





The Goal for ALL Students?

Learner Agency

This guide will help you support *all* learners and make learning accessible.

-  Explore the UDL framework.
-  Learn why inclusive classrooms are essential.
-  Deliver UDL-aligned lessons to reach all learners.
-  Use *myView Literacy* resources to support all learners in reaching their full potential.



For even more information, guidance, and resources, scan to access the *myView Literacy* Differentiation Guidebook.

What do you mean by *learner agency*?

We want all students—including students with disabilities—to be **purposeful, resourceful, and strategic** in their learning.

How can I promote learner agency?

We can all promote learner agency by using Universal Design for Learning (UDL) to provide **inclusive, equitable** classrooms and instruction that **build and support independence** for all learners.

myView Literacy aligns with UDL to reduce barriers and empower every student.

The UDL Framework in 140 Words



Engagement: The “Why” of Learning

Spark motivation and persistence through choice, relevance, and collaboration.

Why? Providing options generates student interest, sustains their effort and persistence, and promotes self-regulation. For students with disabilities who may struggle with motivation, attention, or executive functioning, these features minimize behavioral and emotional barriers.



Representation: The “What” of Learning

Present information in multiple formats to help all students access content.

Why? Presenting information and content in different ways, clarifying vocabulary, and highlighting patterns, features, and big ideas helps ensure comprehension for all students, especially those with learning disabilities.



Action & Expression: The “How” of Learning

Use flexible options for students to demonstrate their knowledge.

Why? Providing alternatives and options for students to demonstrate what they know paints a more authentic picture of their understanding. Moving beyond only offering traditional writing/testing is crucial for students with disabilities.

Want a deeper dive?

Scan to learn more about Universal Design for Learning at CAST.org.





Explore the Connected Resources and Independent Activity Options.

CONNECTED RESOURCES

- Segment and Blend Phonemes
- Decode Words with Initial Consonant Blends
- High-Frequency Words

Teacher's Edition, pp. 114-115

Reading Routine Companion, pp. 39-40, 209-210, 315-316, 388

Digital Practice, Phonics: Initial Consonant Blends

Weekly Independent Activity Options

Have students work independently on these activities as you meet with small groups. Additional activities are available in the Literacy Stations on SavvasRealize.com.

Review Foundational Skills
/kw/ spelled qu; /v/, /f/, /z/ spelled v, y, z

Practice Foundational Skills
Initial consonant blends; final /ks/ spelled x

Search in a book. Make a list of words that begin with consonant blends such as

fr gr sn bl
tr pl sp st

Hot Ready? Complete a words-only version of the page.
Need More? Read and then copy the sentences.

Hot Ready? Circle words with consonant blends in Fodable Decodable Fran Clem Clip Help.
Need More? Add to your list with words you know.

Embed choices that align with the learning goals

- Tools used for exploration or production
- Opportunities for practice and assessing learning
- Sequence or timing for completion of tasks

How does this help create an inclusive classroom?

- Gives students a sense of control, which can improve engagement, reduce challenging behaviors, and build independence
- Providing choices for tools encourages communication for nonverbal students

myView Literacy Routines and Resources

- Provide **multiple texts** for exploring genres and unit topics, such as **mentor tests during Writing, Building Knowledge Library, and myFocus Readers**
- Provide multiple choices for practice aligned to whole group skills. Check the margins of the TE for **Connected Resources and Practice Pages**
- Have students choose from the **Weekly Independent Activity Options**. Use the Not Ready? and Need More? notes to differentiate

Learn more about texts here!

Click to watch a collaboration routine in action.

LANGUAGE SUPPORT Multilingual Learners

SPRINGING Prepare students for the Turn, Talk, and Share activity. Guide them to discuss how Frida Kahlo's self-portrait makes them feel and what they think about her work.

Light In a small group, have students take turns asking and answering: How does Frida Kahlo's painting make you feel? Do you like her work?

