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

**Activity 8**



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

### Activity 8: Applying UDL Supports to a Lesson (15 minutes)

In this activity, participants will revisit the UDL Wheel, UDL Framework and Guidelines, and the UDL supports in Participant Guide. Using these resources, they will review their lesson with their partner and consider the UDL supports that could be added to close reading, text-dependent questions, academic language, and discussions to support all students.

##### Supporting Documents:

* UDL Framework and Guidelines with examples of instructional practices that align with the CCS-ELA & Literacy and instructional shifts and include UDL Supports
* UDL Wheel <http://udlwheel.mdonlinegrants.org/>
* Draft close reading lesson

##### PowerPoint Slides:

* 93–95

# Session Implementation

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| **Activity 8** | |
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| When designing lessons, consider UDL supports and practices for the lesson goals, the materials and methods, the instruction, and how students are assessed. | |
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| Allow 15 minutes for this activity; adjust time as needed. | |