
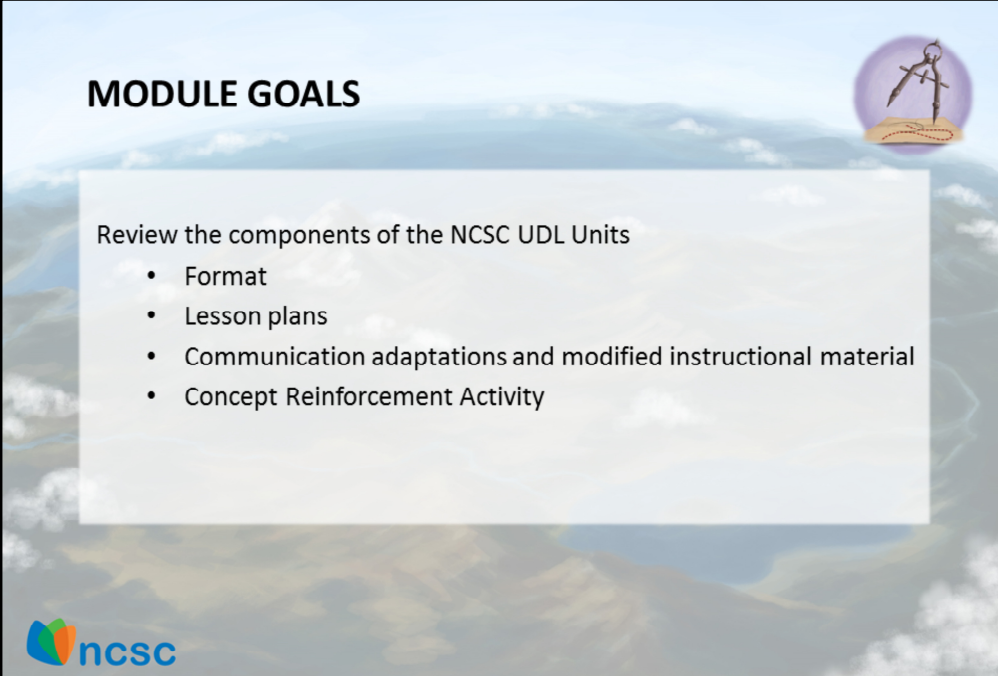




Welcome to the English Language Arts Universal Design for Learning Units module presented by the National Center and State Collaborative (NCSC). This module will review the components of the ELA UDL Units available on the NCSC Wiki.




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

Review the components of the NCSC UDL Units

- Format
- Lesson plans
- Communication adaptations and modified instructional material
- Concept Reinforcement Activity



This module will help you understand the NCSC UDL Units as examples of how to build instruction. We will review the format of the lesson plans and how they have been adapted for different communication needs. Each lesson is on the Wiki and includes multiple examples of modified instructional material and additional supportive activities.

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.

- Universal Design for Learning
- Concept Reinforcement Activity



In this module reference is made to the following concepts:

- Universal Design for Learning
- Concept Reinforcement Activity

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.

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 multiples 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.