Moderate Provide open-ended response frames to help students answer questions above. For example: The painting makes me feel _____ because _____.

Substantial Provide a word bank of emotions (happy, sad, scared, curious) and options (interesting, strange, beautiful). Review the emotions using facial expressions. Have students create them. Check that students understand the given words. Then ask: Does the painting make you feel happy? Do you think it's beautiful?

Foster collaboration, interdependence, and collective learning

- Create peer groups with clear goals, roles, and expectations
- Use prompts and protocols that guide learners in how to ask for help, share different perspectives

How does this help create an inclusive classroom?

- Builds a learning community
- Helps all students know we are interconnected, our actions impact others, and learners can support each other

myView Literacy Routines and Resources

- Small Group Instruction**
- Turn and Talk Routine**
- First Read Strategies:** Have students read in groups using these strategies as roles
- Peer group collaboration** to complete tasks such as Develop Vocabulary, Check for Understanding, Close Read Prompts
- Writing Club and Book Club**

Click to watch the Turn and Talk Routine in action.

Click to watch a teacher provide a scaffold as students read together with First Read Strategies.

Language Support notes provide scaffolds that often help students with oral responses and discussion, like sentence frames.

Promote individual and collective reflection

- Use devices, aids, or charts to help students learn to reflect and monitor progress
- Provide different self- and group-assessment techniques

How does this help create an inclusive classroom?

- Making progress toward a goal is motivating
- Gives students and teachers options for choosing optimal assessment techniques

myView Literacy Routines and Resources

- Unit Goals and Unit Reflection**
- Formative Assessment Options**
- If...Then Options**
- Cumulative Reviews** in Lesson 5

FORMATIVE ASSESSMENT

MONITOR PROGRESS Long i; i, iv, l, e, igh, y

Choose from the following options:

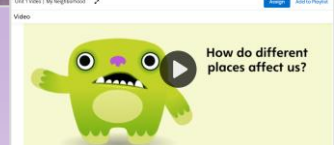
- Write the following words. Notice errors as you have the class read the words aloud. Ask volunteers to read some of the words, and then have students write a word with long i spelled i, iv, l, e, igh, or y.
- try bright dice iron pie tie like light

NEED MORE? See SavvasRealize.com for an exit ticket on long i spelled i, iv, l, e, igh, or y.

If students cannot decode and write words with long i spelled i, iv, l, e, igh, or y, or cannot complete the exit ticket, use the Skill Group on p. 148.



Click to watch students practice and learn through physical movements.



Incorporate videos, such as Articulation Videos, Unit Videos, and Genre Videos to reinforce skills and build knowledge.

- Share information in more than one way**
- In addition to text, provide visuals, oral descriptions, tactile graphics, physical objects, and auditory cues
 - Facilitate Shared Reads in multiple ways (e.g., teacher reads aloud, peer groups read together, partners read together and use audio features)
 - Present key concepts in multiple ways (e.g., videos, interactive graphics, storyboards, models, diagrams, animation)

- Clarify vocabulary, symbols, and language structures**
- Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and knowledge
 - Embed support for vocabulary and unfamiliar references in text
 - Clarify unfamiliar syntax and structure through explicit instruction, making connections to previously learned structures, and highlighting relationships between elements

Explicitly teach syntax and structure through the **Weekly Reading Routine**. Use resources such as the Infographic in Lesson 1.

- How does this help create an inclusive classroom?**
- Text and visual representations are not accessible to learners with visual disabilities, so sharing information in multiple ways helps more learners access content
 - Relying on text only can impose barriers for learners who have text- or language-related disabilities or learners who communicate in languages other than English

- How does this help create an inclusive classroom?**
- Linking words, symbols, numbers, and language structures to representations of their meaning (e.g., a chart, embedded definition, illustration or visual) helps provide accessibility
 - Comprehension suffers when syntax and structure are not familiar to all learners, so we must explicitly teach it and help learners make connections

Click to see how a teacher modified a lesson and provided Multiple Means of Representation through her visuals and student tasks.



