



# Inclusive Literacy Learning



COLLEGE OF  
**EDUCATION &  
HUMAN SERVICES**

CENTRAL MICHIGAN  
UNIVERSITY

# Inclusive Literacy Learning

Charter Schools Annual Conference

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# Literacy is equity.

-Robert Pondiscio



Any discussion about “equity” in education that is not first and foremost a discussion about literacy is unserious.



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# Agenda

- 5 strategies for inclusive literacy learning
  1. Sentence Scaffolding
  2. Graphic Organizers
  3. Interest/Engagement Inventories
  4. Student-centered Learning Targets
  5. Purposeful Planning
  
- Self-Awareness



# Norms for today's session



- Technology for learning purposes
- Actively listen and participate
- Keep side conversations to a minimum.
- Be kind and respectful with each other.

# Protocol for Beginning Learning



Connections



Agenda



Norms





# Class Norms

An important part of promoting equity and diversity is setting norms in your classroom that promote inclusion and openness.

- Be explicit about the way students in your class will be respectful to each other; and share ideas, opinions and values.
- Teach students how to disagree respectfully.
- Promote self-awareness, self-management, relationship skills, and responsible decision-making.
- Challenge negative stereotypes immediately and openly.
- Create class norms together with your students to give students ownership over their community.
- Be flexible and ready to amend and refine norms as needed.



# Strategies for Inclusive Teaching

1. Sentence Scaffolding
2. Graphic Organizers
3. Interest/Engagement Inventories
4. Student-centered Learning Targets
5. Purposeful Planning





# 1. Sentence Scaffolding

- The more time students spend in higher-level discussions of and writing about texts, the higher achievement they demonstrate on standardized assessments.
- Higher-level talking and writing supports accessing background knowledge, clarifying word meaning, develop understandings of texts



# Creating an Environment for Higher Level Talk

- Allow opportunities for discussions that include back and forth conversations
- Ensure all students have an opportunity to engage in meaningful ways.
- Offer supports to help students feel safe to participate.
- Look for talk opportunities throughout the day in different contexts.



# Sentence Scaffolds for Talk

<p><b>Say Anything</b></p> <p>Say something out loud in response:</p> <ul style="list-style-type: none"> <li>• I like . . .</li> <li>• I have . . .</li> <li>• Once I saw . . .</li> </ul>	<p><b>Say Something Relevant</b></p> <p>Say something connected to the conversation:</p> <ul style="list-style-type: none"> <li>• I noticed . . .</li> <li>• I think . . .</li> <li>• I wonder . . .</li> <li>• This reminds me of . . .</li> </ul>	<p><b>Say Something Back</b></p> <p>Respond to what someone else said:</p> <ul style="list-style-type: none"> <li>• I agree with . . . because . . .</li> <li>• I disagree with . . . because . . .</li> <li>• I can add on to . . .</li> <li>• My thinking is like yours because . . .</li> </ul>
<p><b>Say Something to Request Clarification</b></p> <p>If you are confused, say so and explain why:</p> <ul style="list-style-type: none"> <li>• Can you say more about that?</li> <li>• Could you say that again?</li> <li>• I think that because . . .</li> <li>• What do you mean by . . . ?</li> <li>• Can you tell me why you think that?</li> <li>• Can you explain that to me another way?</li> </ul>	<p><b>Say Something to Revise or Improve</b></p> <p>If you agree or disagree with something someone else said, it's okay to say so:</p> <ul style="list-style-type: none"> <li>• At first I was thinking . . . , but now I'm thinking . . .</li> <li>• I think the author is trying to say. . .</li> </ul>	<p><b>Say Something to Provoke or Extend</b></p> <p>Say something that will continue the conversation or that others can respond to:</p> <ul style="list-style-type: none"> <li>• I started to change my thinking when . . .</li> <li>• I see what you're saying, but what about . . .</li> <li>• The surprising thing about this is . . .</li> <li>• This is important to notice because . . .</li> </ul>





# Key Things to Consider

- Keep sentence scaffolds accessible to students for both speaking and writing.
- Rehearse and model using the scaffolds.
- Regularly reference and revisit the scaffolds.



## 2. Graphic Organizers Galore

- A graphic organizer is a visual tool that is used to organize ideas, express knowledge, create relationships and allow users to communicate.
- A graphic organizer helps to make the abstract more concrete.



