



STELLAR

**STAAR® Techniques to Engage Learners
in Literacy and Academic Rigor**

English III College and Career Readiness Exam



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SAMPLE

Introduction

STAAR Techniques to Engage Learners in Literacy and Academic Rigor (STELLAR) was developed as a resource for classroom teachers to use in preparing their students for the English III College and Career Readiness Exam. Through the course of four units, it incorporates multigenre reading selections that are thematically linked and creatively crafted to encourage inquiry, discussion, and ongoing reflection. Every unit offers value-added enrichments through technology, research, and listening and speaking, while providing relevant scaffolding options for diverse learners and gifted and talented students. Also included are suggestions for big ideas, skills-based vocabulary, literary extensions, and benchmark and summative assessment options to support authentic literacy experiences.

Value-Added Components

STELLAR is carefully crafted to provide big-picture ideas in the form of essential unit questions, themed passages, and assessments based on these passages. In addition to the basics, each unit contains applications for listening and speaking, research, skills-based vocabulary, technology, and project ideas. To aid in planning for unit instruction, *STELLAR* offers ideas for differentiation for diverse learners, adaptation for gifted learners, and lesson-planning tools. The text also contains several appendices for research-based study-skills practice, product options, grouping strategies and activities, and discussion formats and models, all of which can be utilized within each unit. Finally, in order to allow extensions with the selected themes beyond the materials provided within each unit, additional appendices on choosing themed passages and integrating instruction with technology are included.

Thematic Instruction

STELLAR puts forth the best practice of thematic instruction in integrated language arts. It utilizes the English Language Arts and Reading (ELAR) Texas Essential Knowledge and Skills (TEKS) and the Texas College and Career Readiness Standards (CCRS) as its foundational documents. There are five strands of instructional skills outlined in the TEKS: Reading (including Figure 19), Writing, Oral and Written Conventions, Research, and Listening and Speaking. These skills are meant to be taught in conjunction with one another in order to help students make connections between the different literacy strands. The CCRS consist of a multilevel framework of content skills and knowledge that motivates students to transition from basic

levels of cognitive processing into deeper, more complex thinking. In any unit of study, therefore, educators are encouraged to integrate the literacy strands so that students must synthesize skills and concepts from each to gain meaning and insight.

The study of themes is a naturally recurring element within the TEKS; students are expected to make thematic connections within and between the many different genres:

(2) Reading/Comprehension of Literary Text/**Theme** and Genre. Students analyze, make inferences and draw conclusions about **theme** and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) analyze how the genre of texts with similar **themes** shapes meaning

This component of the *STELLAR* series is based on the design requirements for the English III College and Career Readiness Exam, the CCRS, and the TEKS; therefore, it requires students to demonstrate understanding of theme through themed passages, complex reasoning, crossover multiple-choice and short-answer questions for reading, and thematically linked writing tasks.

Assessments

The assessments contained in *STELLAR* are custom designed for Texas students. The assessments measure a student's level of performance on clearly defined standards, objectives, and skills. Student scores will be based on test questions that have been developed and aligned to the most current version of the ELAR TEKS and the Reading/Language Arts and Cross-Disciplinary CCRS.

The chosen selections meet the criteria for high-interest, 21st-century context and age-appropriate content. The Lexile score, which considers word frequency and sentence length, of each selection was used to determine ability-level applicability. Selections were then linked by theme, which allowed assessment questions to be written to a higher cognitive level for an

upward cognitive spiral. Each test comprises a set of themed selections with unique questions and an additional set of questions that draw upon the theme.

No Child Left Behind (NCLB) requires that state assessments be aligned and “measure the depth and breadth of the state academic content standards for a given grade level” (US Department of Education, 2003, p. 12). Alignment is the match between the expectations of student learning described in the TEKS, CCRS, and questions on the English III College and Career Readiness Exam. Depth of Knowledge (DOK) was formulated in 1997 by Dr. Norman Webb in response to a need generated by states to objectively and accurately align assessment questions to standards for compliance with federal guidelines. DOK, which measures the cognitive complexity of a task, is the alignment tool used for state summative assessments. It is a federally approved method of alignment for state summative assessments that is currently used by the majority of the states, including Texas.

How to Use This Book

STELLAR is divided into four thematic stand-alone units. Each unit offers three options for planning.

Option One encompasses instruction with components of the assessment given when appropriate. The suggested time frame, based on 45-minute instructional periods, is a total of 10 days for instruction, 3 days for assessment, and 2 days for review and debrief. An overview of the planning steps for Option One along with a sample calendar immediately follow this foreword.

