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| Module 2  Facilitator Guide | Supporting All Students in Close Reading, Academic Language, and Text-Based Discussion |

**Activity 7**



Connecticut Core Standards for English Language Arts and Literacy

Grades 6–12

*Systems of Professional Learning*

**Connecticut Core Standards Systems of Professional Learning**

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

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

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

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

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# Session at-a-Glance

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

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

##### Supporting Documents:

* UDL resources and framework
* Discussion prompts
* Analytic Graphic Organizers
* Word Sorts

##### Videos:

* *UDL Principles and Practice* <http://www.youtube.com/watch?v=pGLTJw0GSxk>
* *Interactive Word Wall* from Expeditionary Learning <http://vimeo.com/84900192> <http://vimeo.com/84900192>

##### PowerPoint Slides:

* 63–90

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

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

##### Supporting Documents

* Directions
* Discussion prompts

##### Video:

* *Arguing the Pros and Cons of Teen Driving from the Teaching Channel* <https://www.teachingchannel.org/videos/common-core-collaborative-discussions>

##### PowerPoint Slides:

* 91–92

# Session Implementation

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| There is a total of 105 minutes for the UDL Section of today’s module. There are an additional 40 minutes for reflection and planning.  Although there is no specified break in the afternoon, take a 5 minute break as needed. | | |
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| The purpose of this slide is to engage participants in thinking about supporting all students.   * Ask a participant to read the question and to share ideas on how this can be accomplished. * Explainto participants that this is the essence of Connecticut Core Standards for ELA & Literacy: Engagement in reading content-rich text; reading, writing, speaking with evidence; and attentiveness to academic language will all lead to Standard 10. * Point out that students need to be guided towards becoming independent, efficient, and proficient readers. * The next section of this module focuses on increasing student success. * How well teachers align, design, and deliver lessons will impact how well students learn. | | |
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| The purpose of this slide is to explain the big idea of Universal Design. Ask participants, “Who benefits?”  Beside the intended beneficiary with a disability, who else benefits from preplanned accessibility?  Listen for answers such as, “Mothers with strollers, bicyclists, workers with hand trucks, folks with heavy groceries, folks who are trying to sleep while others are watching TV.” | | |
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| **Why is UDL necessary?**  Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play: Recognition, Strategic, and Affective http://www.cast.org/udl/ | | |
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| Based on brain information on previous slide, UDL is a set of principles for curriculum development that give all learners equal opportunities to learn.  It provides a blueprint for creating instructional goals, methods, materials, and assessments that work for every learner.  It is not a single, one-size-fits-all solution but rather **flexible** approaches that can be customized for individual learner needs. | | |
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| 10 minutes total **Click “Practices” to open link to http://www.youtube.com/watch?v=pGLTJw0GSxk.**  **The video is 6 minutes and 36 seconds.**  The presenter is Dr. David Rose, former co-founder and Chief Educational Officer of CAST. As an introduction to the facilitator’s presentation on UDL, participants will listen to the overview. Ask them to consider the questions on the slide as they listen to Dr. Rose. After viewing the video have participants take **about 5 minutes** to discuss the questions on the slide. Share out the responses to **“How do you think multiple means of representation, expression and engagement may help more students be successful?”**  **Note for Presenter - Possible Responses**  **How do you think multiple means of representation, expression, and engagement may help more students be successful?**   * + Providing options and flexibility will support diverse learner needs.   **What do each of the terms (Universal, Design, and Learning) refer to in structuring learning?**   * + Universal – Referring to all students   + Design – Designing curriculum, goals, methods, materials, and assessments that help students overcome barriers to learning   + Learning – The outcome for all students with universally designed lessons | | |
