

2020-2021 Reading, Writing, and Communicating Instructional Guidance for Diverse Learning Settings

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COLORADO
Department of Education

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Full Document and Other Support

For the full version of this document that contains all content areas, and for other standards, content, and instructional support, see [the website for the Office of Standards and Instructional Support](#)

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Purpose

When CDE describes **best, first instruction**, it is assumed that instruction is occurring in a traditional environment: teachers and students gathered together in a classroom, working in small groups, large groups, and individually, and that there are no safety risks posed by having people in close proximity of each other or touching shared objects. Due to COVID-19, we can no longer assume that this traditional environment is possible or preferable under the current circumstances. Districts and schools have had to consider other options, including hybrid/blended learning, online-only options, or switching to remote learning on an emergency basis when circumstances require it. For most educators, this has created challenging teaching conditions—not only is teaching under these non-traditional settings challenging compared to the classroom environments teachers are accustomed to, but the uncertainty of the moment makes long-term planning and preparation especially difficult.

The purpose of this document is to provide some guidance under these uncertain times for each of the content areas addressed by the Colorado Academic Standards. While some compromises are inevitable when shifting instruction to non-traditional settings, maintaining high-impact instruction (or the highest-impact instruction under the circumstances) requires adherence to certain principles, practices, and strategies. Teaching is a very complex endeavor and while it isn't possible to cover every approach, tool, or practice for every situation, this document aims to inform educators about what teaching should ideally look like given a variety of instructional settings.

Teaching and Learning in Diverse Learning Settings

In March of 2020, schools in Colorado made on-the-fly decisions and took quick action to change the way teaching and learning worked across the state. Several terms emerged to describe the different settings school was happening in, such as *online*, *virtual*, *remote*, and *at home*. To attempt to clarify the language used to describe these settings, this document refers to the following categories:

- **In-person learning:** Face to face instruction within a brick and mortar structure.
- **Hybrid/blended learning:** A combination of in-person learning and remote learning.
- **Online-only learning:** Online learning in Colorado refers to schools that are providing online course offerings on a full or part-time basis. Students who engage in online learning in this context are enrolled in an approved school or program or may be taking an online course to supplement.
- **Remote learning:** Education that occurs away from a school building in response to emergency situations such as COVID-19 or natural disaster. Remote learning seeks to offer continuous educational opportunities that may or may not build upon previously taught content. Remote learning is both a temporary and longer-term option. Remote learning may include digital resources and/or hard copy resources and may include synchronous or asynchronous instruction and/or self-paced independent study work.

Even with these categories and definitions, other variations are possible. For example, in-person learning *with* an enforcement of social/physical distancing will certainly have some constraints that in-person learning *without* social/physical distancing. Similarly, online and remote learning looks very different when it is conducted synchronously rather than asynchronously.

Content-Specific Resources to Support Diverse Learning Settings

CDE's top priority continues to be the health and safety of all students, educators, and communities in Colorado. To help schools plan for educational continuity while the suspension of in-person learning is in effect, we have curated a list of best practices for remote learning and teaching including free web-based resources to help keep students academically engaged. We recognize that the multitude of resources for remote learning can be overwhelming so we have collected and organized material by content area and grade level that may be useful as educators develop plans for their students. While remote learning through the Internet provides a great deal of flexibility in learning opportunities, educators should also consider utilizing hard copy resources (e.g., packet work, textbooks).

There is no requirement for districts to offer remote learning via the Internet, but if educators decide to go this path, they should strive to include equitable access to instruction for all students. Equitable access does not require that all students receive instruction in the same format e.g., online instruction). Districts should consider the individual learning needs of students in determining how to best meet individual needs. Click [here](#) for a curated list of resources across content areas.

