

Alignment of UDL Principles and Guideline Checkpoints with the Gradual Release of Responsibility Instructional Framework

Engagement

- Recruiting Interest (**E.RI.**)
- Sustaining Effort & Persistence (**E.SE&P.**)
- Self Regulation (**E.SR.**)

Representation

- Perception (**R.P.**)
- Language & Symbols (**R.L&S.**)
- Comprehension (**R.C.**)

Action & Expression

- Physical Action (**A&E.PA.**)
- Expression & Communication (**A&E.E&C.**)
- Executive Functions (**A&E.EF.**)

Source: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Focused Instruction

This component of the Gradual Release of Responsibility instructional framework “allows the teacher to model his or her thinking and understanding of the content for students. Usually brief in nature, focus lessons establish the purpose or intended learning outcome and clue students into the standards they are learning. In addition to the purpose and the teacher model, the focus lesson provides teachers an opportunity to build and/or activate background knowledge” (Fisher, D., 2008).

Source: Fisher, D. (2008). Effective use of the gradual release of responsibility model [monograph]. *Author Monographs*.

Focused Instruction Key Ingredients: Modeling, Demonstrating, Noticing, Content Purpose, Language Purpose, Social Purpose
UDLE.RI.2: Optimize relevance, value, and authenticity
UDLE.RI.3: Minimize threats and distractions
UDLR.P.1: Offer ways of customizing the display of information
UDLR.P.2: Offer alternatives for auditory information
UDLR.P.3: Offer alternatives for visual information
UDLR.L&S.1: Clarify vocabulary and symbols
UDLR.L&S.2: Clarify syntax and structure
UDLR.L&S.4: Promote understanding across languages
UDLR.L&S.5: Illustrate through multiple media
UDLR.C.1: Activate or supply background knowledge
UDLR.C.1: Highlight patterns, critical features, big ideas, and relationships
UDLA&E.E&C.1: Use multiple media for communication

Guided Instruction“

During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. While this can, and sometimes does, occur with the whole class, the evidence is clear that reading instruction necessitates small group instruction. Guided instruction provides teachers an opportunity to address needs identified on formative assessments and directly instruct students in specific literacy components, skills, or strategies” (Fisher, D., 2008).

Source: Fisher, D. (2008). Effective use of the gradual release of responsibility model [monograph]. *Author Monographs*.

Guided Instruction Key Ingredients: Scaffolding, Asking Questions, Prompts, Cues, Direct Explanations
UDLE.RI.1: Optimize individual choice and autonomy
UDLE.RI.2: Optimize relevance, value, and authenticity
UDLE.RI.3: Minimize threats and distractions
UDLE.SE&P.1: Heighten salience of goals and objectives
UDLE.SE&P.2: Vary demands and resources to optimize challenge
UDLE.SE&P.3: Foster collaboration and community
UDLE.SE&P.4: Increase mastery-oriented feedback
UDLR.P.1: Offer ways of customizing the display of information
UDLR.P.2: Offer alternatives for auditory information
UDLR.P.3: Offer alternatives for visual information
UDLR.L&S.1: Clarify vocabulary and symbols
UDLR.L&S.2: Clarify syntax and structure
UDLR.L&S.3: Support decoding of text, mathematical notation, and symbols
UDLR.L&S.4: Promote understanding across languages
UDLR.L&S.5: Illustrate through multiple media
UDLR.C.1: Activate or supply background knowledge
UDLR.C.2: Highlight patterns, critical features, big ideas, and relationships
UDLR.C.3: Guide information processing, visualization, and manipulation
UDLR.C.4: Maximize transfer and generalization
UDLA&E.PA.1: Vary the methods for response and navigation
UDLA&E.PA.2: Optimize access to tools and assistive technology
UDLA&E.E&C.1: Use multiple media for communication
UDLA&E.E&C.2: Use multiple tools for construction and composition
UDLA&E.E&C.3: Build fluencies with graduated levels of support for practice and performance

Collaborative Learning

“To consolidate their understanding of content, students need opportunities to problem solve, discuss, negotiate, and think with peers. Collaborative learning opportunities, such as workstations ensure that students practice and apply their learning while interacting with peers. This phase is critical as students must use language if they are to learn it. The key to collaborative learning, or productive group work as it is sometimes called, lies in the nature of the task. Ideally each collaborative learning task will have a group function combined with a way to ensure individual accountability such that the teacher knows what each student did while at the workstation” (Fisher, D., 2008).

