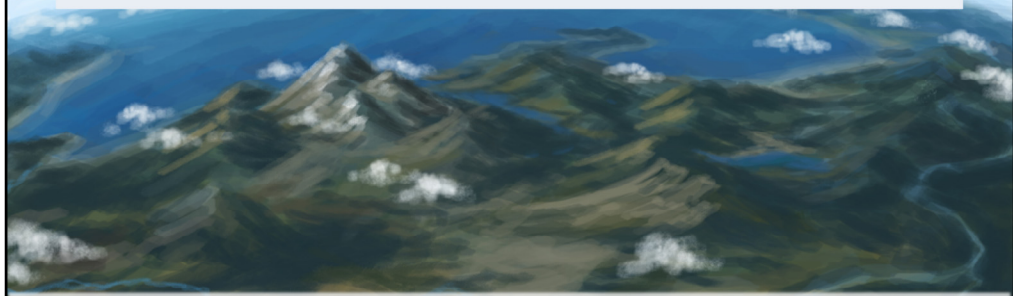


# ENGLISH LANGUAGE ARTS – GRADUATED UNDERSTANDINGS



Produced by:  
University of Kentucky,  
Based on material developed by UNCC,

in partnership with the National Center State Collaborative (NCSC)

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Welcome to the English Language Arts – Graduated Understandings module presented by the National Center and State Collaborative (NCSC).



This printable PDF version of a NCSC module has been provided for your convenience. The PDF version of the module will be very similar to the online module, with a few revisions to eliminate features that are only necessary in the online learning environment. Because the PDF presentations are the content of the online courses and retain the formatting and some of the features of the modules, we have included the following description.

The NCSC professional development courses each consist of one or more modules. To help the learner navigate in the courses, the modules have a uniform design and format. All learning modules follow four themes: plot the course, explore the terrain, check the map, and expand your horizons. In plot the course learners discover what is covered in the module, including their learning objectives and other steps they will follow while viewing the module. In explore the terrain, the learner will engage with the content and learn about the topic covered in the module. In check the map the learner has the opportunity to review and self-assess their understanding.

Some of the PDF presentations (printable versions of the modules) will not contain Check the Map sections as there are no self-assessments in the printable PDFs. Finally, expand your horizons offers ways in which the learner can explore the content further, or apply what they have learned. Theme Indicators appear on most slides to tell the user what type of content is contained in the slide.

## MODULE GOALS

Understand the Common Core State Standards, Learning Progressions and Core Content Connectors and how they work together.

Understand what the Graduated Understandings include, the format and how to use the content.



The purpose of this module is to understand how the Common Core State Standards, the Learning Progressions and the NCSC Core Content Connectors fit together. These relationships are demonstrated in the curriculum and instructional materials developed through the NCSC grant. In addition, a goal of this module is for the learner to understand what the Graduated Understandings include and how they support the curriculum and instructional resources.

## RELATED CONCEPTS

Here are some concepts that will be discussed in this module. If you would like background on these concepts, click forward on the playbar. If you are familiar with the concepts and do not need additional background, click on the button labeled skip definitions.

- CCSS – Common Core State Standards or your state standards
- UDL – Universal Design for Learning
- LPF – Learning Progressions Frameworks
- CCC – Core Content Connectors
- NCSC Wiki Schema



In this module reference is made to the following concepts:

- The Common Core State Standards or Grade level content standards from your state
- Universal Design for Learning
- Learning Progressions Frameworks
- Core Content Connectors
- NCSC Wiki Schema

If you would like to know more about these concepts, click Forward on the gray playbar. If you are familiar with the concepts and do not need additional background click on the button labeled skip definitions.



**RELATED CONCEPTS - CCSS  
COMMON CORE STATE STANDARDS**

Your State has either developed their own grade level state standards or has adopted the Common Core State Standards to establish guidelines for learning in Math and English Language Arts from kindergarten through 12<sup>th</sup> grade.

Achieving the learning goals put forth in the standards will prepare students for college and career.



We based our work in all these modules on the CCSS and the College and Career Readiness Standards. You can apply the same process with your state standards.

Your State has either developed their own grade level state standards or has adopted the Common Core State Standards to establish guidelines for learning in Math and English Language Arts from kindergarten through 12<sup>th</sup> grade. These are based on the **College and Career Readiness Standards**.

The actual implementation of the standards, including how they are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels.

**RELATED CONCEPTS - UDL**  
**UNIVERSAL DESIGN FOR LEARNING**

Universal Design for Learning (UDL) is a set of principles that guide development of curriculum.

