



# Universal Design for Learning Guidelines

## I. Representation

Use multiple means of representation

1. Provide options for perception
  - Options that customize the display of information
  - Options that provide alternatives for auditory information
  - Options that provide alternatives for visual information
2. Provide options for language and symbols
  - Options that define vocabulary and symbols
  - Options that clarify syntax and structure
  - Options for decoding text or mathematical notation
  - Options that promote cross-linguistic understanding
  - Options that illustrate key concepts non-linguistically
3. Provide options for comprehension
  - Options that provide or activate background knowledge
  - Options that highlight critical features, big ideas, and relationships
  - Options that guide information processing
  - Options that support memory and transfer

## II. Expression

Use multiple means of expression

4. Provide options for physical action
  - Options in the mode of physical response
  - Options in the means of navigation
  - Options for accessing tools and assistive technologies
5. Provide options for expressive skills and fluency
  - Options in the media for communication
  - Options in the tools for composition and problem solving
  - Options in the scaffolds for practice and performance
6. Provide options for executive functions
  - Options that guide effective goal-setting
  - Options that support planning and strategy development
  - Options that facilitate managing information and resources
  - Options that enhance capacity for monitoring progress

## III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest
  - Options that increase individual choice and autonomy
  - Options that enhance relevance, value, and authenticity
  - Options that reduce threats and distractions
8. Provide options for sustaining effort and persistence
  - Options that heighten salience of goals and objectives
  - Options that vary levels of challenge and support
  - Options that foster collaboration and communication
  - Options that increase mastery-oriented feedback
9. Provide options for self-regulation
  - Options that guide personal goal-setting and expectations
  - Options that scaffold coping skills and strategies
  - Options that develop self-assessment and reflection



# Reciprocal Teaching Strategies



**Clarify** - Clarifying is a good reading strategy to use when you are confused about something that you are reading, or not sure about what the text means. If you stop to clarify a word or passage while you are reading, it will help you have a better understanding of what you are reading.



**Predict** - A prediction is an educated guess about something that will happen next. Predicting is a simple, but powerful reading strategy that helps you connect what you know and what you are reading so that you understand better. It's like being a detective and using the clues from the story to figure out what is going to happen. The more you know about something, the better you are at predicting.



**Summarize** - Summarizing is an efficient way to say what is most important. It is an excellent reading strategy to help you capture the gist of the text, or what the text is mainly about, so that you remember and understand what you are reading.



**Visualize** - Visualizing is a reading strategy where you create a mental image or make a drawing or movie in your head about what you just read to help you remember and understand the text.



**Question** - Asking questions while you are reading is an effective reading strategy. When you ask a question about something important to know and remember, it shows that you understand the text.

# Representation & Supports

**Number the Stars** by Lois Lowry

Home Strategy Log Glossary Forum Background Info Preferences

CHAPTERS: 1 2 3 4 5 6 7 8 9 10 11 12 13

Passages: 1 2 3 4 5

NaturalReader

A Student | Logout

"But, Papa," Annemarie said, looking around the small apartment, with its few pieces of furniture: the fat stuffed sofa, the table and chairs, the small bookcase against the wall. **"You said that we would hide her. How can we do that? Where can she hide?"**

Papa smiled. "That part is easy. It will be as your mama said: you two will sleep together in your bed, and you may giggle and talk and tell secrets to each other. And if anyone comes....."

Ellen interrupted him. **"Who might come? Will it be soldiers? Like the ones on the corners?"** Annemarie remembered how terrified Ellen had looked the day when the soldier had questioned them on the corner.

**"I really don't think anyone will. But it never hurts to be prepared.** If anyone should come, even soldiers, you two will be sisters. You are together so much, it will be easy for you to **pretend that you are sisters.**"

He rose and walked to the window. He pulled the lace curtain aside and looked down into the street. Outside, it was beginning to grow dark. Soon they would have to draw the black curtains that all Danes had on their windows; the entire city had to be completely darkened at night. In a nearby tree, a bird was singing; otherwise it was quiet. It was the last night of September.

"Go, now, and get into your nightgowns. It will be a long night."

Annemarie and Ellen got to their feet. Papa suddenly crossed the room and put his arms around them both. He kissed the top of each head: Annemarie's blond one, which reached to his shoulder, and Ellen's dark hair, the thick curls braided as always into pigtails.