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| From http://www.udlcenter.org/advocacy/faq\_guides/common\_core#question1  **Is UDL included in the common core?**  UDL is included in the section of the Common Core Standards called “application to students with disabilities.” In this section the authors referred to the definition laid out in the [Higher Education Opportunity Act of 2008](http://www.udlcenter.org/glossaries/glossary_eng) (PL 110-135). UDL not only applies to students with disabilities, it applies to all other learners as well. All students can benefit from the types of instruction used to reach learners “on the margins,” as the learning needs of all individuals vary a great deal. As such, UDL should be used within inclusive general education.  **What aligns with UDL?**  [**Curricula**](http://www.udlcenter.org/glossaries/glossary_eng)(goals, methods, materials, and assessments) designed using UDL, put an emphasis on creating effective, flexible goals, and the Common Core Standards provide an important framework for thinking about what goals will be most effective. UDL emphasizes that an effective goal must be flexible enough to allow learners multiple ways to successfully meet it. To do this, the standard must not embed the means (the how i.e., write, speak, etc.) with the goal (the what).  **What might not align with UDL?**  There are also areas of the Common Core Standards that do not align with UDL, or would not be very good goals for a UDL curriculum unless certain terms (e.g., writing, listening, speaking, and explaining) are interpreted in their broadest sense to make the standards flexible enough to remove barriers for certain students. UDL stresses that teachers should not confuse the means and the goals. There are certain standards that do just that. For example: "Tell and **write** time in hours and half-hours using analog and digital clocks." This presents some learners with a barrier because the act of **writing** is difficult for them. In this case, **express** would be more appropriate than **write**, as it allows flexibility and avoids confounding the expectation with tasks that are superfluous to the actual goal. Or, the standard would align with UDL if “write” were interpreted to permit other forms of expression. | | |
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| Review these questions. They can be used to guide teachers’ thinking when designing lessons using the UDL Framework.  The examples are a partial list of ways teachers can provide multiple means of presenting information. Include in your explanation how technology has increased teachers’ abilities to provide many different types of representation including images, video, PowerPoint, interactive whiteboards, etc.  **Ask participants** to add additional ways of representing and presenting information. | | |
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| Review these questions. They can be used to guide teachers’ thinking when designing lessons using the UDL Framework.  Students can express what they have learned in multiple ways. Ask participants to think about all the ways technology has helped to expand how we can express and assess student learning; i.e., students can produce video and PowerPoint presentations, use word processing, record information, use images, clickers, etc.  **Ask participants** to add additional actions students can take to express what they know and able to do. | | |
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| Review these questions. They can be used to guide teachers’ thinking when designing lessons using the UDL Framework. Review these methods of engagement.  **Ask participants** to think about one of their most engaging lessons. What did they do in planning and executing that lesson to make it engaging? What other type of flexible methods can be provided to engage students? | | |
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| **Ask participants to review the UDL Resources for Learning at** <http://udlwheel.mdonlinegrants.org/>  **UDL Wheel** - Point out the different categories for support on the wheel and that these supports are used for the entire lesson design and delivery including goals, materials, and methods for accessing instruction, guided practice, and independent practice. Mention that the UDL Wheel has an app for the iPhone, iPad or iTunes.  **UDL Framework -** Have participants review the UDL Framework in the Participant Guide during this time as well. Point out that they can use these resources later to add student supports to their close reading lesson. | | |
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| Have participants take a few moments to discuss this cartoon. **Ask participants,** *“How do you think this may be related to Universal Design?* “  This is an illustration of the need for universal design, a framework that considers all students’ needs during instruction, guided, and independent practice as well as a variety of ways for assessing the learning. | | |
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| The purpose of this slide is to show several types of UDL strategies that do not require technology. We now discuss several instructional strategies that align well with the Connecticut Core Standards instructional shifts. Participants will experience and apply several strategies to support learning, that are aligned to the three shifts and provide UDL supports.  **Why *these* instructional practices and routines?**  The Connecticut Core Standards for ELA & Literacy require teachers to coach students to develop the reading, writing, and thinking habits we want them to have. These following instructional practices and collaborative routines can help many more students read and write at higher, more sophisticated levels.  Participants explore three strategies that can help increase student achievement. As they review each strategy, have them think about its alignment to the Connecticut Core Standards shifts and to UDL. After reviewing these practices, participants will apply them to grade level text.  Reference: *Thinkquiry* Toolkits 1 and 2. | | |