- Multiple Means of Engagement
- Multiple Means of Representation
- Multiple Means of Action and Expression

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Universal Design for Learning (UDL) is a set of principles that guide development of curriculum. When implemented, UDL provides opportunities for learning to all individuals by utilizing the following:

- Multiple Means of Engagement to provide options to self-regulate, develop reflective skills and sustain interest. Promoting motivational techniques, fostering collaborative learning, providing feedback and opportunities to participate in class-wide activities, and using incentives to encourage effort are all examples of multiple means of engagement.
- Multiple Means of Representation focusing on big ideas, themes, and patterns to provide options for comprehension. Customizing the display of information, using auditory methods and other alternatives to visual presentation for conveying content, using multimedia presentations, clarifying symbols, vocabulary, and structures are all examples of multiple means of representation.
- Multiple Means of Action and Expression to provide options for demonstrating understanding and strategizing. Providing multimedia and other mediums to students for their work, providing tools and strategies for conveying learned information, scaffolding or graduated levels of support for instruction and practice, and optimizing access to tools and assistive technology are all examples of multiple means of action and expression.



## RELATED CONCEPTS - LPFs LEARNING PROGRESSIONS FRAMEWORKS



The Learning Progressions Frameworks:

- describe pathways for learning that focus on the big ideas of a discipline
- help educators design instruction and assessments that move students toward deeper and broader understanding of the content
- include progress indicators; descriptions of observable learning along the learning continuum in each strand



The Learning Progressions Frameworks, or LPF, present a broad description of the essential content and general sequencing for student learning and skill development (Hess, 2010).

The LPF is a hypothesized pathway that typical peers may take, and is meant to inform what typical peers will be working on grade by grade. In the past, we have struggled to understand how to choose content grade by grade to ensure inclusion of students with the most significant cognitive disabilities in grade AND age appropriate content, even though they may not have built all the skills in a previous grade. The pathways focus on the big ideas of a discipline.

The LPFs give us the educational logic to help move these students along with their peers in a systematic, educationally sound way.

The LPF contain learning targets and progress indicators that are referenced in the NCSC Curriculum and Instruction materials.

Learning targets (general/broad performance descriptors) are defined by grade spans, K-4, 5-8 and high school.

Related specific skills and concepts are called the progress indicators (PIs).

## RELATED CONCEPTS – CCCs CORE CONTENT CONNECTORS



The Core Content Connectors (CCC's) identify - the most salient grade-level, core academic content in ELA and Mathematics found in both the [Common Core State Standards](#) and the [Learning Progression Frameworks](#).

CCC's have been formatted into 2 subgroupings under an umbrella term [Graduated Understandings](#). They are the [Instructional Families](#) and [Element Cards](#).



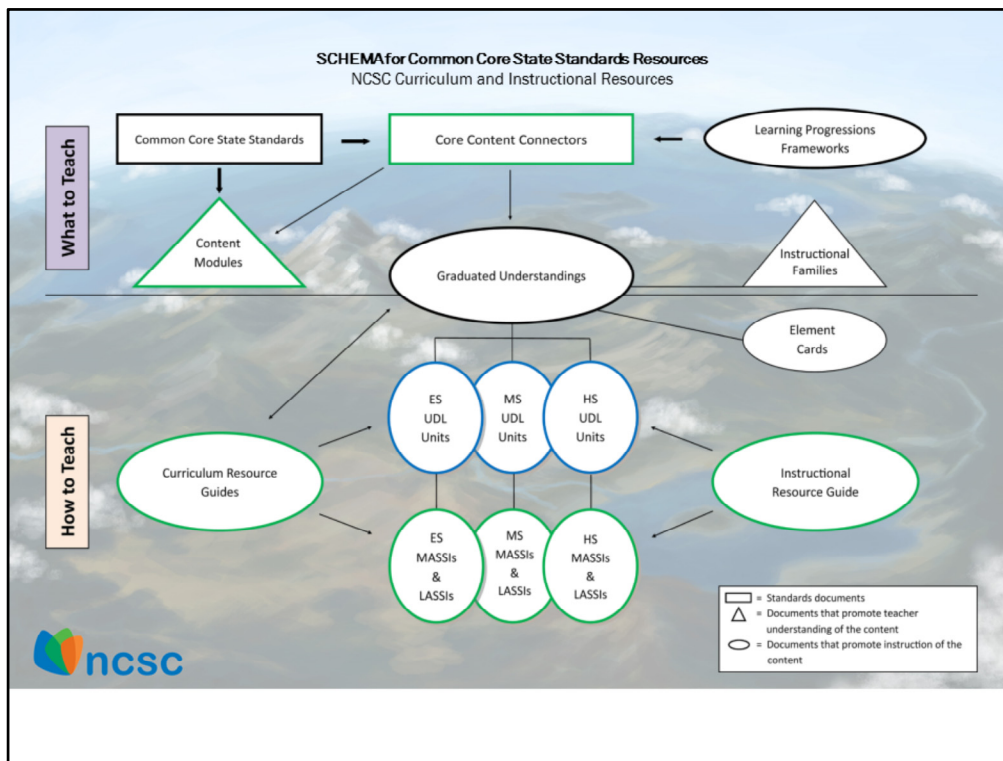
The Core Content Connectors (CCC's) identify the most salient grade-level, core academic content in ELA and Mathematics found in both the [Common Core State Standards](#) and the [Learning Progression Frameworks](#) and similar content can be found in your state standards.