- myView Literacy Routines and Resources**
- Use the **audio features, videos, and online games** on Savvas Realize
 - Incorporate the **multisensory suggestions** from the Teacher's Edition and **Reading Routines Companion**
 - Display charts like the **Genre Anchor Charts** and create additional charts and visuals that align to content and texts
 - Create **interactive displays** with resources such as Sound-Spelling Cards, Picture Cards, High-Frequency Word Cards
 - Have students **read and collaborate in peer groups using roles**

- myView Literacy Routines and Resources**
- Preview Vocabulary** during Lesson 2
 - Incorporate suggestions and scaffolds like **Language Demands** and **Language Links**
 - Embed the **Language Awareness Handbook (LAHB)** lessons that scaffold whole group Reading, Writing, and PBI lessons and tasks



Preview Vocabulary

- Introduce the vocabulary words on p. 26 in the Student Interactive and define them as needed.
- contentment:** feeling of happiness
- rage:** strong anger
- hopes:** things wanted in the future
- disappointments:** feelings of not getting what you wanted
- alarmed:** felt fearful of danger

These words will help you understand the characters in Fables by Arnold Lobel. As you read, highlight the words when you see them in the text. Ask yourself what they tell you about each character.

LANGUAGE DEMANDS Multilingual Learners

To support your planning, use the chart to help students understand the language demands in the text.

- See the Text Complexity Charts on pp. R2-R4 for other text and task considerations.
- See Language Awareness Handbook p. 30 for additional support.

Word Level	Sentence Level
Adjectives with -y, -ed: furry, leafy, alarmed, bloodied, bruised, frightened, tired	Past and Past Progressive: The Hen was not surprised to see a large Wolf in the place where an apple tree had been standing just a moment before.
Words with Prefixes out, over: outsmarted, overwhelmed	Idioms: come to think of it, change my mind, high time
Phrasal Verbs: dropped off	

Compare Texts Reflect and Share

Language Objective
Share in cooperative groups how natural events can change the environment.

REVIEW This week students learned about natural events that change the environment. Use the following practice to help students make pertinent comments about what they learned.

GUIDE PRACTICE Use the **Prepare for Discussions** routine on p. 98 to help students prepare for and engage in a collaborative discussion. Model for students how to answer the prompt on p. 500 of the *Student Interactive* and write their response on the lines on p. 99.

ON THEIR OWN Guide students to use the **Classroom Academic Talk Sentence Frames: Soliciting Responses** on p. 176 to make pertinent comments about the text.

Design lessons and implement routines and resources that include Multiple Means of Action and Expression.



Digital tools, such as the Letter Tiles, provide another option for interacting with materials.



Vary and honor the methods for response, navigation, and movement

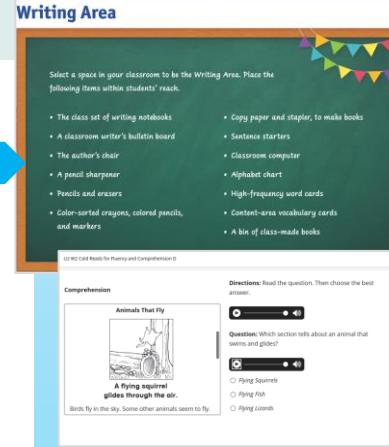
- Offer options for physically responding or indicating selections (provide alternatives to pencil and paper)
- Offer options for physically interacting with materials, such as by hand, voice, single switch, joystick, keyboard, or adapted keyboard
- Embed flexibility into the design of the physical space (flexible seating and positioning, lighting, access to materials and visuals)

How does this help create an inclusive classroom?

