

The Intersection of Equity and ELA

UnboundEd
Virtual Summit Day 1
Grades K-5
Summer 2020

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UnboundEd Vision

Education systems disrupt systemic racism by providing students of color meaningful, engaging, and affirming grade-level instruction.

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Our Approach

Our learning is grounded in the intersection of the standards, content, aligned curriculum, and the equitable instructional practices that are essential for closing the opportunity gap caused by systemic bias and racism.

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Session Objectives

- Examine the role literacy plays in educational equity
- Identify the impact of institutionalized racism on ELA instruction and achievement for all students
- Examine the shifting demands of teachers and the implication for instructional planning
- Begin formulating plans to provide reading instruction that empowers students

Agenda

- Community Building
- Literacy and Educational Equity
- Lunch
- Foundational Skills Preparation for Fall 2020
- Foundational Skills Equity in a Virtual Space
- Gallery Walk

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Defining Unfinished Instruction

Grade level standards and concepts that were not directly taught nor assessed prior to students entering the next grade.

Grade level standards and concepts that students did not demonstrate proficiency in prior to entering the next grade.

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Teacher expectations for student success against grade-level standards

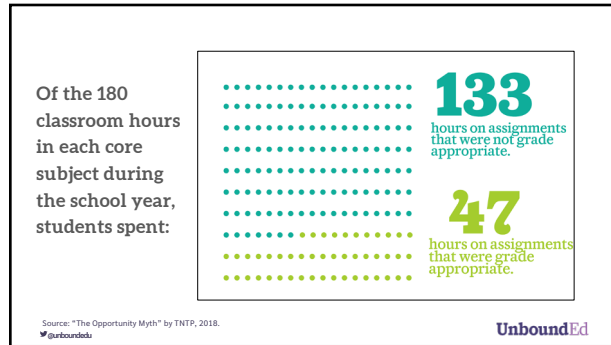
82% of teachers supported the content of their state's academic standards

44% of teachers expected their students could have success with the standards

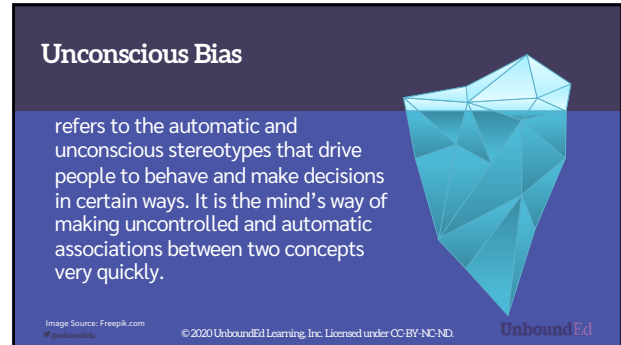
Source: "The Opportunity Myth" by TNTP, 2018.

