

### NCSC UDL Unit Concept Reinforcement Activity for English Language Arts HS Lesson 3

*If the student has not had experience (or has had very little experience) with the concept of how bias may be evidenced in text, it might be helpful to provide instruction using this Concept Reinforcement Activity (CRA) before the Introduction to Lesson 3 (bias will be the focus of the remainder of the unit – Lessons 3, 4, and 5). Just as with any other student, it is unlikely that he/she will learn this concept or skill after being instructed only once so you can provide this activity at other times during the unit. But do not expect or require mastery of this CRA before the student takes part in the unit. The CRA is supplemental instruction and should only be provided **in addition to** the instruction in the unit; it does not take the place of the unit.*

**Key Vocabulary:** The following key vocabulary terms are used in the reinforcement activities and the unit. It is important to provide these terms in the student’s communication system and describe the meaning using the definitions in the unit as provided or paraphrased as needed. The purpose is to build understanding of the terms rather than teaching the student to recite the definitions. For example, when determining the bias, state, “This is a bias against pit bulls as pets” or “This is a bias for trucks.”

Unit Definition	Possible Paraphrased Definition
<b>Bias</b> – to show prejudice against or favor for someone or something	<b>Bias</b> – to be influenced for or against something
<b>Headline</b> – the title of an article	<b>Headline</b> – the title
<b>Image</b> - a physical likeness or representation of a person, animal, or thing, photographed, painted, sculptured, or otherwise made visible. ( <a href="http://www.dictionary.com">www.dictionary.com</a> )	<b>Image</b> – picture of someone or something

#### Exploratory Activity

**Purpose:** *The exploratory activity is designed to build the concept of bias in texts, focusing on image and headline bias.*

1. Provide images from local newspaper or magazine of interest of the student.
2. Provide a topic the image is illustrating.

3. Show the image to the student and tell the student that the image has the bias of favoring (i.e., being for something) or not favoring (i.e., being against something (e.g., topic is pit bulls as pets; the image shows a pit bull growling; the image has the bias of being against the topic). Ensure that the student has a means to communicate “for” or “against”.
4. Repeat with multiple images, assisting the student to identify the image bias as being for or against the topic.
5. Next, provide headlines from local newspaper or magazine of interest of the student.
6. State the topic and read the headline to the student. Tell the student that the image has the bias of being for or against the topic (e.g., topic is vehicles; the headline reads, “Demands for Trucks is Growing;” the bias is for trucks).
7. Repeat with multiple headlines, assisting the student to identify the headline bias as being for or against the topic.

### **Scripted Activity with Data Collection**

*Purpose: This activity is designed to provide extra practice to learn or refine the skill of determining if bias is evidenced in a text through the use of word choice, a skill which will be used throughout the remainder of this unit. The activity provides opportunities for extra instruction on sight word recognition, letter sounds, vocabulary, and other reading skills.*

There are three versions, one to analyze word choice in a text biased for a particular viewpoint, one to analyze word choice in a text biased against a particular viewpoint, and one to analyze word choice in a text where the bias is not so obvious. Use this activity with as many texts as your student needs to further develop the skill. Mastery of this skill is not expected nor required to continue working within this unit. Instead, this activity should be used solely as practice whenever it can be worked in during instruction on the unit or at other times during the school day. It does not take the place of instruction with peers on the UDL unit, but supplements that instruction.

Based upon the student and the skill, choose any one of the instructional strategies from the NCSC Instructional Resource Guide to use during instruction throughout the practice activity. Use the data to give you more information on what part of the skill the student may need more focused instruction on throughout the unit.

### *Materials and Directions for Teacher*

Version A: text that has obvious bias for a particular viewpoint; color-coded 2-column T-chart with one column labeled “for” and one labeled “against”; highlighter color-coded to match “for” column; representation of examples of word choice bias found in the text

Version B: text that has obvious bias against a particular viewpoint; color-coded 2-column T-chart with one column labeled “for” and one labeled “against”; highlighter color-coded to match “against” column; representation of examples of word choice bias found in the text

Version 3: text that has ambiguous bias regarding a particular viewpoint; color-coded 2-column T-chart with one column labeled “for” and one labeled “against”; highlighters color-coded to match “for” and “against” columns; representation of examples of word choice bias found in the text

*Provide the text and the representations of word choice bias supported by whatever accommodations make it most accessible for your student. Check the Additional Considerations for Emerging Readers and Emerging Communicators in the UDL unit for ideas. Try to select text(s) that have words that are familiar to the student; if there are important words that are unfamiliar to the student, you will need to pre-teach that vocabulary so the student can focus on word choice bias during the activity.*

Instructional Cue	Student Expected Response	Version A Date:	Version B Date:
<p>Indicate the column(s) of the chart as you read the script.</p> <p><b>This is the chart we will use to help us determine if there is bias in this text. This is the “for” column; it is colored (insert color). Show me the column for “for”.</b></p>	<p>Student indicates the column for “for”.</p>		
<p>Indicate the column of the chart as you read the script.</p> <p><b>This is the “against” column; it is colored (insert color). Show me the column for “against”.</b></p>	<p>Student indicates the column for “against”.</p>		
<p>Have the student read the text with you; demonstrate where to place the representation of word choice bias as you read the script; substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand.</p> <p><b>This is a text about (insert topic of the text). Let’s read this together and find words that tell us if the text is biased “for” or “against” the topic. Read the text with the student until you come to a word that shows bias “for” or “against” the topic. This word, (insert the word) shows a bias (insert “for” or “against”) the topic. I will place it in the (insert “for” or “against”) column. Now you do it.</b></p>	<p>Student places the word choice representation in the correct column.</p>		
<p>Have the student read the text with you; demonstrate where to place the representation of word choice bias as you read the script;</p>	<p>Student places the word choice representation in the correct column.</p>		

