Leadership Pathway
Building Knowledge and Vocabulary in Grades K–5

Winter 2020
## The Week at a Glance

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<th>Day</th>
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<td>Focus and Coherence</td>
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<td>Adapting for Equity</td>
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<td>Wednesday</td>
<td>The Foundation</td>
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<td>Text Complexity</td>
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<td>Thursday</td>
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<td>Scaffolds for Student Success</td>
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<td>Friday</td>
<td>Organizational Systems and Structures</td>
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**BUILDING KNOWLEDGE AND VOCABULARY IN GRADES K–5**
Objectives and Agenda

Objectives

Participants will be able to

• describe English Language Arts Shift 3 and its importance.

• describe effective curricular approaches to building knowledge and vocabulary.

• develop and assess high quality text-dependent scaffolding questions.

Agenda

I. Session Opening

II. Connecting to Prior Learning

III. Shift 3: Building Knowledge and Vocabulary in Grades K–5
Feedback on Feedback

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Norms That Support Our Learning

• Take responsibility for yourself as a learner.

• Honor time frames (start, end, and activity).

• Be an active and hands-on learner.

• Use technology to enhance learning.

• Strive for equity of voice.

• Contribute to a learning environment in which it is “safe to not know.”

• Identify and reframe deficit thinking and speaking.
Let’s go back and see if questions were addressed . . .
UNBOUNDED STANDARDS INSTITUTE

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Connecting to Prior Learning
Principles for Language Equity and Learners

• We are the gatekeepers of academic language in the classroom. **We must provide students with well-structured, intentional opportunities for collaboration that amplifies academic language.**

• We experience the world through our culture, language, and values. We must be intentionally inclusive of students whose culture, language, and value system may be unfamiliar or different from ours. **This includes holding space for academic English, while also making the classroom a safe space for students to use variants of English and languages other than English.**

• Academic English proficiency is critical for all students. **We must model academic language, provide instruction using grade-level complex text and tasks, and ensure opportunities for students to practice academic language in an academic context.**
Focus on the Fourth Principle

There is no scope-and-sequence for the acquisition of knowledge and language, and all student knowledge and language is an asset. We as educators must leverage student knowledge and language as we scaffold students toward independence with complex texts and tasks.

Let’s unpack this principle:

● What current structures exist within your organization that makes this principle currently untrue? What needs to change to make it true?
● What are the implications for your practice as an instructional leader to ensure this remains true for all students within the communities that you serve?
Shift 3: Building Knowledge and Vocabulary in Grades K–5
Connecting to Shift 3

The Standards Require Three Shifts in ELA/Literacy:

1. Regular practice with **complex text** and its academic language

2. Reading, writing and speaking grounded in **evidence from text**—both literary and informational

3. Intentionally **building knowledge** through **content-rich nonfiction**

- Through (Shift 1): regular, consistent practice with text at or above grade-level complexity
- Through (Shift 1): attention and work with academic vocabulary
- Through (Shift 2) reading, writing, speaking and listening grounded in evidence from the text
Volume of Reading on a Topic

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K-2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students’ reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades

### The Human Body

**Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.**

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<tr>
<th>K</th>
<th>1</th>
<th>2-3</th>
<th>4-5</th>
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<tbody>
<tr>
<td><strong>Introduction to the systems of the human body and associated body parts.</strong></td>
<td>• Under Your Skin: Your Amazing Body by Nick Manning (2007)</td>
<td>• The Digestive System by Rebecca L. Johnson (2006)</td>
<td>• The Digestive System by Kristin Petrzi (2007)</td>
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<tr>
<td><strong>Healthy eating and nutrition</strong></td>
<td>• Good Enough to Eat by Lisey Rockwell (1998)</td>
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<td><strong>Dermatomeal system</strong></td>
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<td><strong>Gross Anatomy</strong></td>
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Taking care of your body: Healthy eating and nutrition

- Good enough to eat by Lisey Rockwell (1998)
- Showdown at the Food Pyramid by Rex Barron (2004)
Mystery Letter: Fluency

