

UDL AND LANGUAGE ARTS

LESSON OVERVIEW

Title: Reading Comprehension

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Subject: Language Arts

Grade Level – 3rd grade

Duration – 60 minutes

Unit Description – Focusing on the students' level of competency when it comes to new material such as certain reading selections.

Objective – To strengthen the student's ability in reading comprehension to read more fluently. And then learning vocabulary that will aide the student's reading comprehension.

Common Core Standards –

- *CCSS.ELA-LITERACY.RI.3.7* - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- *CCSS.ELA-LITERACY.SL.3.1* - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Big Ideas –

- Students will be able to read a passage and understand what is being read.
- Students will be able to follow along with the pictures to help aid their thinking process.
- Students will be able to follow along with the reading while listening to the audiobooks.
- Students will be able to learn new reading vocabulary.

Barriers –

- Pronunciation (speech problem)
- Learning disability (reading)
- Spelling
- Motor skill disability (gripping a pencil)

UDL Checkpoints –

Guideline 7: Provide options for recruiting interests

- Checkpoint 7.2 – Optimize relevance, value, and authenticity
- Checkpoint 7.3 – Minimize threats and distractions

Guideline 5: Provide options of expression and communication

- Checkpoint 5.1 – Use multiple media for communication
- Checkpoint 5.3 – Build fluencies with graduated levels of support for practice and performance

Guideline 6: Provide options for executive functions.

- Checkpoint 6.2 – Support planning and strategy I

Guideline 1: Provide options of perception

- Checkpoint 1.2 – Offer alternatives for auditory information

Guideline 3: Provide options of comprehension

- Checkpoint 3.1 – Activate or supply background knowledge
- Checkpoint 3.4 – Maximize transfer and generalization

Guideline 8: Provide options for sustaining effort and persistence

- Checkpoint 8.3 – Foster collaboration and communication

METHOD

Anticipatory Set

Vocabulary –

- Fluency – the ability to speak or write a foreign language easily and accurately
- Comprehension – the action or capability of understanding something
- Passage – a short extract from a book or other printed material
- Audiobook – an audiocassette or CD recording of a reading of a book, typically a novel;

USE: listeners are able to listen to the reading than actually reading the material

- Setting – the place or type of surroundings where something is positioned or where and event takes place; the place and time at which a play, novel, or film is represented as a happening; short stories with a contemporary setting

- Theme – the subject of a talk, a piece of writing, a person's thoughts, or an exhibition (topic); an idea that recurs in or pervades a work of art or literature

- Summary – a brief statement or account of the main points of something; summarizing all of the events in the story

Setting expectations

Checkpoint 7.3

- Students should be respectful of others ideas.
- Everyone will get a chance to speak if they are sitting patiently with their hands raised.
- Bad behaviors will result in the student's clip being moved down. (Classroom has a clip system. All of the students start neutral in the middle of the ladder each

day. If the student does something that exceeds instructors expectations or for good behavior, student is rewarded with their clip moving up to the next level. If the student is misbehaving and not following to the instruction, the result will be that the student's clip will be moved down.

Having respect for fellow classmate and their comments are key. Students must be sensitive to the way they word things. Students must micromanage their own behavior so they don't risk getting themselves in trouble.

Students can consistently move up or down depending on the individual student's behavior. Keeps track of the student's behavior for the day.)

- With partner work, student's voices should be kept to a minimum. Should not hear other groups' conversation from across the room.

Introduce and Model New Knowledge

1. Building on students background knowledge.

QUESTION 1: Do you like reading? If so, what types of books do you like to read?

Students' responses should be around certain types of books they've read. The students don't have to exactly read it themselves. The reading can be read to them. Should aim for books to be at appropriate grade level. Prepare for responses that have a negative connotation towards reading. There are no right or wrong answers when it comes to the students' opinion. This activity will be done as whole group.

Checkpoint 7.2

When building background knowledge students are able to freely express themselves and pull from personal experiences. They can enlighten others in the classroom their ideas to spark more conversation.

QUESTION 2: Do you know the parts of a story?

Students should state: setting, main idea, characters, details, theme, problem, climax/solution, conclusion, and summary. They don't have to say them all in that exact order. Give the students opportunities to explain their understanding of each part.

