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# Using an Equity Lens for K-12 Writing Instruction



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Think about a **positive experience** you've had around **writing** or **writing instruction**.





# **WRITE Institute**

**Writing Redesigned for Innovative Teaching and Equity**

*An innovative approach to integrated K-12 literacy instruction*



In 1990, a Title VII grant was awarded to WRITE. Over three decades, this project has partnered with schools, districts, county offices, and universities across the nation to support thousands of teachers and tens of thousands of students.

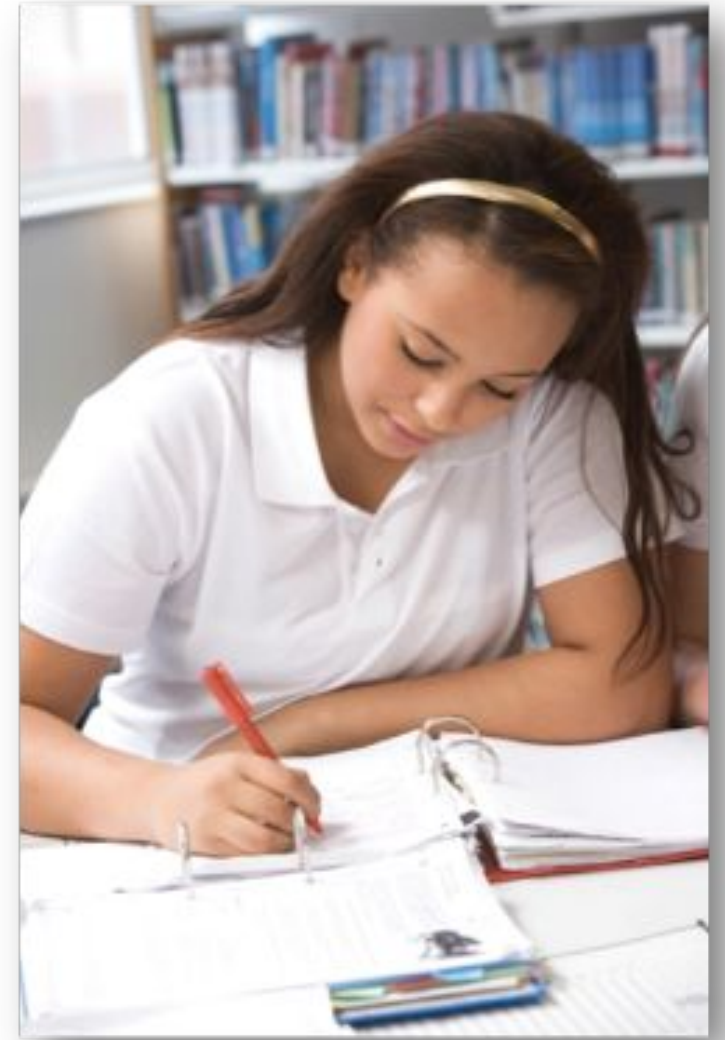
WRITE has since been awarded or included in 12 large-scale grants, including an Institute of Education Sciences (IES) research grant.



# Why Focus on Writing?

“If we could institute *only one change* to make students more college ready, it should be to **increase the amount and quality of writing** students are expected to produce.”

Source: David Conley, *College Knowledge* (2005)



“

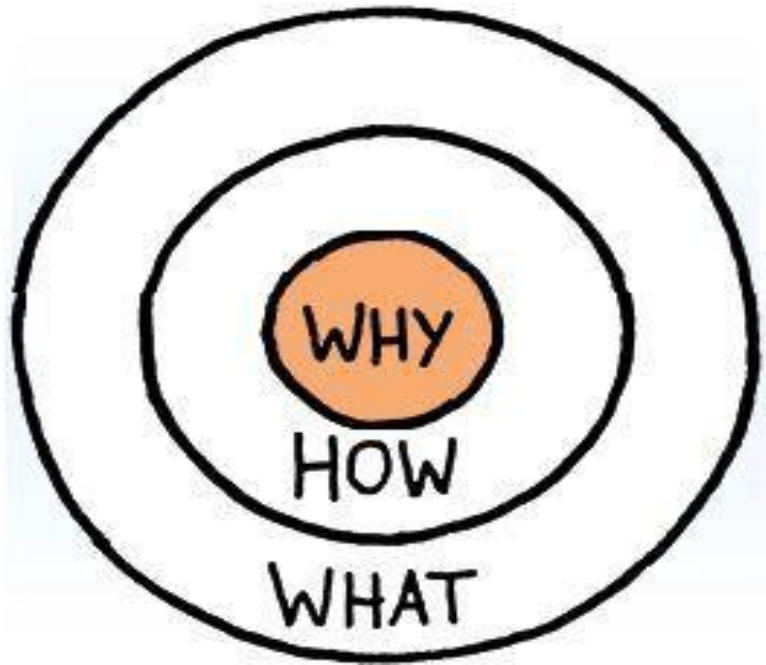
Leading for equity means taking responsibility for what matters to you.