1. As a table, chorally read the passage handout (without practice).

2. As a table, reread the passage once more, clarifying pronunciation and pacing as needed.

3. With a partner, discuss:
   a. How did your fluency improve?
      • Automaticity
      • Accuracy
      • Prosody (expression)
# Fluent Reading Strategies

The Grades 3–5 Elements of Aligned ELA Instruction

**Students (Ss) need repeated exposure to a large amount of text — across a wide variety of genre and topics — to acquire a deep inventory of words that are instantly recognized or efficiently decoded. This exposure to text and reading also deepens the reader’s knowledge and vocabulary, in turn supporting fluency, comprehension, and ability to read even more.**

<table>
<thead>
<tr>
<th>Foundational Skills</th>
<th>Fluency</th>
<th>Language</th>
<th>Read Aloud</th>
<th>Conversation</th>
<th>Writing</th>
</tr>
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<tbody>
<tr>
<td>Phonics &amp; Word Recognition</td>
<td>Accuracy, Automaticity, Expression</td>
<td>Grammar, Syntax, Morphology, Spelling</td>
<td>Fiction and nonfiction 3-5 levels above grade level</td>
<td>Collaborative speaking and listening that support meaning reading</td>
<td>Response to Text, Culminating Task</td>
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<tr>
<td>Always: Use frequent assessment to determine needs, monitor progress toward mastery of discrete skills and inform differentiated groupings for practice and support</td>
<td>Oftentimes: Provide explicit instruction in decoding practice of syllable patterns and multisyllabic words, both within a text and decoupled from the text</td>
<td>Occasionally: Engage Ss in collaborative, task-based discussion to ensure Ss are accountable for comprehending what they are reading</td>
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<tr>
<td>Oftentimes: Explicit instruction and decoding practice of syllable patterns and multisyllabic words, both within a text and decoupled from the text</td>
<td>Daily: Provide practice with tests and word lists (decodable and/or high frequency) to support decoding and word recognition</td>
<td>As Needed: Model what fluent reading of unfamiliar multi-syllabic words, new syllable patterns, and new word parts (roots and affixes) sounds like in the context of a text</td>
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<tr>
<td>Occasionally: Explicit instruction and practice with grade-appropriate irregular words</td>
<td>Weekly: Provide opportunities for partner reading (aloud)</td>
<td>Oftentimes: Engage Ss in writing of words, phrases, or sentences comprised of taught spellings and words</td>
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<td>Oftentimes: Explicit instruction and decoding practice of multisyllabic words, both within a text and decoupled from the text</td>
<td>Weekly: Conduct repeated oral reading</td>
<td>Occasionally: Engage in shared writing that models new genres as they are introduced (various genres)</td>
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<tr>
<td>Occasionally: Monitor and track automaticity, accuracy, and expression of Ss reading</td>
<td>Monitor: Model fluent reading, particularly for new genres and more complex text or to model unfamiliar, multisyllabic words</td>
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<tr>
<td>Oftentimes: Explicit instruction and decoding practice of multisyllabic words</td>
<td>Daily: Provide practice with tests and word lists (decodable and/or high frequency) to support decoding and word recognition</td>
<td>Daily: Provide opportunities for writing aligned with instruction (spelling of taught sounds, word parts, and words)</td>
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<tr>
<td>Occasionally: Explicit instruction and decoding practice of multisyllabic words</td>
<td>Daily: Include at least one form of oral reading: fluent model (read aloud), choral reading, repeated reading, reader’s theater</td>
<td>Occasionally: Engage Ss in collaborative, task-based discussion to ensure Ss are accountable for comprehending what they are reading</td>
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<tr>
<td>Occasionally: Monitor and track automaticity, accuracy, and expression of Ss reading</td>
<td>Weekly: Include at least one form of text-based discussion aimed at pushing students to think and make, and discover meaning from the text: re-reading, text-dependent questions, evidence-based questions, deconstruction of tricky sentences</td>
<td>Occasionally: Engage in shared writing that models new genres as they are introduced (various genres)</td>
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**Knowledge and Vocabulary:** Use texts that are as rich with content and vocabulary as decoding skills will allow, encouraging students to use known words and word parts to understand new words.

