



Spring 2022 OSSE Literacy Convening

Literacy Instruction for All: Strategies for Secondary Multilingual Students

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DCPS Pillars

At DCPS, we believe that our educators are essential to our students' learning and development. Therefore, we are committed to ensuring school staff is adequately prepared to launch the school year by ensuring that we infuse the following pillars in each session.

Equity Forward

Define, understand, and promote equity to eliminate opportunity gaps and systematically interrupt institutional bias. **Explore an anti-racist approach to all that we do** by **establishing systems and policies that create enabling and equitable outcomes for students and staff**, as well as **by shifting identity & mindsets**, practices, and culture.

SEAD Strong

Affirm the importance of social, emotional, and academic learning when serving the **whole-child** and accelerate holistic development by integrating social, emotional, and academic learning, and **establish equity-centered conditions that support the whole-child's ability to thrive.**

Authentic & Engaging Learning

Create opportunities for participants to develop new knowledge and skills with **purposeful, empowering, and culturally responsive learning experiences.**



Excellence

Maintain high expectations for every student, particularly students of color, and develop participants' ambition through rigorous content, growth mindset, quality feedback, and cycles of action and reflection.



DCPS Equity Lens

Explore the full DCPS Equity Framework at bit.ly/OEFramework

	 OUR PEOPLE	 OUR SYSTEMS
TEAM/SCHOOL/DISTRICT	<p>Culture of Equity and Excellence Acknowledge the historical and social context of bias and inequity in schools and intentionally lead teams and schools with an equity lens.</p> <ul style="list-style-type: none"> History & Critical Race Theory Power & Privilege Interrupting Interpersonal Bias Adaptive Leadership Leadership Coaching <p>SEL: Social Awareness, Relationship Skills VALUES: Values-Based Leadership, Excellence</p>	<p>Equity in Policy Establish policies and systems that promote equitable outcomes for marginalized groups.</p> <ul style="list-style-type: none"> Data Through an Equity Lens Equity in School Discipline Equity in Hiring Practices Interrupting Institutional Bias <p>SEL: Responsible Decision-Making VALUES: Foster Courage and Stakeholder Feedback</p>
INDIVIDUAL	<p>Identity and Mindsets Team members and students will consider the aspects of their identities, public perceptions and stigmas associated with various groups, and how their identities and experiences affect their work as educators.</p> <ul style="list-style-type: none"> Group Membership Intercultural Competence Power & Privilege Implicit Bias and Stereotypes <p>SEL: Self-Awareness VALUES: Identity and Core Values</p>	<p>Equity in Practice Team members will learn and develop practices that infuse equity into their daily work.</p> <ul style="list-style-type: none"> Culturally Responsive and Trauma-Informed Teaching Strengthening Student/Family Relationships Service & Supports for Equity Social Justice in the Classroom Empowering Student Voice <p>SEL: Self-Management, Relationship Skills VALUES: Students First, Teamwork, Joy</p>

Equity at DCPS means creating an environment in which we eliminate opportunity gaps, interrupt institutional bias, and remove barriers to academic and social success, particularly for students of color. **To promote equity, DCPS will provide access, inclusion, and affirmation, offering the most support where the greatest disparities have persisted.**

Our work today connects to the **Equity in Practice** quadrant of the DCPS Equity Lens.

DCPS Core Values



STUDENTS FIRST

We recognize students as whole children and put their needs first in everything that we do.

EQUITY



We work proactively to eliminate opportunity gaps by interrupting institutional bias and investing in effective strategies to ensure every student succeeds.



EXCELLENCE

We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.

TEAMWORK



We recognize that our greatest asset is our collective vision and ability to work collaboratively and authentically.



COURAGE

We have the audacity to learn from our successes and failures, to try new things, and to lead the nation as a proof point of PK-12 success.

JOY



We enjoy our collective work and will enthusiastically celebrate our success and each other.



Acceleration Guiding Principles



HOLISTIC ENVIRONMENTS



ACCESS TO GRADE-LEVEL CONTENT



DATA CYCLES TO INFORM INSTRUCTION



ACCELERATORS FOR LEARNING FOR ALL



EXTENDED LEARNING TIME & TUTORING



EL: A student who speaks a language other than English at home and is still in the language acquisition process.

Number of ELs enrolled in DC schools
12,086

Number of ELs with disabilities enrolled in DC schools:
2,259

(Public and Charter)



Common Literacy Practices

Regardless of an LEA's English learner program type, there are common literacy instructional practices for ELs. This presentation specifically speaks to these practices.

1. Exposure to a rigorous curriculum.
2. Supported literacy learning at home.
3. Daily structured opportunities to practice academic speaking, listening, reading and writing.
4. Attention to vocabulary development, phonics and decoding.
5. Native language supports, such as teaching students how to use tools (bilingual dictionary) and establishing expectations for using the tools.
6. Planning for maximal engagement by providing culturally responsive instruction that represents students' interests, experiences and backgrounds in a positive light.
7. Reading comprehension strategies such as: Partner reading with time to alternate between reading the text and summarizing. Shared reading (choral reading, reader's theater and echo reading). Close reading. Building background knowledge. Frequent structured interactions with peers to build knowledge of texts. Opportunities to collaborate with peers on writing assignments and projects.
8. Scaffolds to increase access to instructional material and support ELs in demonstrating their learning: Adapted texts that are differentiated to be accessible for readers at different levels. Graphic organizers such as character webs and timelines. Realia, visuals and related media to support concept attainment. Sentence starters, sentence/paragraph/essay frames
9. Frequent checks for understanding.
10. Opportunities to build cross cultural connections.