Julian Weissglass  
*Ripples of Hope*





## Connecting to Your *Why*



Given your identity,  
your experiences and  
your role, what is your  
**equity why?**

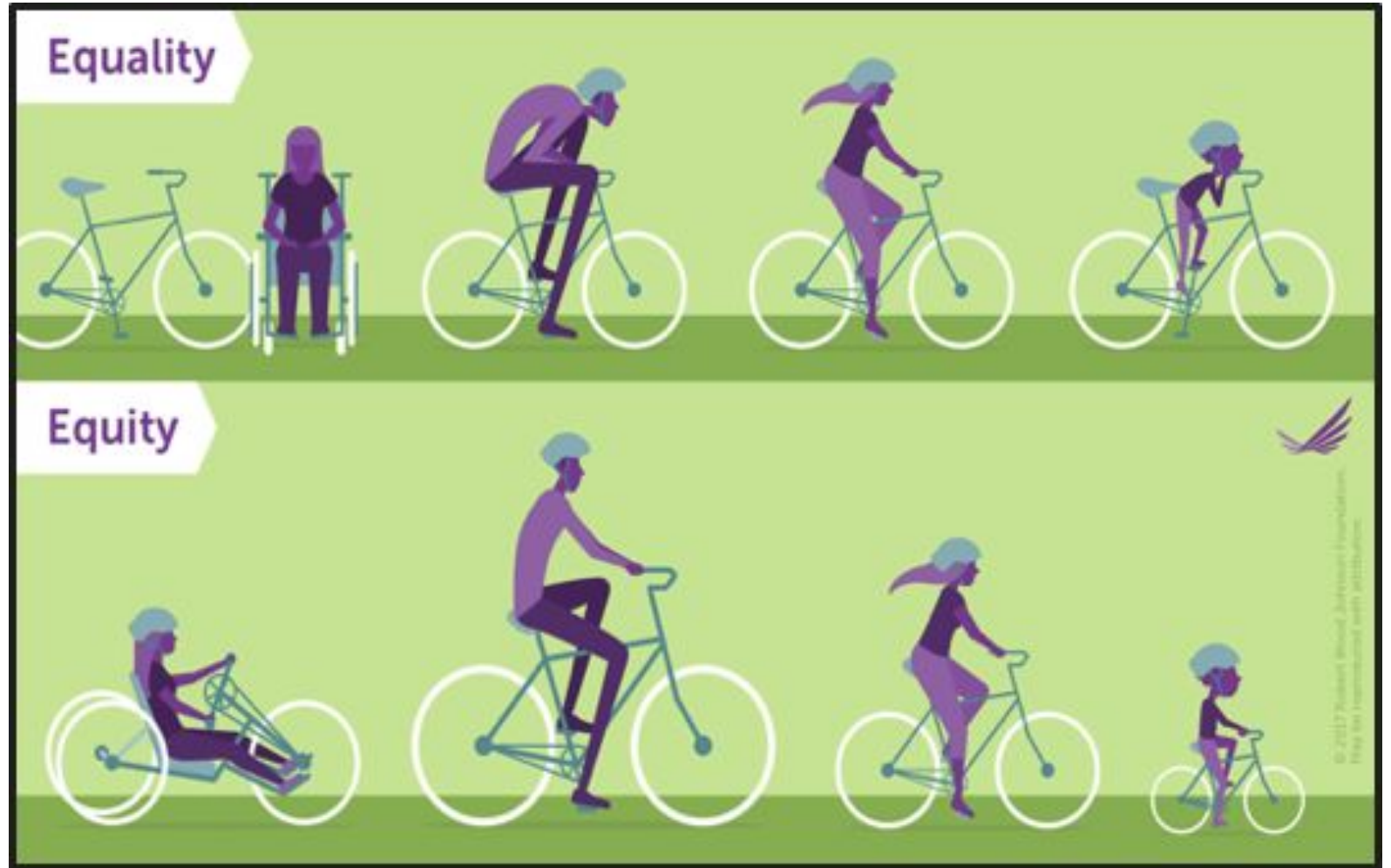


# Writing Instruction through an Equity Lens

The metaphor of a lens describes the possibility of **seeing our contexts in new and revealing ways.**

# What do we mean by equity?

Each child receives what he or she needs to develop to his or her full academic and social potential.



# Learning Partnership Bridge



**Looking In:** insights to myself...



**Looking out:** insights to my students, families, and colleagues

How might we **bridge the two ways of “looking”** to inform our writing instruction?



# Learning Partnership Bridge

- **Identity:** What do I understand about my own identity, and how my students experience me?
- **Mindset:** What are my assumptions about my students' abilities to succeed as writers?
- **Skills:** What skills do I need to provide students with dynamic writing instruction? What skills to I need?


# Leading from the Inside Out

*“All meaningful  
and lasting change  
begins on the inside.”*

- Dr. Martin Luther King, Jr.