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| Introduce **Analytic Graphic Organizers** (AGOs) by sharing their purpose and how they can enhance learning. Although **Analytic Graphic Organizers** (AGOs) are extremely useful tools, their usefulness is entirely determined by how the AGOs are utilized. How teachers select, teach, and support the use of an AGO can result in a powerful learning experience for students or can end up as an exercise in filling in boxes.  Have participants reflect on and share their own experiences using AGOs. Ask participants to respond to question of, “How might well-designed organizers support Shift 1?” | | |
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| To help make the Frayer Model evidence-based, always ask for evidence from the text or research or “how do you know?”.  For example, using this Frayer Model about stars, students write about how they know that White Dwarfs, Red Giants or Yellow Stars are all stars, and how they know that asteroids, moons and planets are NOT stars. This will increase thinking and learning. They share evidence from text and research in the space around each quadrant.  Ask participants what additional UDL supports could be used with the AGO? **Note for Presenter - Possible Responses:** Images, text-to speech, draw, presentation | | |
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| Students can use a question/answer chart to write the actual evidence they used to form their answer. Students can also use a chart to show the pros and cons of an argument and cite the evidence from the text used to form their conclusions.  Teachers may consider having students number the paragraphs before reading. Point out that each of these Three Column Organizers has space for students to cite evidence from the text or texts. | | |
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| Although **Analytic Graphic Organizers** (AGOs) are extremely useful tools, their usefulness is entirely determined by how the AGOs are utilized. How you select, teach, and support the use of an AGO can result in a powerful learning experience for your students or can end up as an exercise in filling in boxes.  To ensure that the AGO is a strategy and not a worksheet, make certain it:   1. Addresses a Connecticut Core Standards shift. 2. Is aligned to the lesson goals and objectives. 3. Increases rigor by adding an area where students can write how they know or why this is true. 4. Helps formulate or enhance written responses by having students use the AGO to organize a summary or written response with evidence. 5. Provides for evidence-based practices. Have students show the evidence in the text for their responses. To do this add: why?, how do you know?, and where is the evidence? to the AGO. | | |
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| There are many different types of organizers. Participants will review the Frayer Model, a text comparison tool, and the AGOs in their Participant Guide. With their partner, they will return to their lesson template and determine an appropriate AGO aligned to the standards to support students. Remind participants, with any AGO, it must align to the standards and the goals and add a place for students to provide evidence or answer “how do you know?”  **Stop here and have participants read and discuss the information about Analytic Graphic Organizers on pages 41-43 in the Participant Guide. Ask how AGOs can support building background knowledge as students read and ask them to add 1 AGO to their close reading lesson.** | | |
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| Direct participants to examples of instructional strategies that align with instructional Shift 2 on **page 44** of the Participant Guide. | | |
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| Ask participants if they find that their students sometimes race through an assigned reading and at the end can't tell them about anything that they read? With the Connecticut Core Standards, repeated readings and conducting close readings, students will need a way to slow down and deeply focus on the content of the assigned reading. Coding the text will help students read more carefully and closely. Set a minimum number of codes they should have on the text to encourage use.  Review with participants what coding of the text mightlook like:   1. Begin with short texts on interesting topics that are worth re-reading. 2. Ask students to read a text 3 times. 3. The first time, students should read independently while using three codes to mark up the text: I know/agree with this (!), I disagree with this (x), I am confused (?). Students should also underline words they do not know. Students can rate their understanding on a scale from one to ten. 4. Then, with a partner, they should read through the text again and compare their coding and share meanings of words or suppositions about what is meant in places where one or both partners were confused. 5. After reading the piece twice, ask students to rate their understanding again on a scale from one to ten to see if it has improved. 6. Then, have the partners meet in a small group to read through and discuss the piece, their understanding, and any questions they still have. After the third reading, students write or audio-record about how their understanding of the text changed from the first to third reading, noting questions or problems they still have with it.   These steps facilitate the growth of students’ metacognitive skills as well as comprehension because students engage in gauging their understanding of text before they read, while they read, and after they read. | | |
