Making Curriculum Accessible: English/Language Arts in a UDL Classroom

AzTAP
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What Does it Mean to be a Literate Person in the 21st Century?

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

Alvin Toffler

Image courtesy of Patricia Palacco, 2014
Supporting Students in a UDL Classroom

How Do I Plan for All The Different Students With Whom I Work?
Plan Instruction by Considering Barriers to Learning

- Decoding Skills
- Sensory Needs
- Motor Limitations
- Attention/Engagement
- Self Regulation
- Background Knowledge
- Language skills
What are the Barriers Imposed by Traditional Print Text?

Once when there were no rivers on the earth, the Jade Dragon was in charge of clouds. She decided when and where the clouds would rain upon the land and when they would stop. She was very proud of her power and of the reverence the people of earth paid her. Jade Dragon had four dragon children: Pearl, Yellow, Long, and Black. They were large and strong and good and kind. They helped Jade Dragon with her work and whenever they flew in the sky she was overwhelmed with love and pride.

However, one day, as Jade Dragon ended the rain
What are the Barriers Imposed by Pencil/Paper Tasks?

The book I read was about the books car children. They were going camping with their father. There was forever cold. Would you go camp in a storm?
When an educator goes to plan a lesson, what should they keep in mind?
What is the Learning Goal?

- How can I gain and maintain attention?
- Can I convey information in more than one way?
- What is acceptable evidence of student learning?
Standards Based Dictates What is Learned, NOT How
What is Close Reading?

Dr. Douglas Fisher states:
“A close reading is a careful and purposeful reading. Well actually, it’s rereading. It’s a careful and purposeful rereading of a text. It’s an encounter with the text where students really focus on what the author had to say, what the author’s purpose was, what the words mean. and what the structure of the text tells us.”
Text Complexity

“…a pedagogy focused only on “higher-order” or “critical” thinking was insufficient to ensure that students were ready for college and careers: what students could read, in terms of its complexity, was at least as important as what they could do with what they read.”

Critical for success in higher education
What Does Technology Do?

Provide Options

name that meant gold or fortune instead. Because Minli and her parents, like the village and the land around them, were very poor. They were barely able to harvest enough rice to feed themselves, and the only money in the house was two old copper coins that sat in a blue rice bowl with a white rabbit painted on it. The coins and the bowl belonged to Minli; they had been given to her when she was a baby, and she had had them for as long as she could remember.

What kept Minli from becoming dull and bored like the rest of the village were the stories her father told her every night at dinner. She glowed with such wonder and excitement that even Ma would smile, though she would shake her head at the same time. Ba seemed to drop his gray and work-wornness—his black eyes sparkled like raindrops in the sun when he began a story.

"Ba, tell me the story about Fruitless Mountain again," Minli would say as her mother spooned their plain rice into bowls. "Tell me again why nothing grows on it."

"Ah," Minli’s father said, "you’ve heard this so many times. You know."

"Tell me again, ba," Minli begged. "Please."

"Okay," he said, and as he wet down his chopsticks his smile twisted in a way that Minli loved.
Sources of Digital Text

**Free**
- Internet Public Library
- Scholastic News
- Project Gutenberg
- TarHeel Reader
- Aesop's Fables
- Reader's Theatre
- Giggle Poetry
- TweenTribute
- Many Myths--Greek Mythology for Kids
- Bookshare (students with print disabilities)
- Epic!

**For a Fee** (but you may already have access to these--check your district subscriptions!)
- SIRS Discoverer—Provides lexile levels (subscription)
- Encyclopedia Britannica Online
- Discovery Education
- Pebble Go (Earth Science, Biography, Animals, Social Studies)
- Tumblebooks
- Accessible Book Collection (students with print disabilities)
CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EPIC--App for iPad and Android

Epic! for Educators
Digital Text + Options for Access

Screen too busy?
Greek Mythology (Grade 4 Reading Standards)
http://greece.mrdonn.org/myths.html
+
Read Comfortably
https://www.readability.com
Digital Text + Options for Access

Vocabulary/Reading Level too challenging?
Scholastic News
http://magazines.scholastic.com/news/2015/05/
More-Bad-News-for-Bees
+
Rewordify
https://rewordify.com/
CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Informational Text and Multimedia

