 1800s, many people started visiting the Grand Canyon just to see it. They had seen paintings and read reports about it and started to travel great distances to actually stand on its edge. The US government decided to take steps to protect the area. In 1919, it became a national park. People can still have an exciting adventure in the canyon, but they cannot live within it.

Now imagine you are exploring the Grand Canyon today. How would you choose to see it? You might ride a mule or hike down the steep side of the canyon. You might take a guided rafting trip down the river that runs 1000 miles at the floor. Perhaps it would be enough adventure just to stand on the edge and feel as if you have discovered something new and amazing.

Smarter Balanced Assessment Consortium: Practice Test Scoring Guide, Published August 26, 2013. Prepared by the American Institutes for Research®. © Smarter Balanced Assessment Consortium, 2013

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SBAC Practice Test Item, Grade 4

http://sbac.portal.airast.org/wp-content/uploads/2013/08/Grade4ELA.pdf

Coyote Tries to Steal the Honey

At the beginning of the long days of summer, Coyote had seen Bear slowly walk up to a lonely tree that sat in an open field. The branches of this tree remained bare throughout the warm months. When the sun was high it cast shadows in the shapes of strange insects upon the grass. It was here the bees kept their treasure. They kept it buried in the base of this old hollow tree.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

It took Coyote all morning to make the suit. He gathered large pieces of bark from the trees to make the arms and legs. He found thin vines to tie the different pieces of the suit together. Then he shredded smaller pieces of bark against a rock and mixed these with dried pine needles so it looked like fur.

Right before he went to visit the bees' lonely tree he covered the solid parts of the suit in mud and added the fur. He put it on and walked into the open field. The parts hung loosely on his body. The sun was high in the sky. The shadows danced. Coyote could not see what he looked like, but he imagined his shadow matched that of Bear on the day he took the honey.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit. As he drew closer there was more and more buzzing around him. Coyote could tell that the bees were not happy. He did not care one bit. He wanted a taste of the honey so badly.

It wasn't until he attempted to put his paw down into the tree's belly that he felt the first sting. It felt like when he had gotten stuck by the thorn bush while he tried to bury his nose in the sweet-smelling flowers. As his paw sank deeper into the tree and the buzz grew louder, Coyote began to feel more and more sharp pains. He yelped and drew his paw away, but the buzzing and pain just grew.

All thoughts of honey faded, and he fled. He was nothing more than a howling spot of darkness moving quickly across the field. A trail of angry bees followed him. The bear suit fell away as he ran. He made his way to the river and dove in. The bees had long stopped chasing him. The cool water soothed his stings, but Coyote knew for then and forever that honey was not for him.

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SBAC Practice Test Item, Grade 5

http://sbac.portal.airast.org/wp-content/uploads/2013/08/Grade5ELA.pdf

A Cure for Carlotta, by Bart King

A boy stood on deck and sniffed the salty sea air as the ship pitched back and forth. The smell of the sea was familiar and comforting. The boy's earliest memories were of being at sea with his father. They would fish for hours, just the two of them, surrounded by the blue waters of the Mediterranean Sea.

Now Enzio and his family were on a giant ship crossing the Atlantic. Also on board were hundreds of other people, mostly Italians like Enzio's family. There were more people on board than lived in his entire village back home in Trevilla.

Enzio clattered down the iron steps to the steerage deck and dove into his bunk. He rested his head against his pillow. Trevilla wasn't his home anymore. Gone was the fishing boat. Gone was the Mediterranean blue that he'd always taken for granted. Who knew what kind of home America would be?

One of the passengers was a girl named Carlotta. Her family was from Rome. Carlotta had been quick to tell him this on the first day of the voyage. "New York will not be so different from Rome," Carlotta had said. "They are both great cities, but of course Rome is better. My father has already been to America twice. He is going to open a big department store downtown. My father had a successful business in Rome; all the wealthy ladies would buy from him."