Using the LPF, NCSC identified the “big ideas” from Common Core State Standards needed to make progress through the grades. The same process can be duplicated with any state's grade level content standards.

These “big ideas” were then broken down into more frequent benchmarks called CCCs that provide a pathway to the grade level standards-not extended standards.

CCC's are the basis for the assessment, but not the starting point for instruction. The original format for the CCC's is a list by grade and content that has been reformatted into Instructional Families; a graphic representation of the relationships between the CCC's, the CCSS, and the LPFs. In addition Element Cards have been developed that tie together key components and provide ideas for instruction, supports and scaffolds.





- The NCSC curriculum and instructional resources schema defines the “what” and “how” when planning for and teaching academic content to students with the most significant cognitive disabilities. The Schema is on the wiki main page and corresponding links to curriculum and instructional resources appear at the top of the page under wiki resources. The elements of the schema are linked to the resources within the wiki. Simply click on the element title (e.g., Common Core State Standards) and you will be directed to the appropriate page in the wiki.

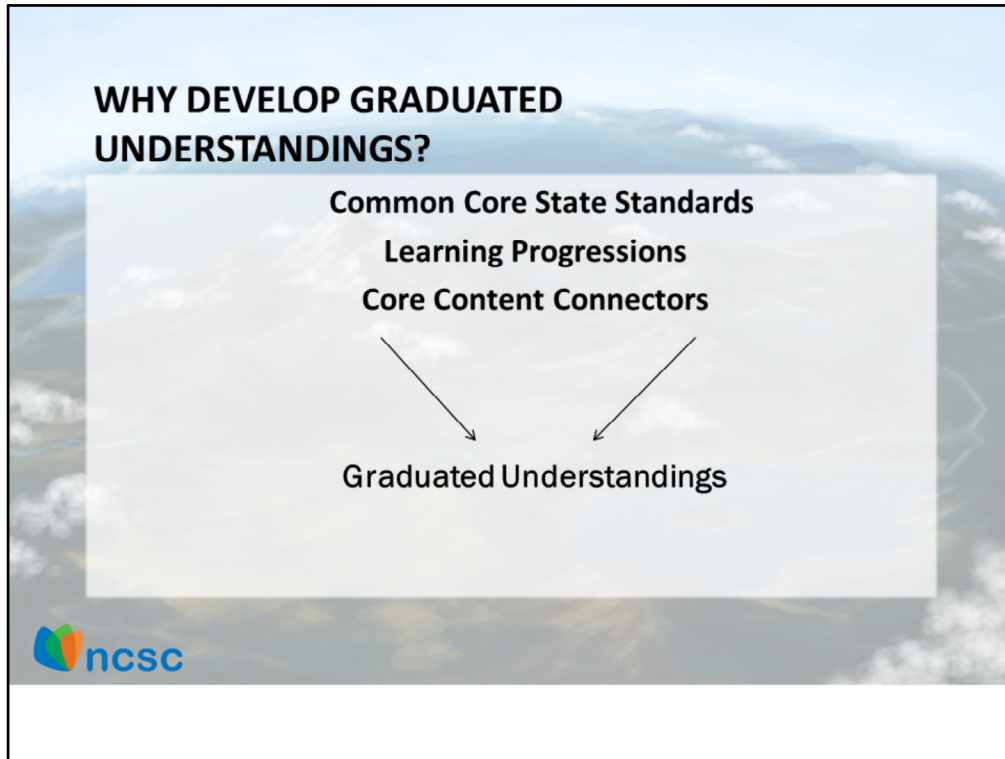
- The purple band or top half of the schema describes the “**what** to teach” based on the Common Core State Standards, the Learning Progressions, and the Core Content Connectors that are linked to both. The CCSS and most state standards have a specific format but are very similar when stating what a student should know and be able to do. This similarity carried over to the Learning Progressions Framework and the Core Content Connectors.

- The orange band or bottom half of the schema provides instructional tools to support **how** to teach this content - based on over a decade of research on academic instruction, and learner characteristics of students with the most significant cognitive disabilities.

Over the course of the project, the NCSC partners (both the states and organizations) will be provided with multiple opportunities to review, provide feedback and support the development of the resources. The project continually strives to improve these resources based on critical feedback that strengthens the resources.