# More about Graphic Organizers




- Taking information out of text and putting it into graphic organizers allows learners to actively work with concepts for greater understanding.
- Graphic organizers can not only be used by students to respond to new ideas but also for teachers who want to deliver lessons in more visual ways.
- They allow different “entry points” for learners.
- They can be used in all areas of literacy learning.





Without letters  
to develop phonemic awareness:



/s/ /t/ /ü/ /k/

			
---	---	---	--



stuck




/sh/ /ā/ /d/

			
--	---	---	--



shade

/t/ /r/ /ā/ /l/

			
---	---	---	--



trail

With letters to improve  
spelling & word recognition

/s/ /t/ /ü/ /k/

s	t	u	ck
---	---	---	----



/sh/ /ā/ /d/

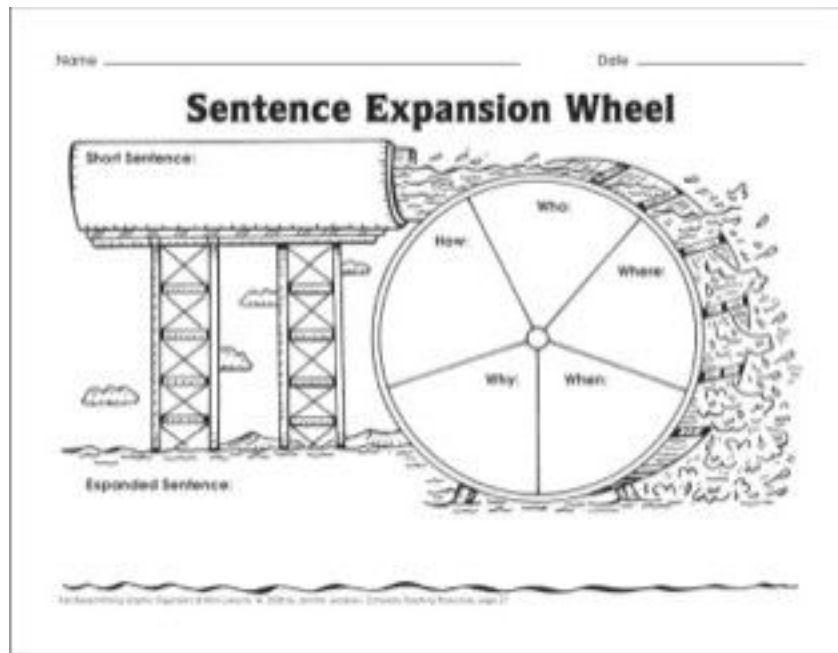
	sh	a	d	e
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/t/ /r/ /ā/ /l/

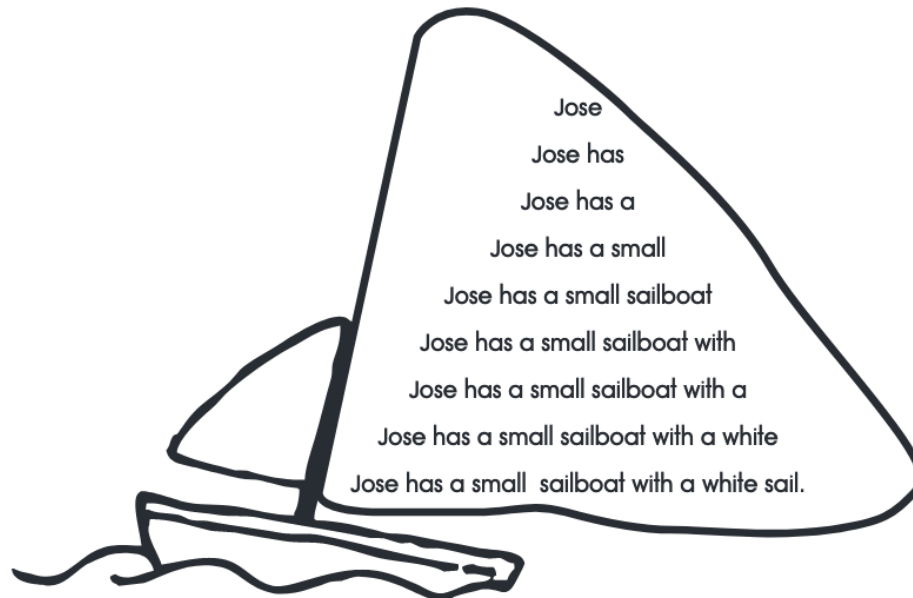
t	r	ai	l
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Fluent Phrasing

