



Our Commitment to Equity





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Our goal is to help every learner access grade-level work and ultimately succeed at grade level. By providing high-quality, engaging, culturally relevant, and anti-racist content to the schools we serve, along with assessment tools for setting high expectations, we believe that we can help schools create a learning environment where every student succeeds.

While this work will support change in classrooms across the country, we believe it is critical to providing increasingly equitable experiences for all students who are Black, Indigenous, and People of Color (BIPOC).

We strive to ensure that our products enable every student to:

- Access and engage with our curriculum and assessment materials
 - See their personal and cultural experiences reflected in our content
 - Engage with grade-level content and rigorous standards
 - Believe in themselves and see themselves as learners
 - Learn in classrooms guided by an unshakable belief in every student and by anti-racist, culturally responsive teaching strategies
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Our Path Forward



What We've Done

- *i-Ready Diagnostic* provides transparent and actionable data on student needs and growth.
- Growth Model with Stretch Growth measure that provides high expectations for every student
- English Learner support including strategic scaffolds, engaging content, and tools for language development
- *Ready® Classroom Mathematics* that integrates cultural and linguistic responsiveness in instruction
- Training and engagement with Center for Culturally Responsive Teaching and Learning



What We're Focused on Now

- Providing new tools to promote rigorous grade-level learning including Prerequisites reports and Tools for Scaffolding Comprehension
- Expanding diverse authorship and authenticity review panels for instruction content
- Developing new programs that are culturally and linguistically responsive in their teaching methods and lesson content
- Launching advisory board for developing culturally and linguistically responsive large-scale assessments
- Developing goals and accountability measures for anti-racism commitment



Where We're Heading

- Launching new culturally and linguistically responsive programs
- Progress on anti-racism commitment
- All educators and students affirmed and respected by materials we provide
- Re-envision approach to instructional grouping through our Diagnostic-based reporting to ensure high expectations for every student

We Are Developing Tools That Support Equity

Over the last several years, Curriculum Associates has committed to extensive review of our materials, strengthening the ways in which our programs reflect and engage with a variety of cultural backgrounds and ultimately deliver equitable learning experiences for all students. As we move this critical work forward, we commit to putting a more deliberate focus on ensuring our programs uphold anti-racist values. We still have a great deal of work to do. Learn about what we've done and what we're committed to doing.



Providing a Path to Proficiency for Every Student 4



Ensuring Access to Grade-Level Materials 5



Designing Culturally and Linguistically Responsive Curriculum 6



Supporting and Inspiring English Learners 9

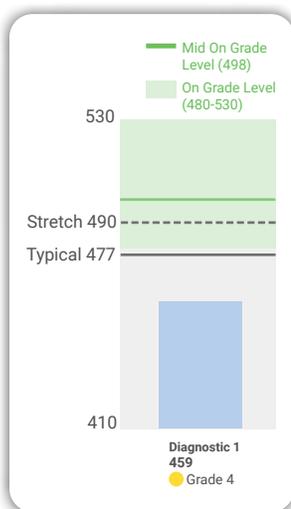


Embracing Anti-racism 10

Providing a Path to Proficiency for Every Student

Our programs are developed with a core belief that all learners can grow and achieve grade-level expectations. Designed to help educators understand where each student is, set high expectations for student growth, and provide tools to help them reach proficiency, the *i-Ready Diagnostic* makes information transparent and actionable. *i-Ready Diagnostic*:

- Provides a detailed picture of each student's skills
- Details actionable next steps for educators to help students grow and ultimately reach grade level
- Delivers tailored learning opportunities that respect and address the unique needs of each student while striving to get students to grade level



i-Ready's Growth Model

In 2018, Curriculum Associates introduced a new approach to measuring student growth. Our goal was to provide educators with a deeper understanding of what it will truly take to achieve student proficiency over time. This understanding comes through the **Diagnostic Results report**, which provides educators with two growth measures for students:

- **Typical Growth:** Typical Growth demonstrates the annual growth for an average student taking the *i-Ready Diagnostic*. On its own, it is an insufficient source of information to improve student outcomes because it is a normative measure that is not focused on grade-level proficiency.
- **Stretch Growth:** Stretch Growth demonstrates the amount of growth a student needs to be on the path to grade-level proficiency. It fosters transparency around the work needed to get a student to grade level and promotes higher-expectation settings that students deserve.