**Reading:**
- As Needed: Support Ss with text-based instruction and expression of unfamiliar words within the text.
- As Needed: Support Ss with text-based instruction and expression of unfamiliar words within the text.
- Daily: Include at least one form of oral reading: fluent model (read aloud), choral reading, repeated reading, reader’s theater.
- Weekly: Include at least one form of oral reading: fluent model (read aloud), choral reading, repeated oral reading, reader’s theater.
- Daily: Include at least one form of text-based instruction aimed at pushing students to think and make, and discover meaning from the text: re-reading, text-dependent questions, evidence-based questions, deconstruction of tricky sentences.

**Writing:**
- Daily: Provide opportunities for writing aligned with instruction (spelling of taught sounds, word parts, and words).
- Occasionally: Engage Ss in collaborative, task-based discussion to ensure Ss are accountable for comprehending what they are reading.
- Occasionally: Engage in shared writing that models new genres as they are introduced (various genres).

**UnboundEd**

Elements of literacy instruction are often intertwined but are displayed here in separate columns for clarity.
Fluent Reading Strategies: Choral-Reading

- **Grade level:** end of Grade 1 and beyond
- Powerful, assisted reading strategy
- Can implement with above grade-level text
- Use daily in a repeated or wide-reading implementation
- Choose a text related to the curriculum
- **Limit time:** about 2 to 2.5 minutes long
Fluency Is a Path to Equity

- Fluent reading brings together the multitude of reading sub-skills to produce conversational-sounding reading that facilitates comprehension.
- Students must be frequently monitored across the school year for fluent reading development.
- All students, not just younger or struggling, benefit from fluency practice.
- Fluency work can take place with grade-level texts.
- Developing fluent readers is not a guarantee of comprehension, but it greatly helps!
Mystery Letter: Text Complexity

- You don’t know many of the key words.
- The sentences are long, and it takes concentration to hold the meaning from beginning to end.
- There’s no reason to read it other than you are being good sports.
- You’re having a hard time connecting/little background knowledge (and maybe you really don’t care!).
Mystery Letter: Building Knowledge

- Whose name should you sign in the closing of this mystery letter?
- When was it written?
- What did the author fear?
- Why would he hold such fears?

Introduction

In this letter, written in December 1834, Davy Crockett complains about President Andrew Jackson’s forced removal of the Cherokees from their homes to Oklahoma. Crockett opposed that policy and feared Vice President Martin Van Buren would continue it, if elected president. He even goes so far as to say that if Van Buren is elected, Crockett would leave the United States for the “wildes of Texas.” Crockett writes, “I will consider that government a Paridice to what this will be. In fact at this time our Republican Government has dwindled almost into insignificance our [boasted] land of liberty have almost Bowed to the yoke of of [sic] Bondage.” Crockett actually went to Texas before Martin Van Buren was elected president, and he died in the Battle of the Alamo on March 6, 1836, months before the election.
Mystery Letter: Building Knowledge

- Read the next text entitled “Excerpted: Andrew Jackson’s Speech to Congress in Indian Removal” once through for the central ideas. We will go back in together to address key sections of the text.

- What is Jackson proposing?
- In Paragraph 2, according to Jackson, who will benefit from this proposal? In what ways will these groups benefit?
- In paragraph 3, Jackson compares the Native Americans to what other groups who have been uprooted?
- Reread the last line in Paragraph 3. According to Jackson, how should the Native Americans feel about his proposal?
- In the last paragraph, pick out some words Jackson uses to describe his policy.
Mystery Letter: Building Knowledge

- Read the next text entitled “Martin Van Buren: 1782–1865” once through for the central ideas. We will go back in together to address key sections of the text.

- What is the relationship between Jackson and Van Buren?
- What was Van Buren’s role in the Indian Removal Policy?
Mystery Letter: Building Knowledge

- Read the next text entitled “Excerpted Remarks of the Honorable Davy Crockett” once through for the central ideas. We will go back in together to address key sections of the text.

- Paraphrase Crockett’s argument.

- What concerns did Crockett have about the Executive Branch?

- What is “oppression with a vengeance”?
Mystery Letter: Building Knowledge

- Read the next text entitled “Davy Crockett” once through for the central ideas. We will go back in together to address key sections of the text.

