drshelleymoore.com

blogsomemoore.com

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fivemooreminutes

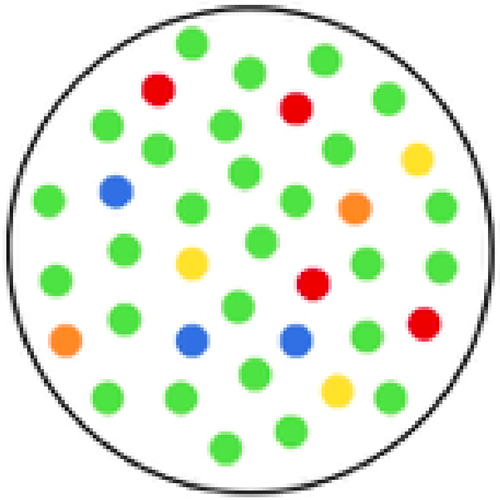
outside pln consulting

Literacy for ALL: Integrating universal literacy practices using anchor texts

Dr. Shelley Moore

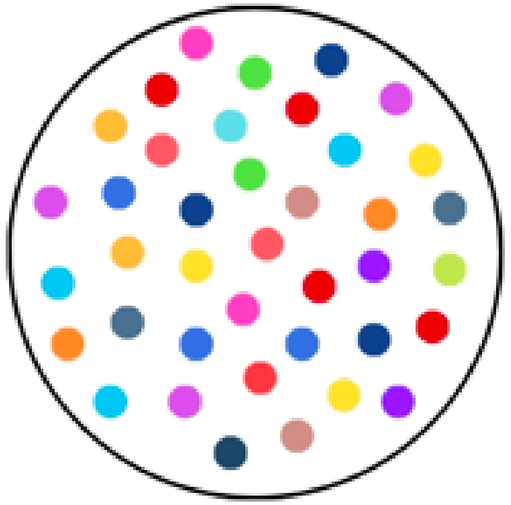
What are you hoping to get out of today?

How do we do inclusion ?



Including

‘special needs’ children into general education classrooms



Teaching and designing for

diversity

(that includes Disability)

Shelley
MOORE PH.D.

2023

Reducing Barriers

Supporting Needs

Shelley MOORE PH.D.

2023

What are barriers?

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2023

Student

Learnign Standards

Ramp: UDL

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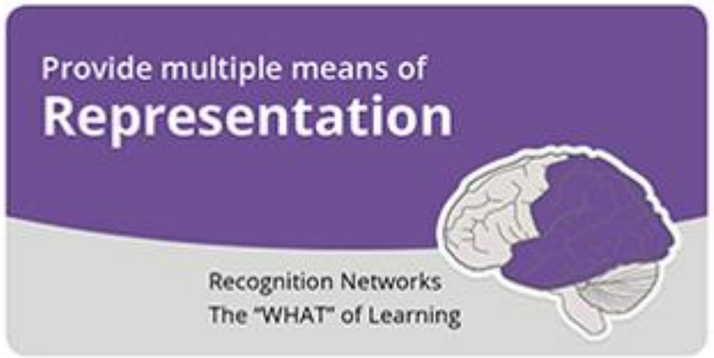
2023

Universal Design for Learning: The Ramp for Learning



How do we plan for ALL learners from the start?

- Determine anchor texts
- Determine targeted learning goals
- Scaffold learning standards for access and challenge
- Prepare for student learning

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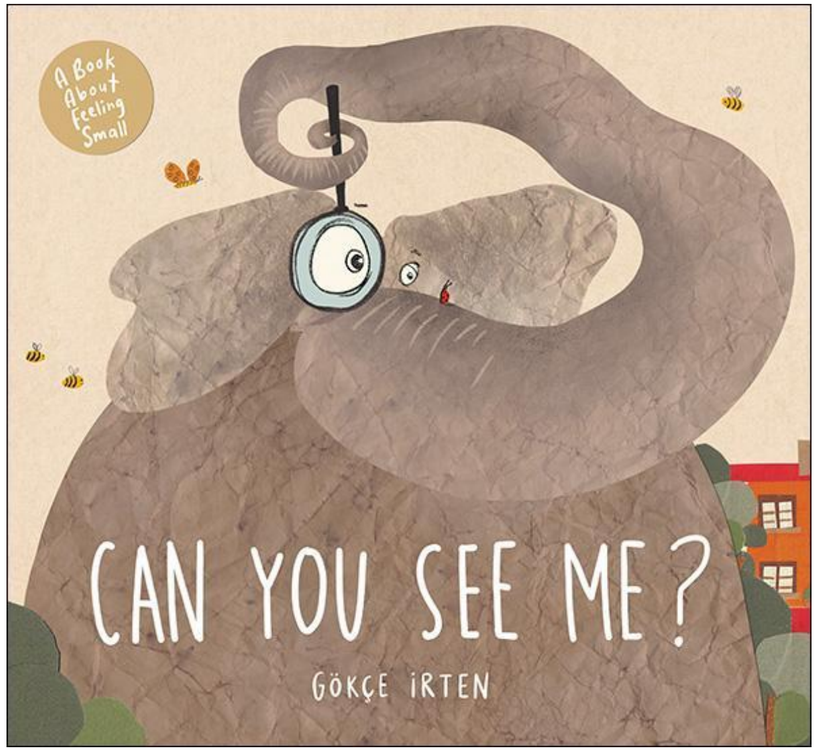

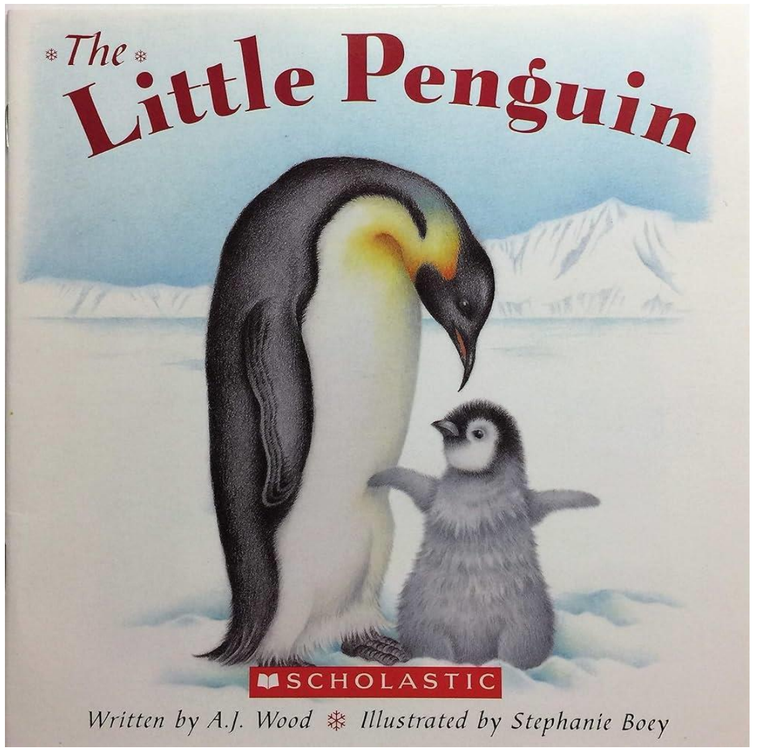

Moore and McIntosh, 2025

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How I came to understand BACKWARDS DESIGN

Backwards Design

Anchor Text:

Big Idea(s)

Guiding Question(s)

Content

Curricular Competencies

Backwards Design

Anchor Text:

Big Idea(s)

7.2,
8.3,
3.2

Guiding Question(s)

7.2, 8.3,
3.2, 3.4
7.1, 9.1

Content

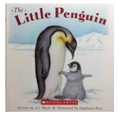
8.1, 9.1, 9.3, 6.4

Curricular Competencies

8.1, 9.1, 9.3, 6.4

Backwards Design

Anchor Texts:



Big Idea(s)

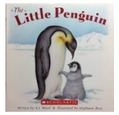
Guiding Question(s)

Content

Curricular Competencies

Backwards Design

Anchor Texts:



Big Idea

Objects have attributes that can be described, measured, and compared.

Guiding Question

How can we use objects to compare and measure?