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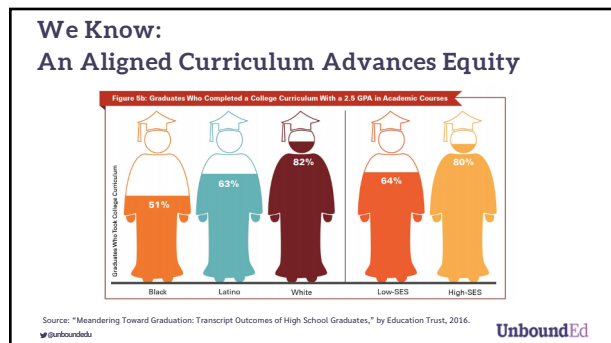
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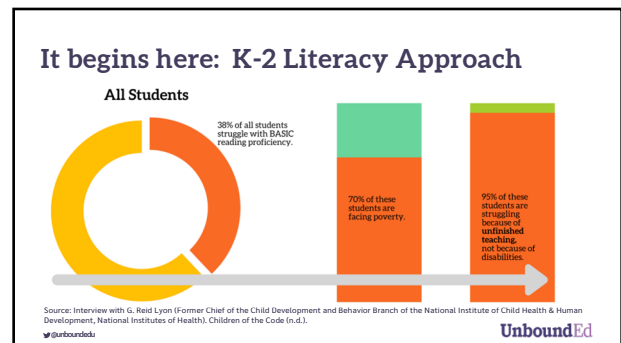
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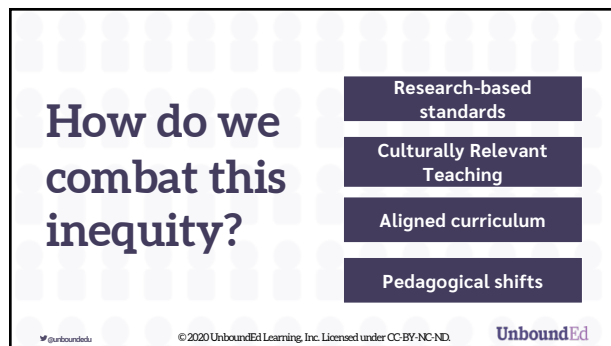
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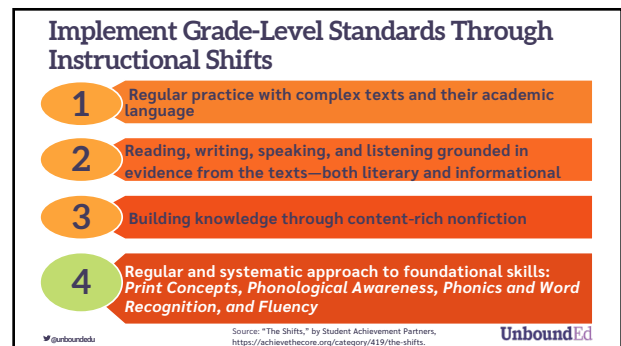
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Casting the Widest Net: Both-And

"Both/And" recognizes that reading instruction requires more than just phonics.

Equitable reading instruction emphasizes *all* of the component processes that contribute to growth in reading.

Systematic Phonics Instruction

- Enhances word reading skills for kindergarteners and first graders
- Boosts reading comprehension for younger students and reading disabled students
- should be integrated with other reading instruction to create a balanced reading program.

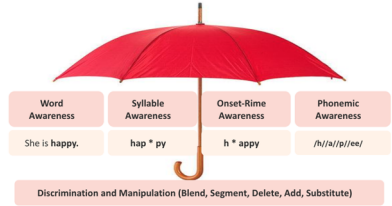


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Phonological Awareness



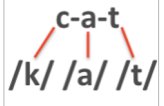
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Phonics & Word Recognition


Phonics:
sounding out



Miles on the Page:
chunking



Word Recognition:
automaticity




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Fluency

- Automaticity
- Accuracy
- Expression (*Prosody*)



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FOUNDATIONAL SKILLS A Means to an End

	Kindergarten	Grade 1	Grade 2	Later Grades
Print Concepts	[Progress bar]			
Phonological Awareness	[Progress bar]			
Phonemic Awareness	[Progress bar]			
Phonics and Word Recognition	[Progress bar]			
Fluency	[Progress bar]			

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Myths that Feel Right... But Aren't

- Phonics instruction is only important for poor readers
- Proficient readers rely on a three queue system
- Each child has a specific reading level

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Implications: What you Should See

- Primary instruction using grade-level text
- Small group, skill-based support using grade-level text strategically
- Intervention at stretch level

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Recommendations

- Focus on the Foundations: Phonics!
- Assess for student need, not placement
- Be deliberate: focus on standards that promote reading, writing, and allow for oral processing

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ELA Distance Learning

CCSSO
Council of Chief State School Officers

**RESTART & RECOVERY:
CONSIDERATIONS FOR TEACHING
AND LEARNING: ACADEMICS**

Appendix D: Remote Learning Instructional Considerations

Topic	Remote Considerations	Resources
English Language Arts	<p>Pay close attention to ensure students have access to the necessary texts for each lesson. If they are not available virtually, look ahead to read them together in class.</p> <p>Work to sequence deeper and collaborative experiences for at least one (e.g., social partners, collaborative group projects or task) second and third reads every writing meaning through conversation in class.</p> <p>K-2: Send home targeted foundational skills practice materials so students can practice the skills they are learning in school if remote learning is not synchronous.</p>	<p>Instructional Practices, ELA Guidelines for Distance Learning Needs</p> <p>Teaching Call: Shared, all available of sharing components of high-quality instructional work for remote learning.</p>

Source: "Restart & Recovery," by Council of Chief State School Officers, 2020, www.ccsso.org/coronavirus.