**F.012.AM1a**



Definition

Characteristics

Word

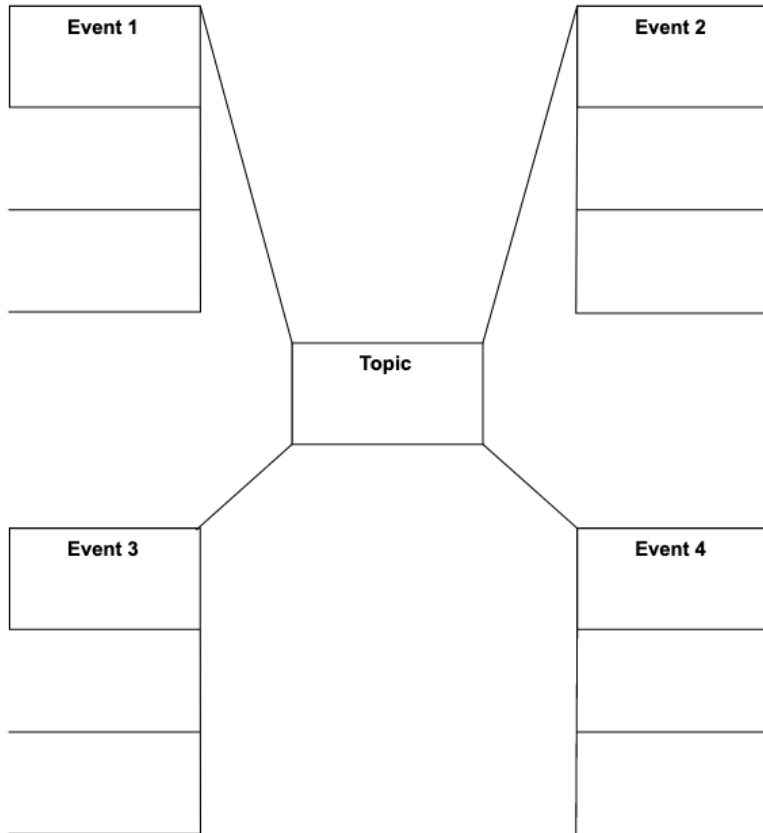
Examples

Non-Examples



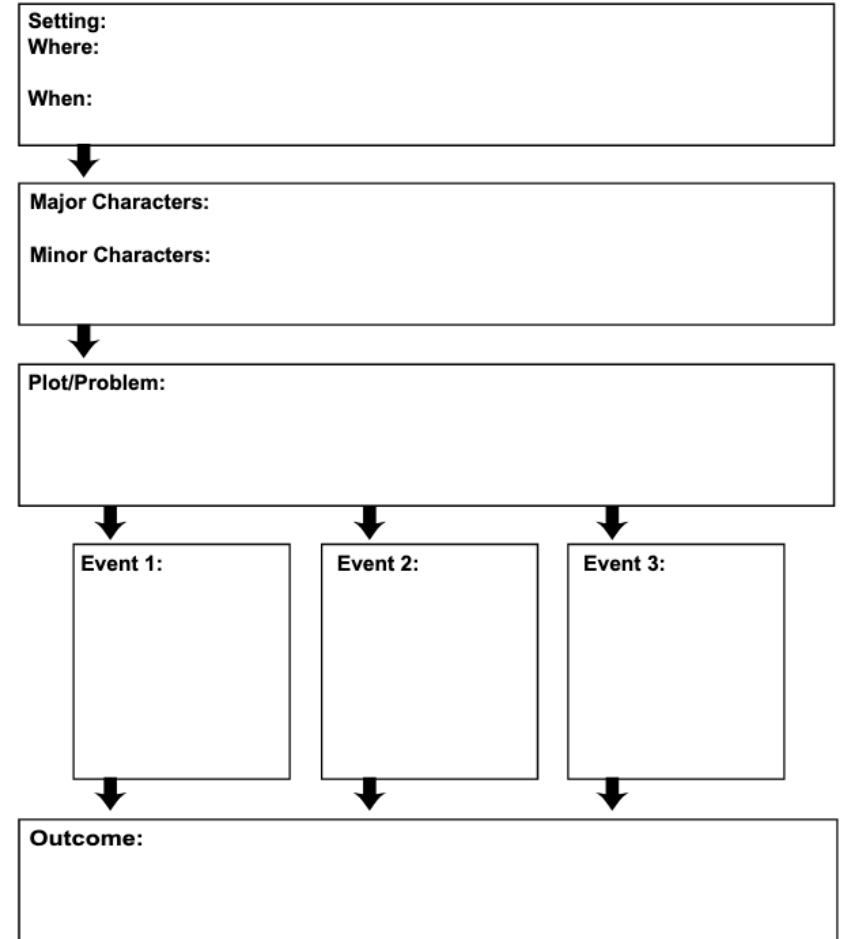
### Time-Order Chart

Write the topic in the center square. Write events in the boxes and details on the branching lines.



### Story Map 2

Write notes in each section.



# Key Things to Consider

- Graphic organizers can be used for not only a language arts program but for other subject areas as well.
- Graphic organizers should be dynamic and interactive.
- Gradual release of responsibility




# 3. Interest/Engagement Inventories

- Learning about students' interest is integral to building relationships.
- Observing engagement lets students know you care about their work.



# Interest Inventories

## Reading Interests



1. Do you read at home?  
 yes  no
2. Do you like to...  
 read to self  
 be read to
3. Do you think reading is...  
 easy  hard
4. Do you like books with...  
 many words on a page  
 few words on a page
5. Do you like to read...  
 alone  
 in a group
6. Do you like books with...  
 lots of words  
 lots of pictures
7. Do you like...  
 fiction  
 non-fiction
8. Do you like characters that are...  
 animals  
 people
9. Do you read...  
 in your head  
 out loud
10. Do you like books with...  
 real photographs  
 drawn pictures
11. Do you read things besides books?  
 yes  
 no

Student Interest Inventory

### Introducing \_\_\_\_\_ name \_\_\_\_\_

Complete the sentence starters.

1. My favorite subjects are \_\_\_\_\_
2. My hobbies are \_\_\_\_\_
3. After school I \_\_\_\_\_
4. I wish I could \_\_\_\_\_
5. I would like to meet \_\_\_\_\_
6. Sometimes I am \_\_\_\_\_
7. When I am older \_\_\_\_\_
8. My family is \_\_\_\_\_
9. I would like to visit \_\_\_\_\_
10. The most important thing to me is \_\_\_\_\_
11. I am happy when \_\_\_\_\_
12. I do not like \_\_\_\_\_
13. A great thing about me is \_\_\_\_\_



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# Key Things to Consider

- Interest inventories are useful to build relationships and allow children opportunities to self-represent.
- Engagement Inventories are useful to problem solve and support students' individual goals.