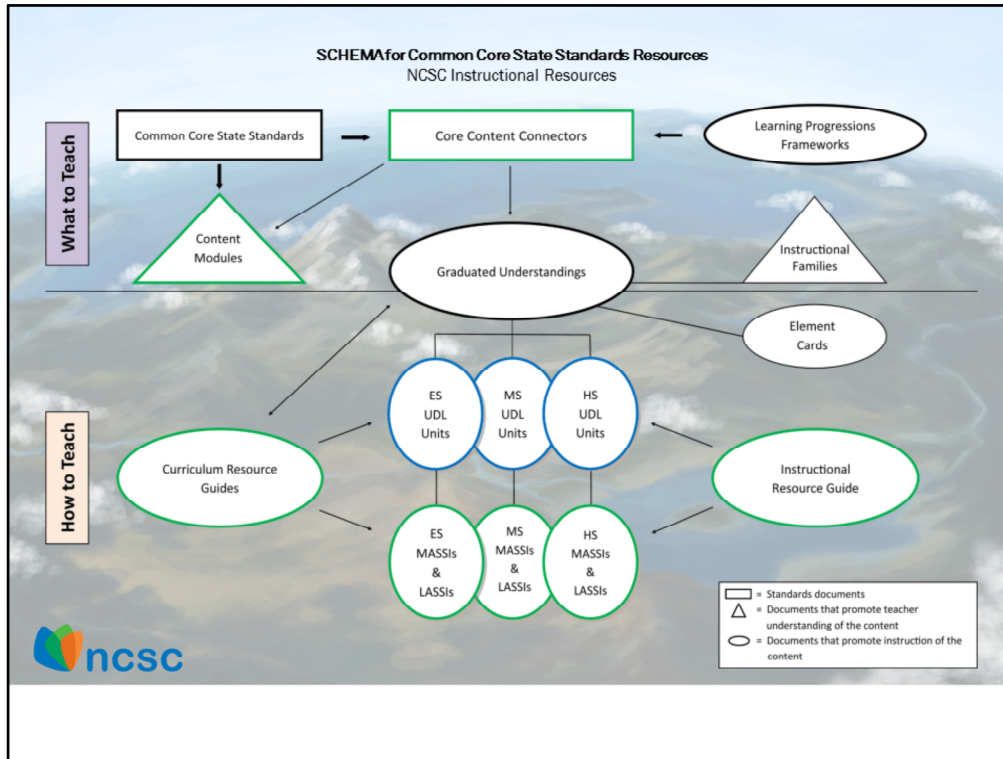
RELATED CONCEPTS – CONCEPT REINFORCEMENT ACTIVITY



Concept Reinforcement Activities -
Concept background knowledge
Added support
Data collection
Determine student's concept instructional needs



Each of the NCSC UDL Units in math and ELA have multiple lessons. In the first and third lesson of each unit is a Concept Reinforcement Activity to assist students who may not have the background knowledge needed to acquire the skills taught in the units. These activities do not take the place of the lesson but are added support. They include data collection so that the teacher can assess how well the student is understanding and how much additional support instruction needs to be done.



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.

The ELA UDL Units are in the 'how' section of the schema and are examples of instruction based on the CCSS.

ELA – UDL UNITS AND LESSONS

ELA UDL Units	Grades	# of Lessons	Topics/skills
Elementary: Saturdays and Teacakes	3-4	4 lessons and 1 culminating activity	Character, setting and Key details
Middle: Life on the Mississippi	6-7	3 lessons and 1 culminating activity	Identifying an Author's purpose through reading comparisons
High School: Spreading the News	9-10	4 lessons and 1 culminating activity	Writing with a purpose and identifying bias



There are 3 ELA UDL units on the Wiki – one at grades 3-4, one at grades 6-7 and one at 9-10. All of them have multiple connected lessons based on the Common Core State Standards (CCSS). Each lesson has a list of the CCSS, Learning Progressions Frameworks (LPF's) progress indicators and Instructional families reflected in the instruction. These examples of instructional units were written by general education teachers and reflect the most salient topics and skills taught at each grade band. The elementary unit is based on the book Saturdays and Teacakes and has multiple lessons to practice character, setting and identifying key details. The middle school unit is based on Mark Twain's Tom Sawyer and uses the text to practice identifying an author's purpose through reading comparisons. The high school unit is based on newspaper articles related to the book To Kill a Mockingbird and uses the articles to practice writing with a purpose and identifying bias.

Both the mathematic and ELA units follow the same recommended format. A blank lesson plan form is provided on the WIKI.

UDL UNIT PLANS/ LESSON PLANS



UDL units developed by University of Kentucky:

- Include sample daily lesson plans
- Are developed for the entire general education class to be inclusive of ALL students
- Model universally designed learning for all students, including students in AA-AAS
- Are excellent for co-teaching and collaborative planning



The UDL Unit Plans and Lesson plans illustrate how to target the CCSS within general education - providing models of universally designed planning for an entire class of students and specific individualization strategies for Students with Disabilities (SWD). The lessons included are ready for co-teaching and collaborative planning; and promote inclusive instruction by showing how students who participate in AA-AAS can receive instruction in the same content used in general education.

UDL Units developed by University of Kentucky:

- Model how to plan for **all** students from the onset of instructional planning.
 - Are excellent for co-teaching and collaborative planning.
- and
- Promote inclusive instruction by showing how students who participate in AA-AAS can receive instruction in the general education.