Content

Math (K)

- Students know **direct comparison measurement**

ELA (K)

- Students know **language features, structures, and conventions including:**
  - *concepts of print; letter knowledge, letter formation, and the relationship between reading, writing and oral language*

Curricular Competencies

Math (K)

- Students can **reason and analyze by** *estimating reasonably*
- Students can **understand** and solve by *visualizing to explore mathematical concepts*
- Students can **Communicate and represent by** *representing mathematical ideas in concrete pictorial and symbolic forms*
- Students can **connect and reflect by** *connecting mathematical concepts to each other and to other areas and personal interests*

ELA (K)

- Students **can comprehend and connect by** *exploring foundational concepts of print, oral and visual texts*

Moore and McIntosh, 2025

How do we plan for ALL learners from the start?

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- Prepare for student learning

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How do we scaffold the learning goals respond to a range of student ability?

Scaffolding

How do we scaffold the learning goals respond to a range of student ability?

- **Create a one-point rubric outline the knowledge, understandings, and skills & processes of the learning outcome being targeted**
- **Create a learning continuum that extends learning for access & challenge**

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One Point Rubric

	Grade Level Indicators of Success
Grade Level Learning Standard	Content
	Curricular Competencies

How can we use objects to compare and measure?

Grade Level Indicators of Success

Math (K) Content

- Students know direct comparison measurement

ELA Content

Students know language features, structures, and conventions including:

- concepts of print
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Math (K) Curricular Competency

- Students can reason and analyze by estimating reasonably
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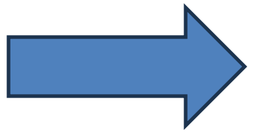

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Scaffolding Curriculum

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Same entry point/ multiple exit points
- Start from access (what is essential/conceptual), add on challenge
- Students can have a role in choosing their challenge
- Different from a rubric

Rubrics vs. Continuums

	deficit	deficit	Standard
goal			

THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON

The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH

Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT

Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

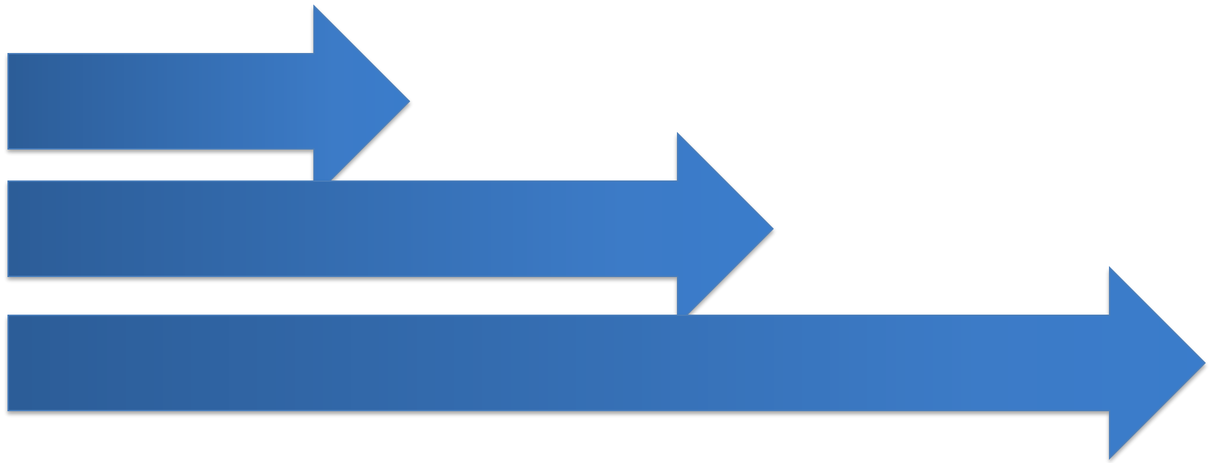
RIGHT ON!

Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

Reductive vs vs. Additive

	Essential	More complex	More complex
Grade Level Learning Standard			



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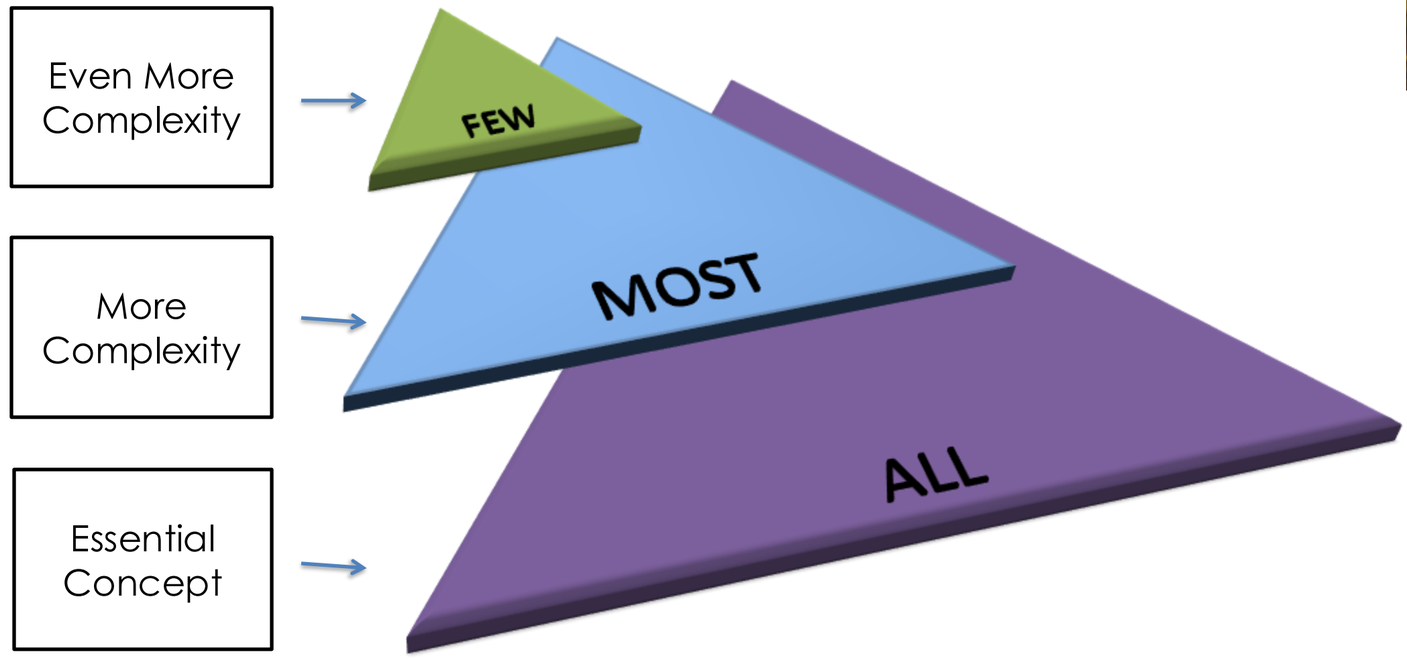
The Planning Pyramid: Scaffolded Curriculum



Start from access, build on challenge

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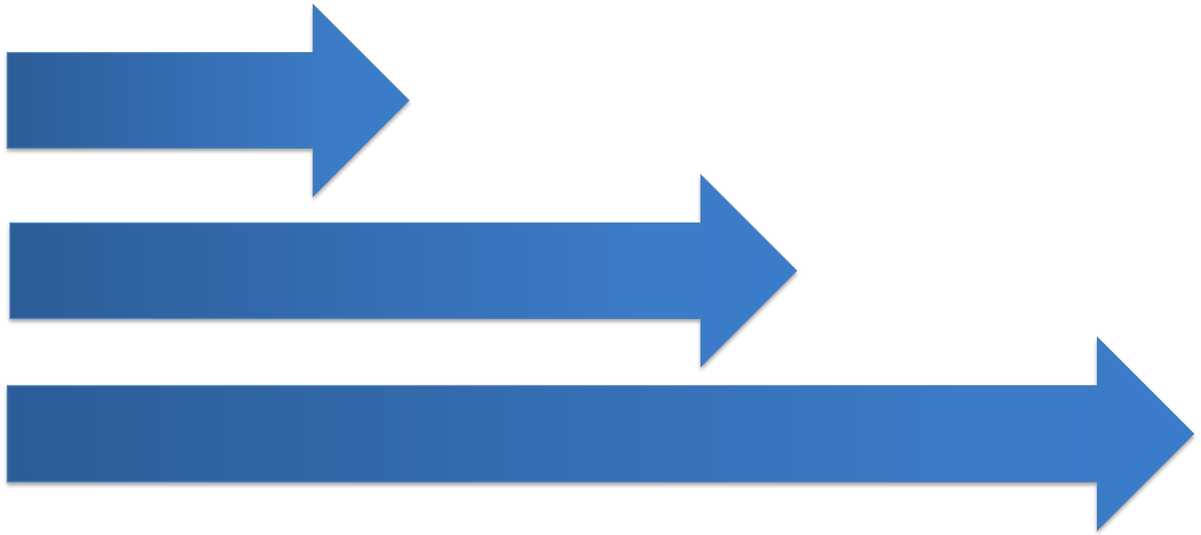
Scaffolded Curriculum: 3 Point Continuum

