

The Intersection of Equity and ELA

UnboundEd
Virtual Summit Day 1
Grades 6-12
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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UnboundEd 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 link between text complexity, standards and instructional planning
- Examine the shifting demands of teachers and the implication for instructional planning

Agenda

- Introductions and Icebreaker
- Framing our Experiences in Equity
- Defining Equitable Instruction
- Literacy and Educational Equity
- Instructional Preparation

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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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What conclusions can you draw from these three stats?

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 spaces with the standards.

Of the 180 classroom hours in each core subject during the school year, students spent:

133 hours on assignments that were not grade appropriate.

47 hours on assignments that were grade appropriate.

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

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Unconscious Bias

refers to the automatic and unconscious stereotypes that drive people to behave and make decisions in certain ways. It is the mind's way of making uncontrolled and automatic associations between two concepts very quickly.




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The ELA Shifts: A Compass for Instruction

Regular practice with complex text and its academic language

Reading, writing, and speaking grounded in evidence from text, both literary and informational

Intentionally building knowledge through content-rich nonfiction

Equity systematically promotes fair and impartial access to rights and opportunities.

Educational Equity ensures that all children—regardless of circumstances—are receiving high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources.

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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

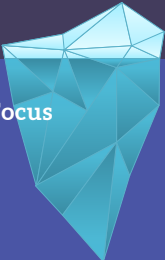


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Standards: Staircase of Complexity

RI.6.2
determine a central idea of a text and how it is conveyed through particular details;
provide a summary of the text distinct from personal opinions or judgments

RI.7.2
determine two or more central ideas in a text and analyze their development over the course of the text;
provide an objective summary of the text

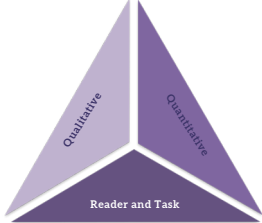
RI.8.2
determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;
provide an objective summary of the text

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

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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 the Commonwealth Club Address.
- Identify what makes this text complex for seventh graders. Use the qualitative complexity image for reference and annotate for meaning, structure, language, and knowledge features.

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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Reviewing the Lesson

1. Identify where the standards are alive and active.
2. Annotate the best opportunities in the lesson that permit and promote access to the complex text and objective/task.
3. Annotate where students may need additional support (based on the text analysis) to access the text and task.

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The Intersection of Equity and Unfinished ELA Instruction

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 Virtual Summit Day 2
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Session Objectives

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

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“Unfortunately, even as materials have improved, a significant challenge remains in ensuring districts are using the quality materials that are available. Our analysis shows that only a small fraction of students (22% in math and 15% in ELA) are exposed to aligned curriculum at least once a week.”

-EdReports.org

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Equity Check

1. Equity exists when the biases derived from dominant cultural norms and values no longer predict or influence how one fares in society.
2. Equity systematically promotes fair and impartial access to rights and opportunities.
3. Equity may look like adding supports and scaffolds that result in fair access to opportunities or creating opportunities for all voices to be heard.
4. *Educational Equity* ensures that all children—regardless of circumstances—are receiving high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources.

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The Shifts

- 1 Regular practice with complex texts and their academic language
- 2 Reading, writing, speaking and listening grounded in evidence from the texts—both literary and informational
- 3 Building knowledge through content-rich nonfiction

Source: “The Shifts,” by Student Achievement Partners, <https://achievethecore.org/category/419/the-shifts>.

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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

Source: “The Shifts,” by Student Achievement Partners, <https://achievethecore.org/category/419/the-shifts>.

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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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