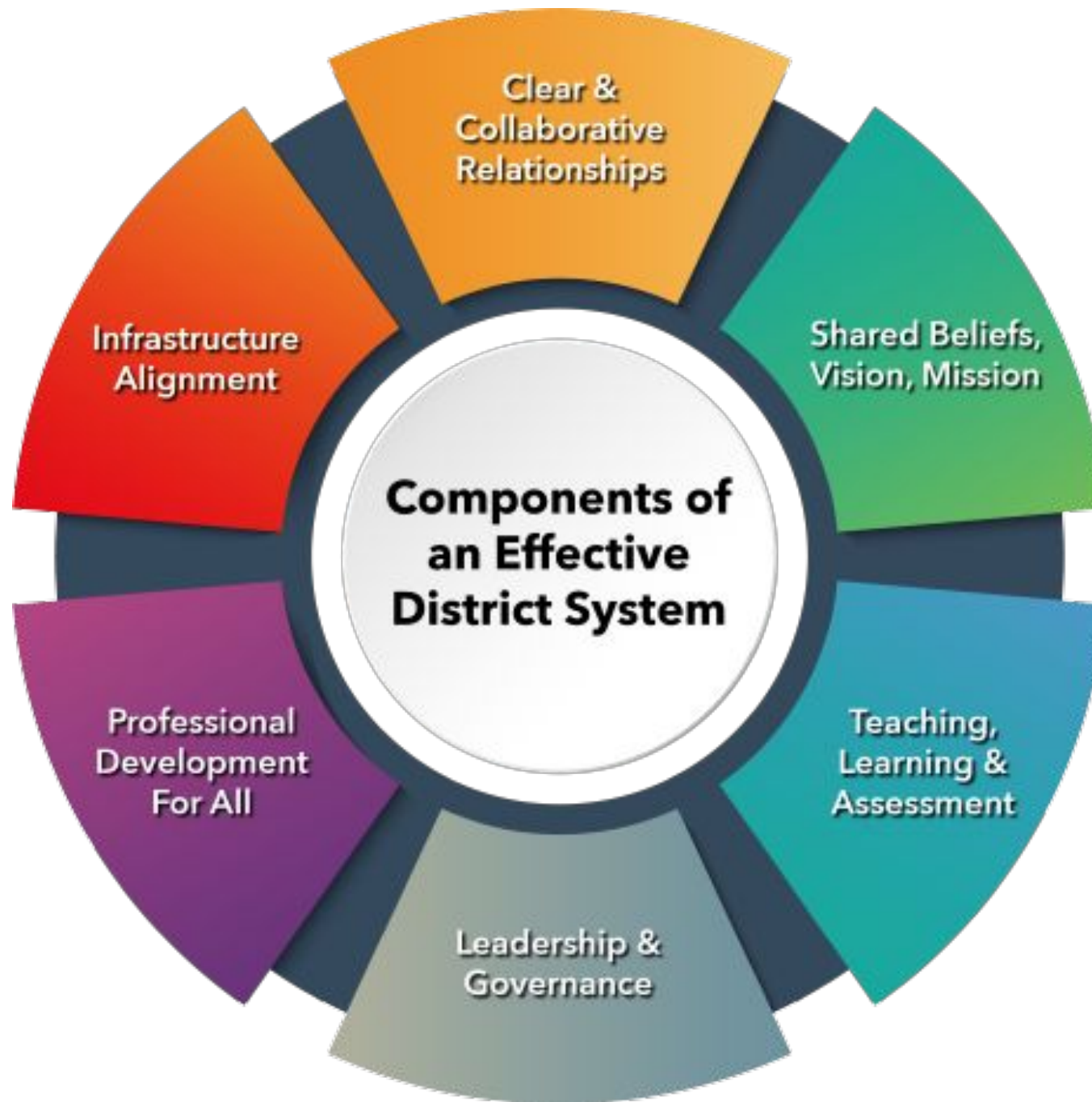






Any system produces what it  
was designed to produce.





“Without a **shared understanding** of what we mean by quality instruction, we have no basis from which to mount an improvement effort.”



Source: Leading for Instructional Improvement, p. 5



Sources: Genesee, Lindholm-Leary, Saunders & Christian, 2006; August & Shanahan, 2006; Short & Fitzsimmons, 2007

# Introduction to the **WRITE** Approach

## Six High-leverage Writing Practices

1. **Teach genre writing as a process.**
2. Build on students' backgrounds.
3. Model writing for and with students.
4. Develop academic oral language.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish (and celebrate!) student writing.

*Which practice is  
a **strength** for you?*

# Practice 1: Teach Genre as a Process

## Pre-Assessment

### Introduce

Introduce Genre Criteria

**2: Build on Students' Backgrounds**

### 3: Model

Deconstruct Reading  
Reconstruct Writing

### Collaborate

Read, Dialogue, Write

**4 and 5: Develop oral language and vocabulary**

### Draft

**Post-Assessment**

### Revise

Conference

### 6: Publish

**Final Writing**

# Start with the end in mind.



What do I want my students to know and be able to do at the end of the unit?

