Instructional Practice Guide for
Equitable Teaching and Learning in
English Language Arts
Grades Kindergarten through 2

**Instructional Practice Guide for Equitable Teaching and
Learning in English Language Arts
Grades 5K through 2**

Table of Contents

Introduction:
Instructional Practice Guide for
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> Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income[1].

To support educators and systems in ensuring educational equity in English language arts, the Wisconsin Department of Public Instruction's Literacy and Mathematics Team - in collaboration with Wisconsin English language arts educators - offers this collection of instructional practices.

In Wisconsin, the English language arts strive to ensure that every student[2]:
- Can use reading, writing, speaking, listening, and language fluidly and purposefully
- Builds an understanding of the human experience
- Understands that becoming literate is a life-long learning process
- Is able to creatively think critically, problem-solve, communicate, and collaborate
- Appreciates multiple perspectives

For more information, see [Wisconsin's Vision for English Language Arts](#).

Historically, this is not a reality that Wisconsin's educational system has made available to every student. In nearly every measurable area, (i.e. academic achievement, discipline practices, gifted and talented placement, and graduation rates) across all ages and grades, Wisconsin's education system has yielded persistent inequitable outcomes for learners along demographic lines. In particular, learners of color and students identified as English learners have experienced significantly lower rates of success than their peers. In addition, students with Individualized Education Programs (IEPs), particularly students of color with IEPs, and learners eligible for free and reduced lunch also experience significantly lower rates of success than their peers.

We believe this collection of instructional practices - when implemented along with curriculum (or scope and sequence) and with factors beyond instruction including motivational, managerial, and environmental factors - will increase every Wisconsin child's opportunity to develop as a literate individual.

How the Guide Supports Educators

The instructional practices described focus on what the teacher is doing in the classroom at the universal level of instruction to engage every student in accessing and moving beyond grade-level academic standards. The practices are not a curriculum or program; rather, they are practices that can be used alongside an array of approaches to teaching English language arts, school schedules, or frameworks (including Universal Design for Learning (UDL)). While it is possible that many of the same practices apply in intervention or enrichment settings, universal instruction in English language arts is the primary focus of the guide. While reviewing the practices in this guide, schools and districts could also review their curricular resources to determine if their current resources are sufficient to support these recommended research-aligned practices.

The guide emphasizes the integrated nature of the English language arts, representing the many ways reading, writing, speaking and listening, and the use of language intersect. Because of these complex intersections, no practice can stand on its own. The practices intersect with each other throughout a lesson or unit that comprise a course or curriculum; each practice depends upon others to be effective.

The guide aims to support educator expertise and encourage collaborative professionalism[3]. For this reason, the guide will - at times - lead educators to seek outside sources for specific information about and examples of practices. For example, the guide references using contrastive analysis to examine how language is used and valued in various settings. Educators who see this is a strategy that will benefit their students can engage in further investigation about the practice.

Development of the Guide

This document was developed by Wisconsin English language arts educators and the Wisconsin Department of Public Instruction Literacy and Mathematics team. Educators who contributed to this work come from all across Wisconsin and currently work with students, pre-service teachers, or teachers in schools spanning from kindergarten through higher education. This includes educators who specialize in working with students with IEPs, English learners, and students with gifts and talents.

Participants reviewed research and materials from other states that highlighted impactful practices. In addition, participants read and reflected on scholarly work related to equity in English language arts. All sources reviewed during development - along with additional citations - are found at the conclusion of this document.

The practices in the guide are research-aligned; peer-reviewed and published research exists to support the practices. The methodology and qualities of the research varies by practice.

Organization of the Guide

The instructional practice guides are organized by K - 2, 3 - 5, 6 - 8, and 9 - 12 grade bands and are based on individual sections of [Wisconsin's Vision for English Language Arts](#)[4], with an introductory section focusing on [responsive teaching](#).

The sections include:
- Effective English language arts educators engage in responsive teaching grounded in research-aligned practices;
- English language arts is an integrated discipline;
- English language arts instruction builds an understanding of the human experience;
- Literacy is an evolving concept, and becoming literate is a lifelong learning process;
- Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English language arts instruction and attributes of Wisconsin graduates;
- and literacy, language, and meaning are socially constructed and are enhanced by [multiple perspectives](#).

Components of an Equitable ELA Classroom - Beyond Instruction

While this guide is solely focused on the ELA-specific instructional practices teachers employ with students, equity-minded educators understand that instruction is only one component of an effective classroom or instructional setting. Instruction works together with the following to create equitable teaching and learning[5]:
- teacher knowledge,
- motivational,
- managerial,
- curricular,
- and environmental factors.

These factors - along with [Wisconsin's Guiding Principles for Teaching and Learning](#)[6] - are interdependent and must be addressed simultaneously to ensure that all learners benefit equitably from the research-aligned instructional practices.

While these additional factors are critical to successful implementation of the research-aligned instructional practices, they are outside of the scope of this document and, therefore, not addressed here.