	Access Point	Grade level indicators	Challenge Point
Grade Level Learning Standard			



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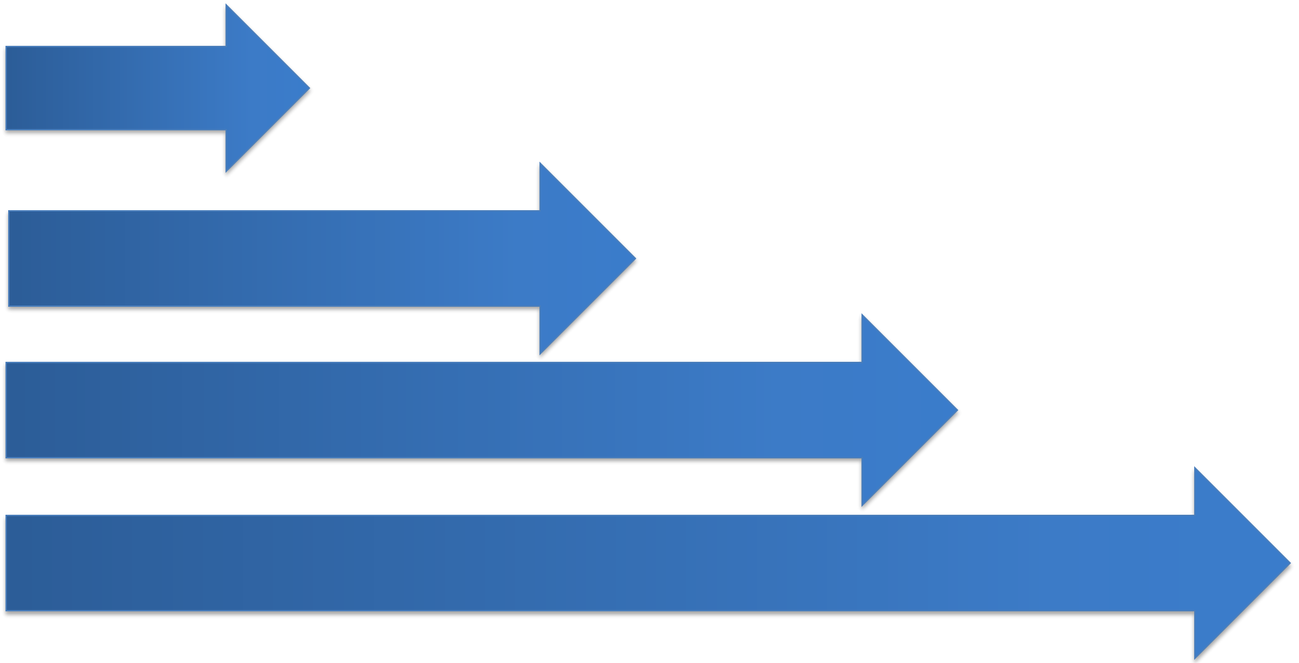
Scaffolded Curriculum: 4 Point Continuum

	Access Point	Grade level indicators		Challenge Point
Grade Level Learning Standard	Approaching	Essential	Confident	Extending



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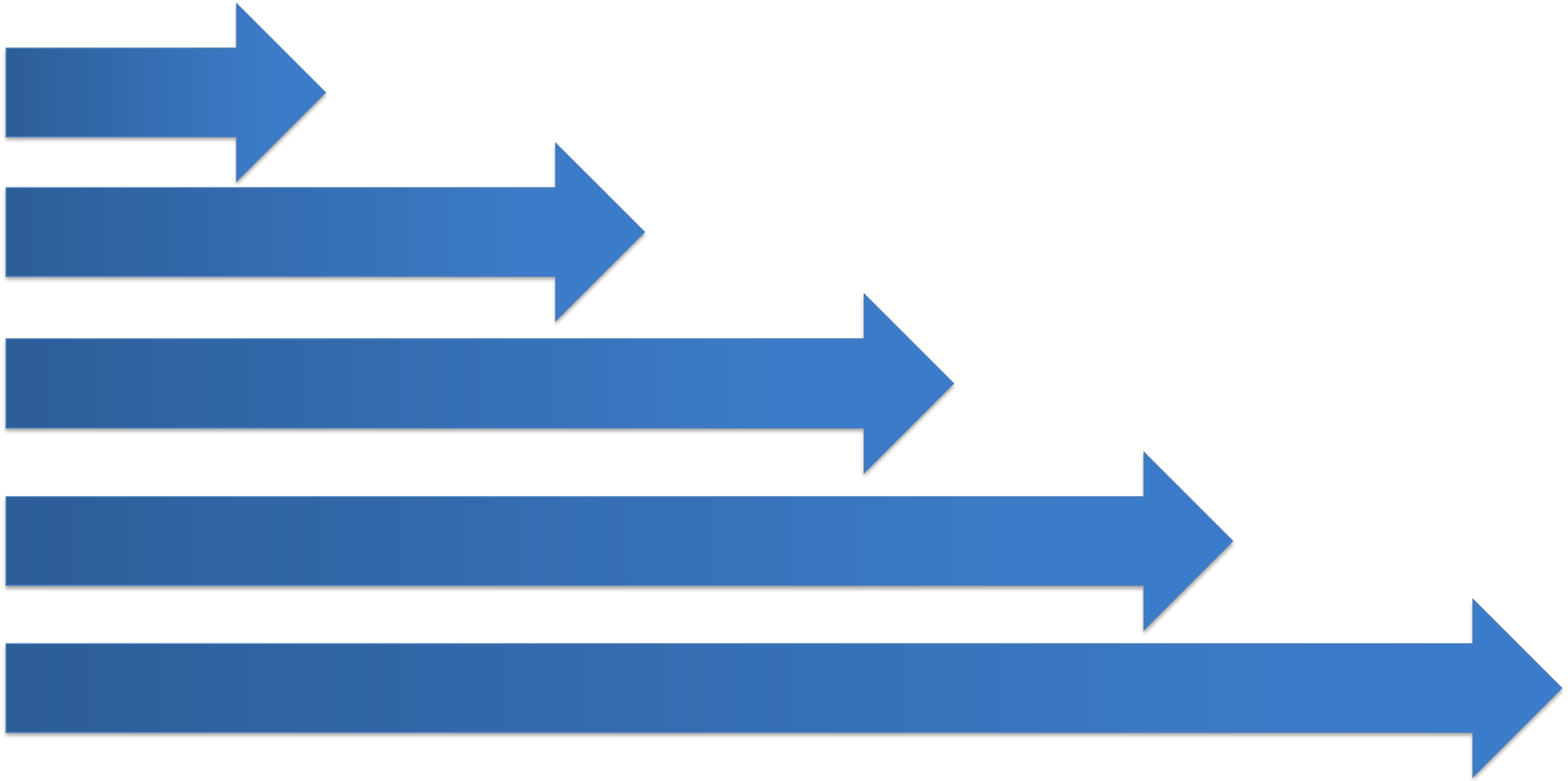
Scaffolded Curriculum: Point Continuum

	Access Point	Grade level indicators			Challenge Point
Grade Level Learning Standard	Approaching	Essential	Developing	Confident	Extending