What kinds of experiences will facilitate this learning?

What kinds of texts do I want my students to read? (written, video, art, etc.)

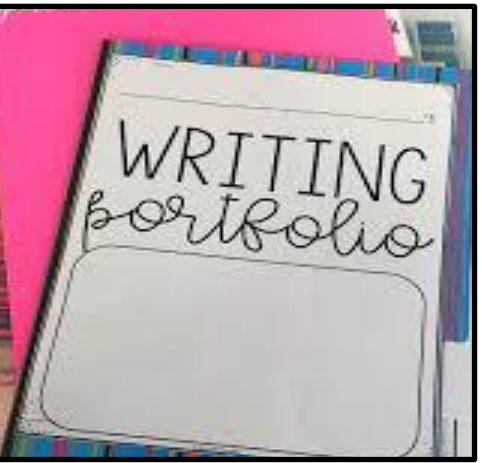


# Text Types/Genre Families

<b>Informative/Explanatory</b>	Response to Text Summary/Literary, Compare/Contrast, Problem/Solution, Research
<b>Argumentative</b>	Opinion
<b>Narrative</b>	Personal, Fictional

# Language Forms and Functions

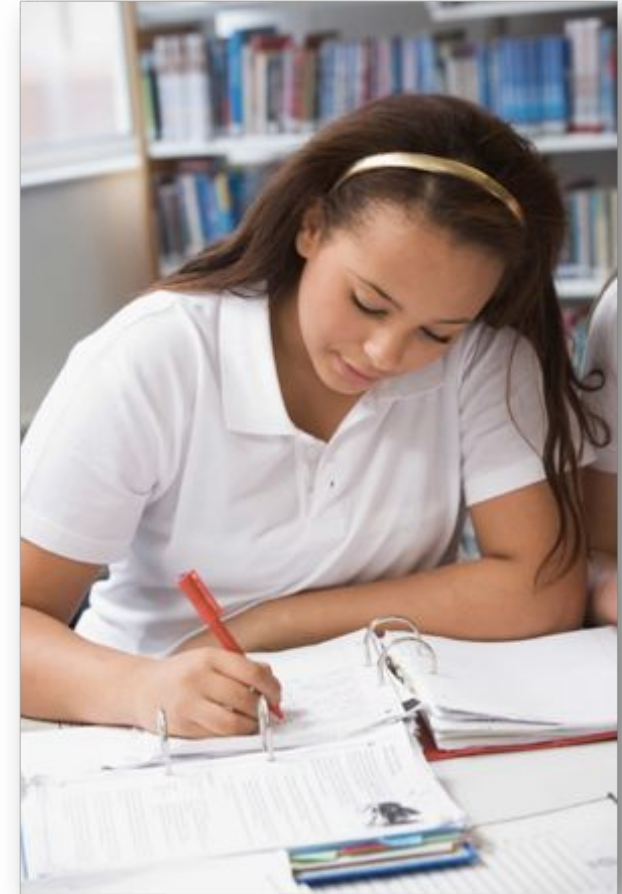
Genres	Language Functions
Response to Text Summary Response to Text Literary Compare/Contrast Problem/Solution Research Argumentative Personal Narrative Fictional Narrative	agree, analyze, argue, cause/effect, classify, compare/contrast, criticize, debate, describe, explain, evaluate, hypothesize, identify, infer, inform, justify, narrate, persuade, propose, research, reason, recount, report, represent (diagram, images), sequence, show evidence, suggest, summarize, synthesize



# Writing Portfolios

- ❑ Help students develop language over time
- ❑ Provide opportunities to set goals and self-evaluate
- ❑ Inspire creativity and promote student responsibility

**Conduct a baseline assessment  
using an analytic rubric.**



“The most important purpose [of assessment] is to inform instruction.”



ELA/ELD Framework, p. 65

**WRITE Institute**  
**Rubric for Response to Text Summary**

An expository Response to Text Summary draws evidence from a text to support analysis, reflection and research. Short and concise, a Response to Text Summary objectively synthesizes, paraphrases, and quotes the main ideas and significant details of the text.

**Scoring Range**  
 Each category is worth 0-6 points.

0 = off topic/no evidence	4 = proficient
1 = minimal evidence	5 = exceeding expectations
2 = some evidence (weak)	6 = outstanding
3 = developing	

Directions: Total points and divide by 10 to yield a score of 0-6.

**CONTENT & ORGANIZATION**

\_\_\_ The introduction identifies the author, title, and main idea of the text.

\_\_\_ The summary includes facts or details that support the main idea.

\_\_\_ The writer conveys the author's original message in a neutral voice.

\_\_\_ The writer paraphrases (i.e., uses his or her own words) and quotes.

\_\_\_ The writer uses active voice.

\_\_\_ The writer uses third person.