What experiences did Crockett have with:

- Jackson?
- Native Americans?
- Oppression?
Enjoy your lunch!
Shift 3: Building Knowledge and Vocabulary in Grades K–5, continued
Objectives

Participants will be able to

• describe English Language Arts Shift 3 and its importance.

• describe effective curricular approaches to building knowledge and vocabulary.

• develop and assess text-dependent scaffolding questions.

Afternoon Agenda

I. Shift 3: Building Knowledge and Vocabulary in Grades K–5, continued

II. Juicy Language of Text

III. High-Quality Text-Dependent Questions

IV. Coaching for Text Complexity

V. Standards Institute Post-Assessment (immediately after session)
Revisiting the Mystery Letter

Read this text again.

- Highlight areas that were unclear before, but are clearer now.

Please answer the following questions independently in writing, using full sentences.

- What is “the Ship” Crockett is referring to?
- Describe the concerns Crockett holds regarding the power of the Executive Branch. Be sure to use specific details from the text to support your claim.
Debrief the Process

● What just happened? Did your “reading level” change?
● Why were you able to make such a strong inference from the quotes? Why is this significant?
● What did you notice about the rate of your reading of the Mystery Letter the second time? Why did that happen?
● What were the specific “teacher moves” that allowed you to make such rapid progress in your comprehension of the most challenging text?
● What did you notice about the texts themselves? About the questions?
● How was the instruction designed to incorporate opportunities to build fluency and comprehension?
The Baseball Study

What is the research behind what you just experienced?
The Baseball Study

- High reading ability
  High knowledge of baseball

- High reading ability
  Low knowledge of baseball

- Low reading ability
  High knowledge of baseball

- Low reading ability
  Low knowledge of baseball
Recht & Leslie: Measure of Comprehension

- High reading ability & high knowledge
- Low reading ability & high knowledge
- High reading ability & low knowledge
- Low reading ability & low knowledge

Graph showing comprehension levels for different reading ability and knowledge conditions.
The Baseball Study

Twenty-five lessons in reading strategies are no more effective than six lessons.

Comprehension depends chiefly on prior knowledge of the topic.
The Juicy Language of Text
Cucl Sentences: What are they?

Sentences

● within a complex text that are critical to understanding the text.
● that may have unusual or confusing syntax.
● that are worth unpacking as a class.
● that can serve as a teachable moment supported by language standards and reading standards
● that model strong writing for students to emulate.
Language Standards

Knowledge of Language

4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a variety of strategies.

4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered, when discussing animal preservation).
Understanding Language: The Final Word

The Final Word Discussion Protocol

1. At your table, form triads. Select a timekeeper, facilitator, and person to begin discussion.

2. Silently skim the prework article: “Understanding Language.” As you read, identify three sentences from the article that strongly resonate with you.

3. The first speaker will share one aspect of the reading that he or she found interesting. For up to two minutes the speaker will share without interruption. The others will listen without speaking.

4. When the first person is finished, the person to the left has one minute to talk about this same idea—building on ideas proposed by the first speaker. In turn the final member will speak for one minute on the same topic. Other members will listen without interruption while the speaker is talking.

5. The process continues until all three presenters have had an opportunity to present a topic or idea.
Juicy Sentences: How do we select them?

Four Considerations

- **Sentence meaning:** How important is this sentence to overall understanding of the text?
- **Sentence language:** Is there important academic vocabulary or language in the sentence?
- **Sentence structure:** What is important about the structure of the sentence in terms of alignment to a language standard?
- **Sentence writing:** How can this link directly to the kinds of writing my students are working on?

“It begins with the selection of a sentence for each day’s conversation, the best being one that is so complex it begs for explication, is grammatically interesting, and is focused on an important point in the passage.”

Excerpt from “Understanding Language - What does text complexity mean for English Language Learners and Language Minority Students?”
What is the Process?

The sentence is read aloud.

Students rewrite or paraphrase the sentence.

Teacher checks paraphrasing with the class.

Students write what the sentence means.

Teacher checks students’ understanding of meaning.

Students write what they notice about the sentence.

Teacher provides direct instruction on specific grammar or language.

Students write a new sentence using the structure.