You should have a working knowledge of either the Common Core State Standards or your state's grade level standards, the Learning Progressions and the Core Content Connectors. These resources were used to develop the Graduated Understandings. Let's review the purpose and use, and the format, of the Graduated Understandings.



The Common Core State Standards, Learning Progressions and Core Content Connectors contain a great deal of information, and synthesizing this information in a meaningful way can be difficult. Because the Core Content Connectors were intended to inform the alternate assessment item writers, it was imperative that teachers have a way to use them in planning instruction. The Core Content Connectors develop subsets of understanding linked to the CCSS and the LPF. They are skills/concepts broken into smaller, manageable and meaningful learning chunks. Scaffolding the CCCs within instruction can instill the skills necessary to move a student from the beginner level to more a sophisticated level of thinking, as well as help break down the instruction to figure out those specific skills that need to be practiced and embedded. The lists of CCCs are extensive and teachers found it hard to identify or pinpoint individual connectors to help them develop instruction. To assist with this process, the Graduated Understandings were developed.

## GRADUATED UNDERSTANDINGS

Graduated Understandings is an umbrella term for both **Instructional Families** and **Element Cards**.

### Instructional Families:

Provide educators with easily interpreted visual representations of the areas of curricular emphasis within and across grades; and  
Reference the CCSS and the Learning Targets of the Learning Progression Frameworks.

### Element Cards:

Define the Essential Understandings as Concrete Understandings and Representational Understandings derived from the Core Content Connectors; and  
Articulate suggested instructional strategies, supports and scaffolds.



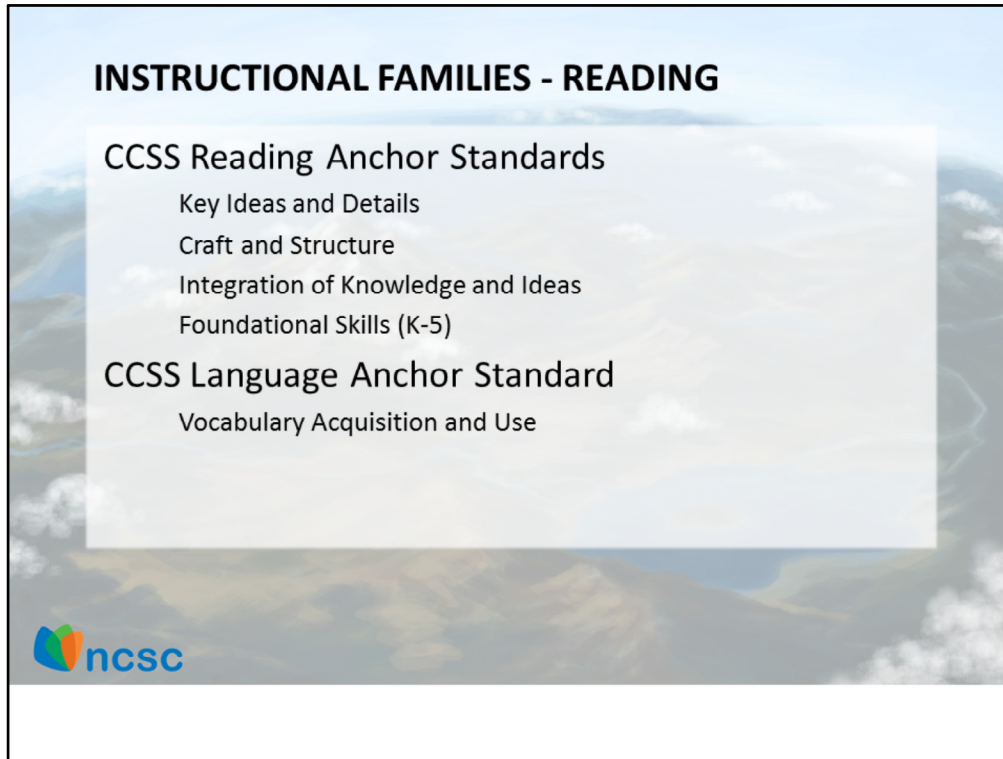
Graduated Understandings is an umbrella term for both **Instructional Families** and **Element Cards**.

The Instructional Families define the “what” – organizing the Core Content Connectors in easily interpretable visuals that illustrate the areas of curricular emphasis within and across grades.

The Element cards, when used in combination with other NCSC CCSS instructional tools, define the “how” by providing ways in which teachers can address grade-specific academic content for students with Significant Cognitive Disabilities, (SCD) even if students have not had an opportunity to learn this content previously.