Our goal in providing a Stretch Growth measure for every student is to ensure that every student's expectations are grounded in grade-level work, regardless of their starting point. While many students' paths take more than one year to reach grade-level proficiency, we believe that this is the appropriate goal for every learner, regardless of race, economics, or prior educational experience.

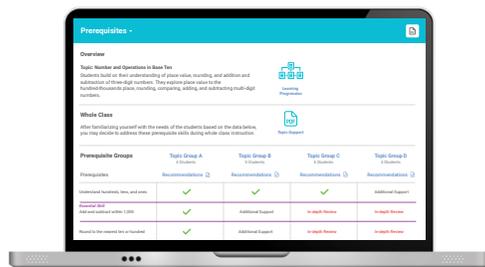


Ensuring Access to Grade-Level Materials

To rectify opportunity gaps and prepare students for future success, educators and curriculum providers must ensure all students have access to grade-level content.

Given the uncertainty and new challenges the 2020–2021 school year brings, the need to provide all students with access to grade-level learning is more critical than ever. Heightened concerns about unfinished learning may mean that educators focus on differentiated instruction at the expense of grade-level instruction.

At Curriculum Associates, we have enhanced our existing program offerings to support educators in providing access to grade-level instruction.

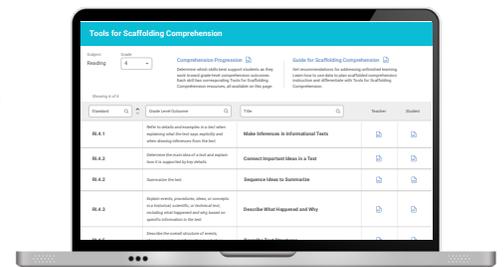


Understanding Unfinished Learning

Getting students to grade level requires knowledge of students' existing skills and a deep understanding of any unfinished learning. The **Prerequisites report** uses data from the *i-Ready Diagnostic* to help teachers understand which skills are essential to ensuring success with the grade-level content they are about to teach.

Identifying Priority Skills for Every Lesson

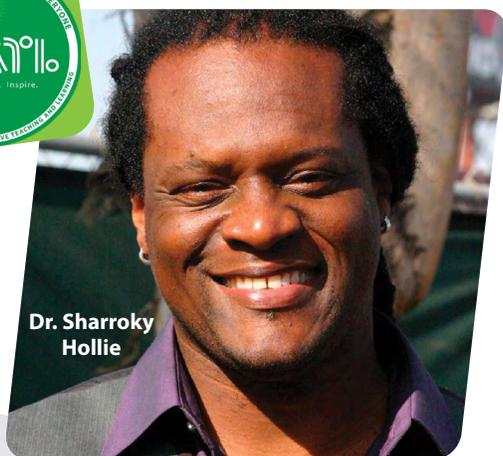
New for the 2020–2021 school year, Curriculum Associates is launching a new resource called **Tools for Scaffolding Comprehension**. These tools allow educators to select a desired grade-level outcome and identify the priority skills and resources students need to access and engage with the grade-level material in the next lesson or unit.



Designing Culturally and Linguistically Responsive Curriculum

The Curriculum Associates team is committed to developing instruction, lesson content, and assessments that are culturally and linguistically responsive. We aim to center and engage diverse cultural and linguistic backgrounds, especially those that have been historically marginalized, stereotyped, or underrepresented.

Since 2018, Curriculum Associates has increasingly sought to support educators' pursuit of culturally responsive teaching and to better the cultural and linguistic responsiveness (CLR) of our products. Through ongoing partnerships with key advisors, we have conducted product reviews, undergone training, and developed guidelines and practices to understand where we are and plan where we need to go.