\_\_\_ The conclusion restates the author's main idea.

\_\_\_ The summary is short and concise.

\_\_\_ The details are presented in a logical order.

\_\_\_ The writer uses an appropriate level of conventions such as sentence structure, grammar and mechanics.

\_\_\_ **Total** (divided by 10) = \_\_\_ **Score**

Response to Text: Summary © WRITE Institute, October 2013

# Using Classroom Data to Inform Instruction

[illegible]





Think about a time  
you learned something through **modeling**.





“I don’t tell them how to draft their papers; I show them how I draft my papers.”

Source: Write Like This: Teaching Real World Writing Through Modeling and Mentor Texts (2011), Gallagher, p.15

Artículo De La Energía Cinética Escrito por el Physics Classroom		
Ideas principales	Pregunta: ¿Que es la energía cinética? Y ¿por qué cambia?	Preguntas
La energía del movimiento es la energía cinética.	La <b>energía cinética</b> es la energía del movimiento. Un objeto que tiene movimiento verticalmente u horizontalmente - tiene energía cinética. Hay muchas formas de energía cinética (la energía de vibración - debido al movimiento vibracional), (la energía de rotación debido al movimiento de rotación), y la energía traslacional (la energía debido al movimiento de un lugar a otro). Pare mantener el tema simple, nos concentraremos en la energía cinética traslacional.	¿Que es la energía cinética?  <b>La energía cinética es la energía del movimiento.</b>
La cantidad de energía cinética depende de la masa y la velocidad de un objeto.	La cantidad de energía cinética traslacional (de aquí en adelante, la frase “energía cinética” se referirá a la energía cinética traslacional) que tiene un objeto depende de dos variables: la masa (m) del objeto y la velocidad (v) del objeto. La siguiente ecuación es usada para representar la energía cinética (EC) de un objeto.  $EC = 0.5 \cdot m \cdot v^2$ Donde <b>m</b> = masa del objeto <b>v</b> = velocidad del objeto	¿De qué depende la energía cinética?  <b>La energía cinética depende de la masa del objeto y la velocidad del objeto .</b>
Un objeto con más masa tendrá más energía cinética.	Mirando esta ecuación, podemos ver que la masa es directamente proporcional a la energía cinética (más masa entonces más energía cinética). Esto es similar a la energía potencial. Si lo piensas, un autobús o un tren que está viajando hacia usted tiene más energía que una persona en una bicicleta.	¿Cómo afecta la masa a la energía cinética?  <b>La masa afecta a la energía cinética porque con más masa tiene un objeto, más energía cinética tendrá.</b>
Un objeto con más velocidad tendrá más energía cinética.	Esta ecuación revela que la energía cinética de un objeto es directamente proporcional al cuadrado de la velocidad. Esto significa que, si la velocidad es duplicada, la energía cinética se incrementa por un factor de 4. Si la velocidad se triplica entonces la energía cinética aumentará por un factor de 9. Y si la velocidad se cuadruplica entonces la energía cinética se aumentará por un factor de 16. La energía cinética depende del cuadrado de la velocidad. Una ecuación no es solo una fórmula algebraica para solucionar problemas de matemáticas, sino que también es una guía para pensar acerca de la relación entre las cantidades.	¿Cómo afecta la velocidad a la energía cinética? <b>La velocidad afecta a la energía cinética porque con más velocidad tiene un objeto, más energía cinética tendrá.</b>
Si un coche tiene más energía cinética entonces necesitará más fuerza en los frenos para detener a si mismo.	¿Cómo es afectada la distancia requerida para frenar de un coche teniendo su velocidad inicial (energía cinética) en mente? Entre más rápido está viajando, más fuerza va requerir el coche para frenar y detenerlo. ¿Qué pasaría si el coche tendría un montón de gente, y por lo tanto tendría más masa? Es lo mismo, como el coche tiene más masa, se puede decir que tiene	¿Por qué el coche con mucha masa tendrá más energía cinética?  <b>El coche con mucha masa tendrá más energía cinética porque la energía cinética depende en la masa.</b>

