

Equity Lenses for High-Quality Reading and Writing Instructional Resources

<i>Lens</i>	What does this mean? What does this look like? What is the classroom experience students have when resources fulfill this lens?	What do we look for in reading and writing resources? <i>Note: texts, writing prompts, assessments, and supplemental resources are key points of examination in resource selection</i>
<i>Resources meet the high-quality instructional markers for the content area and the KDE characteristics of High-Quality Instructional Resources.</i>	The KDE has developed a set of criteria for what is considered high-quality as districts examine resources. These provide a strong foundation for resources used in schools and districts throughout the state.	<ul style="list-style-type: none"> ● Text Quality and Complexity; ● High-Quality Text-Dependent Questions and Tasks; ● Interdisciplinary Literacy Practices; ● Research-Based Practices for Foundational Skills Instruction; and ● Access to Standards for All Learners
<i>Resources recognize, celebrate and leverage students' cultures and identities and provide opportunities to broaden perspectives by learning about other cultures.</i>	<p>Students' cultures are affirmed and included as scaffolds for learning; students' unique strengths (language, culture, neurodiversity, passions) are recognized and celebrated and leveraged. Resources nurture, reinforce, and celebrate students' identities as competent readers and writers with interesting and worthy ideas to share.</p> <p>Students broaden their perspectives by learning about other cultures; they have opportunities to explore multiple perspectives on topics, which avoids single stories and offers opportunities to disrupt negative narratives.</p>	<ul style="list-style-type: none"> ● Feature stories of resistance and healing ● Tasks and questions provide opportunities to build from students' funds of knowledge ● Authentic representations that affirm students' identities (mirrors) ● Learning about and from diverse cultures or perspectives (windows) ● Bridging new learning to familiar experiences ● Opportunities to connect vocabulary to students' home languages ● Include a diverse set of authors, both based on their identities and thought ● Opportunities to explore multiple perspectives on a specific topic to avoid the danger of a single story ● Diversity of characters in texts, both fiction and non-fiction: Visually diverse, different family structures, different ethnicities and nationalities, neurodiversity, gender, religion

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		<ul style="list-style-type: none"> ● Guidance to support teachers to learn about and be aware of their assumptions and/or beliefs about students' cultures identities and how to leverage students' cultures and identities in lessons <p><i>The concept of windows and mirrors comes from Dr. Rudine Sims Bishop. (Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors)</i></p> <p><i>The concept of the danger of a single story comes from Chimamanda Ngozi Adichie. (Adichie, C. (2009) The danger of a single story [Video]. TEDGlobal Conferences. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare</i></p>
<p><i>Resources provide opportunities for students to lead learning that is meaningful and relevant to them, both in connection to their local context and communities and the broader global context of the world.</i></p>	<p>Students are drivers of their learning--the classroom is student-centered, and resources offer students opportunities to exercise choice and voice in their learning. The resources students engage with (assessments, texts, writing prompts) connect to students' local communities and global context as well to make them meaningful and relevant.</p> <p>Students are asked, "What challenges exist in your community?" and able to design their learning around those challenges.</p>	<ul style="list-style-type: none"> ● Authentic tasks: Students identify challenges they see in their context and communities (local and global) as part of the lessons, tasks, assessments ● Opportunities for reading and writing to serve students' social-emotional growth and development: Teach and provide opportunities for students to use writing as a way of processing strong emotions ● Guidance to support teachers and students to make connections from the curriculum to their prior knowledge and experience as well as their local community

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<i>Resources provide engagement with grade-level content and the KAS for all students.</i>	Scaffolds and supplementary materials are designed to provide access to grade-level content for all students and do not solely provide previous grade-level content and/or content that has been reduced in rigor. Scaffolding should lead students to engage in content at the same level of rigor, though differentiation may be needed to make the content accessible for all students.	<ul style="list-style-type: none"> ● Alignment to grade-level standards and complex texts in supplementary resources and listed scaffolds ● Prompts and resources with scaffolds and supplementary materials that support students to lead their learning (shifts are not made to be more heavily teacher-directed or teacher-delivery of content)
<i>Resources allow students to engage and demonstrate their learning in a variety of ways.</i>	Assessments exist in a variety of formats to measure students' experiences and learning of KAS (e.g., exit tickets, feedback, reflection, curricular tasks, unit assessments). Students are able to express their learning authentically, with their experiences and perspectives valued.	<ul style="list-style-type: none"> ● Authentic culminating tasks for literacy units (e.g., research and report/presentation/etc. connected to a local or community issue) ● Opportunities for public discussion and debates of ideas and texts (whole-class, small-group, pair-share) ● Opportunities for linguistic diversity to show up in the way students express their learning ● Multiple right answers: Guidance or examples of multiple answers and responses students can provide to demonstrate learning