



<b>Academic Responsiveness</b> <i>Ensuring new skills and content match students' abilities and goals</i>	<b>Linguistic Responsiveness</b> <i>Ensuring language(s) used in instruction and in the classroom environment are accessible and inclusive of home language(s)</i>	<b>Cultural Responsiveness</b> <i>Ensuring a diverse representation of authorship and within the content of texts</i>	<b>Social-Emotional Responsiveness</b> <i>Ensuring a safe and supportive environment for taking risks and overcoming challenges in the writing process</i>
<b>Chapter 1 Collect information about . . .</b>			
Students' proficiency with content-related skills Writing-related behaviors as students engage in a writing process	Students' home language(s), speaking and processing skills, language use, and vocabulary development	The cultural and social identities of students	Student interests within and outside of school The social-emotional tendencies of students in relation to writing
<b>Chapter 2 Plan instruction that has . . .</b>			
Multiple entry points for students to access instruction and develop skills Differentiated systems and structures for students to access instruction and practice independently	Supports to help students understand, communicate, and develop content-specific language and vocabulary Supports for students who are developing expressive and receptive language	Connections, contexts, and content that is reflective of diverse communities	Writing experiences that are meaningful and align with student interests Safe and supportive opportunities for students to take risks and work collaboratively
<b>Chapter 3 Co-create charts that . . .</b>			
Name a clear, relevant, and developmentally appropriate purpose Modify, extend, or supplement content	Use accessible, inclusive language(s) and provide definitions, examples, or visuals for new vocabulary Provide visual support for text	Reflect the cultural and social identities of students in text and visuals Incorporate student work in examples	Involve students in the creation process Incorporate the interests of students Offer support for relevant social-emotional skills and positive habits of mind
<b>Chapter 4 Select mentor texts that . . .</b>			
Are accessible to students as readers and writers Match text elements and craft moves that students can approximate	Provide support for processing, especially in multilingual texts Contain supports for language, such as labels, repetition, illustrations, definitions, or captions	Include mirrors and windows for students within the authorship, content, text, and illustrations (Sims Bishop, 1990.) Prioritize representation for those who have been historically underrepresented within the literacy world	Match relevant topics and/or interests of students with topics and story lines in the mentor texts Incorporate social-emotional support and/or positive habits of mind
<b>Chapter 5 Provide demonstration texts that . . .</b>			
Model skills that students are developing Provide multiple entry points for developing specific skills.	Mirror the structure and length of sentences students can produce Support vocabulary development through the use of definitions, visuals, and/or labels	Authentically portray the identities and experiences that are familiar and unfamiliar to students	Align with student interests and reflect shared experiences Model social-emotional skills and positive habits of mind in content or writing process

## The Importance of Word Choice and Nuances

Words carry implicit messages and are especially important when working in communities and with children. Though we continue to unpack language used in the education realm, here a few relevant revisions made while writing:

- *Multilingual*: In an episode of the *Leading Equity* podcast titled “A Discussion on Linguistic Equity With Dr. Barbara (BK) Kennedy,” host Dr. Sheldon Eakins (2020) expressed that referring to students as English learners or English language learners “privileges those who are English speakers first. Obviously, that’s a deficit mindset that we’re perpetuating.” Therefore, within the linguistic domain, we have maintained the lens and terminology of students who are multilingual and on a continuum of Academic English proficiency.
- *Home language(s)*: In efforts to expand and recenter language considerations from white-dominant Academic English, we use *home language(s)* when referring to language(s) children speak outside of school.
- *Inclusive language*: In this book, on tools, in stories, while teaching language, and in communication with families, we consider the inclusiveness of language, including *home* instead of *house*, *grown-ups* or *caregivers* instead of *parents*, *writers* instead of *boys and girls*, and gender-neutral pronouns (e.g., *they/them*).
- “*My students*” and other possessive language use: Kelsey had a conversation with LaToya Nelson (personal communication, April 2020), a friend and expert on trauma-informed practices, who nudged our thinking around languages and actions that implies ownership of children. We revised *our* students with *students in our classrooms*.
- *Use of we*: During the Coaching for Equity conference in February 2020 (hosted by the NYC Leadership Academy), Derrick Spaulding challenged attendees to monitor their use of *we* as opposed to *I*. The use of the plural first person can imply an assumption. In this book and in other areas of our lives, we—Kelsey and Melanie—have tried to increase our awareness of when we use first-person plural, making sure that we are using it with intention and agreement.
- *Language that centers dominant groups*: We’ve revised *children in front of us* to *children alongside us* after Kelsey asked, “Who does that phrase center?” We are also cognizant of the use of any language that intends *other* for the same reason, such as the term *diverse*, which centers whiteness, as explained by Chad Everett (2017) in “There Is No Diverse Book,” on his blog, *ImagineLit*.
- *Capitalizing Black*: Alexandria Neason, from the *Columbia Journalism Review*, explains, “I view the term *Black* as both a recognition of an ethnic identity in the States that doesn’t rely on hyphenated Americanness . . . and is also transnational and inclusive of our Caribbean [and] Central/South American siblings . . . *African American* is not wrong, and some prefer it, but if we are going to capitalize *Asian* and *South Asian* and *Indigenous*, for example, groups that include myriad ethnic identities united by shared race and geography and, to some degree, culture, then we also have to capitalize *Black*” (Laws, 2020).
- *Person-first and asset-based language*: After attending a session at the 2018 NCTE Annual Convention with M. Colleen Cruz, we are cognizant of language that implies a deficit. Continuously, we avoid the attachment labels or identities on children and therefore use *children/students who are/who have* whenever possible.