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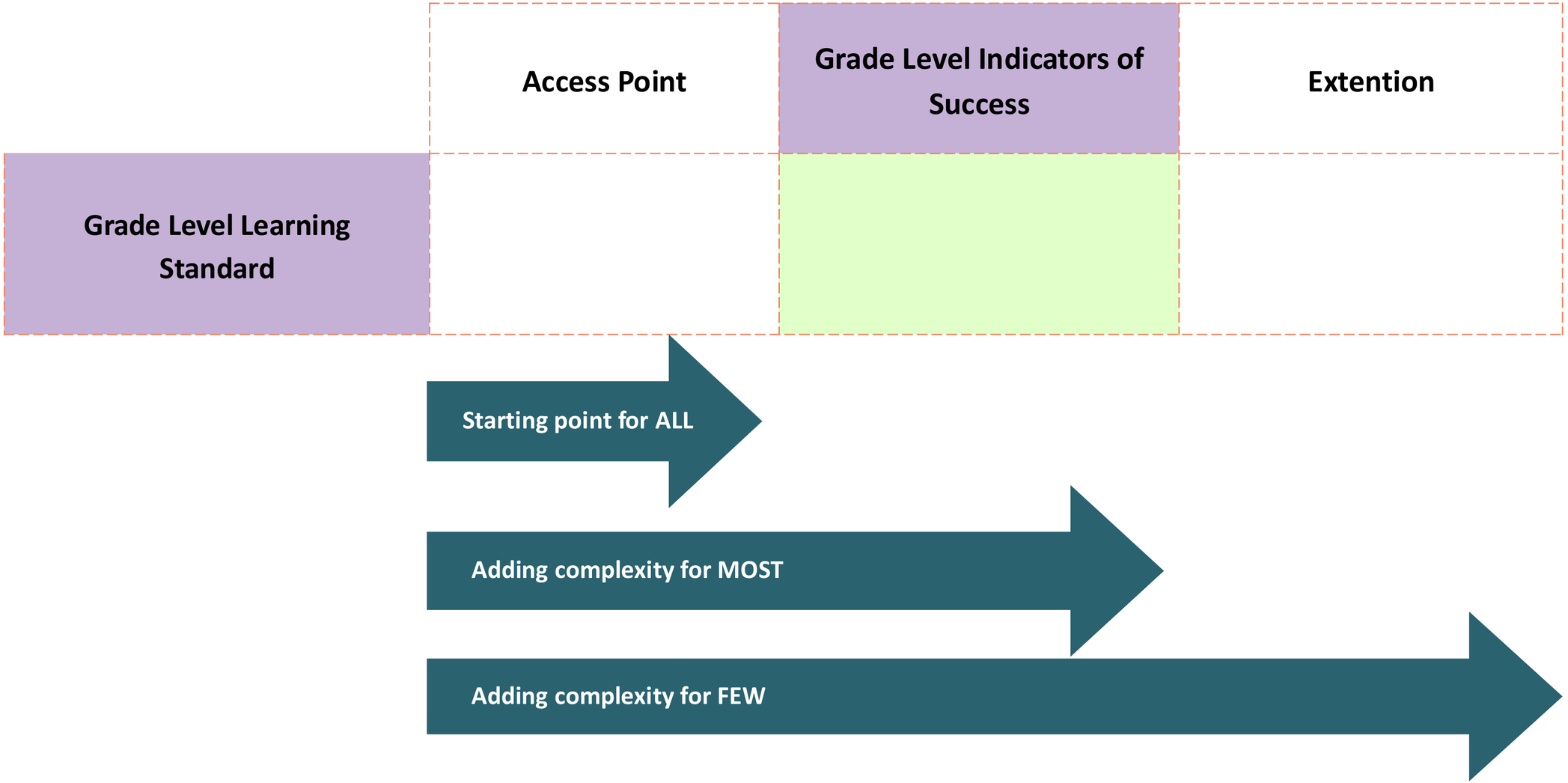
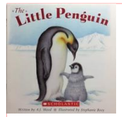
3 point Learning Continuum



Moore, 2025



How can we use objects to compare and measure?

Possible Access Points

- Student know that there are objects that are different sizes in my life
- Students know that size describes how big or small something is
- Students know the difference between words, pictures
- Students know the letters in their name/ first letters and sounds of familiar names and words
- Students know the difference between reading, writing and speaking

- Students can show “more” or “less” when estimating familiar items
- Students can visualize and share their thinking about math concepts by using familiar and concrete objects and materials
- Students can attend to and participate in shared numeracy activities
- Students can attend to participate in shared literacy activities

Grade Level Indicators of Success

Math (K) Content

- Students know direct comparison measurement

ELA Content

Students know language features, structures, and conventions including:

- concepts of print
- letter knowledge
- letter formation
- the relationship between reading, writing and oral language

Math (K) Curricular Competency

- Students can reason and analyze by estimating reasonably
- Students can understand and solve by visualizing to explore mathematical concepts
- Students can communicate and represent by representing mathematical ideas in concrete, pictorial and symbolic forms
- Students can connect and reflect by connecting mathematical concepts to each other and to other areas and personal interests

ELA (K) Curricular Competency

- Students can comprehend and connect by exploring foundational concepts of print, oral and visual texts

Possible Challenge Points

- Students know standard units of measurement
- Students know more complex language features, structures, and conventions including print awareness

- Students can justify why an estimation is reasonable
- Student can visualize to explore more complex mathematical concepts
- Students can communicate mathematical ideas in any way and with more complex mathematical concepts
- Students can connect mathematical ideas to events in the world
- Students can explore more complex print, oral and visual text

How do we plan for ALL learners from the start?

- Determine anchor texts
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- Prepare for student learning

Moore, 2025

How do we use the plan to prepare the environment for learning?

How do we use the plan to prepare the environment for learning?

- Translate learning goals into student friendly language
- Pull out important vocabulary to know and use
- Brainstorm possible tasks and activities that will create triangulated evidence of learning

	Possible Access Points	Grade Level Indicators of Success	Possible Challenge Points
How can we use objects to compare and measure?	• I know that there are objects that are different sizes in my life • I know that size describes how big or small something is • I know the difference between words, pictures • I know the letters in my name/ first letters and sounds of familiar names and words • I know the difference between reading, writing and speaking	**Math (K) Content** • I know that I can measure two objects by comparing them **ELA Content** I know that I can understand language by • knowing the names of letters and sounds • making letters • knowing how reading, writing and speaking are connected	• I know standard units of measurement • I know how text features and structures can help me understand text
	• I can show “more” or “less” when estimating familiar items • I can share my thinking about math by using objects and materials • I can watch and play in math activities with my friends • I can watch and play in language arts activities with my friends	**Math (K) Curricular Competency** • I can estimate • I can solve math problems by visualizing • I can show my thinking in math by using symbols, pictures and objects • I can connect what I am learning to interesting things in my life and the world **ELA (K) Curricular Competency** • I can understand different kinds of text by exploring it	• I can justify my estimation • I can visualize more complex mathematical concepts • I can communicate mathematical ideas in any way • I can connect mathematical ideas to events in the world • I can explore more complex print, oral and visual text

Moore and McIntosh, 2025

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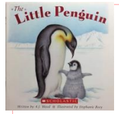

How can we use objects to compare and measure?

Possible Access Points

- I know that there are **objects** that are different **sizes** in my life
- I know that **size** describes how **big** or **small** something is
- I know the difference between **words**, **pictures**
- I know the **letters** in my **name**/ first **letters** and **sounds** of familiar **names** and **words**
- I know the difference between **reading**, **writing** and **speaking**

- I can show "**more**" or "**less**" when **estimating** familiar items
- I can share my thinking about math by using **objects** and **materials**
- I can watch and play in **math** activities with my friends
- I can watch and play in **language arts** activities with my friends

Grade Level Indicators of Success

Math (K) Content

- I know that I can **measure** two **objects** by **comparing** them

ELA Content

I know that I can understand **language** by

- knowing the **names** of **letters** and **sounds**
- making **letters** in different ways
- knowing how **reading**, **writing**, and **speaking** are connected

Math (K) Curricular Competency

- I can **estimate**
- I can **solve math problems** by **visualizing**
- I can **show my thinking** in **math** by using **symbols**, **pictures** and **objects**
- I can **connect** what I am learning in **math** to interesting things in my life and the world

ELA (K) Curricular Competency

- I can understand different kinds of **text** by **exploring** it

Possible Challenge Points

- I know **standard units** of **measurement**
- I know how **text features** and **text structures** can help me understand **text**

- I can **justify** my **estimation**
- I can **visualize** more complex mathematical concepts
- I can communicate mathematical ideas in any way
- I can connect mathematical ideas to events in the world
- I can explore more complex **print**, **oral** and **visual text**

Moore and McIntosh, 2025

How do we use the plan to prepare the environment for learning?

