Mr. Jackson is teaching the Muscles unit to his 8th grade class. He is preparing for lesson 7, in which students figure out how the myostatin protein works to cause the heavily muscled phenotype in cattle. He wants to be sure to support his students who struggle with reading.

**Learner Profile:** He considers one student in his class, Dylan. Dylan is a creative student who loves learning about science. He was very engaged during the anchoring phenomena and brought many interesting questions to the class. However, Dylan has a learning disability in reading. He has challenges decoding text and has a particularly hard time with longer academic texts.

**Goals:** Mr. Jackson knows he wants to focus on the science practice - *Obtain, evaluate and communicate information*. After evaluating the credibility of the text and determining the reading is a reliable source, he wants the class to critically read the text to find its central ideas focusing on the function of myostatin. He knows that he wants his students to come away from this text understanding three main science ideas: normal myostatin stops cells from becoming muscle cells, it does this by fitting into a particular receptor on the outside of cells, and abnormal myostatin can't fit, which is why it can't stop cells from turning into muscle.

**Supports built into the lesson:** The text includes clear headings and images for each section. Students first skim the article and discuss the credibility with a partner using some criteria projected on a slide. Students are also provided with a graphic organizer to guide their critical reading of each section of the reading.

**Potential Strategies:** Mr. Jackson thought that some students, like Dylan, might need additional support to achieve these goals and minimize any barriers. He is considering taking the following actions:

- Splitting the reading into three sections and asking students to do a jigsaw, so that students have more time to read one section and truly understand what it says.
- Previewing the three important ideas with his students before they read the text, so that students know to look out for those ideas and the evidence that the text provides to support them.
- Placing students into pairs or small groups to read, evaluate and make sense of the text together before the planned classwide building understandings discussion.
- Paring down the text so that it only includes the three main ideas Mr. Jackson wants students to take away from the reading, so that he can reduce the cognitive load required to understand those ideas.
- Doing a classwide read aloud of the text so that students have an opportunity to read, see, and hear the words.

**Based on the UDL principles and the goals of this lesson, which strategy would you suggest for Mr. Jackson? How might this strategy help reduce barriers for Dylan? For the class as a whole?**