<p>substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand.</p> <p><b>Let’s read more to find words that tell us if the text is biased “for” or “against” the topic.</b> Read the text with the student until you come to a word that shows bias “for” or “against” the topic. <b>This word, (insert the word) shows a bias (insert “for” or “against”) the topic. I will place it in the (insert “for” or “against”) column. Now you do it.</b></p>			
<p>Have the student read the text with you; demonstrate where to place the representation of word choice bias as you read the script; substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand.</p> <p><b>Let’s read more to find words that tell us if the text is biased “for” or “against” the topic.</b> Read the text with the student until you come to a word that shows bias “for” or “against” the topic. <b>This word, (insert the word) shows a bias (insert “for” or “against”) the topic. I will place it in the (insert “for” or “against”) column. Now you do it.</b></p>	<p>Student places the word choice representation in the correct column.</p>		
<p>Demonstrate counting the words in the column(s) as you read the script; substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand..</p> <p><b>We can tell if the text is biased “for” or “against” the topic when we look at how many words are in each column. Let’s count the</b></p>	<p>Student answers correctly.</p>		

<p><b>words in each column. Count the words with the student. There are more words in the (insert “for” or “against”) column so this text is biased (insert “for” or “against”) the topic. Is this text biased “for” or “against” the topic?</b></p>			
<p><i>Version 3 (Use a text that has at least one word choice “for” and “against” the topic so there are representations in each column. There are five steps in the script so you should end with 3-4 representations in one column and 2-1 representations in the other.)</i></p>			<p><i>Date:</i></p>
<p><i>Have the student read the text with you; demonstrate where to place the representation of word choice bias as you read the script; substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand.</i></p> <p><b><i>This is a text about (insert topic of the text). Let’s read this together and find words that tell us if the text is biased “for” or “against” the topic. Read the text with the student until you come to a word that shows bias “for” or “against” the topic. This word, (insert the word) shows a bias (insert “for” or “against”) the topic. I will place it in the (insert “for” or “against”) column. Now you do it.</i></b></p>	<p>Student places the word choice representation in the correct column.</p>		
<p><i>Have the student read the text with you; demonstrate where to place the representation of word choice bias as you read the script; substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand.</i></p> <p><b><i>Let’s read more to find words that tell us if the text is biased “for” or “against” the topic. Read the text with the student until you come to a word that shows bias “for” or “against” the topic. This</i></b></p>	<p>Student places the word choice representation in the correct column.</p>		

<p><b>word, (insert the word) shows a bias (insert “for” or “against”) the topic. I will place it in the (insert “for” or “against”) column. Now you do it.</b></p>		
<p><i>Have the student read the text with you; demonstrate where to place the representation of word choice bias as you read the script; substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand.</i></p> <p><b>Let’s read more to find words that tell us if the text is biased “for” or “against” the topic. Read the text with the student until you come to a word that shows bias “for” or “against” the topic. This word, (insert the word) shows a bias (insert “for” or “against”) the topic. I will place it in the (insert “for” or “against”) column. Now you do it.</b></p>	<p>Student places the word choice representation in the correct column.</p>	
<p><i>Have the student read the text with you; demonstrate where to place the representation of word choice bias as you read the script; substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand.</i></p> <p><b>Let’s read more to find words that tell us if the text is biased “for” or “against” the topic. Read the text with the student until you come to a word that shows bias “for” or “against” the topic. This word, (insert the word) shows a bias (insert “for” or “against”) the topic. I will place it in the (insert “for” or “against”) column. Now you do it.</b></p>	<p>Student places the word choice representation in the correct column.</p>	
<p><i>Have the student read the text with you; demonstrate where to</i></p>	<p>Student places the word choice representation in the</p>	

<p><i>place the representation of word choice bias as you read the script; substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand.</i></p> <p><b><i>Let’s read more to find words that tell us if the text is biased “for” or “against” the topic. Read the text with the student until you come to a word that shows bias “for” or “against” the topic. This word, (insert the word) shows a bias (insert “for” or “against”) the topic. I will place it in the (insert “for” or “against”) column. Now you do it.</i></b></p>	<p>correct column.</p>	
<p><i>Demonstrate counting the words in the column(s) as you read the script; substitute “phrase” for “word” as appropriate within the script; instead of the word “topic” in the script, you can substitute the actual topic if you feel this will help your student understand..</i></p> <p><b><i>We can tell if the text is biased “for” or “against” the topic when we look at how many words are in each column. Let’s count the words in each column. Count the words with the student. There are more words in the (insert “for” or “against”) column so this text is biased (insert “for” or “against”) the topic. Is this text “for” or “against” the topic?</i></b></p>	<p>Student answers correctly.</p>	

**Transition Activity: Back to the UDL Lesson**

After providing the instruction specified in the CRA, help the student transition back to the UDL Lesson (*Introduction of Lesson 3*) by conducting a short review of the concept of bias (influence for or against something). Review some of the images and headlines completed during the Exploratory Activity and why the bias was for or against the topic. Consider using the 2-column T-chart

described in the *Scripted Activity with Data Collection* section when working in *Lesson 3, Body*. Use strategies from the *Instructional Resource Guide* as needed to move the student towards skill acquisition.