UDL LESSON COMPONENTS INCLUDE:



- Introducing the Lesson – builds on prior knowledge
- Direct Instruction and/or Facilitation of Activities
- Practice
- Closure (review lesson and objectives)
- Exit Assessment
- Resources



All the UDL Units have multiple lessons. The format of each lesson is the same and is based on Understanding by Design (Wiggins, McTighe, 1998) Each lesson lists outcomes, essential questions and materials.

An introduction to the lesson builds on prior knowledge. There is a main body of the lesson where key information is delivered and then a practice section to reinforce the prioritized skills associated with the CCSS to be taught. A closing activity reviews what was taught and an exit assessment give the teacher feedback on how well the students understood the lesson. This format is provided on the Wiki for your use.

UDL UNIT LESSON PLANS: THE PRINCIPLES OF UDL AND EXAMPLES OF MODIFIED AND ADAPTED GENERAL EDUCATION LESSONS

Multiple Means of Representation
Presenting information using varied methods and media: acquiring information and knowledge

Multiple Means of Action and Expression
demonstrating what they know: recruiting interest, sustaining effort, and self regulation

Multiple Means of Engagement
acquiring information and comprehension

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The Unit Lesson Plans represent the concepts and big ideas of the grade-specific Common Core State Standards (CCSS) and provide models of universally designed instruction for all students. The lessons also provide examples of additional supports that may be used for emerging readers and emerging communicators. The Unit Lesson Plans illustrate how to target the Core Content Connectors within general education lessons. That is, they offer a model for how to engage all students in well-designed instruction for the CCSS. Many examples are offered for meeting the unique needs of students with significant cognitive disabilities.

Multiple Means of Representation, presenting information using varied methods and media, gives learners various ways of acquiring information and knowledge and provide options for expressive skills and fluency. **For example:** Provide students with a Context Clues Place Mat graphic organizer, digital version of the text on computer, and an online dictionary.

Multiple Means of Action and Expression, using varied tactics for participation, provides learners alternatives for demonstrating what they know and provide options for recruiting interest, sustaining effort, and self regulation. **For example:** Have students record information using various formats: Alpha Smart, graphic organizer (Context Clues Place Mat), etc.

Multiple Means of Engagement, designing instruction to involve learners in many ways, gives learners various ways of acquiring information and knowledge and provides options for comprehension by the highlighting of critical features. **For example:** Have students work in small groups and use on-line versions of the text. Ensure each student is actively involved in his/her partnership.

EMERGING READERS AND COMMUNICATORS

The UDL lessons show how to modify and/or adapt for both Emerging Readers and Emerging Communicators

<p>Emerging Readers</p> <p>A student who consistently uses words, pictures and or tactile representations</p>	<p>Emerging Communicators</p> <p>A student who inconsistently uses a communication system</p>
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The UDL lessons show how to modify and/or adapt instructional materials for both emerging readers and emerging communicators.

Emerging readers use words, pictures, or tactile representations consistently. Examples in the lessons would include suggestions such as: Provide picture and/or tactile representations of relevant vocabulary, paired with the written word, each time a salient concept/vocabulary word is mentioned during the presentation or discussion, as well as the meanings of each word.

Emerging communicators demonstrate **inconsistent** use of a communication system. Examples in the lessons for emerging communicators would include suggestions such as: Provide the student with manipulatives and/or tactile representation for each key word or detail that is consistent with the student's mode of communication. **Note: As students work in small groups or pairs, ensure they have a means for gaining their group members' or partner's attention and a means for contributing to the discussion

NCSC UDL UNIT CONCEPT REINFORCEMENT ACTIVITY FOR MATHEMATICS AND ELA

Concept Reinforcement Activity (CRA) are used to provide background instruction for targeted concepts or skills.