# Practice 1: Teach Genre as a Process

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Post-Assessment

### Revise

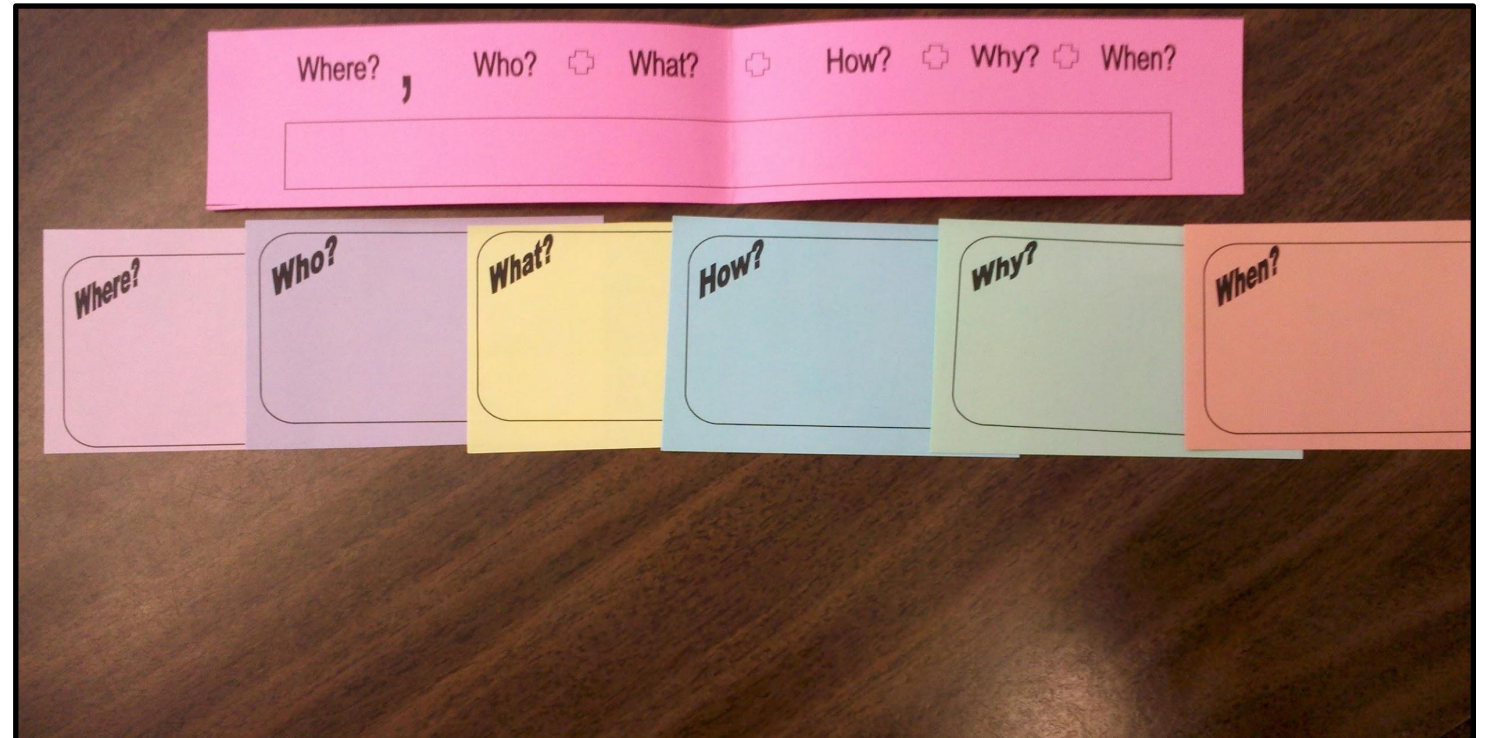
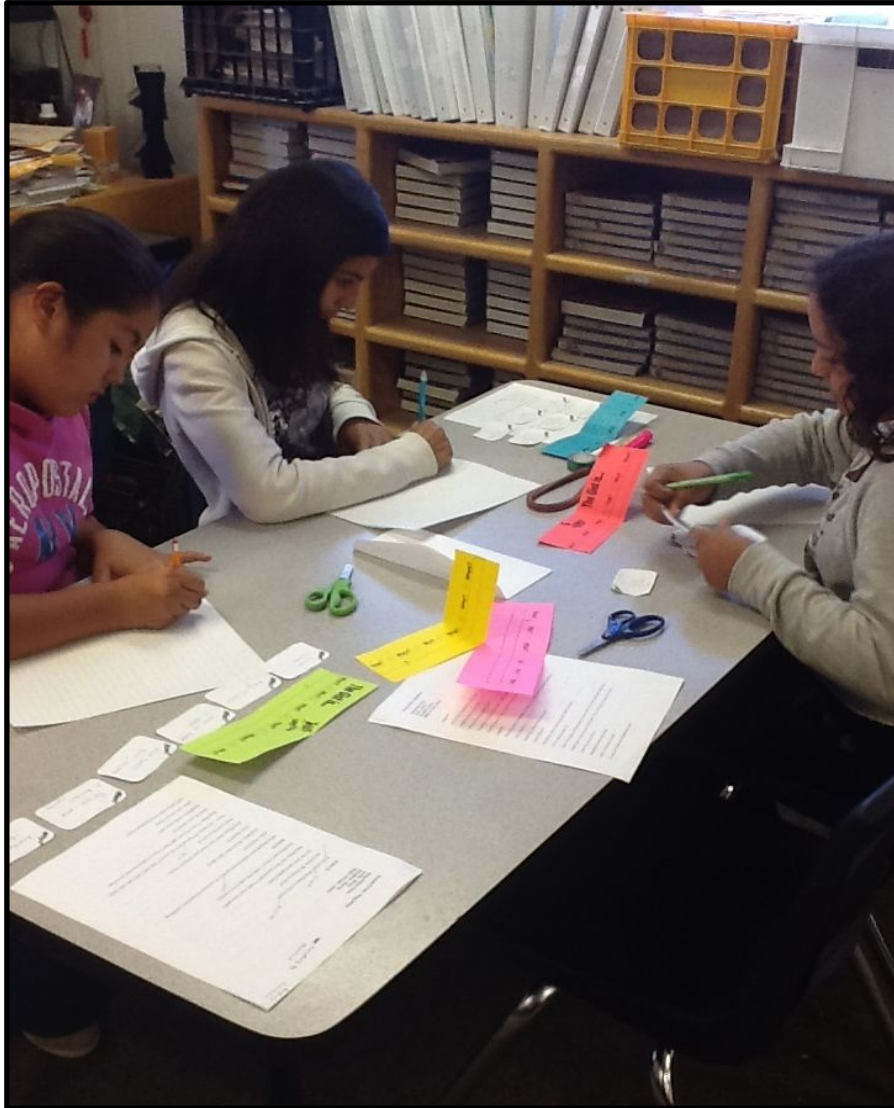
Conference