These tools:

- Are to be used in conjunction with rich instructional resources (e.g., NCSC instructional resources, etc.) as indicated on the schema;
- Provide challenging and attainable content that is observable and measurable for use in instruction and a thorough system of assessments;
- Provide guidance on how to “unpack” the instructional and assessed content; and
- Promote suggested instructional strategies, supports and scaffolds for teaching challenging academic content.



The Instructional Families for the reading anchor standards are identified by the same terms which organize the CCSS in reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and finally, Foundational skills in grades K – 5. The Language Anchor Standard of Vocabulary Acquisition and Use covers the CCCs in the Vocabulary Acquisition and Use strand.

Family Organization – Literary and Informational Text is in Grade bands: K-2, 3-5, 6-8; 9-12

There are two or three families per anchor

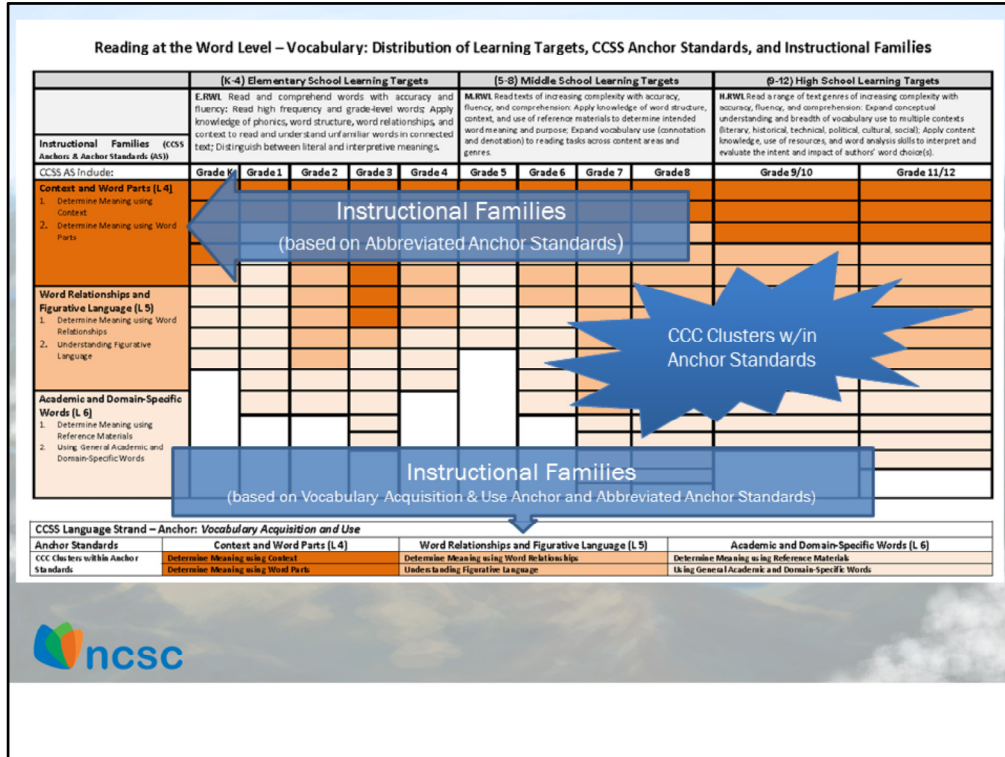
- Making Meaning from Text

- Craft and Structure

- Integration of Knowledge and Ideas

You are encouraged to look through the Instructional Families for the grades that you teach. To get you started, let's take a look at a sample of how an instructional family is organized.





This is the Reading at the Word Level (RWL) Vocabulary Instructional Families for the Vocabulary Acquisition Anchor Standards (4, 5 & 6)