The Guide and Wisconsin's Framework for an Equitable Multi-Level System of Support[7]
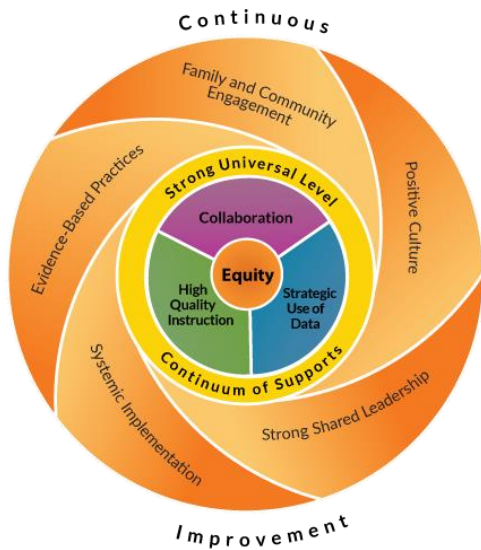
It must also be noted that an effective classroom or instructional setting is situated within a larger equitable multi-level system of support.

For Wisconsin schools and districts, implementing an equitable multi-level system of support means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to proactively and responsively adjust to the needs of the whole child. These supports include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

An equitable multi-level system of support exists to meet the needs of all learners. This includes learners with IEPs, learners who are advanced, and learners who are bilingual or learning English as a second or other language. This guide has been created and reviewed with all of these populations in mind. While individual learners may need additional supports, challenges, or services beyond what is included in this guide (especially services that are included in a student's IEP), the practices outlined in the guide were carefully considered as ways to move all learners toward and beyond grade-level academic standards.

The Guide and Wisconsin's Model to Inform [Culturally Responsive Practice](#)

Wisconsin's framework for an equitable multi-level system of support has - at its core - educational equity. [Wisconsin's Model to Inform Culturally Responsive Practices](#) "describes the beliefs, knowledge, and practices Wisconsin educators, schools, and districts need to reach and teach diverse students within their culturally responsive multi-level systems of support" (p. 2)[8].

The ongoing process of becoming culturally responsive is represented in the outer circle as will, fill, and skill. The inner circle describes eight actions associated with will, fill, and skill. The actions are not discrete or sequential; instead, the actions are recursive throughout one's journey toward [culturally responsive practice](#).

The instructional practices described in this guide are tangible actions toward educational equity. Wisconsin's Model to Inform Culturally Responsive Practice provides a critical reminder that actions toward equity alone will not result in education equity. Instructional practices must be supported by a continual exploration of beliefs (of individuals and systems), recognition and elimination of barriers, and ongoing learning about our communities.

The practices within this guide can be supported by seeking opportunities within our classrooms and systems to validate, affirm, build, and bridge (VABB) our students, families, colleagues, and communities.

Validate	To make legitimate that which the institution (academia) and mainstream has made illegitimate
Affirm	To make positive that which the institution (academia) and mainstream media has made negative
Build	To make the connections between home culture and language and the school culture and language through instructional strategy and activity
Bridge	To give opportunities for situational appropriateness or the utilization of the appropriate cultural or linguistic behavior

(adapted by the Wisconsin RtI Center from the work of Dr. Sharroky Hollie)

Suggestions for Using this Guide

We recommend collaborating with colleagues around the guide. First, develop an overall understanding of the guide and then select areas of focus to apply to your practice.

Many caring adults support our students. Ensure that your study and implementation of these practices is as inclusive as possible. Collaborate across and within general education, special education, specialists (such educators focused on English language learning, gifts and talents, technology, library media, and reading), and support staff (such as educational assistants).

Continually engage with students and families about the selection and implementation of practices, including ongoing feedback from these critical partners.

Ideas for Developing an Overall Understanding of the Guide
- Examine the document at each grade band (such as K - 2). Begin with the elements of the vision and their explanations. Move onto the statements below each element of the vision. Finally, move onto the practices beneath each statement.
- As you read this guide:
  - Indicate practices that are already part of your teaching;
  - Indicate practices that you would like to know more about; and
  - Indicate practices where you see clear connections to particular standards.

Ideas for Selecting an Area of Focus
- Review varied data sources about student performance, including the performance of subgroups. Select several practices related to an area of need as indicated by varied data.
- Engage in collegial observations to better understand which practices are being used or how a particular practice is already being used.
- Engage in a study of the practices that interest you in order to better understand what implementing particular practices might look like.
- Seek input from students and families about the use of particular practices and refine those practices as suggested.

Ideas for Implementation and Refinement
- Specifically define what a practice looks like when in use. Collect videos and examples of the practice.
- Record yourself implementing the selected practices. Share the recordings with colleagues for feedback.
- Seek feedback from students and families about the impact of practices.
- Work with a coach around your implementation of the selected practices.
- Collect data about how a practice is being used to determine professional learning priorities.

How to Read the Instructional Practice Guide

Begin with the introduction. The introduction situates the Guide within other work, including multi-level system of support. The introduction provides suggestions for how to use the Guide.

The Guide is organized around Wisconsin's Vision for English Language Arts. Each section of the Guide begins with a statement from this vision. We refer to these as **vision statements**. These are highlighted in blue. There are six vision statements.

- Each vision statement is supported by **anchor statements** (each vision statements is supported by at least one anchor statement). Anchor statements appear in bold. Each anchor statement is followed by an explanatory paragraph.
  - Anchor statements are supported by specific **instructional practices**. The instructional practices operationalize the anchor statements.

The Guide includes a glossary. Throughout the document, words are hyperlinked to glossary definitions.