Teacher reviews sentences for evidence of understanding.
Juicy Sentences in Action

By Tuesday morning, when the painting hadn’t been returned and it was not in the photographer’s studio, museum officials were notified.

1. Copy the sentence.
2. Write, “I think this sentence means __________.”
3. Write other things that you notice.
4. Write a new sentence mimicking the author’s structure.
Modeling Juicy Sentence Deconstruction

By Tuesday morning, when the painting hadn’t been returned and it was not in the photographer’s studio, museum officials were notified.
Take a break!
See you in 15 minutes!
Text-Dependent Questions
Scaffolding for Student Success
The Shifts and Close, Analytic Reading

You’ve adopted the curriculum.
You’re using the complex texts.
You’re following the pacing guide.
Your students are still struggling.
You don’t want to read everything out loud and explain it.
What do you do?

Break the cycle
QUESTION: *How did the thief steal the Mona Lisa?*

What information do students need to have in order to answer this question?

- Who the thief was
- His method for stealing the Mona Lisa
- What the impact of the theft was on the larger art community
- Methods thieves use to steal things
- The structure of paintings (how they are connected to the frames and can be cut away)

How do we turn this information into questions students can answer using evidence from the text?
**Scaffolding IS:**

<table>
<thead>
<tr>
<th>Generative (useful in a range of lessons or contexts).</th>
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<tr>
<td>An amplification of accessibility (creating an on-ramp into the work so the student can engage and benefit).</td>
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<tr>
<td>A means to develop learner autonomy (to apprentice the student, over time, to support her/himself).</td>
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<tr>
<td>Support that allows students to accomplish more than they could independently.</td>
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<td>Planned and/or in the moment.</td>
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</table>
Developing a Sequence of Text-based Scaffolding Questions

CENTRAL QUESTION:
How did the thief steal the Mona Lisa?

- With your table, craft three or four text-based questions that scaffold students for success in answering this question—*without giving away the answer*.
- Post these questions on chart paper beneath the central question.
- Select a member from the table to share out.
A Gallery Walk of Critics

POST IT: Affirm & Question

- Are we rigorous and true to a standard?
  - Which one? How do you know?
- Did we effectively move the student to be able to answer the central question without revealing the answer?
Recounting the Process: One in a Series of Many
Reflection on the Process

- This activity included Moments of Validation because...
- This activity included Moments of Reminding when...
- This activity included Moments of New Information such as...

**Traditional Goal:**
Students leave the lesson knowing the details of the narrative.

**State Standards Goal:**
Students leave the lesson having read, analyzed, and understood what they have READ.
TEXT DEPENDENT QUESTIONS: SCAFFOLDING FOR STUDENT SUCCESS

Choices

- Create and Teach to Grade Level
- Create, Teach with Scaffolds to Grade Level
- Adapt and Scaffold Aligned Curriculum
What important understandings do you want to take away from our discussion around writing high-quality text-dependent questions for scaffolding?

Identify one perceived loss or potential resistance to change you may need to address in order to effectively implement high-quality instruction aligned to Shift 3 within your organization.
Leading Adaptive Change

Text Complexity
LEADING ADAPTIVE CHANGE

Leading for Equity: Text Complexity

Getting Ready for the Conversation

• Take **5 silent minutes** to think about your organization’s current practice around providing access to complex text.

• Consider the Language Equity and Learners Principles. What current structures exist within your organization that makes these principles currently untrue? What needs to change to make it true?

• Identify an area of growth that you will need to address within your learning community.

• Identify adaptive red flags you may need to address.

• Identify the equity challenge, if any, at the center of your adaptive challenge and potential barriers and opportunities to address the challenge.
Quick Hit Leadership Consultancy

Pair up. Take turns. 10 min each.

Describe the text complexity equity challenge you are facing. Ask for help.
Objectives

• Describe English Language Arts Shift 3 and its importance.

• Describe effective curricular approaches to building knowledge and vocabulary.

• Develop and assess high quality text-dependent scaffolding questions.
We Take Data Seriously

Please fill out the survey located here: standardsinstitutes.org/institute/summer-2019

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2. Choose the appropriate link for today’s survey, i.e. Day 1, and continue to new window
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