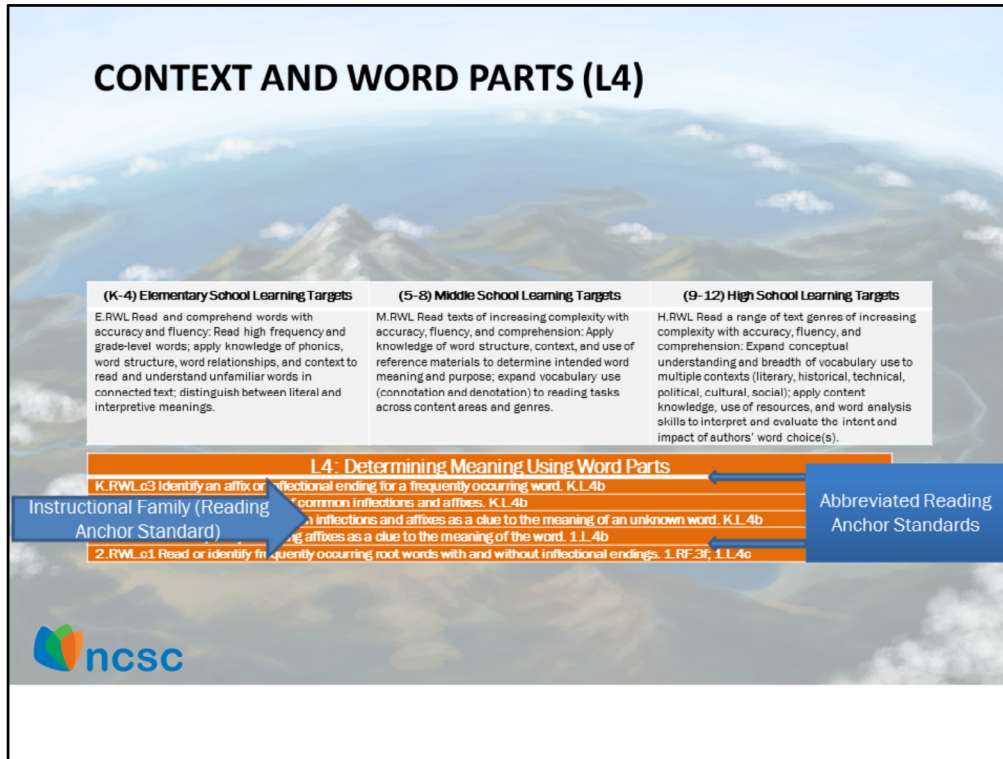
This reflects a similar format and break down of IFs as the rest of the Reading Strands. Anchor Standards were broken down into multiple families. The GUs provide educators with an easily interpreted visual representation of the areas of curricular emphasis within and across grades using color-coded charts (illustrating the Instructional Families). They “drill down” to possible instructional strategies and supports and scaffolds, specific to the Core Content Connectors through Element Cards.

In ELA, two views of the instructional families (color-coded charts) are organized by:

- The Distribution of Instructional Families referenced to the LPF learning targets by grade and instructional families (based on Anchor Standards);
- Instructional families and CCCs (grades K – 12) referenced back to the related CCSS ELA Domains.

This first view of the Instructional Families is a chart without text (specific CCCs), which illustrates the distribution of families and the number of CCCs in each family. It illustrates the variation in distribution and changes in emphasis of the core content, knowledge and skills of the CCSS that students are expected to learn at each grade to promote success in the next grade and to reach the learning targets within the LPF across grades kindergarten through high school.

Students are expected to build their knowledge and be successful with more challenging concepts across the grade levels. Student mastery of skills at each grade level promotes student learning of more challenging concepts. Given that students may receive instruction in multi-grade classrooms, a teacher can quickly see where there is an “overlap” of instructional families across grades. The teacher can then plan instruction that addresses related content within and across families at appropriate levels of instruction for different students within the same lesson.



This is a partial view of an instructional family (Overview of CCCs) illustrating the distribution of families and the specific CCCs in each family across all grades K-12. It starts with the Learning target for the Instructional family L4: Determining Meaning Using Word Parts.

The intent of this view of the CCCs is to allow teachers to have an easily interpreted visual of the areas of curricular emphasis in a Strand and Anchor of ELA, by family and CCC, within a grade band. In particular, it provides an organizing framework to help teachers make sense of the “overlap” of instructional families, CCCs and related CCSS across grades.

Uses for educators:

- Promotes collaboration with general education teachers to engage in multi-grade level instructional planning. Planning should address related content within and across instructional families at appropriate levels of instruction for diverse students in the general education classroom within the same lesson - throughout the school year; and
- Provides a basis for identifying appropriate general education instructional lessons/units that can be modified or adapted to produce lessons that align to the same knowledge, skills and abilities for SWSCD.

The intent of this arrangement of the CCCs is to provide teachers with a clear and defined set of CCCs for each Instructional Family across **grades** (presented vertically). All of the CCCs grades K – 12 that are contained within an Instructional Family are included in this arrangement.

Each Instructional Family is referenced back to the related CCSS ELA Strand, Anchor (and Anchor Standard). All of the Instructional Families are located on the NCSC Wiki under the 'How' section of the schema (The Wiki Resources section of the home page under Instructional Resources).

A teacher can readily see how many and which specific CCCs are identified at each grade within a family, as well as skill clusters within a specific instructional family (Anchor).

- Next, let's look at the **Element Cards**.