**"Don't be frightened," he said to them softly. "Once I had three daughters. Tonight I am proud to have three daughters again."**

**predict** Make a **prediction** while you are reading to help you construct meaning about the passage. Write or record your prediction below.

Eko's Hint Pen's Model

My best guess about the next thing to happen in this passage is

Record Save

## Preferences

### Layout Preferences

In this program, you can choose how to see the passages and questions on your computer screen.

Select your preferred layout:

- View the passage and questions side by side



or

- View the passage above the questions.

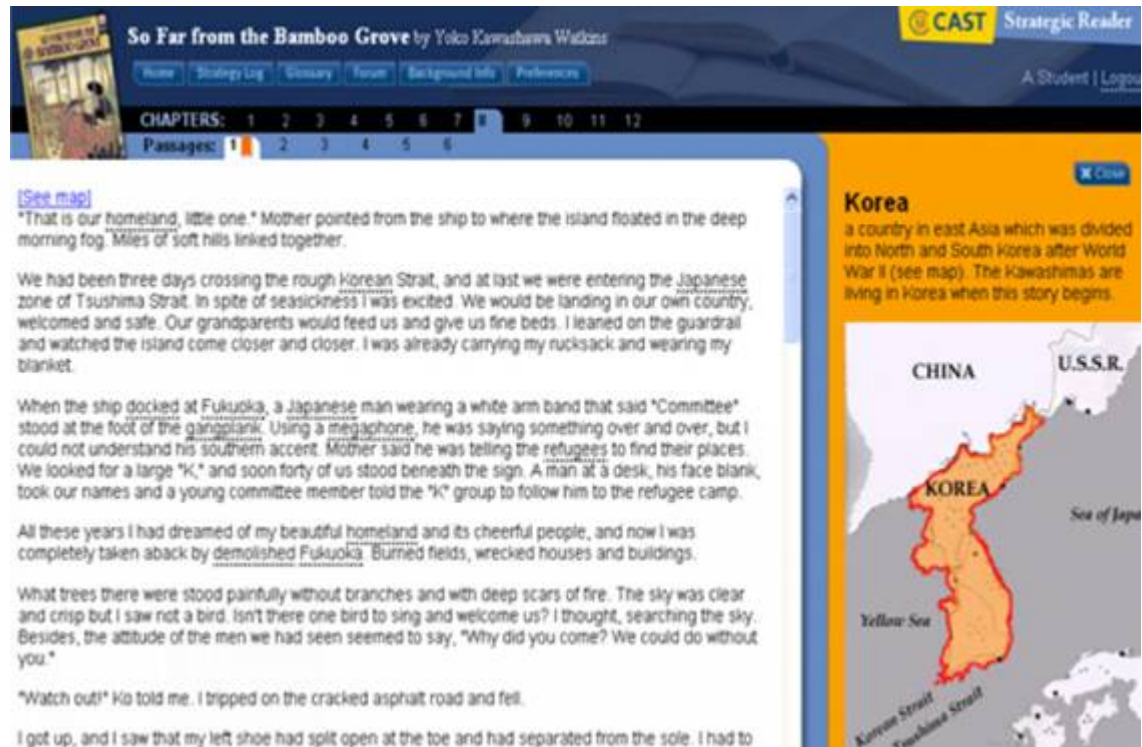


### Bookmarking

Strategic Reader has a bookmark that automatically marks your place. When Bookmark is on, it takes you to the passage where you were last working. Do you want to use the book mark?

-  Yes, turn bookmarking on.
-  No, turn bookmarking off.

# Student supports for Recognition Network: Preferences & Multimedia Glossary



**So Far from the Bamboo Grove** by Yoko Kawakami Watkins

CAST Strategic Reader

Home Strategy Log Glossary Forum Background Info Preferences

A Student | Logout

CHAPTERS: 1 2 3 4 5 6 7 8 9 10 11 12

Passages: 1 2 3 4 5 6

[\[See map\]](#)

"That is our homeland, little one." Mother pointed from the ship to where the island floated in the deep morning fog. Miles of soft hills linked together.

We had been three days crossing the rough Korean Strait, and at last we were entering the Japanese zone of Tsushima Strait. In spite of seasickness I was excited. We would be landing in our own country, welcomed and safe. Our grandparents would feed us and give us fine beds. I leaned on the guardrail and watched the island come closer and closer. I was already carrying my rucksack and wearing my blanket.