Dr. Sharroky
Hollie

Over the Last Two Years, We Have Strengthened Our Commitment:

- Began a partnership with the Center for Culturally Responsive Teaching and Learning (CCRTL) and its leader Dr. Sharroky Hollie, a national educator who provides professional development to thousands of educators in CLR for teaching and learning
- Trained product development team members, including lesson and assessment editors, developers, and designers through sessions with Hollie
- Hired and engaged authors and illustrators from diverse cultural backgrounds to create new content and incorporated more excerpts from published works by diverse authors
- Hired diverse voice talent to narrate passages, questions, and word problems across subjects
- Established an Authenticity Review Panel to ensure representations are culturally authentic and informed by diverse perspectives, including classroom educators and a range of external experts
- Created a Sensitivity Review Panel with individuals who identify with different rings of culture to evaluate content for bias and cultural and emotional appropriateness
- Continued engagement with the CCRTL in reviewing and revising existing content
- Ensured cultural and linguistic responsiveness is central to the design and launch of new programs, such as the *Ready Classroom Mathematics* program launched in 2019



Take a Look at Our Programs in Action

CLR work involves not only authentically representing various cultural and linguistic backgrounds, but also **ensuring that students can draw connections between the instruction they receive and their own cultural and linguistic identities.** Here are a few examples of how Curriculum Associates integrates these practices into our products.

Examples in *i-Ready Personalized Instruction*

An excerpt from the published book *As Brave As You* by Jason Reynolds, a Krikus Award Finalist, Schneider Family Book Award Winner, and Coretta Scott King Author Honor Book

notebook—where he kept his best questions. Some had already been answered, and some were still mysteries. He landed on one that he had totally forgotten about—#389: *do honey badgers eat honey?*—then tried telling his parents about how he'd read on the Internet that honey badgers actually *do* eat honey and how many of them have been stung to death by bees because they wanted honey from the hive so bad. The toughest, craziest animal ever.

What does Genie's notebook reveal about him?

Genie is _____ so he records questions in his notebook. He _____ the answers and sharing the information with his family.

A word problem focusing on a samosa recipe. Students are provided with a sentence defining the term and a visual to help them understand the word in the context of the problem

Samosas are a traditional Indian appetizer made from puff pastry triangles and filled with a variety of vegetables and spices.

A samosa recipe calls for 8 ounces of peas and 6 ounces of diced potatoes. Brianna makes a batch of samosas using 24 ounces of peas.

How have live concerts become more accessible for people with deafness since 1990?

ASL interpreters translate the words of songs.

More concerts include different types of music.

ASL interpreters involve audience members.

More concerts have become public events.

Sign Language Rocks

by Marjje Polster

In the past few decades, live concerts—whether rock, folk, or opera—have undergone a **revolution** in accessibility for people with deafness. A new law passed in 1990 requires public events to provide an American Sign Language (ASL) interpreter when requested, which means song lyrics are interpreted with hand signs at concerts. For a long time, though, the music itself was not. Today, however, interpreters are working hard to make sure their audiences

An excerpt focusing on American Sign Language at concerts, showcasing how events can be made more accessible for a wider audience

What do the restaurant details reveal about Arturo's family?

Detail 1	Detail 2	
It's painted with bright colors.	The courtyard has hosted many parties.	
What This Reveals About the Family		
The family is joyful and festive.	The family is caring and talented.	The family is busy and stressed.

Yolanda was already inside, unfolding chairs while Mari rolled up forks, knives, and spoons inside napkins. Color defined La Cocina de la Isla. Every bright hue imaginable covered every inch of the interior. Green. Orange. Yellow. Teal. La Cocina was cheerful. It had been like that since Abuela had first opened it nineteen years ago.