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Understanding by Design

Forwards Design

Standardized Evidence

The **activities or tasks** are the same for everyone

Differentiated Goals

- Grade level learning goals
- Adapted goals
- Modified Goals

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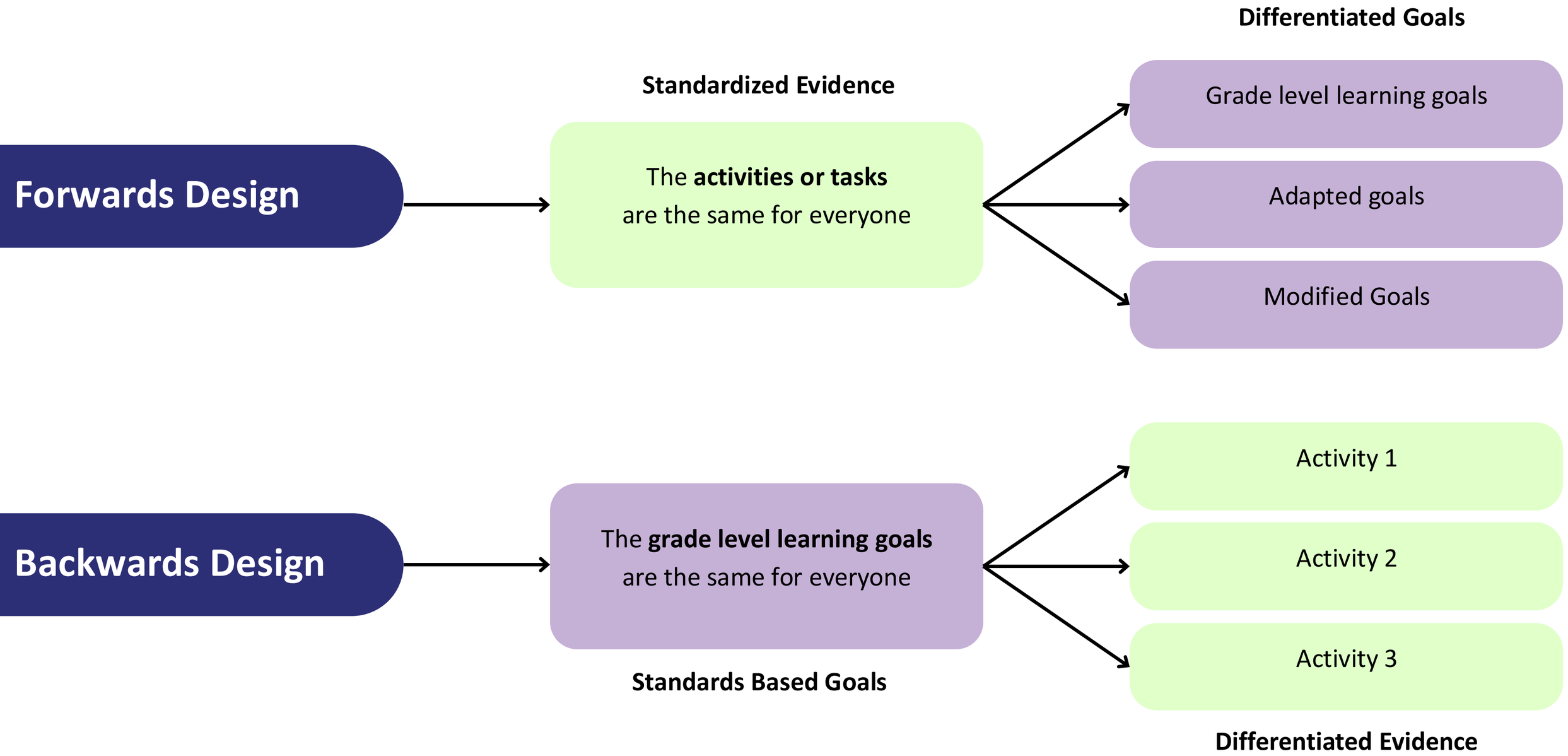
Understanding by Design



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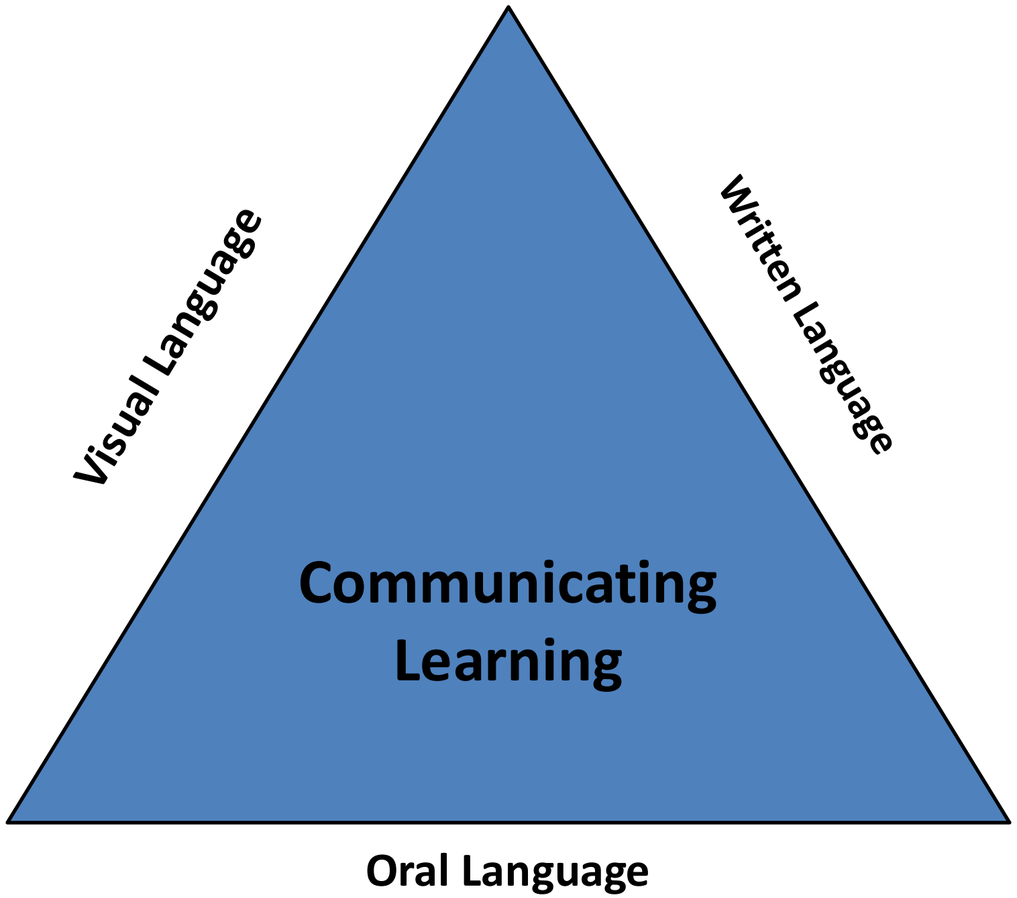
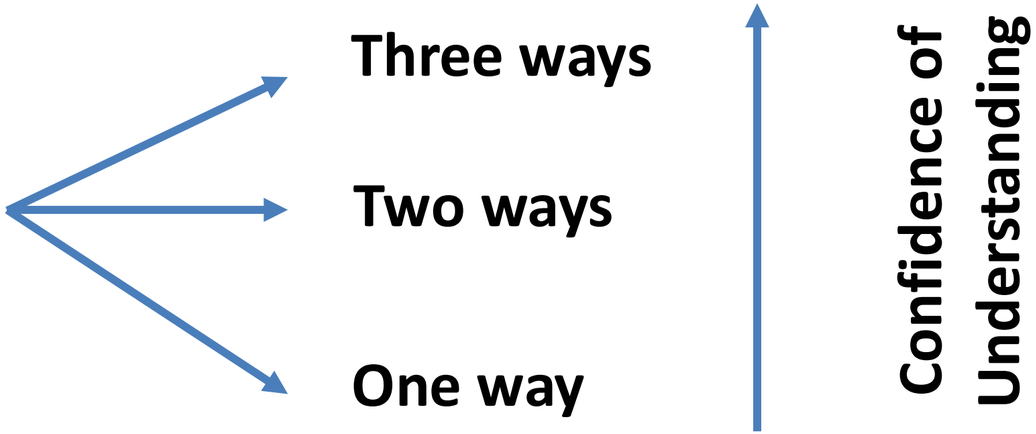
Differentiating Evidence