When the ship docked at Fukuoka, a Japanese man wearing a white arm band that said "Committee" stood at the foot of the gangplank. Using a megaphone, he was saying something over and over, but I could not understand his southern accent. Mother said he was telling the refugees to find their places. We looked for a large "K," and soon forty of us stood beneath the sign. A man at a desk, his face blank, took our names and a young committee member told the "K" group to follow him to the refugee camp.

All these years I had dreamed of my beautiful homeland and its cheerful people, and now I was completely taken aback by demolished Fukuoka. Burned fields, wrecked houses and buildings.

What trees there were stood painfully without branches and with deep scars of fire. The sky was clear and crisp but I saw not a bird. Isn't there one bird to sing and welcome us? I thought, searching the sky. Besides, the attitude of the men we had seen seemed to say, "Why did you come? We could do without you."


"Watch out!" Ko told me. I tripped on the cracked asphalt road and fell.

I got up, and I saw that my left shoe had split open at the toe and had separated from the sole. I had to

**Korea**  
a country in east Asia which was divided into North and South Korea after World War II (see map). The Kawashimas are living in Korea when this story begins.

CHINA U.S.S.R.  
Sea of Japan  
Yellow Sea  
Korean Strait  
Tsushima Strait

# Alternate form of Expression

 **Number the Stars** by Lois Lowry

Home Strategy Log Glossary Forum Background Info Preferences

CAST Strategic Reader

Student 12 | Logout

CHAPTERS: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Passages: 1 2 3 4

as they fill the sides of the bucket. Uncle Henrik glanced over at her and smiled without pausing at the request of milking. He didn't say anything.

Through the barn windows, the pinkish light of sunset fell in irregular shapes upon the stacked hay. Flecks of dust and straw floated there, in the light.

**"Uncle Henrik," Annemarie said suddenly, her voice cold, "you are lying to me. You and Mama both."**

His strong hands continued, deftly pressing like a pulse against the cow. The steady streams of milk still came. He looked at her again, his deep blue eyes kind and questioning. "You are angry," he said.

"Yes. Mama has never lied to me before. Never. But I know there is no Great-aunt Birte. Never once, in all the stories I've heard, in all the old pictures I've seen, has there been a Great-aunt Birte."


Uncle Henrik sighed. Blossom looked back at him as if to say "Almost done," and, indeed, the streams of milk lessened and slowed.


He tugged at the cow gently but firmly, pulling down the last of the milk. The bucket was half full, frothy on the top. Finally he set it aside and washed the cow's udder with a clean damp cloth. Then he lifted the bucket to a shelf and covered it. He rubbed the cow's neck affectionately. At last he turned to Annemarie as he wiped his own hands with the cloth.



**"How brave are you, little Annemarie?" he asked suddenly.**

She was startled. And dismayed. **It was a question she did not want to be asked. When she asked it of herself, she didn't like her own answer.**

"Not very," she confessed, looking at the floor of the barn.


 This is a good place to stop and think about the story.

**question**  Develop a **question** about the passage you read as if you were talking to a friend who needs to remember important events in this story. Creating a question will help you remember what the story is about.

 Eko's Hint  Peer's Model

ready

Play Record Pause Stop

Write  Save

# Communities of Practice

**CAST Strategic Reader** Home Preferences Forum Progress Monitoring Results A Student | Logout

[Back to Topic List](#)

**Topic: On the Road** [Reply to This Topic](#)

Posted: 04/03/07  
by: A Teacher

Yoko and her family are running for their lives. Try to imagine what it would be like if you and your family had to leave your home suddenly and all you could take with you must fit into your backpack. Describe how you would feel, list some of the things you would miss most and what you would bring in your backpack.

**Replies: 4** Last Post: 04/23/07 by: G Student

**Subject: It would be really hard** [Topic: On the Road] [Reply to This Post](#)

Posted: 04/03/07 by: A Student  
In response to: A Teacher

I would try to bring my cat.

**Subject: My cat** [Re: It would be really hard] [Reply to This Post](#)

Posted: 04/03/07 by: A Student  
In response to: A Student

How can you get a cat in a backpack?? Wouldn't you bring other things too?