Equity Considerations for Learning Across Settings

Regardless of the instructional setting, or how it changes in 2020-2021, we suggest you consider the following do support students and their families:

- Support **flexible scheduling and limited technology access when shifting to hybrid/blended or remote** learning settings. Student learning should not be solely dependent on access to devices and the internet. Encourage approaches that can be pursued without technology and/or asynchronously to set students up for success.
- Engage students in **meaningful** explorations, investigations, inquiries, analysis, and/or sense-making. Equitable learning experiences should be both responsive to the current need as well as meaningful to learners.
- When in remote or hybrid settings, encourage students to engage in **activities that already happen in their homes with materials that families already have** (especially so families do not need to purchase additional supplies). Families in poverty may be experiencing several of the considerations described above, along with additional concerns including regular access to meals, utilities, health services, or shelter. Undocumented students and students receiving special education services may face challenges in accessing resources that they need. Encourage educators to prioritize the physical, mental, and emotional well-being of all students.
- Help students make **explicit connections to their interests and identities**.
- **Invite family members to be a partner** in students' learning. Students and families may need to juggle home, caretaking, school, and work responsibilities. Consider a menu of options for learning experiences that allow for different types and levels of engagement during remote learning.
- Provide students with **choices for how they engage, what they investigate/research, or how they demonstrate learning**.
- Support students in **self-reflection** related to content and process to support their learning.
- **Exercise sensitivity** when referencing the current pandemic as a topic for instruction.

- Encourage, support, and facilitate **first-language family participation** in the learning across multiple settings. Take steps to bridge the gap in access to bilingual and native language resources that support learning for students and their families.

General Considerations for Standards-Aligned Instruction

The guidance provided below gives educators insights into “traditional” teaching practices and how shifts in those teaching practices can lead to student learning experiences that are more authentic and engaging in diverse learning settings. These shifts support instructional alignment with the 2020 Colorado Academic Standards.

Learning experiences should look less like...	Learning experiences should look more like...
<p>An attempt to recreate school at home during learning:</p> <ul style="list-style-type: none"> • assuming a strict “school day” schedule • requiring special materials (e.g. materials not commonly found at home) • pacing with the planned scope and sequence in remote learning environment • assigning readings to stay “caught up” • packet of worksheets and busy-work • all learning experiences happen virtually 	<p>Flexible goals and structures for learning</p> <ul style="list-style-type: none"> • extended time for learning and reflection • use of commonly available materials • purposeful selection of learning targets • allowing students to explore their interests • meaningful, manageable tasks and projects • opportunities to learn without the use of devices or the internet
<p>Teacher-centered instruction</p> <ul style="list-style-type: none"> • virtual lectures/classes that all students synchronously attend • teachers delivering information and assignments • teacher instruction and feedback as the primary mode of facilitating learning 	<p>Purposeful teacher-student interactions</p> <ul style="list-style-type: none"> • optional opportunities to connect with teachers and peers virtually and at a variety of times • teachers providing coaching, feedback, and encouragement • encouraging students to engage in learning and reflection with their families and communities • encouraging self-reflection on what students learn and how they learn it
<p>Assignments to “get through” content</p> <ul style="list-style-type: none"> • emphasizing memorizing content or “checking off” tasks on lists • asking students to complete tasks that are irrelevant, lack authenticity, or are redundant in nature (e.g., “busy work”) • trying to cover content through a volume of activities or skipping from topic to topic 	<p>Assignments that promote authentic learning</p> <ul style="list-style-type: none"> • connecting experiences to household activities, like cooking, fixing things, or gardening, community interactions • asking students to identify relevant problems in their lives and leverage content knowledge to address them • allowing students to deeply explore concepts, topics, phenomena (science), and/or problems of interest through investigation, analysis, research, and other sense-making strategies to build understanding and practice over time

Instructional Guidance by Content Area

CDE's Office of Standards and Instructional Support stands behind the saying, "All Students, All Standards." The Colorado Academic Standards define learning goals in each content area. By providing a high-quality, standards-based educational experience for students in each of the content areas, schools open doors of opportunity to students' futures. By experiencing high-quality teaching and learning in a variety of content areas, upon graduation students should be prepared to seek out and find success in multiple career fields, college majors, or other future endeavors connecting to any one or more of the content areas for which Colorado has academic standards.