Carlotta loved to talk about herself, her family, and the rich and powerful people they knew. With so many hours to fill, Enzio did not mind. He noticed—but didn't really mind—that she never asked about him or his family. Enzio was especially hungry for any details about America. He loved hearing Carlotta's tales about life in a big city. It sounded exciting and a little scary.

Today, Carlotta was unusually quiet. Her face was pale, and she clutched her stomach with one hand and the ship's rail with the other. "Up and down, up and down, will it never stop?" she groaned.

Enzio took Carlotta's hand from the rail. He pressed his fingers on the inside of her wrist, an inch or so from the palm of her hand. "Press this place here, on your wrist," Enzio said.

Carlotta looked at him miserably. Enzio could tell that only her illness kept her from arguing with him. How well he knew that look on her face. He'd seen it on the faces of many fishermen. He smiled encouragingly. "That's right. Keep pressing."

An hour later, Carlotta found Enzio. She was still holding her fingers to her wrist. "I do feel better," she admitted. "How did you know it would work? Is your father a doctor?" she asked.

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Enzio explained that his father had come from a long line of fishermen who had passed down the remedy for seasickness. One of Enzio's uncles always wore a braided wristband with a bead that pressed into his wrist.

Interested, Carlotta asked to hear more about Enzio's family. He explained that they were sailing to meet his mother's brothers. One was a successful stonemason in upstate New York. Another had helped construct the Brooklyn Bridge. Still another worked as a welder, joining the steel frames of the city's rising skyscrapers.

Carlotta looked at Enzio with new respect. "Why didn't you tell me any of this?"

Enzio shrugged. "You didn't ask."

Suddenly the blast of the ship's horn startled them. Looking out the porthole, Carlotta shouted, "Look! The Statue of Liberty!"

They could hear the commotion of all the passengers talking at once. Soon the ship would dock at Ellis Island. Gazing out at the mighty but silent statue, Enzio wondered what marvelous things the statue might teach if only someone asked the right question.

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SBAC Practice Test Item, Grade 5

http://sbac.portal.airast.org/wp-content/uploads/2013/08/Grade5ELA.pdf

New Homes for Hermit Crabs, by Bart King

Hermit crabs are nature's recyclers. Like many other crabs, the hermit crab eats waste. By living on sea scraps, hermit crabs help keep oceans and shores clean. Some hermit crabs hide in reefs or live in shallow waters, while others scuttle on the ocean floor. There are also hermit crabs that spend most of their lives ashore.

Unlike other crabs, the hermit crab has a thin outer shell over its soft tail. This makes the hermit crab easy prey for hungry predators. Hermit crabs stay safe by living in old seashells. A hermit crab is picky; it tries on many shells until it finds one that fits just right. The hermit crab backs into its new home and uses its tail and rear legs to grab onto the shell and carry it. If a predator shows up, the crab retreats into its shell and blocks the entrance with its strong claws.

During a lifetime, one hermit crab will inhabit many different seashells. As a hermit crab grows, the crab leaves its home, upgrading to a larger shell. In recent years, however, many hermit crabs have had trouble finding their perfect homes. What is the problem? There are not enough shells to go around!

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to seawater. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too.

The hermit crabs in the ocean have learned to adapt to the changing housing situation. Like the good recyclers they are, hermit crabs started moving into small bottles, plastic cups, and other ocean litter. None of these are very good choices for crabs.

Now people are working to solve this hermit crab housing shortage. They are teaching beach-goers to leave seashells where they belong—at the seashore! Some people even make fake seashells that they hope the hermit crabs will like. For example, a group called Project Shellter invited people who visited their Web site to create different designs for hermit crab shells.

These designers had a lot to consider. What kind of material should be used to build a seashell? The material must be light enough for the hermit crab to carry, but strong enough to protect the crab from predators. The fake shells could not contain glue or any other substance that might harm a hermit crab. Another challenge with building a hermit crab home was the opening to the shell. Too big would mean

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the crab would not feel safe. Too small would be uncomfortable, and the crab would not want to move in.