Even when I was in high school that had begun to change. Today there's not much left of...
Considerations for Students with Low Incidence Disabilities

AAC Users and Core Vocabulary work from UNC Chapel Hill

- Evidence based on the use of a Core Vocabulary system that based on analysis of key vocabulary from the CCSS and Clendon’s 150 most frequently used written words by K-4th grades
- Provided opportunities for students to use vocabulary on AAC systems in flexible ways with words embedded in daily communicative exchanges incorporate a base or core set of vocabulary with other content specific language
- Examined the type of language students need to participate actively in instruction
  - Character: man in book; big, mad woman; sick animal
  - Setting: hot dry there; down by water; at home
  - Plot: go, stop, want, don’t want, like, don’t like
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Annotating Text Digitally

- Critical for close reading
- Critical for writing, as a means of tracking text evidence
- Tools:
  - Diigo
  - Read and Write for Google
  - VideoNot.es
  - Notability
Whose woods these are I think I know. 
His house is in the village though; 
He will not see me stopping here 
To watch his woods fill up with snow.

My little horse must think it queer 
To stop without a farmhouse near 
Between the woods and frozen lake 
The darkest evening of the year.

He gives his harness bells a shake 
To ask if there is some mistake. 
The only other sound's the sweep 
Of easy wind and downy flake.

The woods are lovely, dark and deep. 
But I have promises to keep, 
And miles to go before I sleep, 
And miles to go before I sleep.
Resources to Use with Digital Text

Free
- www.readability.com
- Natural Reader
- Read&Write for Google
- ChromeVox
- iSpeech
- VoiceOver
- FoxVox
- Vozme
- Diigo text highlighter
- http://freesummarizer.com/
- Adobe Reader Annotations
- http://rewordify.com/

For a Fee
- Read&Write Gold
- Kurzweil
- Clicker 6
Writing and Research: Curation Tools/Gathering of Information

Collect and Highlight, Then Remember

- Bookmarks
- Highlights
- Sticky notes
- My Library
- Notes
- Images
Drafting with Graphic Organizers

- Farm to Table—Buying Local
  - Advantages
    - Less fossil fuel waste
    - Environmental
  - Disadvantages
    - Limited choices
    - Can be more costly
  - Support Local Economy

Modified by Beth Pass on 02/21/2014 18:14

When stores don’t have to transport food over a great distance there is less gas and energy used.
Providing Options for Format

UDL COMICS - BY ATTIPSCAST

I can use comics to present content to students!

I make comics to express what I know!

I like comics because they are engaging!

COMICS ARE FUN!

A.T.TIPSCAST
Podcasts

Second grade original folktales

4.2.A.3 Write narratives in which they recount a well elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.

4.2.B.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grade 2 Fairy Tales - Mrs. Beam's Class
Click on each illustration to hear a fairy tale.
Editing and Revision

Text-to-Speech - listen to what you have written
  - Vozme.com
  - Natural Reader
  - Read&Write for Chrome

Word choice
  - Wordsmyth
  - Word Central
  - Wordle / Tagxedo

Collaborative Editing/Document Sharing
  - Google Drive
  - Evernote
Word Choice

Wordsmyth provides 3 levels of support, including a Children's Dictionary with pictures.
Resources to Use to Support Writing

Free
- www.mindmeister.com
- www.gingersoftware.com
- Dictation
- Vocaroo
- www.padlet.com
- www.toondoo.com
- Read&Write for Google
- KidspirationMaps/Inspiration Maps
- Lite apps

For a Fee
- Read&Write Gold
- Kurzweil
- Clicker 6/Clicker Apps
- Abilipad
- SOLO
- Inspiration (software and app)
- Kidspiration (software and app)
- WordQ
- SpeakQ
Technology is not the be all, end all...
UDL Look Fors in the Classroom
People Learn in...

Different Ways
Like THIS!

Comics

Video

Audio

Images
Provide Options!
Action Planning!

Time to apply what you've learned!

What are your next steps? What are you going to do when you head back to your institution? Take a few moments to map out what your next steps will be and then...Share!