Word Study

(Frayer Model)

Definition

Characteristics

Examples

Non- Examples

WORD STUDY

(Frayer Model)

DEFINITION	CHARACTERISTICS

EXAMPLES	NON-EXAMPLES

Name: _____

K-W-L CHART

Topic: _____

What I Know:

What I Want to Know:

What I Learned:

KWL CHART

Name: _____

Topic: _____

What I Know:

What I Want to Know:

What I Learned:

Name: _____   Date: _____

K–W–L Chart

Fill in the first two columns before you do your research. Fill in the last column after finishing your research.

Topic: _____

What I Know (K)	What I Want to Know (W)	What I Learned (L)

Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher, 39,* 564–570.
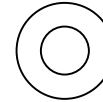
REFLECTION FORM   Name: _____

Something I learned that squares with my beliefs: ▢	A question(s) going around in my head: ◎	Three points I will remember: △
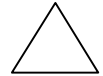
Handout C: Triangle–Circle–Square Final Reflection

What are **three points** that you want to remember?	What did you learn that **squares** with your beliefs and guiding principles?	What is one idea or concept that is **circling** around in your mind?
▲	■	●

CIRCLE, SQUARE, TRIANGLE
Article Reflection Guide

Something I learned that SQUARES with my beliefs

Something I learned that SQUARES with my beliefs
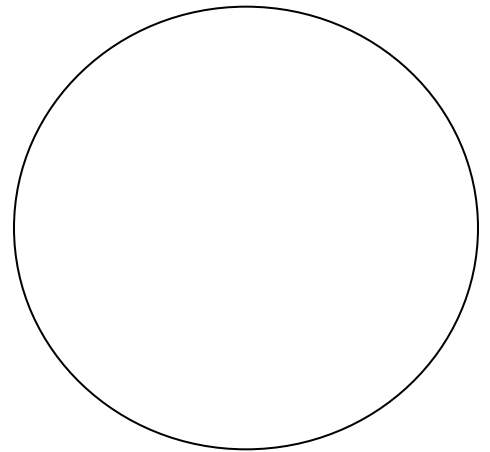
Something I learned that SQUARES with my beliefs

Something I learned that SQUARES with my beliefs

Three important POINTS to remember

Three important POINTS to remember

Three important POINTS to remember

A question going AROUND in my mind

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of Engagement

Access

Design Options for
Welcoming Interests & Identities (7)
- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Support

Design Options for
Sustaining Effort & Persistence (8)
- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Executive Function

Design Options for
Emotional Capacity (9)
- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

Design Multiple Means of Representation

Access

Design Options for
Perception (1)
- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Support

Design Options for
Language & Symbols (2)
- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Executive Function

Design Options for
Building Knowledge (3)
- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Design Multiple Means of Action & Expression

Access

Design Options for
Interaction (4)
- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Support

Design Options for
Expression & Communication (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Executive Function

Design Options for
Strategy Development (6)
- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)