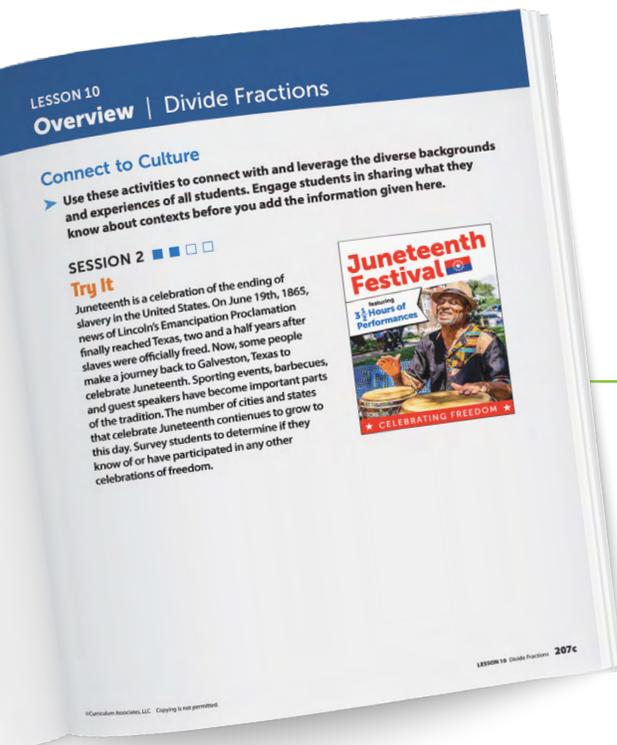
My dad had had the walls repainted recently, and even though the paint had already faded a little, it still looked vibrant and fresh. The restaurant had a little courtyard

An excerpt from the published book *The Epic Fail of Arturo Zamora* by Pablo Cartaya, featuring concepts of family and work life within Cuban-American culture

Examples in *i-Ready Assessment*

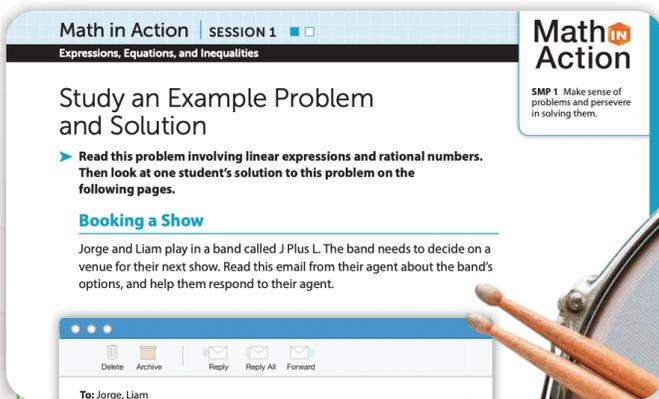
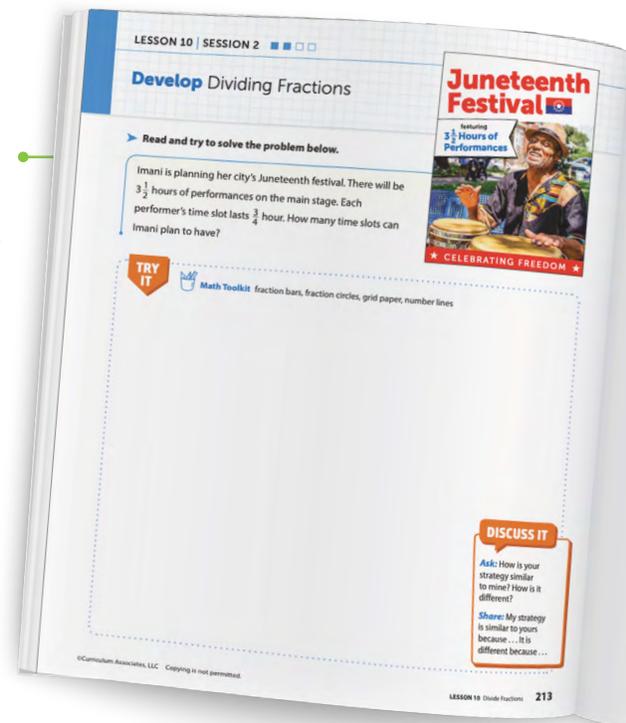
Much of the industry's focus and work to date on embedding culturally and linguistically responsiveness into learning tools has been to support curriculum and instruction, not large-scale assessment. We are working to address this. **We believe that when students see items that are more engaging, they will be better able to perform to their true ability.** The Assessment and Research Leadership team is creating a theory of action along with guidelines and criteria for what it means to address CLR in large-scale assessment. Furthermore, *i-Ready Assessment* editors have undergone training with Hollie, and we are presently convening a national panel of assessment experts to further explore and develop CLR guidelines for assessment.