Unlike other sources of guidance for the 2020-2021 school year, the guidance below gives equal preference to each content area. **This is not a guide for narrowing the curriculum down to mathematics and English language arts.** Instead, it is our goal that schools consider the guidance provided and strive to offer well-rounded, enriching, opportunity-creating educational experiences for all students, regardless of the instructional setting.

Reading, Writing, and Communicating

High-Impact Instructional Strategies for Diverse Learning Settings for Reading, Writing, and Communicating

The table below contains content-specific instructional strategies and tools to help reading, writing, and communicating educators provide high-quality learning experiences that are both culturally responsive and designed to increase their students' capacity and agency for independent learning in all settings. The strategies listed are intentionally grouped to deepen background knowledge, cultivate cognitive routines, and build word wealth which will help students progress from the foundational reading, writing, and communicating skills in the early elementary grades to more complex skills that requires upper elementary and secondary grade-level students to orally and in writing analyze and synthesize literary and informational texts; read, research, and present ideas, claims, and arguments in an organized and coherent manner; and, write, revise, edit, and publish various styles of writing, demonstrating their ability to apply techniques used by the authors, poets, journalists, and playwrights they have read and studied

Deepen Background Knowledge

The Equity Connection: "In order to do greater cognitive work, you must have deep background knowledge. You cannot give another background knowledge because everyone's schema is culturally grounded, but you can help them build upon it. Background knowledge is what turns "inert information" into useable knowledge over time" - Zaretta Hammond

Current education practices show that reading comprehension is misunderstood. It's treated like a general skill that can be applied with equal success to all texts. Rather, comprehension is intimately intertwined with knowledge. That suggests significant changes in schooling. First, it points to decreasing the time spent on literacy instruction in early grades. Third-graders spend 56% of their time on literacy activities but 6% each on science and social studies. This disproportionate emphasis on literacy backfires in later grades, when children's lack of subject matter knowledge impedes comprehension. Another positive step would be to use high-information texts in early elementary grades. Historically, they have been light in content.

- Dr. Daniel T. Willingham

Moving from less like...	Moving to more like...	Instructional Strategies	Tools to Try
<p>Emphasizing reading literary text (i.e., narratives), leaving informational text to social studies and science teachers or blocks designated within a class schedule.</p>	<p>Proportional reading of informational text and literary text in English language arts and/or elementary literacy blocks specifically:</p> <p>By 4th grade, students should be reading a 50/50 proportion of informational and literary texts.</p> <p>By 8th grade, students should be reading a 55/45 proportion of informational and literary texts.</p> <p>By 12th grade, students should be reading a 70/30 proportion of informational and literary texts.</p>	<p>Assign information text that builds background knowledge, fosters disciplinary literacy in social studies and science, and engages student interests.</p> <ul style="list-style-type: none"> • Build upon student interest. • Survey your students to find out what topics they are into. <ul style="list-style-type: none"> ○ Google Forms ○ Plickers ○ Kahoot ○ GoSoapBox • Start with community curiosities. <ul style="list-style-type: none"> ○ Do a walk about ○ Find out landmarks or interesting community elements or people • Have them share interesting facts. <p>This is aligned to the shifts in the 2020 Colorado Academic Standards and Common Core for ELA.</p>	<p>Common Lit: Over 2,000 high-quality free reading passages for grades K-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development.</p> <p>National Geographic at Home: A K-12 resource library that uses the power of science, exploration, education, and storytelling to illuminate the wonder of our world.</p> <p>Newsela: Novel studies, research projects, topics for debates, paired fiction and nonfiction texts, and authentic news content turned into learning materials that are classroom-ready for all types of learners.</p> <p>Smithsonian Tween Tribune: Allows K-12 grade teachers to create an account, set up a class, and assign grade-appropriate readings accompanied by quizzes, which allows teachers to monitor responses through the online dashboard.</p> <p>The News Literacy Project: A nonpartisan national education nonprofit, empowers educators to teach students the skills they need to be smart, active consumers of news and other information and engaged, informed participants in civic life.</p>