Project Shellter designs were tested on hermit crabs in two aquariums. That way, project leaders could watch the crabs to find out which shells were their favorites. The most popular of these new hermit crab homes are made of plastic, but they look like real seashells.

These artificial shells have two important purposes. First, people who own hermit crabs can give them to their pets. That keeps real seashells in the ocean, rather than in home aquariums. The Project Shellter shells are also placed in the wild for hermit crabs to find. Lucky hermit crabs can move into these new dream homes and leave those plastic cups behind

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CT Systems of Professional Learning – Sample Unit Template

Grade Level:	Month	Length:

Unit # and Title:

Unit Overview

Summary of the unit, with unit goals, essential learning activities (reading, writing, speaking and listening, and language tasks), central texts, Performance Assessment and connection to units in ELA or other disciplines

CT Core Standards

Strand, Grade Level, Standard #, Standard written out

(Standards assessed in Performance Assessment or other major assessments are **bold-faced**. Standards assessed through daily formative assessment are in plain type.)

Core Understandings to Explore

Students will understand that…

(Big ideas to explore, discuss and uncover, reflect on and analyze during the unit – may transfer to other learning and life experiences)

Essential Questions

(Ongoing and guiding questions that point students toward key understandings and push students to look for patterns, connect ideas, and consider strategies)

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Declarative and Factual Knowledge	Skills
Students will know… (Recall, memorize, define)	***Students will be able to….*** (Organize, apply, analyze, integrate, evaluate)

Performance Assessment(s)
(Description, Prompt, Standards. Full directions and rubric are in unit appendix.)

Other Assessment(s)/Evidence
(Tests and quizzes, projects, writing assignments)

Vocabulary	
(Definition provided or word defined in context within a lesson)	(Subset of words for extended study in the unit)

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Resources
Central Text(s)
Supplementary Text(s)
Art/Music/Media
Online Resources

Student Supports and Extensions
(Broad description of scaffolding and support for all students (UDL) and for specific subgroups of students (SWD, ELL), and including extensions for students working above grade level)

Interdisciplinary Connections

Unit #/Title/Date of version

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Lesson Plan Map for Unit (Title)
Lesson 1 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: list of materials needed for lesson and any special preparation teacher must make ahead of time.
Lesson 2 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: list of materials needed for lesson and any special preparation teacher must make ahead of time.
Lesson 3 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: list of materials needed for lesson and any special preparation teacher must make ahead of time.
REPEAT LESSON OUTLINES FOR ALL LESSONS IN UNIT.

Unit #/Title/Date of version

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CT Systems of Professional Learning – Sample Lesson Plan Template

Unit Title:	
Lesson # and Title:	

Standards
CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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

Learning Targets/Goals/Objectives/Guiding Questions

Vocabulary	Teaching Notes for the Lesson

Lesson Sequence (Agenda)	Materials

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Opening	Meeting Students' Needs
Work Time (including specific text-dependent questions and discussion protocols)	Meeting Students' Needs

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Closing and Assessment	Meeting Students' Needs
Homework	Meeting Students' Needs

All templates and handouts for lesson should be attached as a part of the lesson plan.

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UDL Websites and Technology Supports

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CAST Universal design for learning guidelines, version 2.0. : http://www.udlcenter.org/aboutudl/udlguidelines

CAST UDL online modules: http://www.udlonline.cast.org/

National Center on UDL and Common Core FAQs: http://www.udlcenter.org/advocacy/faq_guides/common_core

Microsoft Photo Story 3: http://microsoft-photo-story-en.softronic.com

UDL Book Editions: http://udleditions.cast.org/INTRO,all_about_coyotes.html.

UDL Online Wheel: http://udlwheel.mdonlinegrants.org/