Note. The Guide is available for K – 2, 3 – 5, 6 – 8, and 9 – 12. Visit www.dpi.wi.gov/ela to find other grade-bands as well as a document that shows differences between grade-bands.

Figure 1.

Vision Statement 1. Responsive Teaching

> **Responsive Teaching**: Effective ELA educators engage in **responsive teaching** grounded in research-aligned practices.
>
> A major part of the daily work that takes place in English language arts classrooms cannot be singled out as one or more isolated strategies. Much of this work is directly related to educators' understanding of their students and responsiveness while teaching. Many of the practices described require deeper work related to understanding communities within and outside of the classroom. This first section represents some of the work that can be done to help create those connections and communities in order to build on the strengths students bring to the classroom and expand students' language and literacy repertoires.

Anchor Statement 1: Responsive Teaching
Building an enriching classroom community is an integral part of teaching and learning in an English language arts classroom.

Anchor Statement 2: Responsive Teaching
Formative practices drive instruction.

Figure 2.

Anchor Statement 1: Responsive Teaching

Building an enriching classroom community is an integral part of teaching and learning in an English language arts classroom.

Being cognizant of students' strengths, including language/s, interests, and experiences, is part of responsive teaching, and explicitly addressing cultures - both the cultures of students and other cultures - is part of the community building process[10]. Educators can build on students' existing literacy practices, being mindful of their heritage and language/s as students expand their repertoire of literacy practices[11]. Respecting students' differences and recognizing differences as strengths rather than deficits form a basis for responsive teaching and building classroom community[12]. Educators employ multiple strategies to understand students as individuals, as well as developing an understanding of historical and contemporary cultural identities. All of this helps to create a culture of literacy in the classroom and broader learning community.

Sample Instructional Practices

- Investigate students' identities and multiple literacy practices (personal, community, cultural, and school-based) at the beginning of each year, semester, or quarter as a way to leverage instructional practices that build on funds of knowledge[13]. This can include seeking information from families through practices such as surveys, conversations, prompts, formal or informal conversations with families, home visits, and/or school-based events.

- Keep ongoing notes about students' multiple literacy practices (including using and creating texts in varied contexts such as home, community, and school). Use this data to inform daily classroom instruction.

Figure 1 is a sample page that shows a vision statement. Each vision statement is a sentence followed by explanatory paragraphs. The anchor statements that relate to the vision statement are listed below the vision statement.

Figure 2 shows an anchor statement. Each anchor statement is supported by explanatory paragraphs and followed by sample instructional practices.

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Anchor Statement 1: Responsive Teaching
Building an enriching classroom community is an integral part of teaching and learning in an English language arts classroom.

Anchor Statement 2: Responsive Teaching
Formative practices drive instruction.

Anchor Statement 3: Responsive Teaching
Instruction and practice includes intentional and varied instructional groupings[9].

Anchor Statement 4: Responsive Teaching
Educators collaborate with families and the community to develop, celebrate, and promote varied literacies.

Anchor Statement 1: Responsive Teaching

Building an enriching classroom community is an integral part of teaching and learning in an English language arts classroom.

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- Keep ongoing notes about students' multiple literacy practices (including using and creating texts in varied contexts such as home, community, and school). Use this data to inform daily classroom instruction.

- Provide opportunities for students to use reading, drawing, writing, talk, and listening to interact, and to learn about themselves and others (including the teacher) in a safe and welcoming environment.

- Embrace, model, and encourage productive and authentic vulnerability. Share who you, the teacher, are as a person and learner with students through read-alouds and modeling writing without privileging the teacher's literacies, interests, or views as more important than the students'.

- Provide tools and opportunities to authentically bring instruction beyond the walls of the school (such as inviting community members to share real-life writing tasks in the classroom or developing opportunities to share student-created text in the community).

- Provide access to print and digital texts (communication - spoken, written, or visual - involving language) in classrooms and libraries that students can take home.

- Visibly and frequently celebrate diversity that exists in the classroom, community, and world.

- Co-create the instructional space to reflect and respond to students' needs and identities (physical space and climate/culture), and during instruction, capitalize on the resources in the classroom environment, such as displays of student-created text or anchor charts.

- Promote engagement by selecting instructional methods that capitalize on joy and creativity.

Anchor Statement 2: Responsive Teaching

Formative practices drive instruction.
Formative practices - part of a larger strategic assessment system[14] - depend on the educator's deep understanding of language and literacy development and classroom goals[15]. In addition, formative practices are based on classroom goals, identify students' current thinking, and encourage students to take responsibility for their own learning[16]. Educators use formative practices and provide feedback on a daily basis - while students are engaged in meaningful reading, writing, and talking. This allows the educator to be more responsive during universal instruction and intervention or enrichment[17].There are multiple forms of formative practices that can be used at different points of a lesson, based on appropriateness and need.

(See https://dpi.wi.gov/strategic-assessment/cycles-assessment/formative for more information)

Sample Instructional Practices

- Maintain a flexible system for documenting information learned from formative assessments (e.g., checklists, anecdotal notes, photographs, audio recordings, or student drafts).

- Make timely instructional decisions based on the analysis of varied sources of data, including but not limited to: journal writing, discussion, observation, drafting, exit slips, surveys of prior knowledge, conversations, expository writing, informal writing events, and other local assessments.