## ELEMENT CARDS

### Grades 6 – 8 Reading Element Card –Vocabulary Acquisition and Use- *Determining Meaning Using Context*

| Grade 6 students:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Grade 7 students:                                                                                                                                                                                                                                                                                                                                                    | Grade 8 students:                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>CCSS:</b> 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</p>                                                                                                                                                       | <p><b>CCSS:</b> 7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</p> | <p><b>CCSS:</b> 8.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</p> |
| <p><b>PI:</b> M.R.W.L.3. Determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words.</p>                                                                                                                                                                                                                                                                                                                                                    | <p><b>PI:</b> M.R.W.L.3. Making conceptual connections between known and unknown words, using word structure, word relationships, or context</p>                                                                                                                                                                                                                     | <p><b>PI:</b> M.R.W.L.3. Making conceptual connections between known and unknown words, using word structure, word relationships, or context</p>                                                                                                                                                                                                                     |
| <p><b>CCCs</b></p> <p>6.R.W.L.1 Use context to determine the meaning of unknown or multiple meaning words.</p>                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>CCCs</b></p> <p>7.R.W.L.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrases.</p>                                                                                                                                                                                                                                          | <p><b>CCCs</b></p> <p>8.R.W.L.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.</p>                                                                                                                                                                                                                                                     |
| <p><b>Essential Understanding:</b><br/>Identify new words.<br/>THEN<br/>Identify multiple meaning words (e.g., EDL 4 or 5)<br/>THEN<br/>Identify the meanings of a multiple meaning word (e.g., EDL 4 or 5).</p>                                                                                                                                                                                                                                                                                                           | <p><b>Essential Understanding:</b><br/>Use context as a clue to determine the meaning of a word (e.g., EDL grade 5 or 6).</p>                                                                                                                                                                                                                                        | <p><b>Essential Understanding:</b><br/>Use context as a clue to determine the meaning of a word (e.g., EDL grade 6 or 7).</p>                                                                                                                                                                                                                                        |
| <p><b>Suggested Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Model, lead, test             <ul style="list-style-type: none"> <li>Model: reading the sentence and underlining the unknown word; think out loud about what is happening in the sentence; think of another word that may explain what is happening in the sentence; try out the other word in the sentence to see if it makes sense</li> </ul> </li> <li>Use system of least prompts as a response prompting strategy</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Scaffolds and Supports</b></p> <ul style="list-style-type: none"> <li>Highlighted text (e.g., highlight the text that provides a clue for what the unknown word means)</li> <li>Add images to provide clues</li> </ul>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                      |
| <p>* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.</p>                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                      |



Teachers can be challenged by the fact that students with significant cognitive disabilities (SWSCD) are a heterogeneous group with varying entry skills and opportunities to learn the content standards. The purpose of the **Element Cards** is to provide teachers with an understanding of student movement toward the CCSS and provide guidance as to how to develop instructional lessons at varying levels of challenge that will include **ALL** students and will promote the use of Universal Design for Learning. Notice that we have now moved to the bottom half of the schema and are focusing on materials that support special educators in “How to teach”.

This is an example of a grade 6 – 8 Reading **Element Card**.

- The first component of the Element Card is the **CCSS**: This is the Common Core State Standard on which the Core Content Connector is based. For this particular card, we can see that the CCSS are from each of the 3 grades; 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>. Notice how the language of each is very similar. The difference in instruction is the grade-appropriate material used.
- The next row on this slide provides the related **Progress Indicator** of the LPF;
- The third component is the **Core Content Connector**: The nomenclature used to identify the CCC is followed by a statement of the grade-specific CCC.

- The next row indicates the **Essential Understandings**: a **critical** component of the Element Cards.

- The **Essential Understandings** refer to the fundamental concepts and skills essential to entering the content and the specific symbols or referents related to the learning of these specific concepts and skills (e.g., Identifying new words).
- Teachers must use their knowledge of individual learners and assessment data to determine the entry point for students to access the domain-specific content. The two THEN statements in the grade 6 column are additional parts of this concept to

be taught or assessed and are grade-specific.

- The final two rows include:

- The **Suggested Instructional Strategies**: examples of evidenced-based strategies supporting instruction at varying levels of challenge; and

- The suggested **Supports and Scaffolds**: suggestions of possible tools and materials that assist in the promotion of understanding and engagement with concepts.

All of the Element cards are located on the NCSC Wiki under the 'what' section.



## MAPPING ENGLISH LANGUAGE ARTS CONTENT FOR ASSESSMENT

| ELA      | Literary Text | Informational Text |
|----------|---------------|--------------------|
| Grade 3  | 50%           | 50%                |
| Grade 4  | 50%           | 50%                |
| Grade 5  | 50%           | 50%                |
| Grade 6  | 45%           | 55%                |
| Grade 7  | 45%           | 55%                |
| Grade 8  | 40%           | 60%                |
| Grade 11 | 30%           | 70%                |



The Instructional Families and Element cards are aligned to Common Core State Standards, Learning Progressions Frameworks and Core Content Connectors and reflect grade level instruction and materials usage.

How do you know how much reading and what type of reading? What are the writing topics at the grade you teach? To help you, your district curriculum will give you the text and topics per grade level and that is your best resource. But first you need an idea of how much of the content is likely to be literary text or informational text at each grade and when changes are made in emphasis.