- A CRA was developed for 2 lessons in each unit.
- *Learning the concept or skill takes more than 1 lesson.*
- *Do not expect or require mastery of this CRA before the student takes part in the unit.*
- *The CRA does not take the place of the unit.*



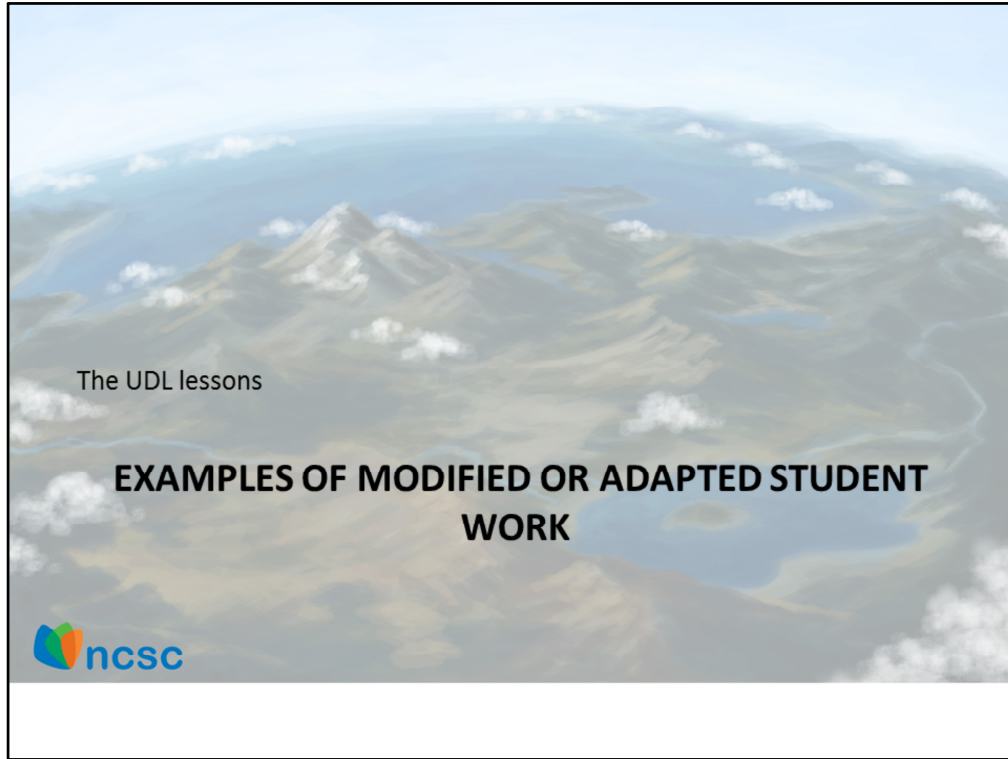
If the student has not had experience (or has had very little experience) with a concept, it might be helpful to provide instruction using a Concept Reinforcement Activity (CRA) before the Introduction. The CRAs were developed as examples of how to break down a difficult concept. There are CRAs for 2 lessons in each unit and the CRAs correspond with specific concepts that may need additional instruction. If a CRA is available it will be referenced.

Just as with any other student, it is unlikely that he/she will learn this concept or skill after being instructed only once. So, you can provide the activity at other times during the unit.

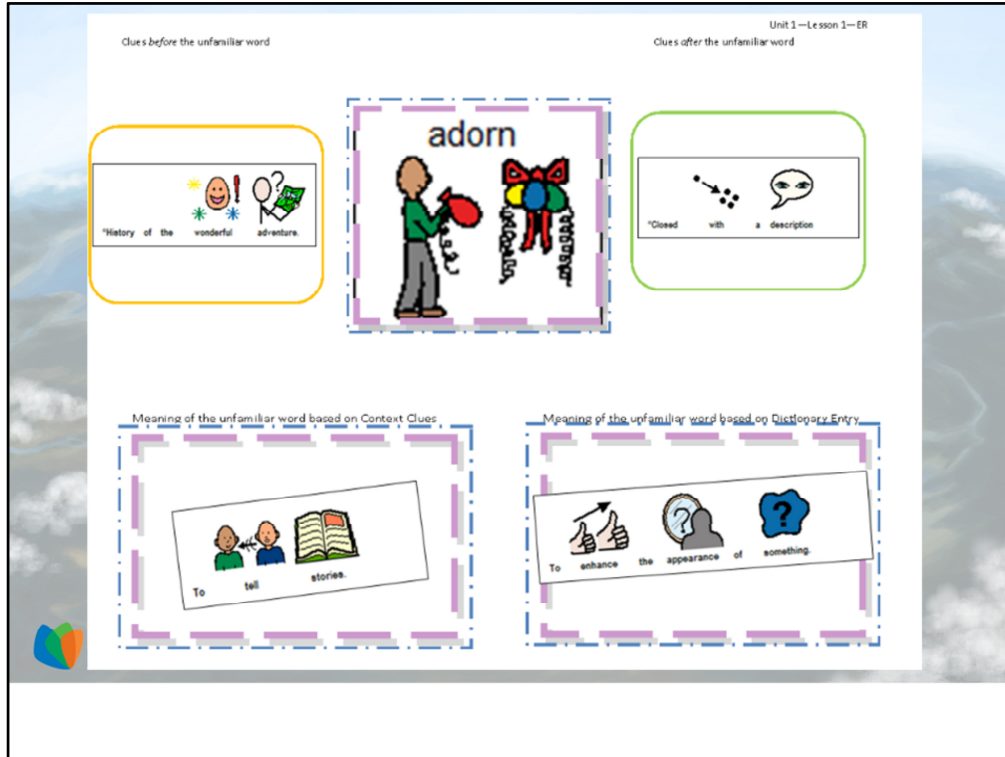
Do not expect or require mastery of this CRA before the student takes part in the unit.