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The Intersection of Equity and Unfinished ELA Instruction

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Virtual Summit Day 2
Grades K-5
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Session Objectives

- Use text and lesson analysis to prepare for instruction
- Identify the difference between instructional supports and modifications.
- Make instructional decisions that provide students with unfinished learning access to grade-level meaningful experiences.
- Leverage the shifting demands of teacher planning and instruction to create engaging and affirming learning environments.

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Leveraging Shifts to Ensure Grade-level Content

Aligning our instruction and instructional decisions to the shifts helps us:

- Better understand the standards
- Determine the degree of curriculum alignment
- Understand how we can adapt curricula for better alignment
- Understand how to adapt our resources and instruction
- Move toward ensuring our students have equitable access to grade-level content

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Standards: Staircase of Complexity

RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Traditional Instructional Focus

- understand
- tracking
- memorizing

College/Career Ready Standards-Based Instructional Focus

- Analyze how authors use language
- Examine impact of figurative language
- Construct and deconstruct argument

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Standard 10 and Text Complexity

Source: "Common Core State Standards," National Governors Association Center for Best Practices, 2010, Corestandards.org.
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TEXT COMPLEXITY: Quick Review

Quantitative Measures

- Word difficulty (frequency, length)
- Sentence length and syntax
- Text cohesion

Text Complexity Grade Band	Previous Lexile Ranges	Lexile Ranges Aligned to Standards for CCR
K-1	NA	NA
2-3	450-725	420-820
4-5	645-845	740-1010
6-8	860-1010	925-1185
9-10	960-1115	1050-1335
11-CCR	1070-1220	1185-1385

Source: Nelson, J., Perfetti, C., Liben, D., and Liben, M. (2012). "Measures of Text Difficulty: Testing their Predictive Value for Grade Levels and Student Performance." Student Achievement Partners. Available at achievethecore.org.
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Qualitative Complexity Analysis

- Read *Birth of the Haudenosaunee* (Lexile 900-1000)
- Identify what makes this text complex for fourth graders. Use the qualitative complexity image for reference and annotate for meaning, structure, language, and knowledge features.
- Be prepared to share your thoughts.

Source: Nelson, J., Perfetti, C., Liben, D., and Liben, M. (2012). "Measures of Text Difficulty: Testing their Predictive Value for Grade Levels and Student Performance." Student Achievement Partners. Available at achievethecore.org.
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Reader-Task



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Intent vs. Impact

The Cognitive Shift of Lesson Preparation: FROM

- Teaching a text without re-reading it beforehand
- Selecting a text based on my love of it
- Deciding what I want to teach about the text
- Developing or modifying a lesson around my beliefs about student agency and ability

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Intent vs. Impact

The Cognitive Shift of Lesson Preparation: TO

Teaching a lesson from aligned curriculum



- Pre-reading the text every time
- Familiarizing with lesson structure and reading the lesson
- Identifying where the standards are alive and active
- Identifying and annotating the best opportunities in the lesson that permit and promote access to the complex text and objective/task

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Equity may look like adding supports and scaffolds that result in fair access to opportunities or creating opportunities for all voices to be heard.

It doesn't look like modifications that reduce the rigor of the text or task.


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Support vs. Modification

 **Supports** are adaptations that allow access to grade-level instruction:



- include supports and scaffolds that are gradually removed
- allow students to demonstrate increasingly independent proficiency

 **Modifications** are adaptations that change the learning goal and/or lower the level of challenge for students.

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Justice is found in the details of teaching and learning.™




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For More Resources

Visit UnboundEd.org

 Math Content Guides
  ELA Fluency Guides
  Blogs
  Podcasts

 Bias Toolkit
  Free Lessons
  Classroom Videos

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Host the learning in your school, district, or organization



Virtual keynote speakers



Virtual Summits

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