### 6: Publish

Final Writing

# Getting the Gist:

Purposeful Thinking, Speaking and Writing



# Summary Poster Instructions

<b>Instructional Practice</b>	<b>Key Points</b>
<b>Drawing/Icon/Symbol</b>	<b>Connections We See</b>
<b>Golden Line (Meaningful Phrase or Sentence)</b>	

1. Read you assigned section.
1. Join the others assigned to your section at the corresponding wall chart.
1. Complete the summary poster:
  - **Summary of Key Points**
  - **Symbol**
  - **Connections**
  - **Golden Line**
4. Wait for every team to finish and begin the Gallery Walk.



# Structures for Engaging Students in Academic Conversations

## Gist Summary Sentence Cloze

81c

In the \_\_\_\_\_,  
[type of text] [title of text]

\_\_\_\_\_  
[author]

**shows/tells/suggests/states**

\_\_\_\_\_  
[main idea]

## RECIPROCAL TEACHING

- Step 1: Choose a partner.  
Decide who will be Student A and Student B.
  - Step 2: Student A and B read the text.
  - Step 3: Student A asks a question. Student B responds.
  - Step 4: Student B asks a question. Student A responds.
- Repeat Steps 3 and 4 until all questions have been asked.



### Summarizing

What are some of the key ideas?  
What is the most important information?

### Clarifying

Does this make sense?  
Does anyone understand this?  
How can we figure this out?  
What does this mean?

### Questioning

Why is this important?  
How does this affect me and others?  
What does this imply?  
Do I agree/disagree and why?

### Predicting

If \_\_\_\_\_ the \_\_\_\_\_ then \_\_\_\_\_  
Because \_\_\_\_\_  
The result of this will be \_\_\_\_\_  
It will probably \_\_\_\_\_

# Language Frames: Purposeful Thinking, Speaking, and Writing

## **Citing evidence...**

- The evidence clearly shows
- There is strong evidence to suggest
- The evidence implies

## **Giving reasons to support an opinion...**

- One reason for
- Another point in favor of
- One of the main arguments in favor of

## **Responding to someone else's opinion...**

- One disadvantage of
- One objection to
- One argument against

1. Focus on highly frequent grammar.
2. Connect the grammar to the reading, writing, and speaking.
3. Use non-textbook grammar sources.



