



Module Outline

In Module 2, educators deepen their understanding of instructional practices that align with the College and Career Ready Standards for English Language Arts & Literacy (CCRS-ELA & Literacy) and the three instructional shifts. They become familiar with basic principles of lesson and unit design in order to know how instruction in close reading, academic language, text-based discussion, and related formative assessment are incorporated in a College and Career Ready Standards-aligned lesson or unit. Participants will examine an exemplar lesson plan and annotate for elements of design aligned with College and Career Ready Standards (CCRS).

Educators will then return to practices related to the instructional shifts introduced in Module 1, close reading and text-dependent questions. They will plan a series of text-dependent questions. They will also dig deeper into academic language to determine vocabulary words and phrases.

To ensure that aligned lessons and units are accessible to as many learners as possible, participants will learn about the principles of Universal Design for Learning (UDL). Through video analysis, participants will become knowledgeable about teaching practices that include UDL considerations for flexible methods of presentation, expression and active learning, and student engagement. Educators will return to their close reading lesson and consider UDL supports, including text based discussion, they may build into the lesson design in order to help all students access complex text and achieve at high levels.

Key messages include:

- The CCRS-ELA & Literacy require three instructional shifts: 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. The CCRS-ELA & Literacy and the three instructional shifts are inseparable.
- Full implementation of the CCRS-ELA & Literacy and the three related instructional shifts will require fundamental changes in teaching practice. The combination will result in much more rigorous curriculum, instruction, and assessment in grades K–12.
- Effective CCRS-ELA & Literacy-aligned curriculum follows a “backward” design structure, first deciding upon learning goals, then determining assessment evidence, before designing instructional sequence and activities.

- Planning instruction with Universal Design for Learning (UDL) considerations (flexible methods of presentation, expression and active learning, and student engagement) enables all students to participate successfully in standards-aligned lessons and learning activities.
- The process of aligning curriculum, instruction, and assessment with the CCRS-ELA & Literacy and the three instructional shifts is complex and offers opportunities for educators to engage in collegial discussion and collaborative planning.

Participant Outcomes

In this module, participants will:

- Assess their understanding of the instructional shifts, lesson design, aligned instructional practices, and Universal Design for Learning.
- Become familiar with components of CCRS-ELA & Literacy lessons and lesson design through backward planning that includes student learning goals, assessment evidence, and instructional sequence.
- Deepen their understanding of text selection, close reading, academic language, and text-based discussion.
- Learn how text selection, close reading, academic language, classroom discussion, and supports are integrated into unit and lesson design.
- Learn the principles of Universal Design for Learning (UDL) and know how to support students in reading and comprehension of complex, grade level text and its academic language.