Examples in *Ready Classroom Mathematics*



The Try–Discuss–Connect instructional routine in the Student Worktext helps spark meaningful partner and whole class discussions that honor the unique perspectives and experiences each learner brings.

The Teacher's Guide's *Connect to Culture* sections provide ideas to increase engagement and connections with the diverse background and experiences of students.



Math in Action lessons build background through a diverse range of real-world applications.

Estimada familia:

Esta semana su niño está aprendiendo a dividir fracciones. Cuando se dividen fracciones, es útil pensar en la relación que hay entre la multiplicación y la división. Al igual que las ecuaciones $2 \times 4 = 8$ y $8 \div 4 = 2$ en que hay **dos 4** en **8**, las siguientes ecuaciones indican que hay solo la **mitad** de

$$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8} \quad \frac{1}{8} \div \frac{1}{4} = \frac{1}{2}$$

Su niño aprenderá a resolver problemas como el siguiente.

Una receta requiere $1\frac{1}{2}$ tazas de arroz. Solo tienes un cucharón de $\frac{1}{3}$ de

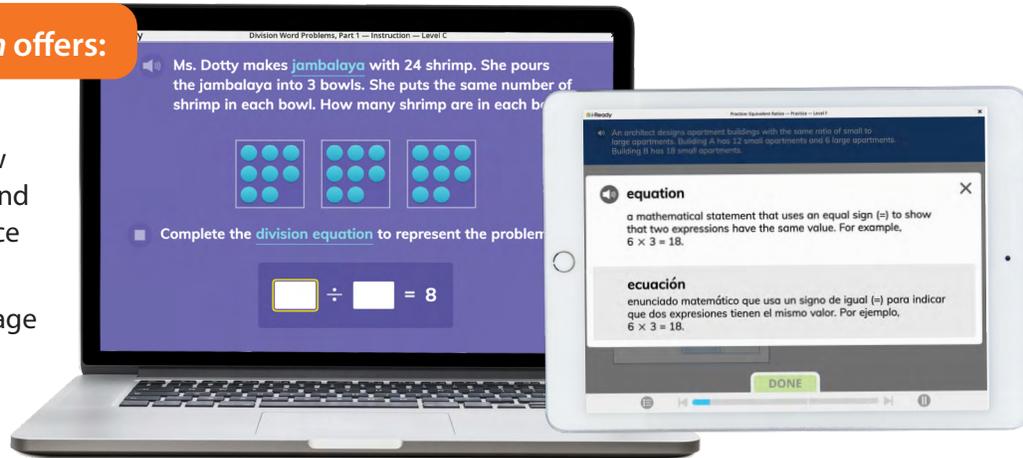
Family Letters in English, Spanish, and Tagalog provide background information and encourage home–school connections with an activity for families to complete with their students.

Supporting and Inspiring English Learners

We honor the many assets English Learners bring to the classroom, and ensuring they achieve academic success with rigorous grade-level content is our priority. **Curriculum Associates leverages research-based, best-practice guidance to identify non-negotiable criteria that better support English Learners with linguistically and culturally responsive teaching.** This guidance comes from research and frameworks from the Council of the Great City Schools, the English Learners Success Forum, and others.

i-Ready Personalized Instruction offers:

- Strategic scaffolded support to help English Learners connect new information to prior experiences and learning and achieve independence
- Multiple opportunities for English Learners to acquire and use language that increases in complexity



Ready Classroom Mathematics supports English Learners with:

- Differentiated Instruction sections within each session that give teachers suggestions for how to scaffold language so students can access the mathematics in one problem or part of each session
- Language Expectations charts that provide examples related to one standard of what English Learners can do based on their English language proficiency levels in connection with a focus mathematics standard. These examples help teachers differentiate instruction and meet the needs of English Learners.
- A Cognate Support routine within the Teacher's Guide for students who primarily speak Spanish or other Latin-based languages

UNIT 1 Connect Language Development to Mathematics

Language Expectations for Differentiation

The chart below provides teachers with examples of what English learners can do based on their English language proficiency levels in connection with one of the Learning Targets addressed in this Unit. As you plan for the lessons in this Unit, use the examples of language expectations to help you differentiate instruction and meet the needs of your English Language Learners.

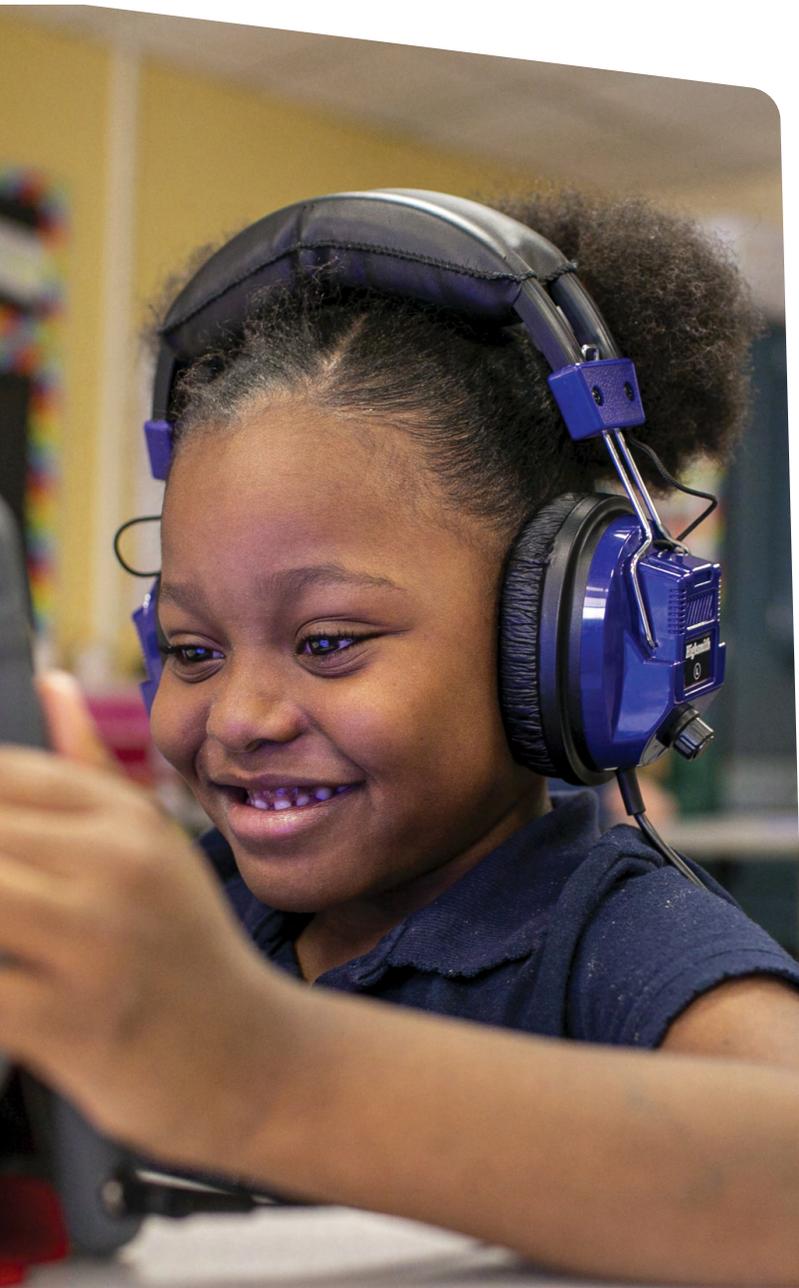
Language Expectations					
Learning Target: Fluently add and subtract multi-digit whole numbers using the standard algorithm.					
LANGUAGE DOMAINS	Beginning Level 1	Intermediate Level 2	Level 3	Advanced/Advanced High Level 4	Level 5
LISTENING	Follow the teacher's oral explanation of how she solved a four-digit addition or subtraction problem, using visuals.	Follow the oral explanation of how a partner solved a four-digit addition or subtraction problem, using visuals.	Follow the oral explanation of how a partner solved a four- or five-digit addition or subtraction problem, using visuals.	Follow the oral explanation of how a partner solved an addition or subtraction problem involving greater numbers, using visuals and numbers.	Follow the oral explanation of how a partner solved an addition or subtraction problem involving greater numbers, using visuals and numbers.
SPEAKING	Point to and name the values of the digits in each number while solving an addition or subtraction problem using a visual model.	Explain the steps taken to solve an addition or subtraction problem using a visual model.	Explain where a student made a computation error while solving an addition or subtraction problem using an oral sentence frame.	Explain why a computation error occurred while solving an addition or subtraction problem using an oral sentence frame.	Generalize common mistakes made when solving addition and subtraction problems using oral sentence frames.
READING	Match the pictorial solution of an addition or subtraction problem with the numerical solution using a table.	Match solutions using the addition or subtraction algorithm to visual models with a partner.	Identify and sort word problems based on whether they would be solved most efficiently using the addition or subtraction algorithm or a visual model with a partner.	Sequence procedural steps used to solve an addition or subtraction problem using models, drawings, or numbers.	Find the mistake in a partner's addition or subtraction problem using models.
WRITING	List real-world problems that require solving addition or subtraction with a partner.	Describe real-world scenarios that require solving addition or subtraction with a partner.	Compose a real-world problem requiring the use of addition or subtraction using a sentence stem.	Explain the steps taken to solve an addition or subtraction problem using visuals and numbers.	Elaborate on the mistake made in a problem and why the student may have made that mistake using visuals and numbers.