- Provide varied opportunities for students to demonstrate their understanding, including genres and formats that reflect students' individuality, cultures, and languages.

Anchor Statement 3: Responsive Teaching

Instruction and practice includes intentional and varied instructional groupings[18].
Small group and individual instruction are used to support students in experiencing grade-level content *and* content matched to individual strengths and needs. For small group instruction, groupings are flexible and based on a variety of data sources (including formative practices, such as observation). Instruction to all small groups or individuals prioritizes time spent reading, writing, and talking; meets the language needs of all children; and is consistently of a high quality. Such instruction emphasizes critical thinking about topics such as comprehension, word recognition and decoding, writing, language and/or vocabulary. In early grades, the educator prompts students as they read and write to support development in foundational reading and writing skills (such as phonics, accuracy, fluency, and monitoring for meaning). When students work in small groups on comprehension, students - rather than the teacher - share responsibility for leading the group. These groupings function within a classroom community in which all students are valued.

Sample Instructional Practices

- Flexible groupings, including peer-assisted learning, are used to reteach and support students of all abilities and backgrounds (e.g., groupings may be based on student needs, strengths, interests, or languages).

- Educators teach students to work in pairs or small groups to meet instructional goals. This includes authentic text-based discussion using scaffolds (such as think-pair-share) to develop oral language skills and purposeful talk; and the use of a variety of writing methods, including a range of explicit, guided, and collaborative writing. Inquiry-based writing tasks are modeled and practiced.

Anchor Statement 4: Responsive Teaching

Educators collaborate with families and the community to develop, celebrate, and promote varied [literacies](#)**.**
Educators develop relationships with families and community members to understand, validate, and affirm literacy and language practices valued and used within families and communities. In addition, educators and families collaborate to support students in building their [literacies](#) and bridging between home, community, and school [literacies](#). Schools, families, and communities collaborate to promote all forms of literacy.

Sample Instructional Practices

- Engage families and communities in multiple and innovative ways (including communications and events that highlight family and community literacy practices and values).

- Invite families and community members to participate in shared literacy practices in and outside of the classroom (e.g., publishing parties, book talks, poetry slams, readers theater, guest speakers). When co-creating events, be mindful of removing barriers to participation and creating an inclusive environment.

- Communicate student progress in relation to academic standards and goals and celebrate student work formally and informally.

- Ensure opportunities for literacy practice at home are inclusive in language, habits, and [literacies](#). For example, discuss multiple ways to develop oral language such as reading with children, storytelling, or song. Seek additional ideas from families.

- Recognize and celebrate families as students' first teachers of literacy by applying an appreciative stance (rather than deficit) to families' literacy practices[19].

Vision Statement 2. Integrated Discipline

> **Integrated Discipline: English language arts is an integrated discipline.**
>
> Though the standards are separated into sections, the processes of reading, writing, speaking, listening, viewing, and representing happen in a connected way, and are intended to be taught as such, in rich and authentic learning contexts.

Anchor Statement 5: Integrated Discipline
Writing is a tool for reading, and reading is a tool for writing. In order to engage reading and writing as tools, educators must provide many integrated opportunities for students to read, write, talk, and listen for a variety of audiences and purposes.

Anchor Statement 6: Integrated Discipline
Exposure to, analysis of, and practice with various purposes, audiences, and contexts for writing is necessary for composing a variety of texts[20].

Anchor Statement 7: Integrated Discipline
Provide explicit language and vocabulary instruction through varied approaches in multiple contexts[21].

Anchor Statement 8: Integrated Discipline
Educators implement explicit, systematic, and responsive word study, including practice in phonics and fluency to support students' development as readers, writers, and thinkers[22].

Anchor Statement 9: Integrated Discipline
Coordinate meaningful standards-based learning opportunities across disciplines.

Anchor Statement 5: Integrated Discipline

Writing is a tool for reading, and reading is a tool for writing. In order to engage reading and writing as tools, educators must provide many integrated opportunities for students to read, write, talk, and listen for a variety of audiences and purposes.

The reciprocal relationship between reading, writing, talking, and listening supports students in developing a deep understanding of content, particularly when they write about texts[23]. Frequent and varied opportunities to write about text are supported by explicit instruction, practice, and feedback. Within a cohesive curriculum, students can apply what has been taught to actual reading and writing of connected texts.

Sample Instructional Practices

- Use text (such as a text introduced during a read aloud) for a variety of purposes. This could include studying author's language, building background knowledge, developing vocabulary, examining a [mentor text](#) (texts as models) for a writing technique, beginning curricular inquiry, or advancing historically underrepresented cultural perspectives.

- Facilitate students' reflections on texts through the use of reader-writers notebooks.

- Support students' application of one component of literacy through another component of literacy (e.g., provide opportunities for students to orally share thoughts and ideas before and during writing and reading, including in the language that students are most comfortable using).

- Use drawing, writing, reading, speaking, and listening to support students in examining and discussing problems, challenging assumptions, evaluating credibility, conducting research, and exploring various ways of understanding, particularly when they write about texts for multiple purposes[24].

- Explicitly model and teach how to apply knowledge from word study, including phonics, to reading and writing. For example, CVC (consonant- vowel- consonant) pattern is taught in word study. The same pattern is modeled and applied during shared writing.