- Providing options in addition to a textbook or workbook helps learners with limited means of navigation or physical interaction who cannot easily turn pages or write in the space provided
- Offering options and flexibility in the physical environment supports interaction and navigation for all learners

myView Literacy Routines and Resources

- Consider different suggestions for creating **flexible learning environments**, such as the tips for the Writing Area in the Teacher's Edition
- Incorporate online assessment and task options from **Savvas Realize**



Use multiple media for communication

- Allow students to compose in multiple media, such as text, speech, drawing, movement, visual art, or video
- Use web tools such as discussion forums, chats, web design, annotation tools, comic strips
- Provide scaffolds for communication such as sentence frames, graphic organizers, peer support, and feedback

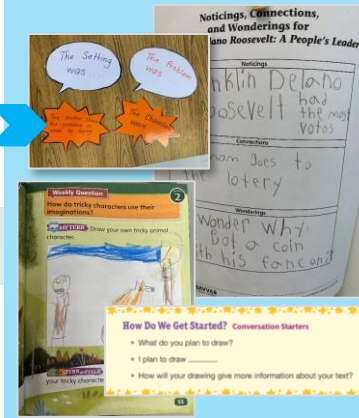
How does this help create an inclusive classroom?

- Unless specific media is critical to the goal, welcoming and encouraging a variety of media for expression reduces barriers to communication among learners with disabilities
- Providing multiple modalities supports learners to express knowledge, ideas, and concepts

myView Literacy Routines and Resources

- Incorporate technology from Savvas Realize, **such as annotation and highlighting tools for note-taking**
- Incorporate various suggestions for responding, such as the **Turn and Talk Routine, illustrations, writing, peer collaboration, interactive charts**
- Provide scaffolds such as **Conversation Starters (TE), Collaborative Conversation Sentence Frames (LAHB), and graphic organizers**

Click to watch students collaborate and respond to Check for Understanding questions on chart paper.



Develop strategies for executive functioning

- Use guides and checklists to scaffold goal-setting and reflection
- Use prompts to show and explain work
- Use prompts, graphic organizers, and templates for organizing information and note-taking

How does this help create an inclusive classroom?

- Learners differ in the way they approach the learning process, so providing options, prompts, guides, and checklists helps
- Setting meaningful goals is a critical part of the learning process

myView Literacy Routines and Resources

- **Share Routine**
- **Writing and Project-Based Inquiry Checklists**
- **Learning Goals**
- Prompts for **Goal-Setting and Reflection**

SHARE Have volunteers share their opinion by saying the title of the book and their opinion about it. As you call on each student, ask: **What is your opinion?** Suggest that students begin their opinion with this phrase: *I think everyone will enjoy _____.*

LANGUAGE SUPPORT Multilingual Learners

SPEAKING Prepare students for the Turn, Talk, and Share activity. Guide them to discuss how Frida Kahlo's self-portrait makes them feel and what they think about her work.

Light In a small group, have students take turns asking and answering: *How does Frida Kahlo's painting make you feel? Do you like her work? Why?*

Moderate Provide pairs with sentence frames to help students answer the questions above. For example: *The painting makes me feel _____, I think her work is _____ because _____.*

Substantial Provide a word bank of emotions (*happy, sad, scared, curious*) and opinions (*interesting, strange, beautiful*). Review the emotions using facial expressions. Have students imitate them. Check that students understand the opinion words. Then ask: *Does the painting make you feel (happy)? Do you think it's (beautiful)?*

Incorporate Language Support scaffolds to help students compose responses using tools such as sentence frames, word banks, and pictures they can point to.

Project-Based Inquiry

Revise Read your fact sheet to your partner. Discuss what is good and what might be improved. Then listen to your partner's fact sheet and offer feedback.

Edit Read your fact sheet again.

Check for

- spelling
- punctuation
- subject-verb agreement

Written Composition

Book Review Write an opinion piece about a book you enjoyed.

Be sure to

- introduce the book and state your opinion.
- supply reasons to support your opinion.
- use words that connect the reasons to the opinion.
- write a conclusion.
- capitalize the book title.
- use simple and compound sentences.

My Learning Goal I can read informational text and use its text features.