**Where Am I?**

Forum

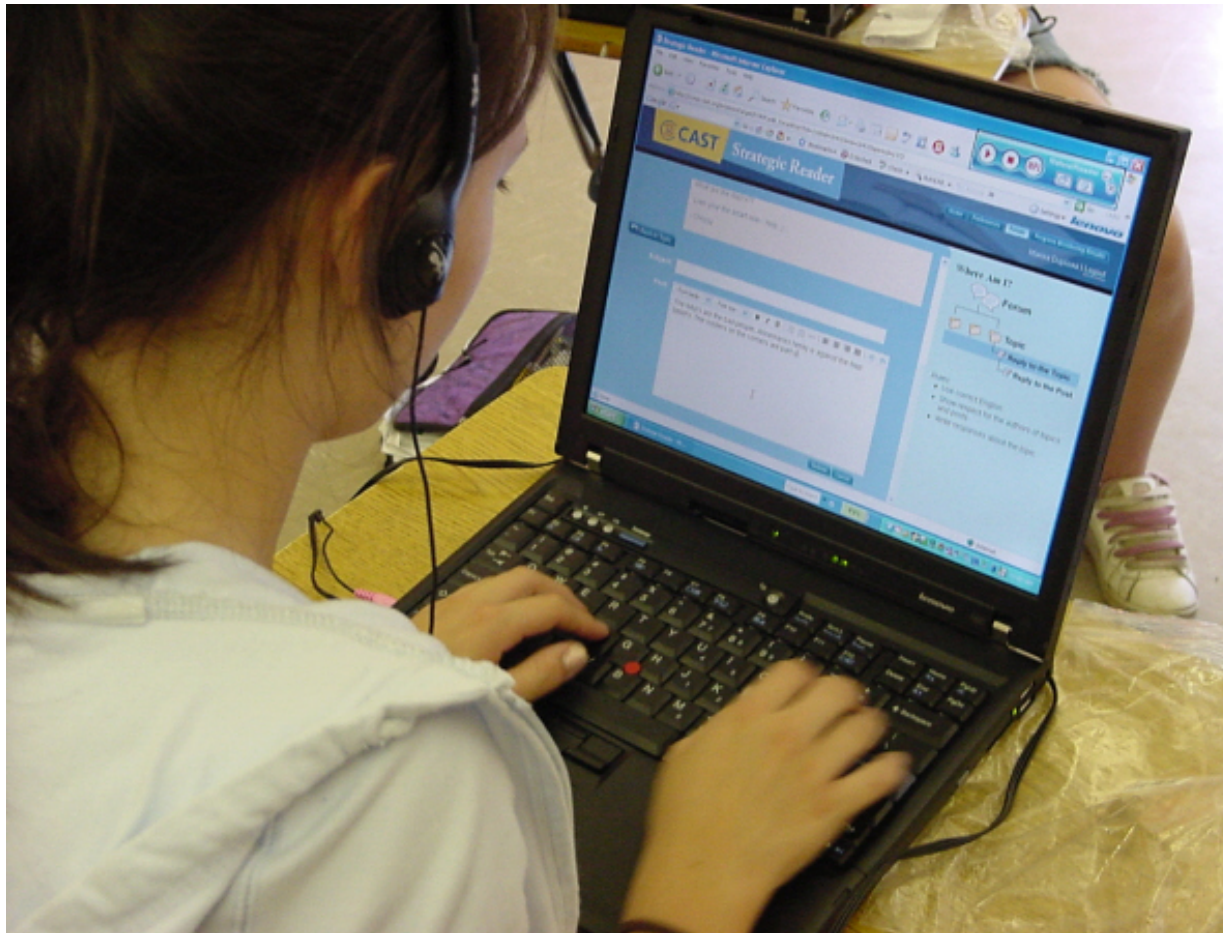
Topic

[Reply to the Topic](#)

[Reply to the Post](#)

Rules:

- Use correct English
- Show respect for the authors of topics and posts
- Write responses about the topic



**Teacher:** “[Discussion Forum was the] most exciting part of project for them. They feel empowered by that. They can have a conversation without all eyes on them. They can make responses without feeling like they might make a mistake. They feel relieved to not have to speak in whole class...I made a point of not using it, because I wanted it to be theirs for the first time. I read to make sure it was appropriate but didn’t respond to their responses or post new topics.”

## Strategic Reader Forum: Topic Overview

In the Forum, you choose whether to write a response to a listed topic or reply to someone's specific post.

- Click the button "**Reply to This Topic**" to post a response to the topic.
- Click "**Reply to This Post**" if you choose to comment on a post someone made on this topic.

