Activity 8

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/

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

Activity 8

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

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.
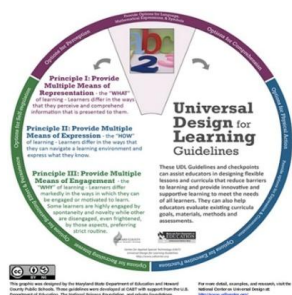
RESOURCES

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

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

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.

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

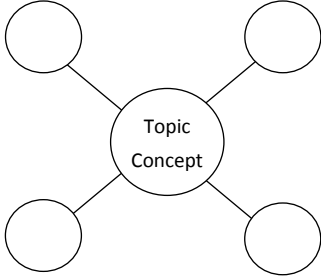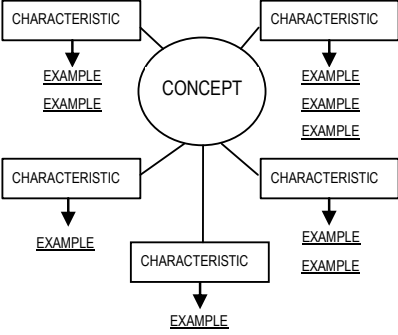| Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
• *Clarify vocabulary and symbols* www.blachan.com/shahi/ An online dictionary that provides definitions with Flickr, Google, and Yahoo images. www.visualthesaurus.com Students can create a visual web of related 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

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

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.

From Flanagan, Liebling, and Meltzer, 2013. Copyright 2013 by Public Consulting Group. Adapted and reprinted with permission.

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.

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

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?

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

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

CHARACTERISTIC

CONCEPT

EXAMPLE
EXAMPLE

EXAMPLE
EXAMPLE
EXAMPLE

CHARACTERISTIC

CHARACTERISTIC

EXAMPLE

EXAMPLE
EXAMPLE

CHARACTERISTIC

EXAMPLE

FRAYER MODEL

Essential Characteristics	Nonessential Characteristics
Examples	Nonexamples

From Meltzer and Jackson (Eds.), 2011. Copyright 2011 by Public Consulting Group. Adapted and reprinted with permission.

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**

Analytic Graphic Organizers for Patterns and Relationships

MAIN IDEAS

```
                    Topic

     Subtopic      Subtopic      Subtopic

      Details       Details       Details
```

COMPARE/CONTRAST

Differences   Differences

Similarities

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

From Meltzer and Jackson (Eds.), 2011. Copyright 2011 by Public Consulting Group. Adapted and reprinted with permission.

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

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

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

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.

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

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

From Meltzer, Conley, and Perks, 2014 (in preparation). Copyright 2014 Public Consulting Group. Adapted and reprinted with permission.

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

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.

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

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?