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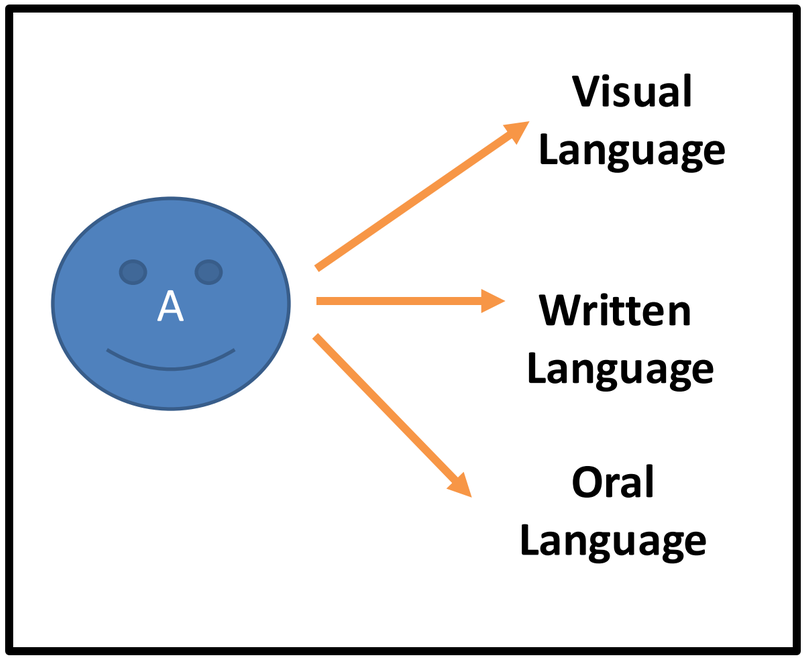
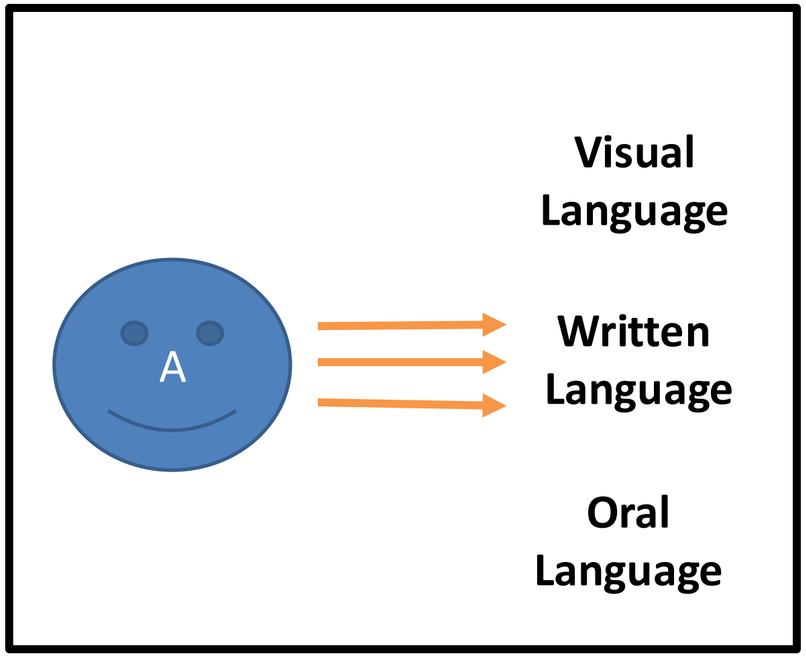
All Languages (in literacy) are Treated Equal!



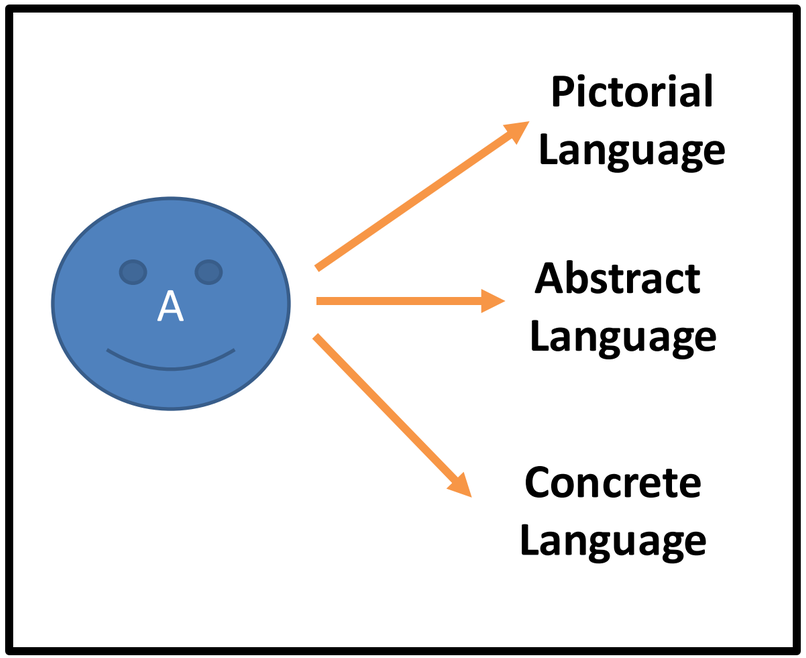
The MORE WAYS students can demonstrate learning, the deeper their understanding is

Vs.

The NUMBER OF TIMES, a student can show their learning in one way, the more fluent they become



All Languages (in numeracy) are Treated Equal!



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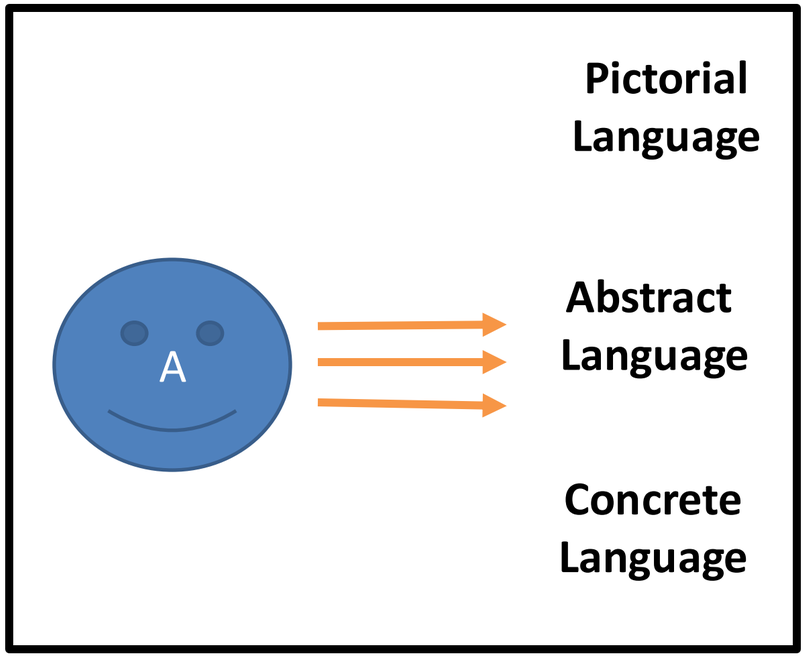

The **grade level learning goals** are the same for everyone

Math (K) Content

- Students know direct comparison measurement

ELA Content

- Students know language features, structures, and conventions including:
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  - letter knowledge
  - letter formation
  - the relationship between reading, writing and oral language

Math (K) Curricular Competency

- I can estimate
- I can solve math problems by visualizing
- I can show my thinking in math by using symbols, pictures and objects
- I can connect what I am learning to interesting things in my life and the world

ELA (K) Curricular Competency

- I can understand different kinds of text by exploring it

Learning Activities and Tasks

Differentiation of Evidence

Viewing and showing

Listening and speaking

Writing and decoding

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Learning Activities and Tasks

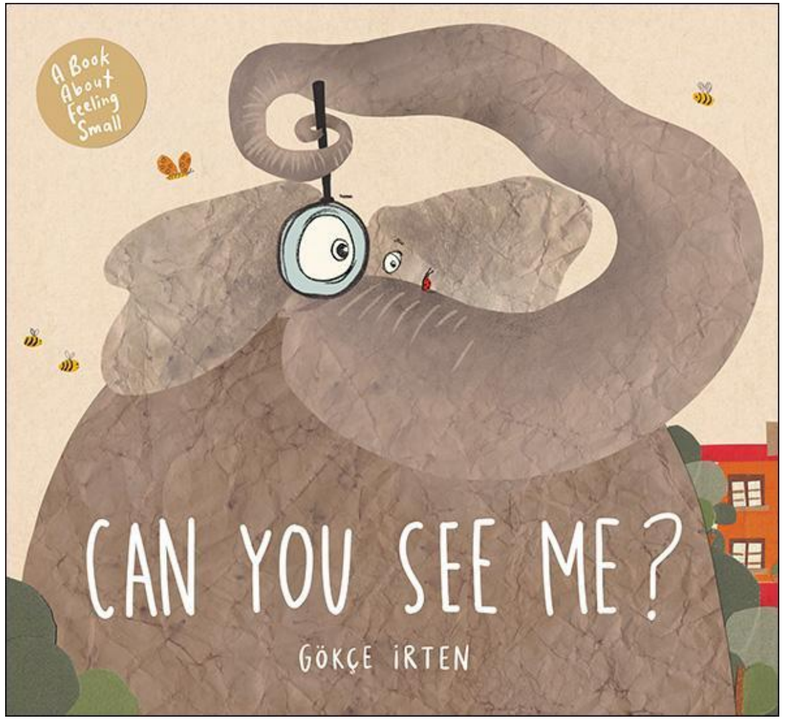
Anchor Text: Can You See Me?