The CRA is supplemental instruction and should only be provided **in addition to** the instruction in the unit; it does not take the place of the unit.

CRAs provide key concept vocabulary, an Exploratory Activity meant to target a concept or concepts in the unit, A Scripted Activity with Data Collection, and a Transition Activity to get back to the UDL Lesson.



Each segment of the lessons have modified and/or adapted examples of student work. They are located on the Wiki. Let's review a few of these.



Student work samples are described within the lessons and can be printed. This is a Context Clues Place Mat taken from lesson 1 of the middle school ELA unit. It is an example of one way students can organize their thoughts or answers. This is an example of how to provide multiple means of representation through a symbol word combination. Each lesson includes examples of how emerging readers' or emerging communicators' content could be represented.

THE ADVENTURES OF TOM SAWYER

By: Mark Twain



Chapter 32

Turn Out!
They're

Look for opportunities for student interaction in the yellow box on each page.

Touching correct answers will animate the image. **Try this one:**



(Make sure your volume is on.)



The middle school unit provides an example of an adapted chapter from Mark Twain's *The Adventures of Tom Sawyer*. Opportunities for multiple means of representation, expression, and engagement are provided. Each slide from the adapted segment is animated with sound and movement.

Becky's mother, Mrs. Thatcher was so worried about her daughter that she had become sick.

Tom's Aunt Polly was quiet and sad and her worry had turned her grey hair white.

Why was Mrs. Thatcher sick and Aunt Polly's hair white?

they were worried



they were old



The story has been modified and adapted providing checks for comprehension and acquisition of new vocabulary. Each page has the yellow box to support the student's understanding of the text.

PREDICTION

What will happen to Tom and Becky?

1

They will never be found.

2

They will escape the cave and will learn how to live in the forest.

3

They will escape the cave and be rescued by men on a river boat.

4

Injun Joe will catch them and hurt them.

Skills taught in the lessons are practiced within the adapted book chapter. This chapter can be used over and over throughout the lessons.