QUESTION 3: Have you ever written a story before?

Students should give personal accounts of their experience in writing stories. Should look for the answer of creative writing. Any way of writing can be recognized.

2. Comprehension

The main goal of the lesson is for students to gain a better understanding of the material that is being read. The reading books and reading worksheets will all be in English. There will be two sets of audiobooks, one English while the other is predominate language of ELL students (possibly Spanish). The audiobooks will give the students opportunity to listen to the reading without reading it to them but the students must follow along in their reading books. The use of the audiobooks should keep the students attentive.

RESOURCES:

Checkpoint 5.1

- Story maps
- Graphic organizer
- KWL

The graphic organizers can be categorized as multiple means of expression and communication. The students don't have to always use just the books. The students can incorporate the audiobooks, which will be further explained more in the lesson. But the organizers will help aide the student's learning ability in comprehension. The

During the students' time of reading or listening, they should be taking notes. Provided are three resources of how the students can take their notes. KWL (what you already know, what you want to know, what did you learn) will teach the students to think deeper into the reading. Once the students think deeper into the passage, the ability to comprehend the material will increase for the student.

Provide Guided Practice (Teaching strategies)

1. Scaffolding lesson to whole group.

Reading Comprehension lesson will be taught to whole class. Students will first meet in the front of the room. Instructor will first give a sample of what the activity looks like and how it should be presented. Instructor should be as the lesson progresses, students will be able to gain over it and complete it to their best ability. Guided independent practice.

Checkpoint 6.2

hands-on but more control practice to

2. Board note taking.

When meeting as whole group, students will be following along with the board. There will be a whole class discussion. When the students are explaining the parts of a story, instructor should write the students' comments. Writing on the board will reinforce the concept and make the comprehension better for the students. During the activity, this board note taking should stay on the board the whole time. Once again, while the students are doing the lesson, they can look back to the board to keep on track.

Scaffolding the lesson can help some students get jump started into the lesson. Then by the instructor taking notes on the board, they are creating another teaching strategy that will help their students. Some students may need that guided practice technique.

3. Hand gestures/signals.

Students will know hand gestures. These gestures should be practiced throughout the year so it is familiar to them if done in the activity. Some gestures could be the sign language of agrees. Students can throw this sign up to show than speak if the student agrees. Hand gestures will cut down on disruption in the classroom. There should be no talking when this task is done unless told to do so. Not all hand gestures will be the ones that agree. There can be thumbs down but once the students show this, they will have to explain why they think this reason. Do not down play or say the student is wrong because of this gestures.

Provide Independent Practice

- From the discussion, the instructor should be taking notes on the board for their students to reference back to. Describe the lesson. Give examples of writings and readings the instructor has done themselves. Students

The use of audiobooks is for students who aren't that strong of readers. The students would be following along with the books because there will be text being highlighted. But if the students have auditory problems, then the reading books would work well with them. They could read the material silently if

should read along with the instructor a selection of a reading. As the instructor is going through the reading, the teacher is creating new notes on the board to model story map organizers to help the instructors comprehend. Instructor reads and shows the example (I do). The instructor and the students will go through the example together (we do). And then the instructor should let the students read the activity on their own. This would help guide the students into independent practice (you do).

2. Partner reading. Once the students are broken off, each group will be given their own set of books. Each book will be different from another to change up the result in answers. Students will be given the option to read or listen to audiobooks. Instructor can assign audiobooks to particular groups depending on the skill level. The students reading will take turns alternating between partners reading while the other took notes. Then this routine would repeat. Students will have the opportunity to collaborate with each other and their notes they took. If the students finish early, read the material one more time to check if they missed any key details. To the students listening to the audiobooks, each partner will get their own personal book. Both would have the same story though but different between each group. Students will first listen to the reading. The students will then listen to the reading one more time but take notes this time. Each student should follow this same process. Once both students in the group have finished the second reading, students will compare the details they took notes on to see if they found anything similar. If the students did find differences, both should note that and write where they found it. (Students can overview the reading multiple times. It is not limited.)