Option Two documents student improvement through baseline testing, targeted instruction, and retesting. The suggested time frame, based on 45-minute instructional periods, is 4 days for baseline testing, 7 days for instruction and practice, 2 days for retesting, and 2 days for review and debrief. An overview of the planning steps for Option Two along with a sample calendar immediately follow this foreword.

Option Three strictly consists of test preparation (e.g., practice in test-taking skills, gaining familiarity with format and vocabulary, and understanding the expectations of a standardized assessment). The instructor may use the passages and assessments at the beginning of each unit to prepare students for the English III College and Career Readiness Exam. The suggested time frame, based on 45-minute instructional periods, is 4 days for assessment and 3 days for review and debrief. A sample planning calendar immediately follows this foreword.

A Note to the Teacher: Every *STELLAR* unit is designed to engage students' interest by addressing subjects and content they will encounter in their everyday lives. All activities and facilitation questions contained herein are suggestions. Please preview all selections for applicability and appropriateness before using the materials in your classroom. All movie suggestions are sourced from The Internet Movie Database, and music selections are sourced from iTunes.

Planning for Option One: Teaching, Testing, Reviewing

A written overview of the planning steps for using this text for teaching, testing, and reviewing, along with a graphical representation of the process, are provided for your use. A blank calendar for use when planning is included at the end of this section.

Step One begins with planning instruction by deciding whether to use the literature selections in this text, choose supplemental literature, or use a mixture of both. Regardless of the source, make sure the selections come from multiple genres. If you have chosen to solely use supplemental literature, construct the themes based on the selections. If you have chosen to use both provided and self-selected texts, make sure the connections that provide the theme(s) carry through in each selection.

Step Two involves asking questions to help direct learning:

- What themes, or big ideas, does the text(s) address?
- Are the themes subtly connected or is the connection more apparent?
- How can the big ideas for each selection be connected through the theme?

In **Step Three**, first determine the various skills (TEKS and CCRS) that are naturally embedded within each selection, as well as those within the theme. Next locate the skills within each of the RLA strands.

Step Four identifies the areas within each strand that most likely will need explicit instruction for the students to be able to take ownership of their learning. List the skills and plan the most effective strategies and methods for approaching each skill, including classroom (formative) assessment. Be sure to take the following into consideration:

- In what order should the skills be taught?
- What mini lessons are necessary to provide explicit skill instruction?
- How will the instruction address multiple levels of skill proficiency?
- Is the classroom assessment effective for determining comprehension?
- How will students show evidence of skill attainment and mastery?
- What task(s) must be successfully completed?

Step Five focuses on the administration of sections of the assessments. Review your planning up to this point and look at the provided assessment. Select portions of the assessment and plan their placement within the

learning cycle. For example, one choice is to administer the reading multiple-choice questions after each reading selection has been completed. The short-answer questions that apply to a single selection could also be administered at the completion of the reading. The revising and editing questions would be administered at the most appropriate time throughout the instructional process. The short-answer questions, which apply to more than one selection along with the written component (stories and essays), would be administered at the completion of all reading selections. An answer key is provided at the back of each unit.

After incorporating the sections of the test into the learning cycle, build the necessary time for administration of these sections of the test into your overall plans.

NOTE: When using Option One, it is not necessary or expected that the included assessments would be administered in their entirety.

In the final stage, **Step Six**, after the sections of the assessments have been scored, review the data and chart the weaknesses overall and individually. Then plan how best to approach any areas needing additional instructional time and resources. It is imperative that educators allow for time to reteach and review skills for persistent weaknesses before continuing within the unit or moving on to another unit.