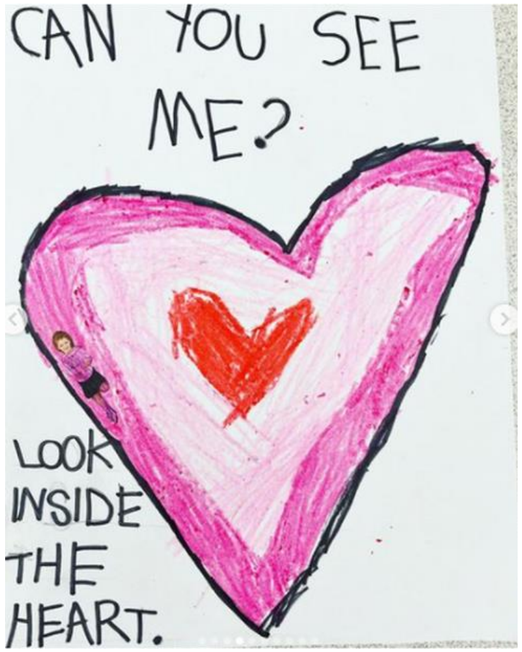
- **Activity**: Can you see me?
- **Activity**: Measurement O Rama
- **Activity:** What kind of box?

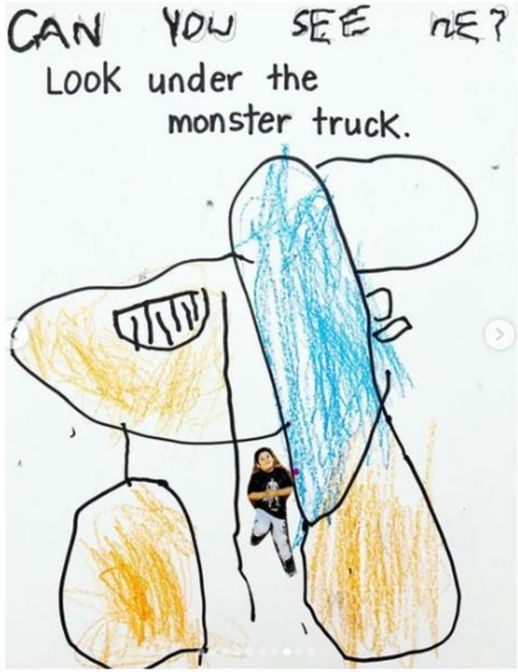
Differentiation of Evidence

viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓
✓	✓	✓
✓	✓	✓

Moore and McIntosh, 2025



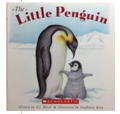




Project: Can you see me?

viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓

Moore and McIntosh, 2025



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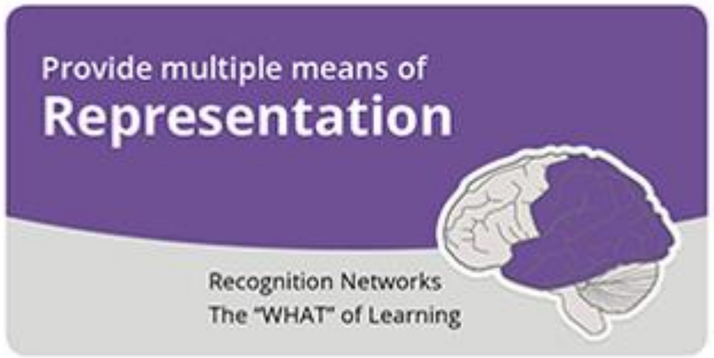
- Student can visualize to explore more complex mathematical concepts
- Students can communicate mathematical ideas in any way and with more complex mathematical concepts
- Students can connect mathematical ideas to events in the world
- Students can explore more complex print, oral and visual text

Moore and McIntosh, 2025

How do these examples reflect UDL principles?



How can we use objects to compare and measure?

Possible Access Points

- Student know that there are objects that are different sizes in my life
- Students know that size describes how big or small something is
- Students know the difference between words, pictures
- Students know the letters in their name/ first letters and sounds of familiar names and words
- Students know the difference between reading, writing and speaking

- Students can show “more” or “less” when estimating familiar items
- Students can visualize and share their thinking about math concepts by using familiar and concrete objects and materials
- Students can attend to and participate in shared numeracy activities
- Students can attend to participate in shared literacy activities

Grade Level Indicators of Success

Math (K) Content

- Students know direct comparison measurement

ELA Content

Students know language features, structures, and conventions including:

- concepts of print
- letter knowledge
- letter formation
- the relationship between reading, writing and oral language

Math (K) Curricular Competency

- Students can reason and analyze by estimating reasonably
- Students can understand and solve by visualizing to explore mathematical concepts
- Students can communicate and represent by representing mathematical ideas in concrete, pictorial and symbolic forms
- Students can connect and reflect by connecting mathematical concepts to each other and to other areas and personal interests

ELA (K) Curricular Competency

- Students can comprehend and connect by exploring foundational concepts of print, oral and visual texts

Possible Challenge Points

- Students know standard units of measurement
- Students know more complex language features, structures, and conventions including print awareness

- Students can justify why an estimation is reasonable
- Student can visualize to explore more complex mathematical concepts
- Students can communicate mathematical ideas in any way and with more complex mathematical concepts
- Students can connect mathematical ideas to events in the world
- Students can explore more complex print, oral and visual text