[Back to Topic List](#)

### Topic: **Leaving Home**

 [Delete This Topic](#)

 [Reply to This Topic](#)

Posted: 09/15/08  
by: 1 Teacher

In chapter two Yoko, her mother and her sister carried as many of their belongings as they could on their backs and fled their home. They left their friends, their town and their country forever. Try to imagine you and your family leaving your home in the middle of the night bringing only what you could carry. Talk about how you would feel and what you would decide to you bring with you?

**Replies: 80** Last Post: 10/14/08 by: Student 26

Subject: **Sue O** [Topic: Leaving Home]

Posted: 09/18/08 by: Student 2

In response to: 1 Teacher

 [Delete This Post](#)


 [Reply to This Post](#)


I would be so scared that I would probably just grab anything....

Subject: **Xavia S** [Re: Sue O]

Posted: 10/14/08 by: Student 28

In response to: Student 2

 [Delete This Post](#)

 [Reply to This Post](#)

I would be scared to because i would not be able to bring my other stuff that i would want but can not carry.

# Teacher View of Student's Work

 **CAST Strategic Reader Teacher Website**
1 Teacher | Logout

Home
Progress Monitoring
Strategic Reader
Student Summaries
Forums
Resources
Administration

Overview
Worklogs & Use of Optional Help
Set Supports & Strategies

View student work by class, the text read, and the entire class or individual students. Analyze student responses, the supports used, what optional help they employed while responding.

Use this information to review student performance and make decisions about altering instruction for individuals, groups, or the class.

**Select Class**
**Select Student**
**Date:**
[Student Summary](#)

Training 1 ▾
All students ▾
All sessions ▾
GO

**All Students' Worklog**

Student Name	Date & Time	Location	Strategy	Support	Response
12, Student	11/10/08 9:58 PM	bamboo_grove, ch.1, p.4	Question	blue	Why was the family doing all these preparations?
12, Student	11/10/08 9:51 PM	bamboo_grove, ch.1, p.3	Clarify	blue	why would a young kid have to go to a place where they make bullets? It sounds like too much danger.
5, Student	11/3/08 11:42 AM	bamboo_grove, ch.1, p.2	Visualize	blue	<a href="#">Play audio</a>
2, Student	10/14/08 1:51 PM	bamboo_grove, ch.1, p.1	Visualize	blue	I visualized the people leaving there homes and how it would affect them and there lives.
26, Student	10/14/08 1:51 PM	bamboo_grove, ch.1, p.1	Visualize	blue	what i visualize is that the girl who is taking is gathering all her things and she has a very scared look on her face and she is worried because she dasen't know what to do and what exactly is going on What do you think you will feel like is you were in that situation.
11, Student	10/14/08 1:49 PM	bamboo_grove, ch.1, p.1	Visualize	blue	I think that this passage is about the dad was in war. Then that the people who was there ws wanting to leave and then they didt tell him and they lift something.

### Helpful Tips

**Setting a goal for each student**

**Strategy:**

- Summarize
- Clarify
- Visualize
- Predict
- Question

**Support:**

- Yellow** = highlighted words in the passage and sentence starters in response mode
- Blue** = highlighted text and open response mode
- Red** = open response mode

**Optional Help Available:**

- Exo - Provides directions on how to use the Strategic Reader tool.
- Pen - Provides a think aloud about responding to a question.

**Resources**

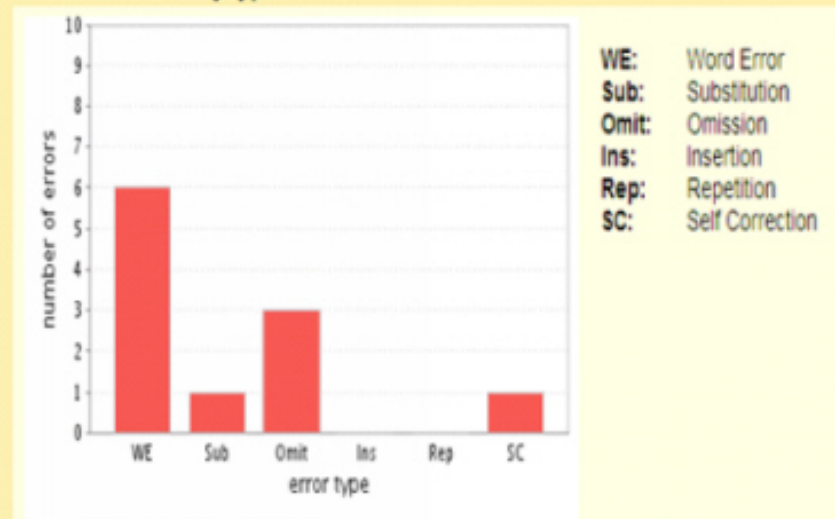
**Student Summaries**

## Oral Reading Fluency Probe: 03/22/07

Correct words read in a minute: 128

Errors: 8

Number of errors by type



List of errors by type

Word Error		Substitution		Omission	Insertion		Repetition	Self Correction
Correct Word	Student Said	Correct Word	Student Said		Correct Word	Student Said		
owner	on the	expressionless	expression	had				The
gaunt	giant			horrible				
stared	started			and				
beard	bird							
gleaming	glooming							
clenched	clenched							