CHECK FOR LEARNING



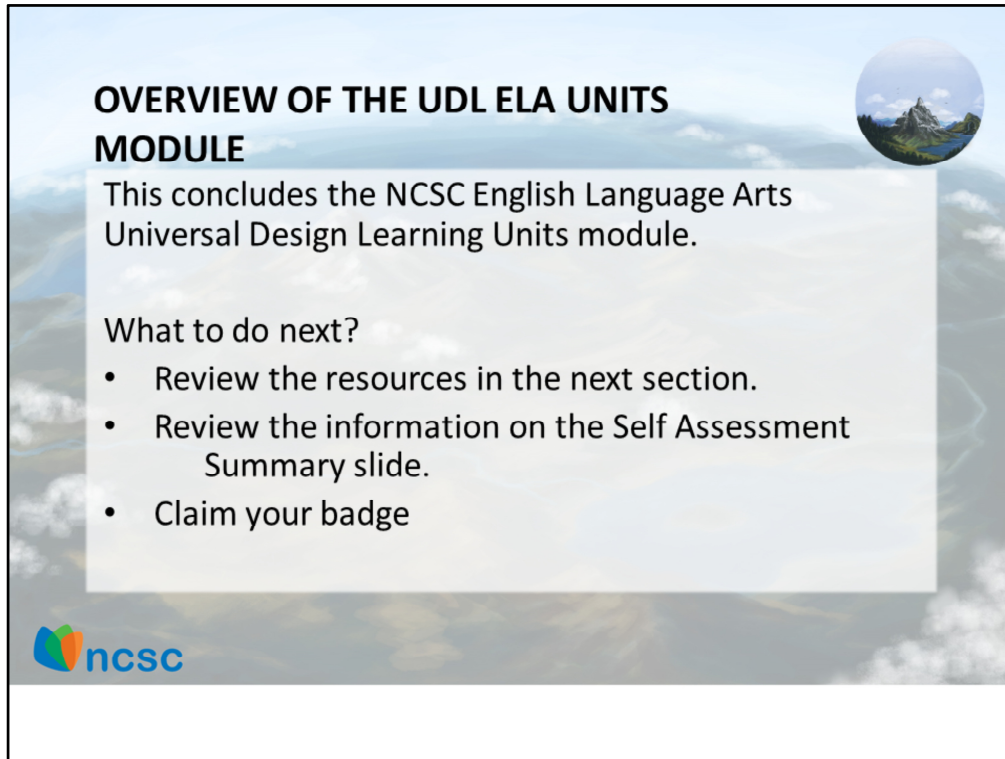
The components of the NCSC UDL Units

- All of the UDL lessons follow the same format
- All of the UDL Units have multiple lesson plans
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OVERVIEW OF THE UDL ELA UNITS MODULE

This concludes the NCSC English Language Arts Universal Design Learning Units module.

What to do next?

- Review the resources in the next section.
- Review the information on the Self Assessment Summary slide.
- Claim your badge



This concludes the NCSC English Language Arts Universal Design Learning Units module. The next couple of slides include recommendations for materials that you should review and a list of resources that will provide more in-depth information about concepts discussed in this module. The Self Assessment Summary slide provides feedback on your response selections for self assessment items 1 through 5. Once you have attained a score of 80% or better on items you will be able to claim your badge. The link for claiming the badge is on the last slide of the module.

NEXT STEPS



For more information and examples, review these:

Center for Applied Special Technology (2005). *UDL Guidelines*. Retrieved from www.cast.org.

Denham, A. (2004). Pathways to Learning for Students with Cognitive Challenges: Reading, Writing and Presenting. Interdisciplinary Human Development Institute, University of Kentucky. [Online] Available: www.ihdi.uky.edu/IEI/



These 2 resources are key to understanding how to plan access to general education lessons. The first one is the website to CAST – which includes all the examples and explanation concerning Universal Design for Learning. The second resource is the Pathways document developed by Anne Denham. This document has hundreds of assistive technology suggestions for presenting material and student responses.

REFERENCES



- Center for Applied Special Technology (2005). *UDL Guidelines*. Retrieved from www.cast.org.
- Clayton, J., Burdge, M., Denham, A., Kleinert, H., & Kearns, J. (2006). A four-step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(5), 20-27.
- Denham, A. (2004). Pathways to Learning for Students with Cognitive Challenges: Reading, Writing and Presenting. Interdisciplinary Human Development Institute, University of Kentucky. [Online] Available: <http://www.ihdi.uky.edu/IEI/>
- Denham, A. & Lewis, P. (2006). *The Application of Universal Design for Learning in the Classroom for students with the most significant disabilities*. SPLASH Training. Human Development Institute, University of Kentucky. Lexington, KY.



If you would like more information on the concepts we have included in this module, here is a list of references.

REFERENCES



- Denham, A., Land, L. & Taub, D. (2011). *Yes, We Can Support Grade Appropriate Academic Content in Inclusive Environments*. Presentation at the annual meeting of TASH, Atlanta, GA.
- Land, L., Pugalee, D., Denham, A., and Kleinert, H. (2010). Math Instruction and Assessment Linked to Grade-Level Standards. In H. Kleinert & J. Kearns, *Alternate Assessment for Students with Significant Cognitive Disabilities: An Educator's Guide*. Baltimore: Paul Brookes.
- Wiggins, G., McTighe, J., (1998) *Understanding by Design*. Alexandria: Association for Supervision and Curriculum Development.



This is a continuation of the list of references.