Anchor Statement 6: Integrated Discipline

As our youngest students learn to write, they must simultaneously develop oral language, vocabulary, and reasoning. Read-alouds, think alouds, and shared writing can provide exposure to, analysis of, and practice with various purposes, audiences, and contexts for writing is necessary for composing a variety of texts[25].

Across the school year, educators must ensure students write among a wide range of genres for different purposes and audiences, including, but not limited to: argument, informative/ explanatory, narrative, and reflection, privileging writing for authentic audiences and purposes[26]. There should be opportunities for students to write every day with support to develop the strategies, skills, knowledge, and motivation for writing in a positive classroom environment[27]. The use of [mentor texts](#) (print and digital) can support the teaching of writing among genres, focusing on language, use of conventions, and tone appropriate for different writing contexts.

Sample Instructional Practices

- Include abundant opportunities for students to have voice and choice in what they write about, including creating texts in the language(s) they are most comfortable using.

- Provide explicit instruction and modeling in the writing process for authentic purposes and audiences in a variety of culturally inclusive and multimedia formats and platforms (such as play, speech, and digital platforms), representing a broad definition of text.

- Design opportunities for students to analyze both contemporary and current cultural products (e.g. digital media, books, podcasts, etc.) as models of and ideas for writing.

- Model writing using techniques such as demonstration or collaborative writing, providing a variety of writing tools (e.g., voice to text, pen and paper, or computer).

- Use texts as models (print and digital) to support the teaching of writing among genres and modes, focusing on language, use of conventions, and tone appropriate for different writing contexts[28]. Ensure the texts used as models represent a global perspective.

Anchor Statement 7: Integrated Discipline

Provide explicit language and vocabulary instruction through varied approaches in multiple contexts[29].

Language and vocabulary instruction go beyond explicit work with academic vocabulary to build knowledge to include language analysis and use across a variety of contexts (including varied uses of English). This instruction is integrated into regular lessons and fosters students who are flexible, intentional users of language.

Sample Instructional Practices

- Build vocabulary through explicit instruction during frequent, wide interaction with print, including read-alouds and shared reading of a wide variety of informational and literary text.

- Provide and model strategies in oral and written contexts to practice vocabulary, including repeated exposure to new words.

- Develop a deep understanding of words through student-friendly and student-created explanations of words.

- Apply a curious and joyful approach to word learning. Build opportunities for students to be curious about new and interesting words and engage in wordplay.

- Build opportunities to notice, ask about, and investigate new and interesting words.

- Provide explicit instruction in strategies for determining the meaning of unknown words.

- Build connections to students' other languages (i.e., as cognates).

- Use word parts (i.e., common inflections, affixes, and roots) to increase comprehension of word meanings while also improving decoding and encoding abilities.

- Use contrastive analysis to examine how language is used and valued in various settings (including in school and in various community spaces) to understand how language can empower some while disempowering others[30].

Anchor Statement 8: Integrated Discipline

Educators implement explicit, systematic, and responsive word study and practice in phonological awareness, including practice in phonics and fluency to support students' development as readers, writers, and thinkers[31].

Word study deepens comprehension and strengthens writing through developing an awareness of segments of sounds in speech (phonological awareness leading to phonemic awareness), how sounds in speech connect to printed letters (phonics), decoding words (including analyzing word parts, writing words, and recognizing words), and spelling. Instruction explicitly teaches the connection between talk, reading, and writing to support students in transferring knowledge about sounds, letters, and words to simultaneously grow as readers and writers. These skills are taught and practiced in ways that emphasize joy and creativity through multiple modalities (e.g. oral, visual, and tactile). In addition to this instruction, students have daily opportunities to build accuracy, fluency, and comprehension through reading and writing continuous text.

For more information, consult *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*, available online at https://ies.ed.gov/ncee/wwc/PracticeGuide/21

Sample Instructional Practices

- Engage students in brief, repeated, explicit instruction that uses multiple modalities (e.g. oral, visual, and tactile) to support students in connecting letter names, the sound(s) associated with the letters, and the formation of the letters.

- Use a variety of methods for listening for sounds in words and estimating their spellings (e.g., blocks, letter magnets, Elkonin boxes, or phoneme-grapheme mapping).

- Systematically teach and practice phonics skills in relation to students' needs and aligned with the expectations of the *Wisconsin Standards for ELA* and district expectations.

- Engage in guided practice through coaching and cueing to apply accurate decoding knowledge during reading and writing of continuous text to ensure that students read and write with accuracy and understanding[32].

- Develop fluency through brief, regular, joyful practice with culturally-relevant text (e.g., poetry, songs, decodable text, or readers theatre).

- Use digital and print student-created word resources (like a dictionary or thesaurus) to support learning and independent application. These resources could include all of a student's languages.

- Utilize a playful and intentional approach to learning about and manipulating sounds (such as rhymes, chants, and songs or books with rhyming words, including decodable text) to develop phonological awareness.

Anchor Statement 9: Integrated Discipline

Coordinate meaningful standards-based learning opportunities across disciplines.
Educators engage students in gaining knowledge from and creating text across all academic disciplines. This includes developing an understanding of the unique ways each discipline uses text to communicate. This can be accomplished through units of study that integrate standards from English language arts with other disciplines.

Sample Instructional Practices

- Use teacher read-alouds and classroom book collections to develop disciplinary knowledge.