### Helpful Tips

- Look at the bar graph and determine what type of error this student appears to be making most frequently
- Check out the exact words stated in the **List of Error Types** table.
- Analyze these errors for common components
- Consider designing an intervention for high frequency error types.

### Resources

#### Oral Reading Fluency

- [What is this measure?](#)
- [Administration](#)
- [Scoring](#)
- [National Norm Information \(Hasbrouck and Tindal\)](#)
- [National Standards](#)

#### Inside the tool

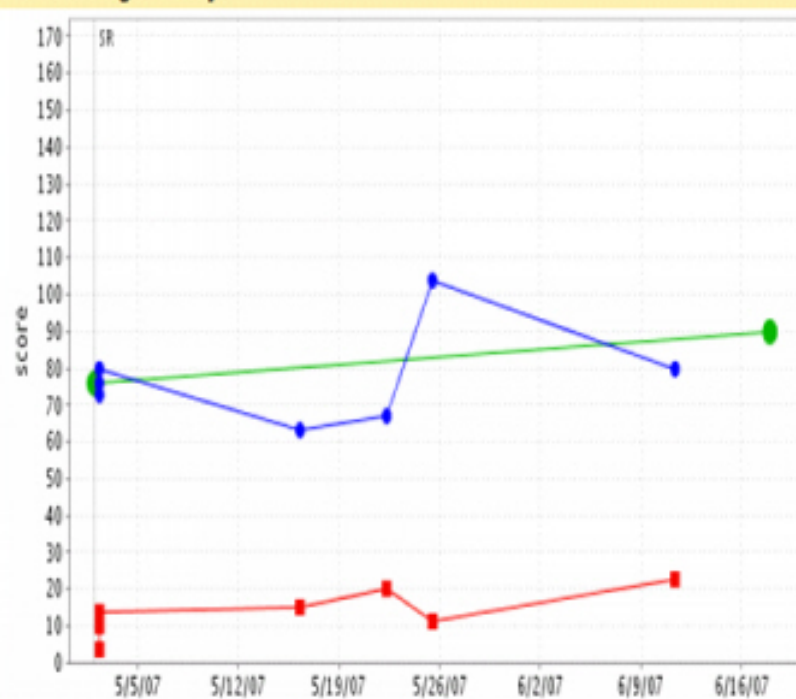
- [Outside resources](#)

The green line is the **aimline** set up for this student. This line shows the optimal rate of progress in ORF to attain the goal established at the beginning of the program.

Select Class:  Select Student:  Select Measure:

LA: Morgan Campbell

## Oral Reading Fluency



## Helpful Tips

- Review this student's data in relation to the aimline.
- Check to see that all probes have been scored for the most up to date graph of student performance.
- Consider the 3 point data rule. Are there three consecutive data points in this intervention below the aimline?

## Resources

- [How to read a line graph](#)
- [When to design an intervention](#)
- [National normative data on Oral Reading Fluency](#)
- [What is Oral Reading Fluency?](#)

# Universally Designed Strategic Reader

## Recognition networks

- Text-to-speech decoding & comprehension support
- On-demand readback of written response for editing
- Multi-display of e-book passages
- Multimedia Glossary
- Multi-display of progress monitoring results - graphical or tabular

## Affective networks

- Online forum for connecting & discussing with peers
- Choice concerning which supports to access
- Choice of progress monitoring prompts
- See assessment results immediately and monitor own progress
- Choice of progress monitoring prompts

- Sentence starters
- Virtual coaches provide strategic instructions and scaffold supports - hints and models
- Option to have key ideas in the passage highlighted
- Multiple ways to express knowledge - create responses by typing text or by audio recording
- Multiple ways to share knowledge - participate in classroom discussion or online forum

## Strategic networks

# Contact Us

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**CAST**

Universal Design for Learning™