Moving from less like...	Moving to more like...	Instructional Strategies	Tools to Try
<p>Reliance on written text to increase comprehension.</p>	<p>In addition to written text, integrate media literacy into instruction to build the funds of knowledge students need to comprehend, analyze, and synthesize the ideas, themes, purposes, claims, and arguments conveyed in literary and informational texts.</p>	<p>Assign information TV programs, documentaries, podcasts, webinars, and online videos.</p> <ul style="list-style-type: none"> • Create a Netflix menu of documentaries, nature shows, historical events, etc. • Allow choice within the parameters of what standards you're teaching. • Require them to share this new information with others in a short audio (podcast style) or a video. If technology is an issue, they can write it for you to share. <ul style="list-style-type: none"> ○ Voice Thread: A platform where students develop critical thinking, communication, collaboration, and creativity skills. ○ Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video ○ Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform. 	<p>TV Programs National Geographic: A wide assortment of informational and documentary-style programming. PBS Kids: PBS and your local station have curated FREE, standards-aligned videos, interactives, lesson plans, and more just for teachers Rocky Mountain PBS Learning Media: Daytime educational programs to the to support remote learning.</p> <p>Podcasts Brains On: a science podcast for curious kids and adults from American Public Media. Co-hosted each week by kid scientists and reporters from public radio, we ask questions and go wherever the answers take us. Common Sense Education: A podcast that provides trustworthy information, education, and independent voice students need to thrive in the 21st century.</p> <p>Videos Smithsonian Channel: This is where curiosity lives, inspiration strikes and wonders never cease. They provide awe-inspiring stories and powerful documentaries for K-12. The Kennedy Center: This resource provides opportunities for 6-8 teachers to infuse arts into literacy through digital platform that encourages disciplinary literacy.</p>

Moving from less like...	Moving to more like...	Instructional Strategies	Tools to Try
<p>Teachers providing information to the class (i.e., frontloading text)</p>	<p>Students conduct investigations, solve problems, and engage in discussions.</p>	<p>Engage students in project-based learning and thought experiments.</p> <p>Note: Project-based learning invites and infuses informal learning contexts with formal content, concepts, and skills inherent within academic standards. Projects centered around student interest creates high engagement and acceleration and connection for struggling readers, writers, and communicators to demonstrate understanding of standards.</p> <p>Thought experiments are short scenarios (often rendered by video) that gauges how students approach a problem. They are designed to spur critical thinking and oral or written analysis explaining how and why they approached a problem the way they did.</p> <p>The questions you pose after introducing the thought experiment are essential. You want your questions to:</p> <ul style="list-style-type: none"> • push your students’ individual and collective thinking; • deepen your students’ background knowledge through interactive and engaging discussions. 	<p>Thought Experiments Brain Pickings: Famous thought experiments animated in 60 seconds.</p> <p>Project-Based Learning Presentation Platforms Online Portfolios: A collection of students work that can be curated online. Students can showcase their work, or it could be used to develop a primary source set on a specific topic or event. Canva a graphic design platform that allows users to create social media graphics, presentations, posters, and other visual content. Animoto: A cloud-based video creation service that produces video from photos, video clips, and music into video slideshows, and customized web-based presentations Flipgrid: a free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here’s a “how to” video. Wix.com: An online platform that gives students the freedom to create, design, manage, and develop websites about topics, texts, or projects.</p>

Cultivate Cognitive Routines

The Equity Connection: “A cognitive routine is a sequence of internal learning moves during the elaboration stage of information processing. They are not external strategies only used by the teachers, but a permanent set of mental steps a student uses to ignite his own internal cognitive processing system” – Zaretta Hammond