This chart reflects the distribution of instructional material to be used across the grades. This distribution not only drives grade-level emphasis but helps teachers plan ahead for summative assessments and for the future skills needed as students progress up the grades. The Common Core State Standards match this emphasis by grades – especially in the standards across content areas.

## WRITING?

**[THE PERCENTAGES BELOW ARE WHAT THE COMMON CORE RECOMMENDS FOR INSTRUCTION]**

| Grade | Literary | Informational | Persuasive topic or text |
|-------|----------|---------------|--------------------------|
| 3     | 35%      | 35%           | 30%                      |
| 4     | 35%      | 35%           | 30%                      |
| 5     | 35%      | 35%           | 30%                      |
| 6     | 30%      | 35%           | 35%                      |
| 7     | 30%      | 35%           | 35%                      |
| 8     | 30%      | 35%           | 35%                      |
| 11    | 20%      | 40%           | 40%                      |



The CCSS and NCSC recommend these percentages for writing instruction and summative assessment. They follow large grade bands of elementary, middle and high school grades.

**With this level of writing instruction, evidence from research done by CCSSO indicates that students demonstrate the following:**

- a. Has a “system” for deciphering and gaining meaning from texts
- b. Uses context (and perhaps other strategies) to determine the meaning of words and phrases
- c. Interacts with and derives meaning from one or more print and non-print texts
- d. Uses evidence from the text to support interpretations and meaning verbally or in writing (e.g., comparing, summarizing, making inferences, drawing conclusions, or analyzing information presented in the text)


The 5-Step module will give you a step by step process for building a lesson using the instructional families, element cards and the other instructional resources located on the wiki. It’s called [Developing an ELA Lesson Using the 5-Step Process](#).

## CHECK FOR LEARNING

The Instructional Families for the reading anchor standards are identified by the same terms which organize the CCSS in reading; Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas and finally, Foundational skills in grades K – 5.

The GUs provide educators with an easily interpreted visual representation of the areas of curricular emphasis within and across grades using color-coded charts.

The purpose of the **Element Cards** is to provide teachers with an understanding of student movement toward the CCSS and provide guidance as to how to develop instructional lessons at varying levels of challenge that will include **ALL** students and will promote the use of Universal Design for Learning.



Remember our goals for this module..

Understand the Common Core State Standards, Learning Progressions and Core Content Connectors and how they work together.

Understand what the Graduated Understandings include, their format and how to use the content.

Some details that define the GUs overall are:

The Instructional Families for the reading anchor standards are identified by the same terms which organize the CCSS in reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and finally, Foundational skills in grades K – 5.

The GUs provide educators with an easily interpreted visual representation of the areas of curricular emphasis within and across grades using color-coded charts.


The purpose of the **Element Cards** is to provide teachers with an understanding of student movement towards the CCSS and provide guidance as to how to develop instructional lessons at varying levels of challenge that will include **ALL** students and will promote the use of Universal Design for Learning.

**NEXT STEPS:  
ENHANCE YOUR UNDERSTANDING OF THE  
GRADUATED UNDERSTANDINGS**

First, go the NCSC Wiki.  
Here's the link:  
<https://wiki.ncscpartners.org>

Review –

- ✓ ELA Instructional Families located in the Curriculum Resources section
- ✓ ELA Element Cards located in the Instructional Resources section

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This module gives an overview of the GUs. To enhance your understanding you will need to go to the wiki and go through a set – Instructional Family and accompanying Element Cards.

- Go the Wiki Main Page
- Then click on Curriculum Resources, find the Graduated Understandings.
- Under Graduated Understandings, click on Instructional Families in Reading Literary Text K-12 and review the information all the way down this page before clicking on a particular grade or topic.

For element cards:

- Click on Instructional Resources
- Click on Graduated Understandings
- Click on Element Cards

[Suggestion: Review the Reading Element Card Grade 3-5 Informational Text Recognizing Organization and Features of Text](#)

## NEXT STEPS

This concludes the English Language Arts Graduated Understandings module.

### **What to do next?**

- Review the Instructional Families and Element Cards.
- Review the information on the Self Assessment Summary slide.
- Claim your badge.

Suggestion - Proceed to the Developing ELA Lessons Module



This concludes the English Language Arts Graduated Understandings module.

### **What to do next?**

- Review the Instructional Families and Element Cards.
- Review the information on the Self Assessment Summary slide.
- Claim your badge.

Suggestion - Proceed to the Developing ELA Lessons Module



## REFERENCES AND RESOURCES

NCSC Instructional Families - <https://wiki.ncscpartners.org/>

Common Core State Standards -  
<http://www.corestandards.org/read-the-standards/>



Here are the resources used to develop this module.