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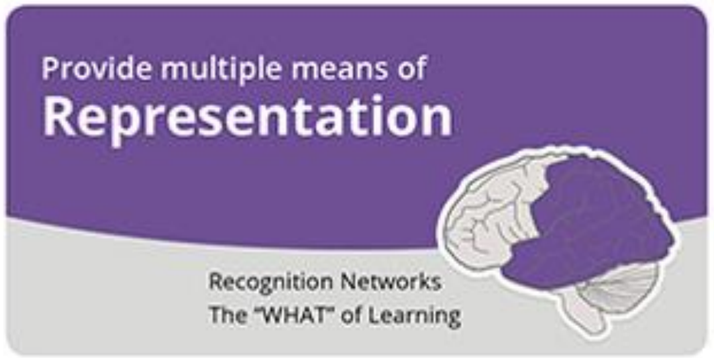
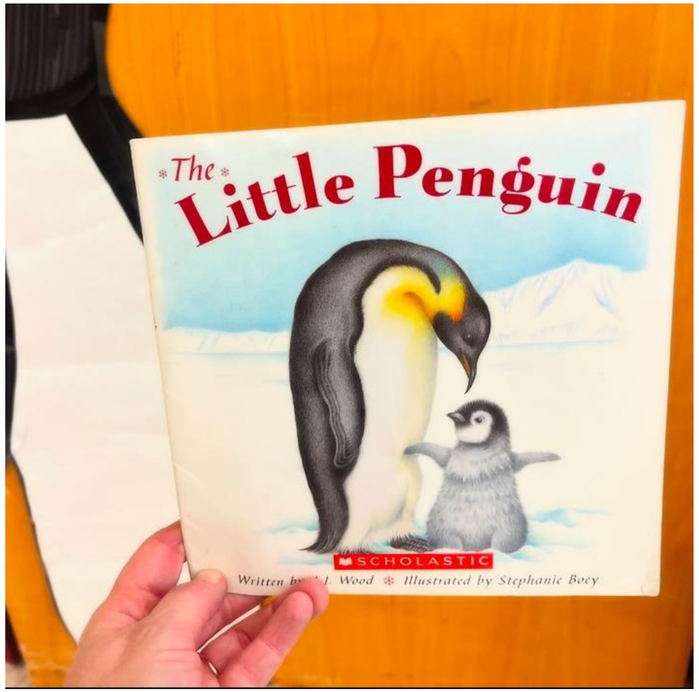
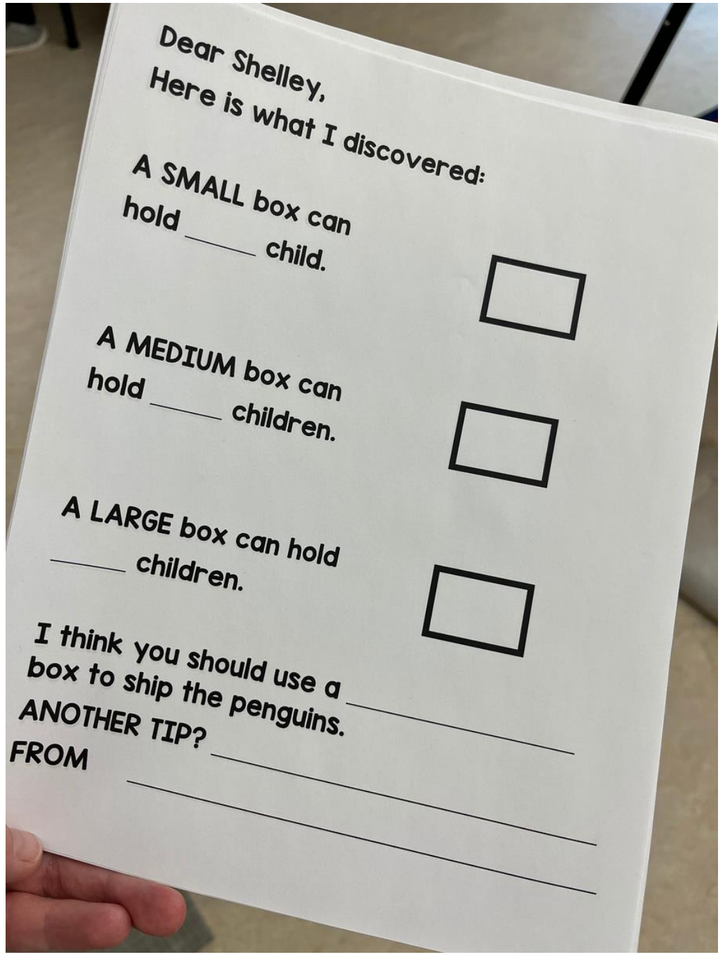
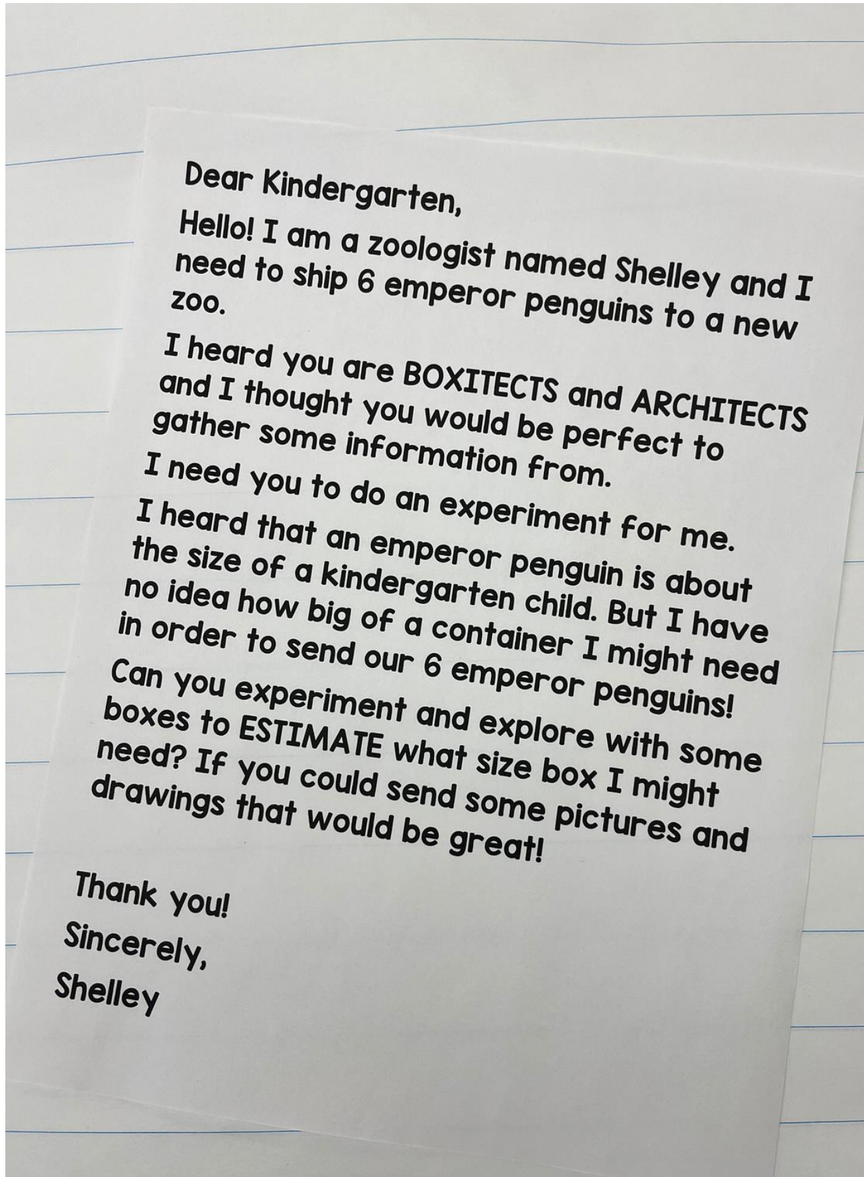




Activity: What kind of box?

viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓





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	Possible Access Points	Grade Level Indicators of Success	Possible Challenge Points
How can we use objects to compare and measure?	• Student know that there are objects that are different sizes in my life • Students know that size describes how big or small something is • Students know the difference between words, pictures • Students know the letters in their name/ first letters and sounds of familiar names and words • Students know the difference between reading, writing and speaking	**Math (K) Content** • Students know direct comparison measurement **ELA Content** Students know language features, structures, and conventions including: • concepts of print • letter knowledge • letter formation • the relationship between reading, writing and oral language	• Students know standard units of measurement • Students know more complex language features, structures, and conventions including print awareness
	• Students can show “more” or “less” when estimating familiar items • Students can visualize and share their thinking about math concepts by using familiar and concrete objects and materials • Students can attend to and participate in shared numeracy activities • Students can attend to participate in shared literacy activities	**Math (K) Curricular Competency** • Students can reason and analyze by estimating reasonably • Students can understand and solve by visualizing to explore mathematical concepts • Students can communicate and represent by representing mathematical ideas in concrete, pictorial and symbolic forms • Students can connect and reflect by connecting mathematical concepts to each other and to other areas and personal interests **ELA (K) Curricular Competency** • Students can comprehend and connect by exploring foundational concepts of print, oral and visual texts	• Students can justify why an estimation is reasonable • Student can visualize to explore more complex mathematical concepts • Students can communicate mathematical ideas in any way and with more complex mathematical concepts • Students can connect mathematical ideas to events in the world • Students can explore more complex print, oral and visual text

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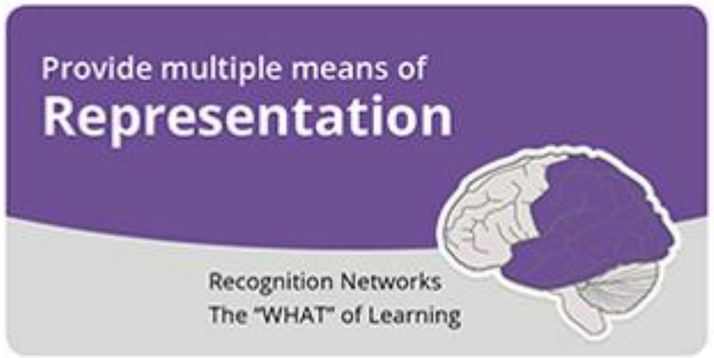

How do we plan for ALL learners from the start?

1. Determine anchor texts
2. Determine targeted learning goals
   - Create a one-point rubric outline the knowledge, understandings, and skills & processes of the learning outcome being targeted
   - Scaffold learning standards for access and challenge
3. Prepare for student learning
   - Translate learning standards into student friendly language
   - Pull out important vocabulary to know and use
   - Brainstorm possible tasks and activities that will create triangulated evidence of learning

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Final Reflections

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

What is one thing you want to learn more about?

What is one thing you want to share with someone who is not here today?

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