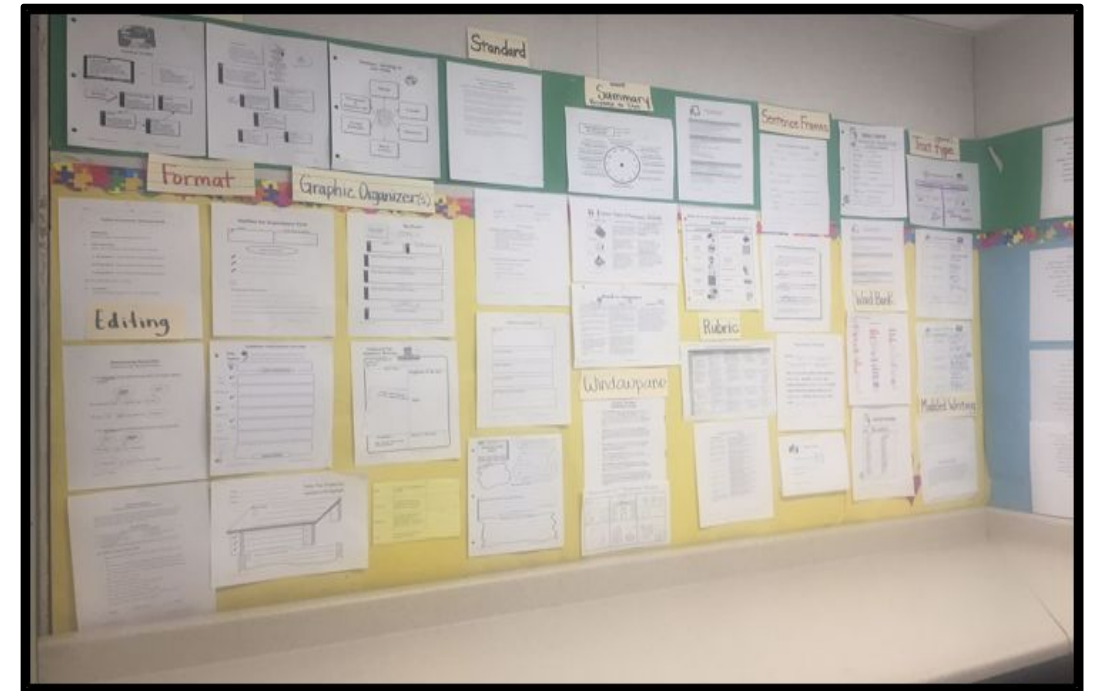
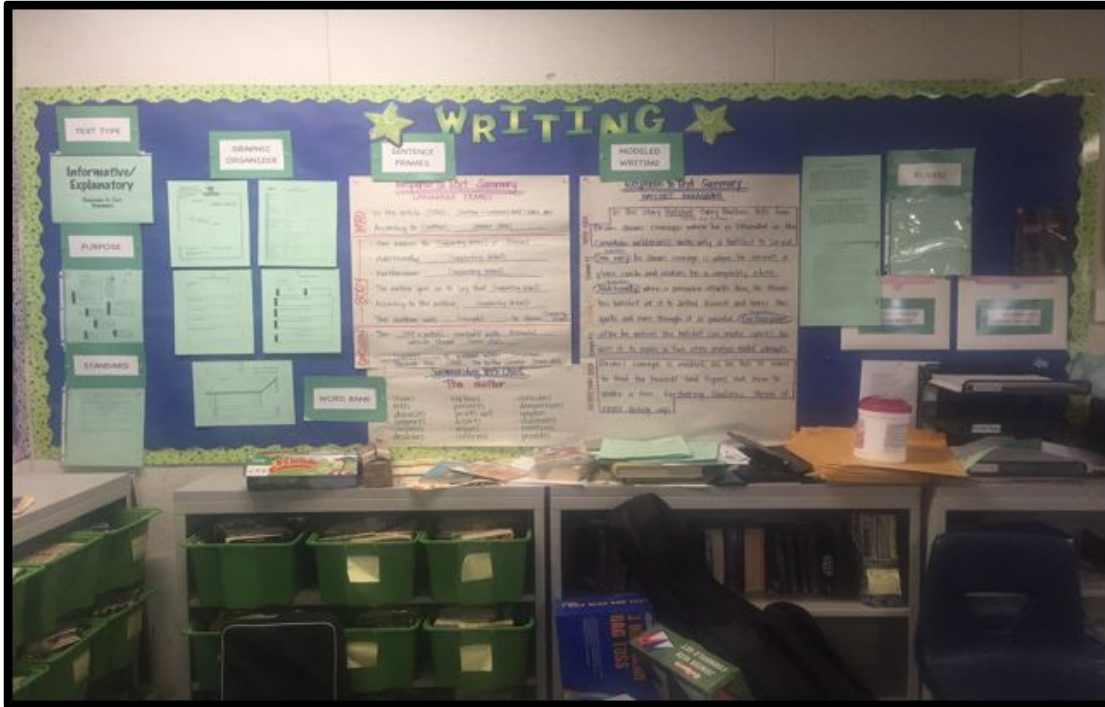


# The Six High-leverage Practices Approach

“A very effective way [to create ‘expert’ teachers] is to **have teachers experience this type of learning themselves**, because, really, that is how we change – *by experiencing something new that is successful in all its complexity.*”

Source: Hass, E.M., Fischman, G.E., & Brewer, J. (2014). *Dumb ideas won't create smart kids: Straight talk about bad school reform, good teaching, and better learning.*

# The WRITE Classroom



Mueller Charter School



What do we need to **stop** doing?

What do we need to **continue** doing?

What do we need to **start** doing?

“Achieving it [quality learning] is ***the equity***  
and **social justice issue** of our time.”

—Leading for Instructional Improvement, p. xviii



# For more information or additional support contact:

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### **SPEAKERS**



**Angelica Hurtado**

Program Manager for Multilingual Education Department

San Bernardino County Superintendent of Schools



**Denise Cates-Darnell**

Coordinator, PreK-8 Math



**Krista Ott**

Coordinator, PreK-8 Literacy



**RoseMary Hyder**

Coordinator for Multilingual Education Department

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Universal Design for Learning (UDL) is a framework that supports all learning. Participants will take away: a snapshot of the history of universal design, the core concepts and design process of UDL, and explore strategies connected to the framework to support English Learners in a distance learning environment.

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