**Example: Reading Informational Text**

**College and Career Readiness (CCR) Anchor Standard 5:**
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Craft and Structure**
RI.9-10-5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or a chapter).

A. Highlight the portion of the standard related to the “Recognition Networks” or representation.
B. Highlight the portion of the standard related to the “Strategic Networks” or expression.
C. Highlight the portion of the standard related to the “Affective Networks” or engagement.

Directions: In the middle column fill-in the blanks with UDL and CLRP strategies that you could use to address the standard. In the last column describe how the strategies overlap.

<table>
<thead>
<tr>
<th>Representation</th>
<th>Strategies</th>
<th>Overlap</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you provide multiple means of representation?</td>
<td>Think of perception, language, mathematical expression, symbols and comprehension.</td>
<td></td>
</tr>
</tbody>
</table>

Corresponding CLRP Strategy
- How can you affirm the unique physical, social, cultural, and language identity of each student?

Adapted from the NEP CLRP Self-Assessment Tool and CAST UDL Guidelines by A.M. Villalobos (6/2013)
## ELA: Analyzing the Common Core Using CLRP and UDL

<table>
<thead>
<tr>
<th>Expression</th>
<th>Strategies</th>
<th>Overlap</th>
</tr>
</thead>
</table>
| How can you provide multiple means of expression?  
  Are there opportunities for social learning?  
  How are you maintaining an appropriate level of rigor for your students?  
  Are there multiple ways to show learning? | | |
| Corresponding CLRP Strategy  
  Do I use a variety of culturally relevant strategies that allow students to express what they have learned? | | |

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Strategies</th>
<th>Overlap</th>
</tr>
</thead>
</table>
| How can you provide multiple means of engagement?  
  Does the literature/content provide opportunities for student connections?  
  Are you accessing prior knowledge? | | |
| Corresponding CLRP Strategy  
  How do I incorporate students’ cultural reference points?  
  How can you engage the student through the use of metaphors or analogies that are anchored in the student’s culture? | | |

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ELA-Analyzing the Common Core Using CLRP and UDL

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