1c Unit 1 Whole Numbers ©Curriculum Associates, LLC. Copying is not permitted.



Embracing Anti-racism

As a company, we have both a responsibility and an opportunity to reduce the effects of systemic racism for the students, educators, and educational communities we serve and for our own team members. We have embraced the critical nature of this work. We are committed to ensuring Curriculum Associates is a champion of anti-racist ideals in our service to schools, products, and company culture.



Anti-racism in Products and Services

We are digging deep into ways to incorporate anti-racism and racial justice in our approach to content and the ways in which we train and support educators engaging in that content. We recognize this work is as much about identifying problematic omissions as it is about providing rich, inclusive content and instruction that help students engage deeply in critical analysis. While this work will support change in classrooms across the country, we believe it is critical to providing increasingly equitable experiences for BIPOC.

Our team is presently focused on ensuring . . .

- Culturally authentic representation, affirmation, and validation of BIPOC students in all content, including visual and lived experiences
- BIPOC students are represented and engaged by a broad range of standards-aligned, anti-racist content
- BIPOC students feel affirmed, skilled, seen, valued, and respected by instructional materials, score reporting, and clear pathways to proficiency

We Are Committed to the Journey Ahead

At Curriculum Associates, we are committed to becoming a fully inclusive, anti-racist, multicultural organization. Our efforts span from extensive work on our internal culture and talent to a deep focus on the products and services we develop. We are developing accountability measures, timelines, and goals to guide and focus our work. These goals include:

- All educators and students who are BIPOC are affirmed and respected by the materials we provide.
- All educators are supported by research-based, proven teaching strategies to help BIPOC students access and master grade-level content.
- All our educator partners are engaged in training and implementation focused on closing racial and socioeconomic achievement gaps.
- All BIPOC students enter high school prepared to meet grade-level expectations in mathematics and reading and on a path to graduate ready for college, a career, and the community.

Our partnerships with educators are the most valuable resources we have. We look forward to engaging in this work together.



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For more information, examples, and updates on our key focus areas, visit CurriculumAssociates.com/Equity.

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