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Using an Equity Lens for K-12 Writing Instruction
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
Given your identity, your experiences and your role, what is your equity why?
The metaphor of a lens describes the possibility of seeing our contexts in new and revealing ways.

Writing Instruction through an Equity Lens
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?

Source: The National Equity Project
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 do 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.
Components of an Effective District System

- Clear & Collaborative Relationships
- Shared Beliefs, Vision, Mission
- Teaching, Learning & Assessment
- Leadership & Governance
- Professional Development For All
- Infrastructure Alignment

LEA Self-Assessment
“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.

Source: Goldman, 2013 – Synthesized from National Literacy Panel on Language Minority Children and Youth (NLP, August & Shanahan, 2006); Center for Research on Education, Diversity and Excellence (CREDE; Genesee, Lindholm-Leary, Saunders & Christian, 2006); Carnegie Panel on Adolescent EL Literacy (Short & Fitzsimmons, 2007)
Practice 1: **Teach Genre as a Process**

Pre-Assessment

<table>
<thead>
<tr>
<th>Introduce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Genre Criteria</td>
</tr>
<tr>
<td>2: Build on Students’ Backgrounds</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>3: Model</th>
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<tbody>
<tr>
<td>Deconstruct Reading</td>
</tr>
<tr>
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</tr>
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<tbody>
<tr>
<td>Read, Dialogue, Write</td>
</tr>
<tr>
<td>4 and 5: Develop oral language and vocabulary</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Draft</th>
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<tbody>
<tr>
<td>Post-Assessment</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Revise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6:Publish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Writing</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Text Type/Genre Family</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative/Explanatory</td>
<td>Response to Text Summary/Literary, Compare/Contrast, Problem/Solution, Research</td>
</tr>
<tr>
<td>Argumentative</td>
<td>Opinion</td>
</tr>
<tr>
<td>Narrative</td>
<td>Personal, Fictional</td>
</tr>
</tbody>
</table>
# Language Forms and Functions

<table>
<thead>
<tr>
<th>Genres</th>
<th>Language Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Text Summary</td>
<td>agree, analyze, argue, cause/effect, classify, compare/contrast, criticize, debate,</td>
</tr>
<tr>
<td>Response to Text Literary</td>
<td>describe, explain, evaluate, hypothesize, identify, infer, inform, justify, narrate,</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>persuade, propose, research, reason, recount, report, represent (diagram, images),</td>
</tr>
<tr>
<td>Problem/Solution</td>
<td>sequence, show evidence, suggest, summarize, synthesize</td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Argumentative</td>
<td></td>
</tr>
<tr>
<td>Personal Narrative</td>
<td></td>
</tr>
<tr>
<td>Fictional Narrative</td>
<td></td>
</tr>
</tbody>
</table>
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
## Using Classroom Data to Inform Instruction

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Compare and contrast words</th>
<th>Descriptive language</th>
<th>Sufficient details</th>
<th>How different</th>
<th>How alike</th>
<th>Reader interest</th>
<th>Opening</th>
<th>Organization</th>
<th>Conclusion</th>
<th>Conventions</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael García</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Kiko Tsuboi</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Lorenzo Beltrán</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Alicia Brown</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2.7</td>
</tr>
</tbody>
</table>
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
Practice 1: **Teach Genre as a Process**

**Pre-Assessment**

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**Draft**

Post-Assessment

**Revise**

Conference

**6:Publish**

Final Writing
Getting the Gist:
Purposeful Thinking, Speaking and Writing
Summary Poster Instructions

1. Read your 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

In the __________, __________
[type of text] [title of text]

__________________________
[author]

shows/tells/suggests/states

__________________________
[main idea]
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.

Reid (2011), Writing Myths.
“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.”

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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Coordinator, SDCOE MEGA; MCAP SDCOE Grant Lead  
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Thank You
MCAP UDL/EL WEBINAR SERIES 2020

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SERIES DATES & TIMES
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Time: 3:15 pm - 4:00 pm (PST)
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Questions? Please contact Dr. Alma Castro at alma@gocabe.org or Alexandria Ramos at alexandria@gocabe.org

MCAP Funded by the CDE EWI.G In Partnership with: CalBEF, Butte County Office of Education, Fresno County Superintendent of Schools, Orange County Department of Education, San Diego State University, San Bernardino County Office of Education, U.E.D.T., Reedwood Inc.