

UDL Planning: Universal Design for Lessons

Use this template to plan a comprehensive lesson or unit with an effective management plan for exceptional learners.

Section 1

Lesson or Unit Title:

Subject/Course:

Grade Level:

✓ State and/or CCSS Standards: insert those that apply
<http://www.corestandards.org/>

Objectives/Learning Targets:

- 1.
- 2.
- 3.

Section 2: Guidelines and Checkpoints: <http://www.udlcenter.org/aboutudl/udlguidelines>

Guideline 1: Provide options for perception

- ☐ [Checkpoint 1.1: Offer ways of customizing the display of information](#)
- ☐ [Checkpoint 1.2: Offer alternatives for auditory information](#)
- ☐ [Checkpoint 1.3: Offer alternatives for visual information](#)

Explain how you will incorporate your Checkpoint selection:

Guideline 2: Provide Options for language, mathematical expressions, and symbols:

- ☐ [Checkpoint 2.1: Clarify vocabulary and symbols](#)
- ☐ [Checkpoint 2.2: Clarify syntax and structure](#)
- ☐ [Checkpoint 2.3: Support decoding of text, mathematical notation, and symbols](#)
- ☐ [Checkpoint 2.4: Promote understanding across languages](#)
- ☐ [Checkpoint 2.5: Illustrate through multiple media](#)

Explain how you will incorporate your Checkpoint selection:

Guideline 3: Provide options for comprehension:

- ☐ [Checkpoint 3.1: Activate or supply background knowledge](#)
- ☐ [Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships](#)
- ☐ [Checkpoint 3.3: Guide information processing, visualization, and manipulation](#)
- ☐ [Checkpoint 3.4: Maximize transfer and generalization](#)

Explain how you will incorporate your Checkpoint selection:

Guideline 4: Provide options for physical action:

- ☐ [Checkpoint 4.1: Vary the methods for response and navigation](#)
- ☐ [Checkpoint 4.2: Optimize access to tools and assistive technologies](#)

Explain how you will incorporate your Checkpoint selection:

Guideline 5: Provide options for expression and communication:

- ☐ [Checkpoint 5.1: Use multiple media for communication](#)
- ☐ [Checkpoint 5.2: Use multiple tools for construction and composition](#)
- ☐ [Checkpoint 5.3: Build fluencies with graduated levels of support for practice and performance](#)

Explain how you will incorporate your Checkpoint selection:

Guideline 6: Provide options for executive functions:

- ☐ [Checkpoint 6.1: Guide appropriate goal-setting](#)
- ☐ [Checkpoint 6.2: Support planning and strategy development](#)
- ☐ [Checkpoint 6.3: Facilitate managing information and resources](#)
- ☐ [Checkpoint 6.4: Enhance capacity for monitoring progress](#)

Explain how you will incorporate your Checkpoint selection:

Guideline 7: Provide options for recruiting interest:

- ☐ [Checkpoint 7.1: Optimize individual choice and autonomy](#)
- ☐ [Checkpoint 7.2: Optimize relevance, value, and authenticity](#)
- ☐ [Checkpoint 7.3: Minimize threats and distractions](#)

Explain how you will incorporate your Checkpoint selection:

Guideline 8: Provide options for sustaining effort and persistence:

- [Checkpoint 8.1: Heighten salience of goals and objectives](#)

- [Checkpoint 8.2: Vary demands and resources to optimize challenge](#)
- [Checkpoint 8.3: Foster collaboration and community](#)
- [Checkpoint 8.4: Increase mastery-oriented feedback](#)

Explain how you will incorporate your Checkpoint selection:

Guideline 9: Provide options for self-regulation:

- ☐ [Checkpoint 9.1: Promote expectations and beliefs that optimize motivation](#)
- ☐ [Checkpoint 9.2: Facilitate personal coping skills and strategies](#)
- ☐ [Checkpoint 9.3: Develop self-assessment and reflection](#)

Explain how you will incorporate your Checkpoint selection:

Materials:

1. Materials
2. Materials
3. Materials

Section 3

Instructional Procedures: (include lesson extensions or units, modifications for ELLS, students with IEPs, gifted students)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Assessment Plan:

Other Resources: