

UDL Before and After

Wendy Thompson

New Jersey City University

Overview

Third grade students by the end of the academic year are expected based on the New Jersey Common Core Curriculum Standards for English Language Arts Standard (NJCCCS ELA) RL.3.3. to describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. Using components of Universal Design for Learning will enhance instruction and learning through student centered practices support by 21st century learning guidelines. This will allow students to become active learners who design, develop, analyze, evaluate and assess their attainment of goals and objectives. Multimedia tools help facilitate the various needs of all students to engage in the learning process to their optional level of mastery.

Before

Reading instruction once consisted of lessons that were lead by the teacher in large or small groups. The determination of grouping was based on teacher assessment of overall student reading ability. Students would be assigned basal reading series and expected to progress at a similar pace through the learning experience. After reading a passage students would be asked to complete a worksheet similar to the one pictured below to demonstrate mastery of skills such as identification of character traits.

NAME: _____ DATE: _____

CHARACTER TRAITS

Character traits are features that describe a character. Character traits can be real, fictional, physical, positive or negative. Use the word bank to list traits under each character.

active	adventurous	blue	busy	cheerful
depressed	determined	easygoing	energetic	excited
gloomy	lively	lonely	pleasant	sad



Students who failed to grasp the concepts or those who excelled might have been discouraged through the lack of opportunities to reassess or expanded on their learning in a meaningful way. While the activity accomplished the task of providing an example of students' abilities, it failed in offering opportunities to meet the needs of the diversity of learners.

Explanation

Students in 21st century classrooms are functioning on multiple levels academically with varied life experiences that affect their learning, and are equipped with a natural knowledge of the use of technology that was not apparent in prior learners. David and Roger Johnson (2009) suggest that cooperative learning, whereby students working

together during a class session work to reach learning goals while completing task and assignments has gained a larger following within education on every level. Utilizing multimedia students within cooperative groups can design multileveled activities to show case their attainment of a learning objective supporting the NJCCCS ELA RL 3.3.

After

Students' after reading the text, *Because of Winn Dixie* by Kate DiCamillo, using varied option including textbooks, auditory books on tape or with an online service such as Bookshare with accessible books for those students with print disabilities will form groups by character preference. The teacher to motive and engage students in the activity could attend class for the session as a character from a familiar text, develop a presentation using an avatar that expressed visually or verbally the traits of a familiar character or respond to all questions as if he or she were a familiar character. Students will be expected to bring their chosen character to life through sight, sound, and or physical attributes. The process should include clearly recognizable traits of the chosen character through the use of technology, physical props, and or an auditory means.

Assessment

Because of Winn Dixie Character Traits Project

Group Name:	4 points	3 points	2 points	1
Character's traits:	Clearly represented through sight, sound and physical	Represented through two mediums: Sight/sound Sight/physical Sound/physical	Represented by one medium Sight Sound Physical	Could identify the character but couldn't tell what made the character special

Using the provided rubric students and teacher will assess their work showing an understanding of the skill and their level of mastery by communicating that knowledge to an audience. Students will within their group collaboration process demonstrate their understanding of how to identify character traits while exploring and expanding on that information. The opportunity to analyze their initial concepts, support their view, research to prove or disprove a point of clarification are internal components of the cooperative group learning process.

UDL Guidelines

Principal 1/ Guideline 1- Provide options for perception

Addressed through the use of book text options (physical, multileveled, auditory and print disability accessible)

Principal 2/ Guideline 4 – Provide options for physical action

Addressed through student choice of project design

Guideline 5- Provide options for expression and communication

Addressed through student collaboration and choice project presentation

Guideline 6- Provide options for executive functions

Addressed in the individual student contribution to group dynamics in the analysis of content, design stage and production of presentations.

Principal 3/ Guideline 7- Provide for recruiting interest

Addressed through teacher demonstration

References

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Johnson, D. W., & Johnson, R.T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38, 365-379.

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