

## S1 UDL Principles Supporting ELLs

### Recruiting Interest

Course design that includes:	Supports ELLs because
Giving students choice and autonomy when setting personal learning goals, selecting context or content for practicing skills, and selecting tools used for gathering or producing information	ELLs can select contexts that they are familiar with or motivated to learn about which helps them make connections to prior knowledge
Making the major assignments in your course authentic, purposeful and targeted for real audiences. Providing class task that require your students to actively participate, explore, and experiment.	Active engagement in authentic tasks helps ELLs connect what they know about the topic in their own culture to a new context. It is motivating to be producing output for authentic communication.
Varying activities and sources of information in my course so they are personalized to students' lives, reflective of the linguistic and cultural diversity of your students and are current and socially relevant.	Course materials that reflect linguistic and cultural diversity demonstrate valuing ELLs in the class and can support their confidence and self esteem. It also exposes other learners to intercultural learning opportunities.
Consistently using charts, course calendars, visible timers, and signals to indicate changes in activities and to draw attention to important information.	Consistent use of visual clues support ELLs understanding of expectations and reinforce aural instructions. Routines and consistent practices help ELLs focus on important course content rather than trying to determine what they are expected to be doing in class.

### Sustaining Effort and Persistence

Course design that includes:	Supports ELLs because
I provide opportunities for collaboration.	ELLs benefit from working with other learners with diverse perspectives. <b>Collaborative learning often includes discussion with students posing and answering questions to challenge each other to think critically about content.</b>
I utilize cooperative learning groups with scaffolded roles and responsibilities.	ELLs benefit from explicit instructions of how to participate in group work as group work expectations vary by culture. Communicating in a small group involve less risk-taking.

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I provide frequent formative feedback that encourages the use of specific supports and strategies	It is helpful for ELLs to receive ongoing specific constructive feedback so they know how to improve and can gain confidence in their performance and make adjustments when necessary.
I provide opportunities and guidance for asking peers and/or teachers for help, peer tutoring, and participation in virtual communities of learners engaged in common interests or activities.	ELLs are often not used to getting feedback from peers or asking teachers for help. The guidance lets them know that this is okay and valued in NA culture.

### Self Regulation

Course design that includes:	Supports ELLs because
I include reminders, guides, rubrics and checklists that focus on students goals	Rubric and exemplars help ELLs understand and meet expectations
I include opportunities for my students to self-reflect on their personal progress	Self-reflection helps ELLs identify gaps in their learning on a regular basis,
I provide scaffolds to help students develop coping skills and monitor behavioural changes	Modelling chunks of scaffolded learning enables ELLs to practice producing what their instructor wants and builds both their skills and confidence
I offer activities that include opportunities for students to get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support them in understanding their progress in a way that is clear and timely.	ELLs benefit from opportunities to receive feedback and self-monitor their progress. This helps them evaluate the effectiveness of their learning strategies and make adjustments accordingly.

### Perception

Course design that includes:	Supports ELLs because
I have changed the size of text or images and the colour I use for emphasizing key information	The ability to change the font size and style helps ELLs customize the text to their needs. Colour contrast and sufficient white space on the page supports their reading skills.
I provide opportunities for my students to vary the speed or timing of videos and simulations	Allowing ELLs to manipulate the speed and to listen multiple times to a recording supports the development of their listening comprehension.
I use text equivalents such as captions or speech-to-text software (e.g. voice recognition) for spoken language	Read aloud options allow ELLs to hear text, often in various languages. Videos with options to have subtext in various languages helps ELLs

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	comprehend specific dialogue they may not be familiar with.
I use descriptions (text or spoken) for all graphics, video, or animation and touch/tactile graphics for key visuals	Alternate texts helps ELLs develop their vocabulary through exposure to text and matching vocabulary. It helps with their listening and spelling.