Moving from less like...	Moving to more like...	Instructional Strategies	Tools to Try
<p>Students answering questions at the conclusion of reading texts.</p>	<p>Integrating external prompts throughout reading as a scaffolded way for students to look at the parts, purposes, and complexities of a text in order to compose oral and written summaries; compare and contrast characters, themes, and authorial styles and techniques; and produce expository or argumentative analysis.</p>	<p>Close Reading: Getting students to slow down, engage with the text in different ways, and reflect as they read are challenges for every teacher, and are the goals of close reading. They're also at the heart of the Colorado Academic Standards for RWC.</p> <p>Use text-dependent questions to identify, investigate, and analyze the parts, purposes, and complexities of texts.</p> <ul style="list-style-type: none"> • What are the parts of the text? • What is the purpose of each part? • How does the purpose of each part help determine the whole? • How do the parts work together to make something happen? • What would happen if a part were missing or changed? 	<p>Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.</p> <p>Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video</p> <p>Common Lit: Over 2,000 high-quality free reading passages for grades K-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development.</p> <p>The News Literacy Project: A nonpartisan national education nonprofit, empowers educators to teach students the skills they need to be smart, active consumers of news and other information and engaged, informed participants in civic life. It also provides people of all ages with tools and resources that enable them to identify credible information and know what to trust, share and act on.</p>

Moving from less like...	Moving to more like...	Instructional Strategies	Tools to Try
<p>Teachers posing questions with only one answer</p>	<p>Students discussing open-ended questions that focus on the strength of evidence used to generate and support claims</p>	<p>Inquiry-based learning through asking open-ended text dependent questions.</p> <p>Factual (what, when, where)</p> <p style="text-align: center;">↓</p> <p>Debatable (why and how)</p> <p style="text-align: center;">↓</p> <p>Conceptual (why, how, and in what ways)</p> <p>Question Formulation Technique: a simple, powerful strategy that builds people’s skills to ask better questions, participate in decisions that affect them, and advocate for themselves.</p> <p>Think-aloud: This strategy asks students to say out loud what they are thinking about when reading, solving problems, or simply responding to questions posed by teachers or other students.</p>	<p>Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.</p> <p>Flipgrid: a free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here’s a “how to” video</p> <p>Common Lit: Over 2,000 high-quality free reading passages for grades K-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development.</p> <p>Peardeck: an interactive presentation tool used to actively engage students in individual and social learning and give formative assessments.</p>

Moving from less like...	Moving to more like...	Instructional Strategies	Tools to Try
<p>General notetaking</p>	<p>Asking students to actively process (not just take notes) by connecting the unknown to the know or across concepts by creating a visual concept map with text to increase knowledge and understanding.</p> <ul style="list-style-type: none"> • What is the relationship or connection between these things or concepts? • How does this part fit into the whole? What are the parts of this whole? 	<ul style="list-style-type: none"> • Provide time for processing. • Use sketch noting or doodling for processing information. • Use the thinking routines to move through the content. • Help them internalize prompts as mental procedures they take themselves through when learning new information 	<p>Sketch Noting (Video) Sketch Noting (Article) Sketch noting allows students to visually process information presented by drawing pictures and symbols, adding words, phrases, and/or sentences summations to demonstrate understanding of content. Stormboard: shared workspace to generate more ideas, and then prioritize, organize, and refine those ideas to make learning, brainstorming, and projects more productive and effective. Spiderscribe: An online mind mapping and brainstorming tool. It lets you organize your ideas by connecting notes.</p>

Moving from less like...	Moving to more like...	Instructional Strategies	Tools to Try
<p>Oversimplification of activities for struggling readers, writers, and communicators.</p>	<p>Provisions for support so all students can engage in grade-level content.</p>	<p>Acceleration, not remediation. Embed mini-lessons throughout the school year to address content, concepts, and skills students need in order to demonstrate mastery of standards.</p> <ul style="list-style-type: none"> • Interactive “mini lectures”: Short, direct instruction that focuses on concepts and/or principles can help guide students in their learning. • Discussion: Productive discussions can build students’ higher-order thinking skills. (e.g., Socratic Seminar) • Problem/Project Based Learning: a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. • Think-aloud: This strategy asks students to say out loud what they are thinking about when reading, solving problems, or simply responding to questions posed by teachers or other students. • Teacher Modeling: Modeling allows teachers to make the invisible work of reading and writing visible for students, so that the course content is accessible to all students in the class. When modeling the teacher thinks aloud while publicly demonstrating a specific literacy practice/process. Modeling is relatively brief (e.g., 5-10 minutes) 	<p>Choiceboards: graphic organizers that comprise of different amounts of squares. Each square is an activity. The activities help students learn or practice a primary concept, while allowing them a choice. Students can be instructed to choose one or more of these activities to complete.</p> <p>Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here’s a “how to” video</p> <p>Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.</p> <p>Voice Thread: A platform where students develop critical thinking, communication, collaboration, and creativity skills.</p> <p>Screencastify: Capture, edit and share videos in minutes!</p> <p>Educreations: Record your voice and screen to create dynamic video lessons that students can access any time, as needed.</p>