# 4. Student-centered Learning Targets

- Student-centered learning targets allow students to articulate their own learning goals.
- Students feel empowered to achieve such goals.
- Goals are most successfully achieved when they are situated into an authentic context for learning.



# Sample Format

Standard:

Learning Targets:

Performance Task:



## Standard:

RI.1.2: Identify the main topic and retell details of the text.

## Learning Targets:

- I can use informational texts to learn new information.
- I can identify the details of the main topic.
- I can retell the details in logical order.

## Performance Task:

Students conducts research, reading, and taking notes on a topic using a variety of sources.



# 5. Purposeful Planning for Participation with Protocols

- "Protocol" is the term we use for a related, well-defined set of actions in a classroom used for a specific academic purpose.
- Protocols are usually structured in a step-by-step procedure and can be used in multiple ways.
- They are designed to equalize participation.
- They promote accountability and meaningful engagement.







I Do



We Do



You Do It Together



You Do It Alone



# Self-Awareness

Promoting equity and diversity in your classroom begins with self awareness.

- Educators must recognize how the intersections of race, ethnicity, gender, sexual orientation, religion, socio-economic status, and being able-bodied impact us individually.
- We must understand how our identification within a particular group gives us privilege in certain spaces and we must be open to actively listen to marginalized groups who experience life differently because of their social groupings.
- We must acknowledge our personal biases and seek to understand people with different experiences.



# Final Thoughts

”

**JUST START.  
DON'T WORRY  
THAT YOU  
DON'T HAVE  
ALL THE  
ANSWERS YET.**

— Alli Webb  
FOUNDER, DRYBAR

- What one thing will you take from today and implement for the upcoming school year?
- How are you growing in your self-awareness?



# Contact Information

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