- In developmentally appropriate ways and with support, as needed, provide opportunities for students to think, read, write, and communicate as scientists, historians, artists, etc.

- In developmentally appropriate ways, support students in experimenting with thinking, speaking, and writing to reflect the thinking of a discipline.

Vision Statement 3. Human Experience

Human Experience: ELA instruction builds an understanding of the human experience.

The discipline of English language arts celebrates the richness and complexity of literature, drama, speech and language, while providing a window to the human experience. Through rigorous textual analysis and text creation, students grapple with moral, philosophical and aesthetic facets of humanity, which inform, persuade and narrate our lives and help us understand the experiences of others. These understandings ensure students graduate not only ready for college and career, but also ready to be thinking and feeling citizens of the world.

Anchor Statement 10: Human Experience
Texts act as windows and mirrors for students, and both should be provided in abundance in any school context[33].

Anchor Statement 11: Human Experience
Students are supported in using reading, writing, and language - including collaborative conversations - to share knowledge, make arguments, and advocate for change in order to improve their worlds.

Anchor Statement 9: Human Experience

Texts act as windows and mirrors **for students, and both should be provided in abundance in any school context[34].**
It is imperative that educators provide texts that act as both windows and mirrors for all students for required and independent reading. Texts that act as mirrors showcase everyday common experiences, as well as unique or rare experiences. Texts that act as windows support learning new and/or unfamiliar content through rigorous exploration to know and understand others[35]. Classroom libraries and school libraries should provide a wide range of print and digital texts, including student-created text, and students must have opportunities to read every day, including student-selected texts. When selecting texts, considering both quantitative and qualitative characteristics of texts, including representation and diversity, is necessary[36].

Sample Instructional Practices

- Intentionally seek out and foster interest in culturally authentic texts written by and featuring diverse creators and voices in instructional and independent reading[37].

- Facilitate reflection on reading and writing to interact with text in ways that promote the development of empathetic, thinking, feeling citizens of the world.

- Select texts and materials that provide rich and multiple models of culture, including informational texts about heroes, inventors, or pioneers in a field.

Anchor Statement 10: Human Experience

Students are supported in using reading, writing, and language - including collaborative conversations - to share knowledge, make arguments, and advocate for change in order to improve their worlds.
Instruction (along with materials, assessments, and classroom routines) promote critical literacy[38] which empowers students to use literacy to develop a deep understanding of an issue, take a critical stance on that issue, and advocate for action in their communities or worlds. Educators support students in questioning text, noticing perspective, and being conscious of inclusivity and representation in text. Discussion and writing are used to interrogate text. Throughout learning, students participate in and contribute to discourse communities to improve their worlds.

Sample Instructional Practices

- Engage students in shared instructional routines that encourage students to identify problems in their communities or worlds and use literacy to engage in their communities or worlds.

- Showcase texts that are examples of young people making a difference in their communities.

- Support students in recognizing how our use of language changes across contexts (from varied discourse communities)[39].

- Use text sets to show a variety of perspectives about a single issue that is of interest to students.

- Use talk, reading, movement, and writing or drawing to explore and express perspectives.

- Model the use of various sources valued by diverse groups or people to gain information, construct knowledge, or better understand our own viewpoints.

- Use graphic organizers and visual models to support students in noticing similarities and differences in perspectives.

Vision Statement 4. Lifelong Process

Lifelong Process: Literacy is an evolving concept, and becoming literate is a lifelong learning process.

As society and technology change, so does literacy. Literacy evolves as widening perspectives change the way we read, write, speak, listen, view, and represent. Students are versed in many literacies long before entering the classroom, and continue to build literacies in every classroom throughout their formal school, and long after formal schooling is completed. Literacy attainment, and especially early literacy attainment, is strengthened by responsive learning environments that include research-based core programs, strong intervention systems, and multiple ways of monitoring what students know and are able to do. Knowing this, all educators must see themselves as both literacy teachers and literacy learners.

Anchor Statement 12: Lifelong Process
Support students in choosing and reading independent reading materials.

Anchor Statement 13: Lifelong Process
Educators provide opportunities for students to engage with texts they can read independently while also providing supported opportunities to engage with more challenging text.

Anchor Statement 14: Lifelong Process
 Value, model, and practice productive struggle.

Anchor Statement 12: Lifelong Process

Support students in choosing and reading independent reading materials.
Independent reading and processing is a daily staple of core classroom instruction. This includes supporting students reading for different purposes within different genres[40]. They need access to a wide range of reading materials, in various formats, including digital, and guidance in choosing materials for independent reading purposes. Provide guidance in how to choose materials for independent reading purposes. If used, text levels (such as Lexiles) may provide a support rather than requirements for text selection. For emergent readers especially, independent reading includes text with words as well as other forms of text, such as photos, illustrations, video, and audiobooks.

Sample Instructional Practices

- Promote the enjoyment and love of reading through teacher and student-generated book talks.

- Use conversation and conferencing to encourage students to pursue a wide variety of genres and levels of complexity when selecting texts for independent reading[41].

- Intentionally select relevant texts for read-alouds and whole class work to give students experience with a variety of formats and genres. For each, explicitly teach features and elements that can support students in reading that type of text independently.

- Support students in noticing patterns and preferences in their habits as readers and writers, such as preferred genres and formats, and setting goals around wide reading.