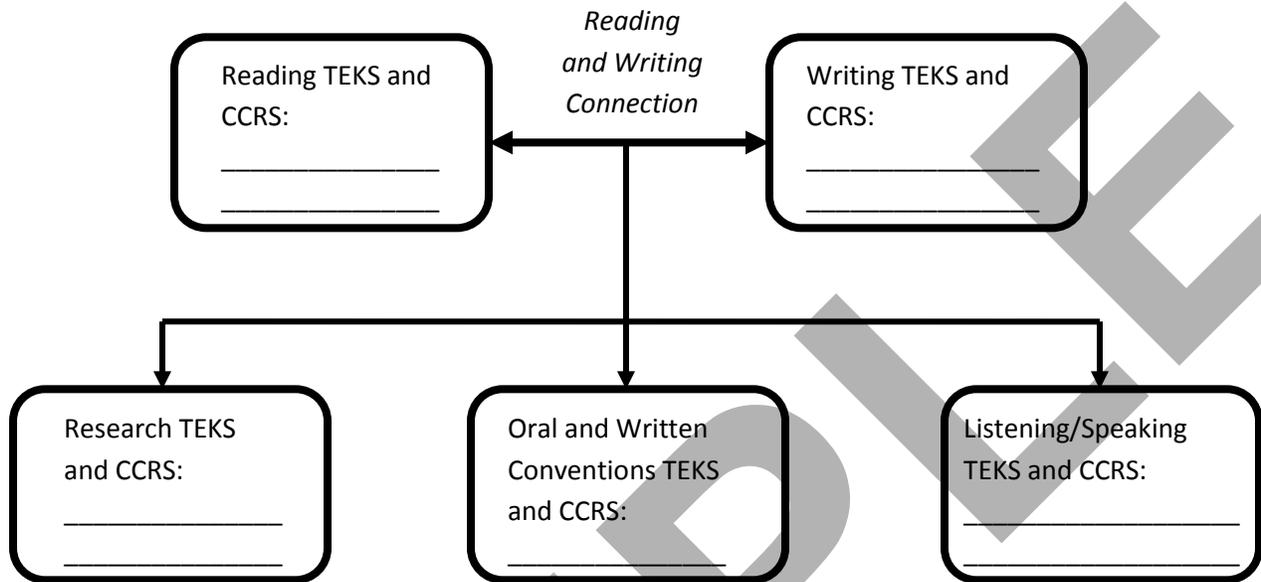
The entire process of lesson planning for Option One might look something like this.

Step One: Determine themes in selected literature; find multigenre connections to the themes.

Literature Selected/Genre	Themes in Selected Literature	Genre Options		Possible Thematic Connections
		Literary Text	Poetry	
			Drama	
			Fiction (short story or novel)	
			Literary Nonfiction	
		Informational Text	Expository	
			Persuasive	
			Procedural	

Step Two: Develop essential unit questions. (What enduring understandings do you want students to take from this unit of study?)

Step Three: Identify skills for unit study. Begin with the reading strand skills and then look for natural connections with other strands and the CCRS.



Step Four: Identify focal points needing explicit instruction (mini lessons) in order for students to reach mastery levels and take ownership of their learning.

Skill for Explicit Instruction	Methods Used for Explicit Instruction	Formative Assessment Options	Approximate Time Needed

Step Five: Identify the sections of the assessment to be used and determine their placement within the learning cycle.

Section of Assessment (Question Numbers and Strand)	Placement in Learning Cycle	Approximate Time Needed

Step Six: Identify the persistent weak area(s) or TEKS/CCRS in this unit. (Begin with the end in mind.)

Skill Weakness (TEKS and CCRS)	Overall	Individual	Plan for Additional Instruction

An excerpt from
Custer and Other Poems

by Ella Wheeler Wilcox

VIII.

When first this soil the great Columbus trod,
He was less like the image of his God
Than those ingenuous souls, unspoiled by art,
Who lived so near to Mother Nature's heart;
5 Those simple children of the wood and wave,
As frank as trusting, and as true as brave;
Savage they were, when on some hostile raid
(For where is he so high, whom war does not degrade?).

IX.

But dark deceit and falsehood's shameless shame
10 They had not learned, until the white man came.
He taught them, too, the lurking devil's joy
In liquid lies, that lure but to destroy.
With wily words, as false as they were sweet,
He spread his snares for unsuspecting feet;
15 Paid truth with guile, and trampled in the dust
Their gentle childlike faith and unaffected trust.

Notes about my reading

X.

And for the sport of idle kings and knaves
Of Nature's greater noblemen, made slaves.
Alas, the hour, when the wronged Indian knows
20 His seeming benefactors are but foes.
His kinsmen kidnapped and his lands possessed,
The demon woke in that untutored breast.
Four hundred years have rolled upon their way—
The ruthless demon rules the red man to this day.

Executive Order No. 9066

Authorizing the Secretary of War to Prescribe Military Areas

Notes about my reading

- 1 Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104);

- 2 Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded there from, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the

Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

- 3 I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.
- 4 I hereby further authorize and direct all Executive Departments, independent establishments, and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.
- 5 This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

Franklin D. Roosevelt

The White House

February 19, 1942

As a result of this order, over 100,000 men, women, and children of Japanese ancestry were moved, against their will and without consent, into isolated, fenced, and guarded internment camps.—Ed.

This is a public domain work sourced from the US National Archives.

Skills-Based Vocabulary

The following terms and phrases are aligned with the TEKS and CCRS to be taught and assessed within this unit. It is strongly suggested that this terminology be integrated into mini lessons for initial teaching and reviewing throughout the unit to ensure concept attainment.