<p>Pre-planned outcomes for “cookbook” activities</p>	<p>Multiple investigations driven by students’ questions/interests with a range of possible outcomes that collectively lead to deep understanding of text.</p>	<p>Inquiry-based learning through asking open-ended text dependent questions.</p> <p>Develop & ask disciplinary focused questions: Engaging questions that anchor a unit and engages/interests students in the topic.</p> <p>Writing to Learn/Writing to Read: Along with reading comprehension, writing skill is a predictor of academic achievement and essential for success in post-secondary education. Students need and use writing for many purposes (e.g., to communicate and share knowledge, to support comprehension and learning, to explore feelings and beliefs).</p> <p>Writing in the Content Areas: Writing about what is being learned provides students with ownership of their learning. Because they choose the words to use in their writing, they control the written word and have the freedom to put on paper what is in their minds</p> <p>Research projects/papers</p> <p>Virtual Fieldtrips: Allows students to virtually visit museums, places of interest, and historical sites.</p> <p>Virtual Museum Tours: Allows students to virtually visit museums and explore artwork, statues, and other artifacts found in museums.</p> <p>(Virtual) Socratic Seminars: A formal discussion, based on a text, in which the leader asks open-ended questions.</p> <p>Problem/Project Based Learning: a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.</p>	<p>Brains On: a science podcast for curious kids and adults from American Public Media. Co-hosted each week by kid scientists and reporters from public radio, we ask questions and go wherever the answers take us.</p> <p>Common Sense Education: A podcast that provides trustworthy information, education, and independent voice students need to thrive in the 21st century.</p> <p>The National Museum of African American History and Culture: The only national museum devoted exclusively to the documentation of African American life, history, and culture.</p> <p>The National Museum of American History: Home to more than 1.8 million objects, our archival collections include a remarkable array of American history in documents, photographs, and other works, including major holdings on the histories of American business and music.</p> <p>TED-Ed: Education talks that can be used as a stimulus to engage students in the inquiry process.</p> <p>Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.</p>
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Moving from less like...	Moving to more like...	Instructional Strategies	Tools to Try
<p>Learning ideas disconnected from questions</p>	<p>Systems thinking and modeling to give context for the ideas to be learned.</p>	<p>Teacher Modeling: Modeling allows teachers to make the invisible work of reading and writing visible for students, so that the course content is accessible to all students in the class. When modeling the teacher thinks aloud while publicly demonstrating a specific literacy practice/process. Modeling is relatively brief (e.g., 5-10 minutes)</p> <p>Discussion: Productive discussions can build students' higher-order thinking skills. (e.g., Socratic Seminar)</p> <p>Think-aloud: This strategy asks students to say out loud what they are thinking about when reading, solving problems, or simply responding to questions posed by teachers or other students.</p> <p>Interactive "mini lectures": Short, direct instruction that focuses on concepts and/or principles can help guide students in their learning.</p>	<p>Choiceboards: graphic organizers that comprise of different amounts of squares. Each square is an activity. The activities help students learn or practice a primary concept, while allowing them a choice. Students can be instructed to choose one or more of these activities to complete.</p> <p>Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here's a "how to" video</p> <p>Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.</p> <p>Voice Thread: A platform where students develop critical thinking, communication, collaboration, and creativity skills.</p> <p>Screencastify: Capture, edit and share videos in minutes!</p> <p>Educreations: Record your voice and screen to create dynamic video lessons that students can access any time, as needed.</p> <p>Sketch Noting (Video)</p> <p>Sketch Noting (Article)</p> <p>Sketch noting allows students to visually process information presented by drawing pictures and symbols, adding words, phrases, and/or sentences summations to demonstrate understanding of content.</p>

Build Word Wealth

The Equity Connection: “A robust word study helps students engage in word play, word consciousness, and word knowledge. Begin with building word consciousness of words in their community, home, home language, etc. This honors their culture, building capital to meet their needs.”