WRAP UP

Each group will give a brief overview of their story just for the instructor to see how much of the material the students actually retained. While the classroom is learning new things about their other classmates books to see if there were connections or differences because of the different books each of them got.

ASSESSMENT

Formative: Students will be tasked from time to time throughout the lesson if they understand what is going on and what is being said. All students should be on the same level of understanding through the lesson.

Summative: Students should have an individual write up on their understanding. Students will be given a worksheet about the reading. There are bubbles in questions that will come straight out of the reading. But there will also be a few opened questions for the students to answer to their personal opinion. Students can come up with many possible ways, but instructor should pay attention to this. Only mark correct if the student is identifies the answer correctly. If the student somewhat is close to the answer, then the instructor should mark partial credit. No credit will be given

MATERIALS

Assessment worksheets
White board
Reading wand (used to follow along under the words)
Graphic organizers
Reading books
Audiobooks

Section 2: The UDL Elements

Engagement	
Which checkpoint did you incorporate?	How and why?
Checkpoint 7.2	Students will be bringing their own experiences to the group discussion. The flow of the discussion is authentic because it's not made up or sounds statistical. It's coming straight from the student.
Checkpoint 7.3	When students are sharing their personal experiences and knowledge, each student should have respect for the person speaking. There should be no interruptions. The student shouldn't receive negative feedback because if so, the chances of that student commenting in the future are slim.
Checkpoint 8.3	Groups will allow for the students to collaborate their ideas. Students first read the material on their own and then they will meet together to see if they found common facts in the reading or if they found new information that the other partner didn't see or comprehend.

Representation	
Which checkpoint did you incorporate?	How and why?
Checkpoint 1.2	The audiobooks and the reading books are there for the students whom have different challenges whether is a reading disability to a hearing disability. Such resources would cover all of the possible barriers in the lesson so they can be eliminated to help all of the students learn.
Checkpoint 3.1	KWL can help organize the students' ideas in pre-reading and then the students can go back and write what they learned from post-reading.
Checkpoint 3.4	Once again, graphic organizers can be used to prompt new learning strategies.

Action and Expression	
Which checkpoint did you incorporate?	How and why?

Checkpoint 5.1	The use of reading books and audiobooks are a great indicator for using multiple media. But during the lesson, the students are able to brainstorm using storyboards. The storyboards are another use of multiple media use because it's not just one material being used for the students. There are multiple materials set out for the students to use to further help them in the lesson of comprehending.
Checkpoint 6.2	By modeling three different teaching strategies, it can reach all students with different learning styles. It can help put it into another perspective the student hasn't seen before.
Checkpoint 5.3	The interaction between the instructor and the student. The student can freely express their ideas and then can receive feedback from fellow classmates such as questions about their readings.

Section 3: Other UDL Ideas

Engagement	
Activity	How would this help students meet the goal?
Reading jeopardy	After reading a story as a whole class, students are allowed to review their book one more time before the activity begins. Once the students feel comfortable enough to play, the instructor will split the class up into teams. Each team has the opportunity to answer all of the questions one at a time. This activity is set into place to see how much your students actually retained the reading.
Drawing pictures	Students can draw pictures or create book covers of the stories they've read that summarizes a portion of the story.
White board writing	Students can come up to the board and write some key ideas from their stories onto the board for notes than just verbally saying them and having everyone forget their comments.

Representation	
Activity	How would this help students meet the goal?
Comparing and contrasting stories	Students can have a compare and contrast debate about each of their stories. This can be found as an option in the wrap up.
Comic strips	Students can create their own comic strips on a certain topic that relates to the story they've read.
Reading meditation	Students can relax and close their eyes and listen to a story being played over and audio recorder. It can be used as a meditation technique to help calm the students down.

Action and Expression	
How would this help students meet the goal?	How would this help students meet the goal?

Writing a classroom story	Classroom will brainstorm and create a story. Instructor will be the one structuring the story but the students will know and identify some of the story elements. Look at vocab for reference.
Writing a reflection	Students write a reflection on what they read instead of reporting it out verbally.
Making a rap of the story	After the story has been read, the students have the opportunity to change their summary into a rap. The rap can help show off their creativity while also showing how well they comprehended the story in order to create the rap.