

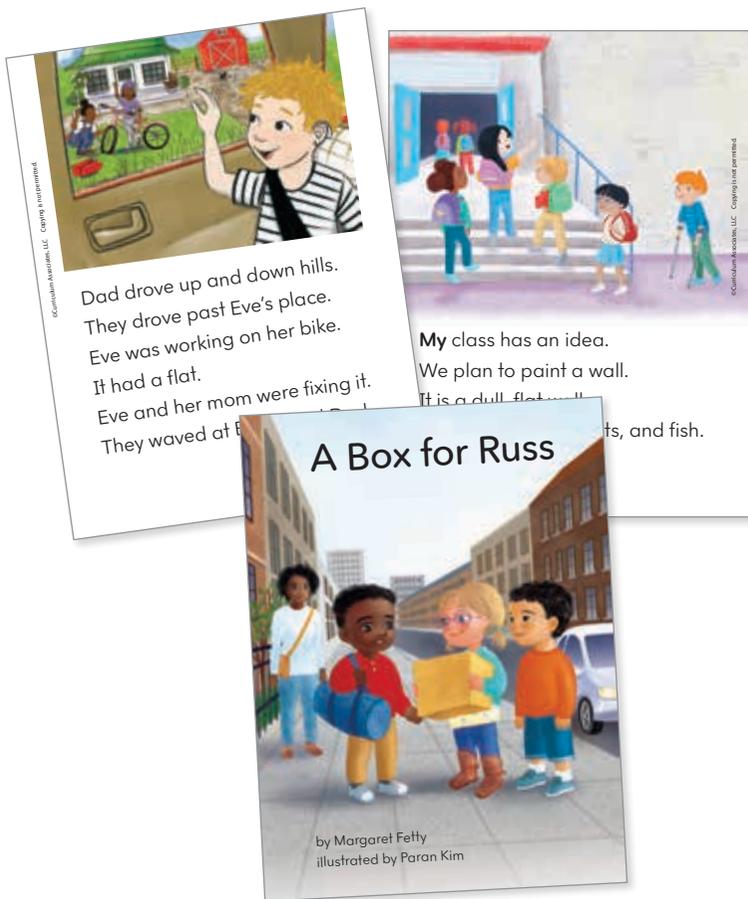
Our Commitment to Learner Variability and Equity

Our Mission

Curriculum Associates believes that all children deserve access to high-quality, equitable educational resources. We strive to ensure that learners who represent a wide variety of cultures, linguistic backgrounds, economic statuses, living circumstances, and abilities can engage with our materials and see themselves reflected in them.

Supporting All Learners

The creators of *Magnetic Reading Foundations* were guided by the understanding that there is no such thing as an average learner and that all children bring their own unique assets and backgrounds to their learning. As a result, instruction incorporates the guidelines of Universal Design for Learning (UDL) and includes best practices for English learners (ELs), which allows for teachers to draw on concepts and practices strategically to suit the strengths and needs of their children. In addition, the program reflects a diverse range of characters and subjects in images and content, recognizing the importance of children identifying aspects of their own experiences in the materials they encounter.



Let's Read! Words with **Short u, u_e, Short e, e_e**
Super Words: **also, first, how, new**

Fun and Games



These kids live on the same block. They play a **new** jump rope game. **How** can these kids jump so fast? These kids can jump well.



These kids like to make up games. **First**, the kids plan a game. The kids like making up the rules. It can be a game with sitting.

Let's Read! Words with **i, y**
Super Words: **before, buy, even, our**

Ty's Mitt



Ty sat down in the kitchen by Jess. He didn't want Gram's eggs on toast. He said, "I can't find my mitt. I need it **before our** big game. It is lost."

"That is a problem," said Gram as she cleaned up. "We can't **buy** a new mitt in time for the game."



So, they made up their minds to find Ty's mitt. Jess checked Ty's red backpack. Gram looked by the big oak desk. Ty **even** checked in the trash can. They could not find his mitt.

Ty was in a bad, bad mood. What will Ty do?

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Universal Design for Learning (UDL)

The UDL guidelines were created to “ensure all learners can access and participate in meaningful, challenging learning opportunities.”¹ This means that UDL:

- **IS** about reducing and removing barriers to allow all learners to access and engage with rigorous materials.
- **IS NOT** about reducing grade level expectations or rigor.

Empowering Teachers & Children to Apply UDL

Implementing UDL with fidelity means that children and teachers recognize and use the unique assets and needs of ALL children as tools for learning. By offering multiple means of engagement, representation, action, and expression throughout the program, the UDL principles are woven into the fabric of the instructional model in a variety of ways. This includes providing rich, varied, multisensory routines and activities, offering regular opportunities and suggestions for differentiation, and incorporating a wide variety of scaffolds and tools.

“UDL aims to change the design of the environment rather than to change the learner. When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning.”²

High-Frequency Words

TIP To make the activity more challenging, include words from previous weeks.

REVIEW Review this week’s Super Words *into*, *more*, *one*, and *your*. Have children “basketball shoot” the words. Have them pantomime bouncing a ball as they say each letter. Then, have them say the word as they pantomime shooting the ball through a hoop.

APPLY See the practice page for High-Frequency Words.

Kinesthetic learning opportunities, such as the “basketball shoot” activity above, are incorporated into the program to allow for multiple means of engagement, action, and expression.



Articulation Cards provide guidance through images and text, integrating multiple forms of representation. Articulation Videos, available on Teacher Toolbox, show how each sound is formed to model accurate pronunciation.

1. CAST (2020). UDL Guidelines. Retrieved from <https://udlguidelines.cast.org>

2. CAST (2020). Frequently Asked Questions. Retrieved from <https://udlguidelines.cast.org/more/frequently-asked-questions>