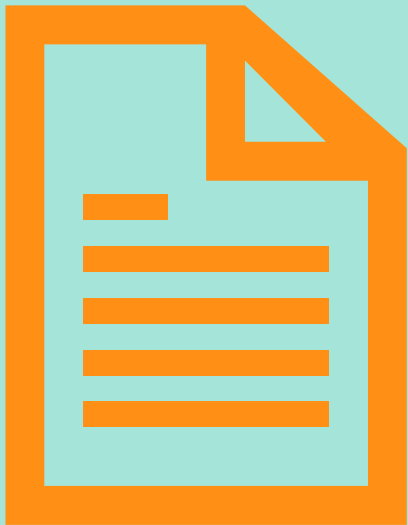
Key Terms

Accommodation	Modification	Scaffold
Legally mandated instructional requirement to help the student meet the objective	A change to the content or standards for the student	A <u>temporary</u> support provided to students to help them meet the objective
<i>Changes <u>how</u> a student meets the objective</i>	<i>Changes <u>what</u> a student completes to meet the objective or <u>what</u> the objective is itself</i>	<i>This is a guide to get the student to meet the objective</i>



Step 1

Create your grade-level assignment



Click [here](#) to see the lesson we'll be working with today



Step 2

Focus on the objective

Know <i>What do I want my students to know?</i>	Show <i>How will my students show this knowledge?</i>
Andrew Jackson supported the removal of Native Americans because it benefitted the white settlers.	<ul style="list-style-type: none">- blank quick outline- quick outline with sentence stems- quick outline with multiple choice fill-in



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Let's see a scaffolded assignment

Answer by unmuting yourself or typing in the chat box

1. What do you notice?
2. How does this compare to the grade-level assignment?
3. Who would receive this kind of scaffolded assignment?

Click [HERE](#) for a scaffolded version of the grade-level assignment you viewed



Step 3

Scaffold for EL level 1/2

- summarize the text in English and native language
- footnotes
- simplified language
- multiple choice
- images
- direct paragraph numbers



Compare a Question

GRADE LEVEL QUESTION	SCAFFOLDED QUESTIONS (levels 1/2)
What is the tone of ¶5? How does Jackson want his audience to feel? How does Jackson want the Native Americans to feel?	Andrew Jackson refers to Native Americans as “red men” (¶4) and “savages” (¶5). Does this show respect?

Ask yourself:

1. What do I want my grade-level student walking away knowing from this question?
2. Is there a step (background, clarification) a student may need to access the grade-level question?
3. How can I simplify the language in this question?
 - Are there cognates I could use?
 - Are there tier 1 vocabulary words (words seen frequently, in many contexts) I could use?
 - Are there vocabulary words that have already been used multiple times I can use?
 - Are there vocabulary words directly from the text that can be used?
4. What formatting will best assist my student in getting to the answer?



Let's see another scaffolded assignment

Answer by unmuting yourself or typing in the chat box

1. What do you notice?
2. How does this compare to the grade-level assignment?
3. Who would receive this kind of scaffolded assignment?



Click [HERE](#) for a scaffolded version of the grade-level assignment you viewed



Step 4

Scaffold for EL level 3/4

- summarize the text in English
- footnotes
- simplified language
- direct paragraph numbers

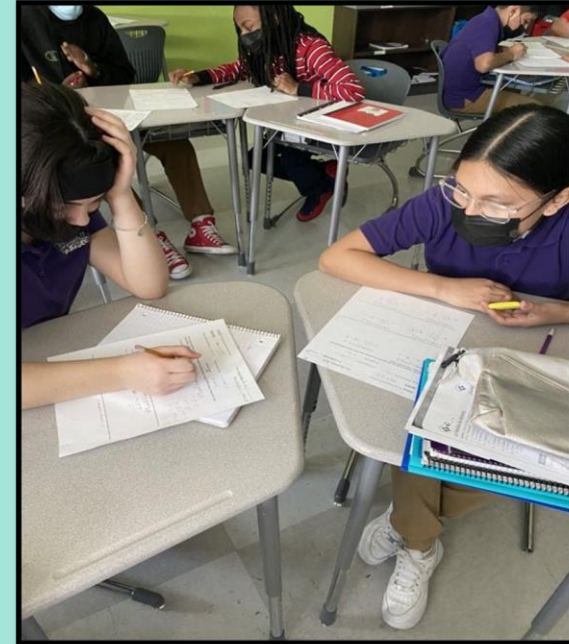


Compare the Questions

GRADE LEVEL ASSIGNMENT	ESL LEVEL 3/4	ESL LEVEL 1/2
<p>In ¶ 2 who will "the speedy removal" benefit?</p> <p>What are the benefits Jackson lists in ¶ 2?</p>	<p>¶ 2: Who will benefit from the removal of the Native Americans?</p> <p>¶ 2: How will they benefit? Provide 3 examples.</p> <ul style="list-style-type: none"> • • • 	<p>¶ 2: Who will benefit from the removal of the Native Americans?</p> <p>A. Native Americans B. white people</p> <p>¶ 2: How will they benefit? Circle 3 answers.</p> <p>population growth power</p> <p style="padding-left: 100px;">better education</p> <p>wealth more food</p>

This takes practice!

- Collaborate
- Like anything else, the more you scaffold assignments, the easier it becomes for...
 - You: muscle memory for formatting
 - Your students: repetition creates familiarity which creates confidence which creates movement
- It may not work ... and that's okay.
 - Start small



How will this fit in your classroom?

- Think of an objective you will teach in the next week
- Create a Know/Show chart – *What's the map going to look like for each of your students?*

Know <i>What do I want my students to know?</i>	Show <i>How will my students show this knowledge?</i>





Questions?