

Provide options for comprehension

A suggestion for implementing the strategy
'Provide multiple means of Representation'
from the Guide: [Universal Design for Learning](#)

Includes:

- Overview
- Activate background knowledge
- Patterns and big ideas
- Options for processing and generalising
- Reflection questions
- Useful resources

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Guide: [Universal Design for Learning](#)

Strategy: [Provide multiple means of Representation](#)

Suggestion: [Provide options for comprehension](#)

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29 May 2025

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inclusive.tki.org.nz/guides/universal-design-for-learning/provide-options-for-comprehension

Overview

Explore the 'options for comprehension' guideline.

Recognise which approaches and strategies are already part of your practice.

Take note of anything you hadn't considered before.



Video hosted on Youtube <http://youtu.be/FVYSMtw9PBE>

Closed Captions

Source:

[UDLA LACOE](#)

<https://www.youtube.com/channel/UCZMomkDLikL-sWPoKTt-otQ/featured>

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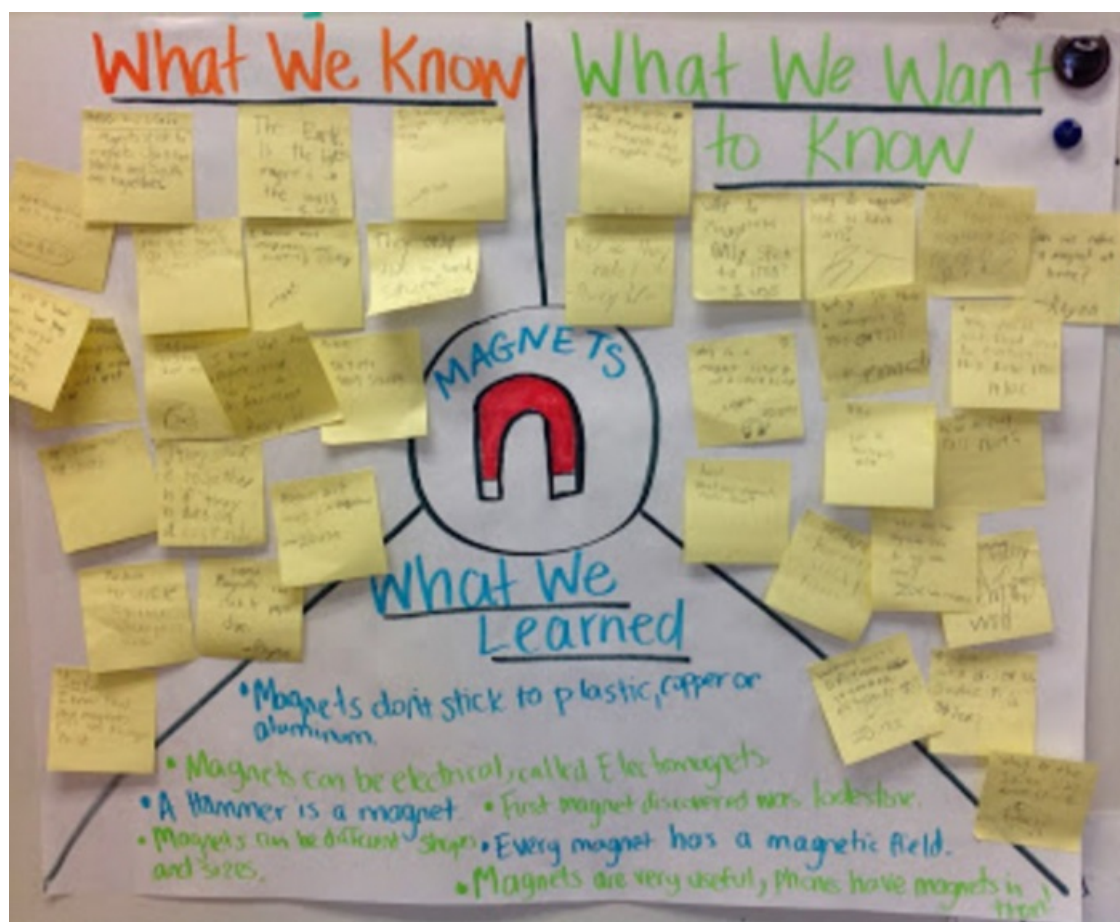
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Activate background knowledge



Source:

Mrs. McGown's 2nd Grade Safari

<http://megownssecondgradesafari.blogspot.co.nz/>

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Patterns and big ideas

Offer students a variety of tools and approaches to help them highlight patterns, critical features, big ideas, and relationships between concepts.

Support understanding by offering:

- information presented in multiple ways (including songs and chants, short skits or performances, digital media)
- highlighters to identify key words/phrases and text features
- coloured paper or sticky notes as reminders or review of key concepts, or big ideas
- graphic organisers to support organisation of new ideas
- scaffolded activities (for example, cloze activities, word banks, sentence starters, prompts)
- exemplar templates students can refer to
- comparisons of familiar concepts to lead to new concepts
- digital time management or calendar for organising assignment tasks and deadlines
- text or visual prompts to scaffold students through tasks.

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Options for processing and generalising



Source:

Laurie Sullivan

<http://www.flickr.com/photos/32561453@N05/8711384625/in/photolist-egN89D-egTTVS-egN86c-egN8kp-egTTA1-egN8tv-egN8ja-egTTPG-egTTXN-egN88e-egTTUC-egN8eX-egTTyj-egTTHQ-egN8di>

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Reflection questions

Consider these questions in your own context.

How do I help students access prior knowledge and combine this with new information (graphic organisers, maps, cross-curricular analogies, visual imagery)?

In what ways will I guide learners to distinguish between relevant and irrelevant or unimportant content (cues and prompts, multiple examples and non-examples, emphasising key elements)?

How will I ensure all learners are able to access information and ideas and create new understandings (prompts for sequence, organisation options, graduated scaffolds)?

How will I support students to remember information in order to apply learning to new situations (checklists, mnemonic strategies, concept maps)?

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Useful resources



Design options for building knowledge (UDL Guideline)

This UDL guideline helps educators support learners to recognise and manage emotions and behaviours, and empathise with others. As learners will vary in their emotional capacity, offering a range of support options is recommended.

This guideline supports the UDL Engagement principle.

Publisher: CAST (2024)

[Visit website](#)



Readwritethink

This online resource offers a range of graphic organisers and online interactive tools for teachers.

Publisher: International Literacy Association

[Visit website](#)

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