

Table 6-1: Content vs. Method Standards Verbs

<b>Content Standards Often Start With:</b>	<b>Method Standards Articulate Specific Outcomes</b>
Explain Understand Communicate Summarize Compare and contrast	Write Solve Graph Discuss

Table 6-2: Examples of Three Different Types of Scaffolds

Linguistic	Conceptual	Socio-Cultural
<ul style="list-style-type: none"> <li>● Supply word banks</li> <li>● Provide sentence starters</li> <li>● Pre-teach vocabulary</li> <li>● Issue written and verbal instructions for activities</li> <li>● Provide video and audio support as opposed to having students rely on text</li> <li>● Provide instruction in note-taking</li> </ul>	<ul style="list-style-type: none"> <li>● Perform modeling (i.e., I do, we do, you do)</li> <li>● Provide visuals for concepts</li> <li>● Create concept maps</li> <li>● Provide graphic organizers, rubrics, and exemplars</li> <li>● Supply study guides and/or review sheets</li> </ul>	<ul style="list-style-type: none"> <li>● Arrange partner or small group instruction</li> <li>● Encourage peer review</li> <li>● Facilitate discussion and collaboration</li> <li>● Form collaborative groups</li> <li>● Provide targeted student feedback (you are the scaffold!)</li> </ul>

Table 6-3: An Example of Formatting Unit Design

	UDL Explanation	Reflection Questions
<b>Goals</b>	All UDL lessons start with a firm goal, based on articulated standards. Determine if goals are content or method standards.	<ul style="list-style-type: none"> <li>• What are your firm goals?</li> <li>• Are you working toward content or method standards?</li> <li>• Do your goals allow for multiple means of representation and/or action and expression?</li> </ul>
<b>Assessments</b>	Examine the goal and consider whether there is more than one way to reach the goal. List all the different ways that students could potentially “show” that they met the goal. It’s important to create a rubric that would assess all options.	<ul style="list-style-type: none"> <li>• Throughout the unit, is there an opportunity for diagnostic, formative, and summative assessments?</li> <li>• Do students have a choice about how to express their learning as they all work toward firm goals, especially in diagnostic and formative assessments?</li> <li>• Are scaffolds available for students as they share what they know?</li> </ul>
<b>Methods</b>	There are multiple ways that students can learn content, build background information, and explore the knowledge and skills under study. Provide students with options for how they learn.	<ul style="list-style-type: none"> <li>• Do students have a choice about how they will build knowledge and access resources?</li> </ul>
<b>Materials</b>	Set up a buffet of resources for students to choose from. Offer a buffet of graphic organizers, math reference sheets, exemplars, etc. Don’t require all students to use the same materials to learn and express what they know.	<ul style="list-style-type: none"> <li>• Do students have a choice about the tools they will use to learn the material or complete the assessment?</li> </ul>

