

## UDL Resources

**Directions:** Choose one or more option to dive deeper into UDL!

1. **A KWL chart**-like [this one](#) will help you get a feel for each students' background knowledge so you can begin to embrace the **variability** of your class and determine which options and choices should be available to support them. Watch [this short video lecture](#) by Todd Rose who discusses why **variability** matters.
2. **Remove Barriers**- UDL is all about removing barriers. What is preventing all students from meeting/exceeding goals and standards? What options do you need to eliminate the barriers? [Great perspective in this blog](#)
3. **Modifying the text**-simplify the language, length and complexity of text to support the individual needs of the learner. Try [Newsela](#), where articles are available at multiple reading levels, with visual support, so every student can access the content and participate in discussion.
4. **UDL Resources**- Start with this for general overview: Article from ESchool News: [So, You Think You Know About UDL?](#). Alternatively, view the [UDL Guidelines](#), the [UDL Progression Rubric](#) to determine what UDL looks like at each phase of implementation or check out this [UDL Infographic](#) to get the quick and dirty outline of the most important aspects of UDL.
5. **Clear goals**- be sure to always post and communicate goals/standards in clear, simple language so it's clear what all students must know and/or be able to do.
6. **Built-in collaboration** - allow time daily for brief turn-and talk moments, options to collaborate online, and/or lengthier opportunities for Socratic discussions, Chalk Talks, etc...
7. **Exit tickets**-give students exit tickets, or other forms of formative assessment, and ask them which strategies they used to work toward their learning goals.
8. **Flexible assessment**- provide students options for how they might demonstrate that they can meet/exceed the standard in creative ways.
9. **Text sets**-promote reading engagement and allow students to create connections between multiple sources. Try [these](#) Newsela text sets to provide options and choices for students to build background knowledge.
10. **Eliminate distractions** - provide students with options so they feel comfortable removing themselves from distracting situations. To learn more about what this looks like, read ["What Kids with ADHD Need to Learn: A Recipe from a Mom Who Is Also a School Superintendent"](#)

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