- Share your habits as a reader and model your independent reading practices (using think alouds, questioning, text selection).

Anchor Statement 13: Lifelong Process

Educators provide opportunities for students to engage with texts they can read independently while also providing supported opportunities to engage with more challenging text.

Educators provide many opportunities for every student to engage with connected, meaningful texts they can read independently. This supports young readers' development of fluency and automaticity. In addition, educators provide many supported opportunities for young readers to engage with grade-level texts and topics. This promotes engagement, knowledge development, and vocabulary development.

Sample Instructional Practices

- Reading materials reflect an expanded definition of text as any communication - spoken, written, or visual - involving language.

- Provide instruction on how to choose materials for independent reading based on interest, genre, and ability (including peer recommendations). If used, text levels (such as Lexiles) may provide a support rather than a requirement for text selection.

- Emphasize the importance of selecting texts from which a reader can make meaning (combination of decoding and understanding).

- Read texts to/with students (such as a read-aloud) to allow students to access grade-level text and content, which they might not yet be able to access independently.

- Utilize technology to remove barriers to accessing text (such as screen readers, digital text, or audio text).

- Engage students in ongoing instruction to continue to learn to independently read and understand "traditional" grade-level text.

Anchor Statement 14: Lifelong Process

Value, model, and practice productive struggle.
Instruction demonstrates that the non-linear processes readers and writers engage in are as important as the outcomes. Educators can position themselves as learners to give students opportunities to feel confident in taking risks as users of language[42].

Sample Instructional Practices

- Modeling of thinking processes and struggle can be done through many methods, including think-alouds, self-questioning, searching for clarification, sentence frames, and reflection[43].

- Apply an instructional framework that allows students to experiment with what was demonstrated through modeling.

- Provide opportunities for students to self-assess progress towards goals[44].

- Provide appropriate scaffolding (graphic organizers, sentence starters, discussion frames, prompts, anchor charts).

- Provide specific feedback, prompting, and cues to support students in noticing and continuing with productive struggle as users of language.

- Model how to incorporate feedback to improve thinking and writing.

Vision Statement 5. Critical Thinking

Critical Thinking: Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective ELA instruction and attributes of WI graduates.

Wisconsin's commitment to ensuring that career, college, and community skills are embedded aspects of English language arts is ongoing. This skill development strengthens English instruction. Student mastery of these skills is important to Wisconsin's conception of college and career readiness, and to ensure students access the discipline of English language arts in rich and meaningful ways.

Anchor Statement 15: Critical Thinking
Teach students to understand and use language/s across various varying contexts.

Anchor Statement 16: Critical Thinking
Educators use a variety of meaningful texts and contexts to engage students in explicit instruction focused on thinking critically while reading/talking about authentic text.

Anchor Statement 15: Critical Thinking

Teach students to understand and use language/s across various varying contexts.
Students need support in order to discuss, understand, and practice flexibilities necessary for using language/s in understanding and creating texts[45].

Sample Instructional Practices

- Explicitly teach interplay of writer, audience, purpose, and mode.

- Use mentor texts (texts as models: print and digital) to support the teaching of writing among genres, focusing on appropriate language, use of conventions, and tone for different writing contexts[46].

- Explicitly teach strategies for generating ideas, drafting, revising, and editing among different formats and genres[47]. Explicitly teach appropriate strategies for reading within different formats and genres (e.g., novels, short stories, plays, poetry, blogs, articles, advertisements, infographics, photos) to prepare students to maneuver among various tasks, audiences, and purposes.

- Introduce basic grammar and sentence structure, both orally and in writing. Discuss how grammar, usage, and style differ based on the intended purpose and audience.

Anchor Statement 16: Critical Thinking

Educators use a variety of meaningful texts and contexts to engage students in explicit instruction focused on thinking critically while reading/talking about authentic text. Explicit instruction in reading moves beyond literal comprehension by emphasizing strategies for inferential comprehension, literary elements, and craft and structure. This instruction apprentices students to the complex and multi-layered thinking in which readers engage (rather than isolated instruction in single strategies). In addition, educators use a variety of texts and contexts (at times including decodable text) for instruction and practice in phonological awareness, phonics, fluency, and accuracy.

Sample Instructional Practices

- Instruction is intentionally planned to emphasize specific aspects of comprehension or craft and structure while leaving room for students' curiosities.

- Texts are intentionally selected to encourage deep thinking.

- Vary delivery methods for comprehension instruction using large group instruction for techniques that all students need and small groups for techniques some students need.

- Create authentic discourse communities where students build on ideas of others and provide evidence to support thoughts (refer to Speaking and Listening Standard 1 in Wisconsin's Standards for English Language Arts).

- Consider a student's developmental strengths and needs as a learner. Use intentional prompts, cues, questions, and wait time to support thinking and provide students with feedback on their thinking.

Vision Statement 6. Social Construction

> **Social construction: Literacy, language, and meaning are socially constructed and are enhanced by <u>multiple perspectives</u>.**
>
> A rich diversity of texts, language uses, viewpoints, and critical discussions are important for building knowledge in Wisconsin English language arts classrooms. Exposure to different genres and text types, and access to multiple and global perspectives provide a venue to explore and analyze the world.

Anchor Statement 17: Social Construction

The languages, knowledge, and experiences of all students serve as a foundation from which every student builds understanding.