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| After students are comfortable with coding using teacher-provided codes, encourage them to develop additional codes appropriate for reading a particular text. Explain to participants that different genres may lead to different types of coding.  For example, students may look for an author’s use of metaphor (M), similes (S) or symbolism (Sym) as a method of emphasis.  In citing evidence, students may look for the actual words the person used (W), the actions they took (A) and what others said about the person (O) as a way of coding types of evidence. | | |
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| Direct participants to examples of instructional strategies that align with instructional Shift 3 on **pages 45-48** of the Participant Guide. | | |
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| Ask a participant to read the quote aloud. Point out that the research is clear that classifying information helps students to think about how things are alike, how they may be different, and how they may be connected.  Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001).  Word Sort is a classification routine where the teacher provides lists of words that students cluster together in meaningful ways to evolve main ideas or determine conceptual relationships (closed sort). The students may also sort the words by characteristics and meanings and then label the categories (open sort) (Gillet & Kita, 1979).  **Note: Words Sorts are most effective when used as a collaborative routine because students can discuss multiple ways that the words on the list are related, thereby developing a more robust understanding of the terms. Discussing and classifying are two effective ways to help students learn and remember academic vocabulary.** | | |
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| To start using word sorts, state that the purpose of a Word Sort is to develop and remember deeper understandings of vocabulary terms and learned concepts.  **PURPOSE: for use after reading, helps students to:**   * learn vocabulary by classifying words based on characteristics or meanings * recognize the relationships between terms that are related to the same concept * reason, analyze, classify and form analogies * enhance interest in vocabulary development through a multi-sensory experience as they manipulate words while sharing their thinking * develop divergent thinking when open sort is used   To start using Word Sorts, state that the purpose of a Word Sort is to develop and remember deeper understandings of vocabulary terms and learned concepts.  **PURPOSE: for use after reading, helps students to:**   * learn vocabulary by classifying words based on characteristics or meanings * recognize the relationships between terms that are related to the same concept * reason, analyze, classify and form analogies * enhance interest in vocabulary development through a multi-sensory experience as they manipulate words while sharing their thinking * develop divergent thinking when open sort is used   There are 2 types of Word Sorts: closed and open.  When using Word Sorts, teachers may use this sequence for scaffolding this process after reading text.   1. Provide a word bank and the categories (closed) 2. Provide the categories, have student take words from the text (closed) (This gets students to read the text closely.) 3. Provide words, have students create the categories (open)   **Tell participants that the next two slides illustrate a closed sort and an open sort. After these have been reviewed they will work on both Word Sorts with a partner.** | | |
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| This is a sample closed word sort. Point out to participants that this word sort includes a column to relate where they found the evidence for placing the word in this category. This can be a quote from the text.  Let participants know that there is a short narrative about Uranus andGÆA and on **page 47** in their Participant Guide. They use this to complete the closed word sort. Remind participants that words can be used more than once. All answers are acceptable as long as they can be backed up with evidence.  **ORIGIN OF THE WORLD.—FIRST DYNASTY.**  **URANUS AND GÆA. (Cœlus and Terra.)**  The Project Gutenberg EBook of Myths and Legends of Ancient Greece and Rome, by E.M. Berens www.gutenberg.org | | |
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| This is an example of an open Word Sort. | | |
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| In this segment, you will see eighth grade students involved in sorting and finding relationships between words. As you view this video, look for supports that the teacher infuses into the lesson. The video can be found here: <http://vimeo.com/84900192> *Interactive Word Wall* from Expeditionary Learning. The teacher played an essential role during this work and think time.   1. What did you notice about the strategies she used to push the learning forward for her students? 2. How did she help make all students successful? 3. Which of these strategies might you use with your students to support their learning? 4. What planning needed to happen prior to this lesson to set students up for success? | | |
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| **Activity 7** | | |
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| Have participants look for multiple methods of representation, expression, or engagement that the teachers use in the video. The video can be found here: https://www.teachingchannel.org/videos/common-core-collaborative-discussions *Arguing the Pros and Cons of Teen Driving* from the Teaching Channel. | | |