Source: Fisher, D. (2008). Effective use of the gradual release of responsibility model [monograph]. *Author Monographs*.

Collaborative Learning Key Ingredients: Positive Interdependence, Face-to-Face Interaction, Individual and Group Accountability, Interpersonal and Small-Group Skills
UDLE.RI.1: Optimize individual choice and autonomy
UDLE.RI.2: Optimize relevance, value, and authenticity
UDLE.RI.3: Minimize threats and distractions
UDLE.SE&P.1: Heighten salience of goals and objectives
UDLE.SE&P.2: Vary demands and resources to optimize challenge
UDLE.SE&P.3: Foster collaboration and community
UDLE.SE&P.4: Increase mastery-oriented feedback
UDLR.P.1: Offer ways of customizing the display of information
UDLR.P.2: Offer alternatives for auditory information
UDLR.P.3: Offer alternatives for visual information
UDLR.L&S.1: Clarify vocabulary and symbols
UDLR.L&S.2: Clarify syntax and structure
UDLR.L&S.3: Support decoding of text, mathematical notation, and symbols
UDLR.L&S.4: Promote understanding across languages
UDLR.L&S.5: Illustrate through multiple media
UDLR.C.1: Activate or supply background knowledge
UDLR.C.2: Highlight patterns, critical features, big ideas, and relationships
UDLR.C.3: Guide information processing, visualization, and manipulation
UDLR.C.4: Maximize transfer and generalization
UDLA&E.PA.1: Vary the methods for response and navigation
UDLA&E.PA.2: Optimize access to tools and assistive technology
UDLA&E.E&C.1: Use multiple media for communication
UDLA&E.E&C.2: Use multiple tools for construction and composition
UDLA&E.E&C.3: Build fluencies with graduated levels of support for practice and performance

Independent Learning

“As the goal of all of our instruction, independent learning provides students practice with applying information in new ways. In doing so, students synthesize information, transforms ideas, and solidify their understanding” (Fisher, D., 2008).

Source: Fisher, D. (2008). Effective use of the gradual release of responsibility model [monograph]. *Author Monographs*.

Independent Learning Key Ingredients: Metacognition, Self-Regulation (Time Management, Task Prioritization, Calibration)
UDLE.RI.1: Optimize individual choice and autonomy
UDLE.RI.2: Optimize relevance, value, and authenticity
UDLE.RI.3: Minimize threats and distractions
UDLE.SE&P.1: Heighten salience of goals and objectives
UDLE.SE&P.2: Vary demands and resources to optimize challenge
UDLE.SE&P.4: Increase mastery-oriented feedback
UDLE.SR.1: Promote expectations and beliefs that optimize motivation
UDLE.SR.2: Facilitate personal coping skills and strategies
UDLE.SR.3: Develop self-assessment and reflection
UDLR.C.1: Activate or supply background knowledge
UDLR.C.2: Highlight patterns, critical features, big ideas, and relationships
UDLR.C.3: Guide information processing, visualization, and manipulation
UDLR.C.4: Maximize transfer and generalization
UDLA&E.PA.1: Vary the methods for response and navigation
UDLA&E.PA.2: Optimize access to tools and assistive technology
UDLA&E.E&C.1: Use multiple media for communication
UDLA&E.E&C.2: Use multiple tools for construction and composition
UDLA&E.E&C.3: Build fluencies with graduated levels of support for practice and performance
UDLA&E.EF.1: Guide appropriate goal-setting
UDLA&E.EF.2: Support planning and strategy development
UDLA&E.EF.3: Facilitate managing information and resources
UDLA&E.EF.3: Enhance capacity for monitoring progress