– Zaretta Hammond

Moving from less like...	Moving to more like...	Instructional Strategies	Tools to Try
Vocabulary worksheets asking students to write the definition and use it in a sentence.	Building word wealth by interactively connecting the mood, intent, and connotative (figurative) and denotative (dictionary) meanings of words using both academic and non-academic contexts to increase students’ funds of knowledge (i.e., schema).	<p>Introduce robust word study by helping students engage in word play, word consciousness, and word knowledge</p> <p>Build word consciousness of words in their community, home, and home language.</p> <p>Assign word collecting. Examples include:</p> <ul style="list-style-type: none"> • Scavenger hunts • Challenges • Contrastive analysis • Urban dictionary v. Standard use • Evolution of a word or concept over time or across disciplines • Magnetic Poetry 	<p>Sketch noting https://youtu.be/gY9KdRfNN9w</p> <p>Word games</p> <ul style="list-style-type: none"> • Scrabble • Heads Up • Taboo <p>Padlet: Allows students to collaborate by posting notes and ideas on a bulletin board type platform.</p> <p>Flipgrid: A free program that will allow you and your students to post short videos online in response to different prompts, and to converse with each other via video. Here’s a “how to” video.</p> <p>Jamboard: a collaborative digital whiteboarding experience, available through a physical board, tablet and mobile apps as well as on the web.</p> <p>Mural: A digital workspace for visual collaboration</p>

Important Reminder

Planning culturally responsive learning experiences requires intentionality and consistency. One-off strategies DO NOT work!

- Create a schedule that continues to use these structures and processes until they are internalized for the student.
- Check for internalization periodically.
- Remove the scaffold at some point so that it forces students to internalize these steps as mental algorithms.
- Contextualize within students’ shared and cultural funds of knowledge to make content and learning more culturally grounded in their funds of knowledge

Anti-Racism Resources

The goal of anti-racism education is to create a lens that recognizes and interrupts inequitable patterns and practices in society by focusing on the social and political context that marginalized students experience. Therefore, the following list of anti-racist resources centers around raising the critical consciousness of students and teachers through careful reading, writing, and communicating about the inequities in everyday social, environmental, economic, and political situations.

Books:

- [Coretta Scott King Book Award Winners: books for children and young adults](#)
- [31 Children's books to support conversations on race, racism and resistance](#)
- [Black Feminist Thought](#) by Patricia Hill Collins
- [Eloquent Rage: A Black Feminist Discovers Her Superpower](#) by Dr. Brittney Cooper
- [Heavy: An American Memoir](#) by Kiese Laymon
- [How To Be An Antiracist](#) by Dr. Ibram X. Kendi
- [I Know Why the Caged Bird Sings](#) by Maya [Angelou](#)
- [Invisible No More: Police Violence Against Black Women and Women of Color](#) by Andrea J. Ritchie
- [Just Mercy](#) by Bryan Stevenson
- [Me and White Supremacy](#) by Layla F. Saad
- [Raising Our Hands](#) by Jenna Arnold
- [Redefining Realness](#) by Janet [Mock](#)
- [Sister Outsider](#) by Audre Lorde
- [So You Want to Talk About Race](#) by Ijeoma Oluo
- [The Bluest Eye](#) by Toni Morrison
- [The Fire Next Time](#) by James Baldwin
- [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#) by Michelle Alexander
- [The Next American Revolution: Sustainable Activism for the Twenty-First Century](#) by Grace Lee Boggs
- [The Warmth of Other Suns](#) by Isabel Wilkerson
- [Their Eyes Were Watching God](#) by Zora Neale Hurston
- [This Bridge Called My Back: Writings by Radical Women of Color](#) by Cherríe Moraga
- [When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America](#) by Ira Katznelson

Podcasts:

- [Parenting Forward podcast episode 'Five Pandemic Parenting Lessons with Cindy Wang Brandt'](#)
- [Fare of the Free Child podcast](#)
- [Integrated Schools podcast episode "Raising White Kids with Jennifer Harvey"](#)
- [1619 \(New York Times\)](#)
- [About Race](#)
- [Code Switch \(NPR\)](#)
- [Intersectionality Matters! hosted by Kimberlé Crenshaw](#)
- [Momentum: A Race Forward Podcast](#)

- [Pod For The Cause \(from The Leadership Conference on Civil & Human Rights\)](#)
- [Pod Save the People \(Crooked Media\)](#)
- [Seeing White](#)

Articles:

- [How White Parents Can Talk To Their Kids About Race | NPR](#)
- [Teaching Your Child About Black History Month | PBS](#)
- [Your Kids Aren't Too Young to Talk About Race: Resource Roundup from Pretty Good](#)
- ["America's Racial Contract Is Killing Us" by Adam Serwer | Atlantic \(May 8, 2020\)](#)
- [Ella Baker and the Black Freedom Movement \(Mentoring a New Generation of Activists\)](#)
- ["My Life as an Undocumented Immigrant" by Jose Antonio Vargas | NYT Mag \(June 22, 2011\)](#)
- [The 1619 Project \(all the articles\) | The New York Times Magazine](#)
- [The Combahee River Collective Statement](#)
- ["The Intersectionality Wars" by Jane Coaston | Vox \(May 28, 2019\)](#)
- [Tips for Creating Effective White Caucus Groups developed by Craig Elliott PhD](#)
- ["Where do I donate? Why is the uprising violent? Should I go protest?" by Courtney Martin \(June 1, 2020\)](#)
- ["White Privilege: Unpacking the Invisible Knapsack" by Knapsack Peggy McIntosh](#)
- ["Who Gets to Be Afraid in America?" by Dr. Ibram X. Kendi | Atlantic \(May 12, 2020\)](#)

Films and TV Series:

- 13th (Ava DuVernay) — Netflix
- American Son (Kenny Leon) — Netflix
- Black Power Mixtape: 1967-1975 — Available to rent
- Blindspotting (Carlos López Estrada) — Hulu with Cinemax or available to rent
- Clemency (Chinonye Chukwu) — Available to rent
- Dear White People (Justin Simien) — Netflix
- Fruitvale Station (Ryan Coogler) — Available to rent
- I Am Not Your Negro (James Baldwin doc) — Available to rent or on Kanopy
- If Beale Street Could Talk (Barry Jenkins) — Hulu
- Just Mercy (Destin Daniel Cretton) — Available to rent for free in June in the U.S.
- King In The Wilderness — HBO
- See You Yesterday (Stefon Bristol) — Netflix
- Selma (Ava DuVernay) — Available to rent for free in June in the U.S.
- The Black Panthers: Vanguard of the Revolution — Available to rent
- The Hate U Give (George Tillman Jr.) — Available to rent for free
- When They See Us (Ava DuVernay) — Netflix

Videos:

- [Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers \(50:48\)](#)
- [Dr. Robin DiAngelo discusses 'White Fragility' \(1:23:30\)](#)
- ["How Studying Privilege Systems Can Strengthen Compassion" | Peggy McIntosh at TEDxTimberlaneSchools \(18:26\)](#)

Organizations:

- Antiracism Center: [Twitter](#)
- Audre Lorde Project: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Black Women's Blueprint: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Color Of Change: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Colorlines: [Twitter](#) | [Instagram](#) | [Facebook](#)
- The Conscious Kid: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Equal Justice Initiative (EJI): [Twitter](#) | [Instagram](#) | [Facebook](#)
- Families Belong Together: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Justice League NYC: [Twitter](#) | [Instagram](#) + Gathering For Justice: [Twitter](#) | [Instagram](#)
- The Leadership Conference on Civil & Human Rights: [Twitter](#) | [Instagram](#) | [Facebook](#)
- The Movement For Black Lives (M4BL): [Twitter](#) | [Instagram](#) | [Facebook](#)