### Language and Symbols

Course design that includes:	Supports ELLs because
I pre-teach important vocabulary and symbols and I provide support for vocabulary and symbols within the text (e.g., hyper-links or footnotes that provide definitions, explanations, illustrations, connections to previous knowledge)	A lot of vocabulary is culturally bound or loaded and will be unknown to ELLs. Explaining this vocabulary makes the learning accessible for ELLs and exposes them to the culture. Letting students pre-learn material ahead of time empowers students as they can feel prepared and able to understand when the target material is used in class.
I clarify complex sentence structure by offering simpler sentence alternatives	ELLs benefit from having important sections of texts simplified so they can focus on the concepts rather than struggling to decode complex language.
I simplify sentence structure by highlighting elements within the text such as transition words in an essay, linked ideas and antecedents.	In developmental stages, ELLs benefit from supports that help them make clear connections in the text. Understand relationships signaled by connectors and pronouns supports their language development
I help students decode materials by providing digital text through human voice recording.	ELLs can listen to the recorded text several times, to enhance their reading comprehension. It also helps them connect the pronunciation they hear to unfamiliar words they are reading.

### Comprehension

Course design that includes:	Supports ELLs because
I engage students by activating prior knowledge, and having them reflect on what they “Know want to Know, Learned” as well as concept maps	This demonstrates that you value the experience of ELLs and supports their ability to make connections with what they already know.
I highlight or emphasize key elements in text, graphics, diagrams, formulas. I use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships.	Graphic organizers are designed to capture main ideas and show the relationship between ideas. Completing the organizers helps ELLs decode text and identify gaps where they lack comprehension.

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I chunk information into smaller elements. I highlight new ideas in familiar ideas, contexts, analogies and metaphors. I provide opportunities for review and practice	It takes ELLs longer to process information. When information is broken into manageable chunks, the information is more accessible and requires a shortened intensive focus
I provide templates, graphic organizers, concept maps to support note-taking.	Providing visual supports to enhance comprehension of concepts makes it easier for ELLs to understand. Make it visual.

### Physical Action

Course design that includes:	Supports ELLs because
I vary the requirements for rate, timing, size, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.	ELLs benefit from time flexibility because it takes them longer to read and process information in a second language. They can switch between materials provided in different modalities to relieve overload fatigue.
I vary requirements for physically responding to or indicating selections among response types alternative (e.g., marking with pen and pencil instead of using a mouse).	Depending on their prior educational experience, ELLs may have had limited exposure to extensive computer usage or limited handwriting opportunities in English. If the written response doesn't match their preference, it may mean they need extended time and they are more focused on the skill involved recording the knowledge than the knowledge itself.
I provide opportunities for working with materials using hands.	Visuals and manipulatives help ELLs make abstract ideas more concrete.
I provide opportunities for working with materials using a keyboard or an adapted keyboard.	Typing may be easier for some ELLs than handwriting in particular where editing of work is expected.

### Expression and Communication

Course design that includes:	Supports ELLs because
I allow students to provide products using multiple media such as: * text * speech * drawing, illustration, design * physical manipulatives * film or video * multimedia * music, visual art, sculpture	Allowing ELLs to use an alternate medium to demonstrate learning such as an aural recording vs. a written response enables ELLs to ensure they can express their knowledge if their language skills are weaker in a different modality. Some students don't want to speak in class

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	because they may be afraid of making a mistake or only want to participate if they are perfect. They can demonstrate their understanding in a different format.
I provide opportunities for students to create models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.	Allowing ELLs to provide evidence of their learning in a different modality places the emphasis on the actual learning rather than their linguistic skills.
I provide scaffolds that can be gradually decreased with increasing independence and skills (e.g., scaffolds embedded into digital reading and writing software).	At the beginning of the course, ELLs benefit from extensive scaffolding while they learn what is expected by you. After a short while, only rudimentary scaffolds are needed.
I offer differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners).	ELLs benefit from detailed constructive feedback targeted at their skill level.

### Executive Functions

Course design that includes:	Supports ELLs because
I model for students or demonstrate examples of the process and product of goal-setting. I offer guides and checklists for scaffolding students' goal-setting.	Models provide exemplars of what successful assignments look like for ELLs. Models help ELLs identify expectations that may be different than similar assignment expectations in their culture.
I embed prompts into material that reminds students to stop and think before acting.	ELLs benefit from taking pause to predict information in the text based on headings and to summarize key ideas in sections before proceeding.
I utilize graphic organizers and templates for collecting data and organizing information. I provide checklists and guides for note-taking.	Templates and organizers serve as signals for ELLs to determine what the important parts are about what they are processing.
I provide guided questions for students to self-monitor knowledge gain.	Self-talk supports ELL's consolidation of skills and knowledge and builds learner confidence.