Anchor Statement 18: Social Construction

Educators provide intentional opportunities for collaborative and text-based conversation in varied groupings.

Anchor Statement 17: Social Construction

The languages, knowledge, and experiences of all students serve as a foundation from which every student builds understanding.
All students deserve to have a culturally inclusive curriculum that positions students' lived realities as assets. English language arts practices capitalize on these realities as a way of building repertoires of practice[48] that expand everyone's social and linguistic resources[49].

Sample Instructional Practices

- Provide opportunities for every student to be seen by peers as knowledgeable experts (e.g., giving students opportunities to share their background knowledge on a relevant topic).

- Use instructional materials that include a broad definition of text, with a text as anything that conveys meaning.

- Expect students to share their thinking and reasoning for all students to see how others make sense of the world.

Anchor Statement 18: Social Construction

Educators provide intentional opportunities for collaborative and text-based conversation in varied groupings.
Collaborative, text-based conversations can be used to construct knowledge, seek perspective, and develop deep understanding in face-to-face or virtual contexts. Such conversations can build background knowledge before reading, deepen comprehension, or inform writing.

Sample Instructional Practices

- Provide opportunities for students to use and share in a language they are most comfortable.

- Emphasize authentic discussion and writing tasks based in inquiry.

- Explicitly teach and model behaviors expected for productive, collaborative conversation (including both listening and speaking).

- Provide appropriate scaffolds for productive collaborative conversation and work (such as sentence starters, discussion stems, or pre-teaching of vocabulary).

Glossary

contrastive analysis	The practice of comparing and contrasting the linguistic structure of two languages to facilitate the acquisition of Standard English. This practice bridges the connection between students' home language, and language required in school[50].
culturally authentic text	Text that reflects the culture of the students while also providing entry points for students to see connections between themselves, the characters, the settings, and the themes described in a text[51].
culturally responsive practice	"An approach to teaching that recognizes the value of learners' cultural beliefs and practices and draws upon them to inform instruction, enhance learner self-advocacy, and bridge learners' home and school experiences" (p. 2)[52].
discourse communities	A group of people with common goals, a common set of participatory mechanisms, common means of communication exchange, community specific genres, specialized terminology, and generalized expertise[53].
diversity	"Diversity is inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background)" (p.49).[54]
enrichment	Strategic practices that add complexity and depth. The deliberate practices that ensure the continued growth and development of students who have exceeded academic grade level standards[55].
intervention	"The systematic use of technique, practice, or program designed and shown to improve learning in specific areas of student need" (p.4)[56].
literacies	(or multiple literacies) The varied ways in which information is interpreted, created, communicated, and computed, using printed, written, and verbal, content. Multiple literacies exemplify different cultural contexts, social purposes, life experiences, personal interests, as well as knowledge base. Learning to communicate in not just one "right" way, but the ability to negotiate differences in multiple ways to convey meaning to an audience.[57]

mentor text	A piece of text that should be studied and imitated by student writers. A scaffolded strategy that exposes students to new writing styles, and encourages students to be adventurous in their own writing. Mentor text are not exclusive to books. They can be poems, newspaper articles, song lyrics, comic strips, manuals, essays, as well as student work[58].
multiple literacies	See literacies
multiple perspectives	The integration of all student perspectives into a classroom. The ability to engage students in respectful discourse that weigh different schools of thought, cultures, and/or individual viewpoints[59].
responsive teaching	"Responsive teaching is the process of stepping in and out of a learning activity to support the student's individual needs and growing independence. This process has also been referred to as scaffolding. . . . Through responsive teaching, these [educators] experts provide assistance and share strategies that advance students' abilities to the point where they can complete the task on their own".[60]
universal instruction	"The academic and behavioral curriculum and instruction deemed critical, delivered to all students, and expected to meet the needs of most students in a school. Also referred to as Core instruction, Primary Level of Intervention, and Tier One Instruction" (p. 3)[61].
windows and mirrors	A text that inspires the readers to see outside of themselves, to interact with characters, experiences, and settings far removed from anything with which they are familiar. Texts that act as windows challenge students' thinking and allow students to walk away from the texts having learned something new about the world beyond the one they know.

A text that reflects familiar images, physical, cultural, or emotional, to that of the student is considered a mirror. When students see characters, experiences, and settings that are familiar to them, they can easily make connections between themselves and the text[62]. |

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Contributing Educators:
Promising Practices for Students with Disabilities

Beginning in 2015, the Wisconsin Department of Public Instruction (DPI) met with stakeholders to request input about what efforts they felt contribute to improving literacy outcomes for students with Individualized Education Plans (IEPs). Included in that feedback was a recommendation to investigate systemic and instructional practices that have improved results. As such, DPI conducted a rigorous review of data, based on numerous statistical, geographic, and demographic factors to identify schools throughout Wisconsin that have demonstrated greater than average growth in the area of literacy for students with IEPs.

Based on the findings, DPI invited school-based teams to discuss the systemic and instructional practices that may have influenced positive change in the area of literacy for students with IEPs. The group of approximately 30 educators met four times throughout early 2016. The workgroup was facilitated by DPI consultants from both the Literacy and Mathematics and Special Education Teams. Additionally, critical friends from Great Lakes Equity Center (Midwest and Plains Equity Assistance Center) provided ongoing insight and professional learning.

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