Unit One

allusion

author's purpose

deductive reasoning

diction

external development

human condition

inductive reasoning

inference (subtle and complex)

internal development

literary elements

metrics

perspective or stance

plot

point of view

primary source

rhetorical techniques

rhyme schemes

secondary source

technical academic vocabulary

theme

Technology Applications

This section contains web sites and technology-based activity suggestions to utilize with the Our Infamous Past Unit.

Source	Implementation Suggestions	Products/ Assessments
<p>Ten Most Wanted www.fbi.gov/wanted/topten www.txdps.state.tx.us/Texas10MostWanted/fugitives.aspx</p>	<p>Review the site; have the students click on and read about the criminals. Ask the students to create a PSA that would help bring these fugitives to justice and to post on a blog or Facebook.</p>	<ul style="list-style-type: none"> • PSA footage and script (CFA, CSS)
<p>Famous Criminals http://www.wright.edu/~jim.adamitis/FamousCriminals/criminals.html</p>	<p>Review the site; have the students each choose the five worst criminals. Ask the students for a justification of why those five are the worst. Have the students create a visual representation that explains their views.</p>	<ul style="list-style-type: none"> • Socratic seminar • media coverage • bias analysis project (CSS, CS)
<p>Facts about Some Famous People and Their Stupid Mistakes spirituality.knoji.com/facts-about-some-famous-people-and-their-stupid-mistakes/</p>	<p>Have the students look for and keep track of different mistakes people have made and their consequences. Ask the students to look for patterns. Depending upon the mistakes chosen, have them compare and contrast to their own lives.</p>	<ul style="list-style-type: none"> • oral discussion (CSS, CFA)

Coding Key

CFA—Connection with Fine Arts

CM—Connection with Math

CSS—Connection with Social Studies

CS—Connection with Science

54 Which line best represents the author's comment on the human condition of the natives?

F Line 10

G Line 12

H Line 18

J Line 24

55 Which line best represents the author's view of the white man?

A Line 2

B Line 9

C Line 17

D Line 24

SAMPLE

63 Use the below definitions from a legal dictionary to determine the most appropriate meaning for *hereinabove* as it is used in paragraph 3.

- A The subject of the document
- B A prior point in a writing or document
- C Provided in the preceding part of a document
- D Previously written about in another document

64 What does the language of Executive Order 9066 best reflect?

- F The President's belief that Americans do not understand the political issues of war
- G The President's stance on protection of US citizens and soil
- H The President's perspective on military power restrictions
- J The President's empathy for the citizens of the USA

65 Which choice best represents the logic flow of Executive Order 9066?

- A Deductive with support
- B Deductive without support
- C Inductive with support
- D Inductive without support

- 75 Evaluate the logical connection between *Moonshine* and *Executive Order No. 9066* and justify why a single element of society was represented in very different ways. Support your answer with evidence from both selections.



STUDENTS MAY NOT WRITE OUTSIDE THE BOX

SAMPLE

(33) Due to the risk of discovery, information about routes and safe havens was passed along by word of mouth. (34) Southern newspapers of the day were often filled with pages of notices soliciting information about escaped slaves and offering sizable rewards for their capture and return. (35) Federal marshals and professional bounty hunters known as slave catchers pursued fugitives as far as the Canadian border.

Revising

76 What is the most appropriate style revision for sentence 1?

- F The Underground Railroad, a network of secret routes and safe houses, was used by 19th-century black slaves in the United States to escape, aided by sympathizers, to free states and Canada.
- G The Underground Railroad was a network of secret routes and safe houses used by 19th-century black slaves in the United States; it was used to escape to free states and Canada with the aid of abolitionists and allies who were sympathetic to their cause.
- H The Underground Railroad was a 19th-century network of secret routes and safe houses used by black slaves in the United States to escape. With the aid of abolitionists and allies who were sympathetic to their cause, the slaves traveled to free states and Canada.
- J The 19th-century Underground Railroad was a network of secret routes and safe houses used by black slaves with the aid of abolitionists and allies to escape to free states and Canada.

89 What is the best edit of sentence 16?

- A Churches, especially the Religious Society of Friends (Quakers), Congregationalists, Wesleyans, and Reformed Presbyterians, often played a role, as well as certain sects of mainstream denominations such as the Methodist Church and American Baptists.
- B Churches often played a role, especially the Religious Society of Friends (Quakers), Congregationalists, Wesleyans, and Reformed Presbyterians, including certain sects of mainstream denominations such as branches of the Methodist Church and American Baptists.
- C Churches also often played a role, especially the Religious Society of Friends (Quakers), Congregationalists, Wesleyans, and Reformed Presbyterians; as well as certain sects of mainstream denominations such as branches of the Methodist church and American Baptists.
- D Churches also often played a role, especially the Religious Society of Friends (Quakers), Congregationalists, Wesleyans, Reformed Presbyterians, and certain sects of mainstream denominations, such as branches of the Methodist Church and American Baptists.

EXTREMELY IGNORANT. Let not the reader understand, however, that I suppose there are not ignorant rich men as well as poor—the latter have their share of bad men, and so also have the former—but that vice and ignorance are common to both.

Think carefully about how Jonathan Green describes the difficulties in giving up gambling.

Write an essay analyzing how Green uses a description of contrasting fields of thought to reach his conclusion.

Be sure to—

- clearly state your thesis
- organize and develop your ideas effectively
- provide relevant and specific evidence from the text
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Question Number	Correct Answer	TEKS	CCRS ELA	CCRS C-D	DOK
1	B	1(B)	II.B.1	II.A.2	2
2	H	1(C)	II.B.1	II.A.2	2
3	A	2(A)		II.A.4	3
4	F	1(E)	II.B.3	II.A.2	1
5	C	4(A)		II.A.5	3
6	H	2(C)	V.B.1	II.C.4	2
7	C	1(C)	II.B.1	II.A.2	1
8	F	5(A)		II.A.5	3
9	B	5(B)		II.A.5	2
10	H	5(C)		II.A.5	3
11	A	1(E)	II.B.3	II.A.2	1
12	J	1(B)	II.B.1	II.A.2	2
13	D	7(A)	II.A.10	II.A.2	2
14	F	5(A)		II.A.5	3
15	C	5(B)	II.A.4	II.A.5	2
16	J	5(B)	II.A.4	II.A.5	2
17	C	Figure 19(B)	II.A.4	II.A.5	2*
18	G	5(A)	II.A.4	II.A.5	2
19	D	Figure 19(B)	II.A.4	II.A.5	3
20	H	5(C)	II.A.4	II.A.5	3
21	B	2(A)	II.A.4	II.A.4	3
22	F	Figure 19(B)	II.A.4	II.A.5	3
23	C	5(B)	II.A.4	II.A.5	2
24	F	Figure 19(B)	II.A.4	II.A.5	3
25	C	5(B)	II.A.7		2
26	G	1(E)	II.B.3	II.A.2	1
27	D	1(C)	II.B.1	II.A.2	2
28	F	1(C)	II.B.1	II.A.2	2
29	D	6(A)	II.A.7	II.A.3	2
30	F	2(A)	II.A.3	II.A.5	3
31	B	2(C)	V.B.2	II.C.4	2
32	J	6(A)	II.C.3	II.A.8	3
33	A	6(A)	II.A.7		2*
34	G	6(A)	II.A.7	II.A.3	3
35	C	6(A)	II.A.4	II.A.3	3
36	H	6(A)	II.A.5	II.A.5	3
37	A	7(A)	II.A.6	II.A.5	2
38	G	8(A)	II.A.9	II.A.5	3
39	C	9(A)	II.A.4	II.A.6	2
40	J	9(B)	II.A.5	II.A.5	2
41	D	9(C)	II.A.2	II.A.4	3
42	F	Figure 19(B)	II.A.4	II.A.5	3
43	B	Figure 19(B)	II.A.4	II.A.5	3

Differentiating for Diverse Learners

Every classroom contains learners with diverse sets of skills and abilities. The central challenge in instruction involves planning to scaffold support to each independent learner in order to foster access to content knowledge and instill motivation to continued learning. This challenge is directly addressed using the constructs of Universal Design for Learning (UDL), a scientifically based framework for curriculum delivery and design, officially defined in the Higher Education Opportunity Act of 2008¹:

The term Universal Design for Learning means a scientifically valid framework for guiding educational practice that:

- A) Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and*
- B) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.*

UDL principles should be utilized to plan for differentiated instruction. There are three basic approaches to differentiating instruction through UDL: 1) providing multiple means of representation (i.e., presenting the information differently); 2) providing multiple means of action and expression (i.e., giving students different ways to process and produce information); and 3) providing multiple means of engagement (i.e., soliciting student interest and participation in information processing). Therefore, the central questions for reflecting on lesson design are—

- **Representation:** How can I make the information more accessible through language and sensory integration?
- **Engagement:** How can I recruit interest and minimize distractions through activities?
- **Action and Expression:** How can I provide students with options for interacting with and responding to information?