



# CULTURALLY SUSTAINING PEDAGOGY AND INCLUSIVE PEDAGOGY

## Conceptual Framework and Strategies

### Abstract

This resource addresses cultural and languaging practices used in bilingual communities, along with inclusive education principles that work against ableism, both of which promote exclusionism. While much of schooling is focused on print learning, we take the position that children and youth can write in ways that humanize their experiences, that view heterogenous practices as valued and sustained.

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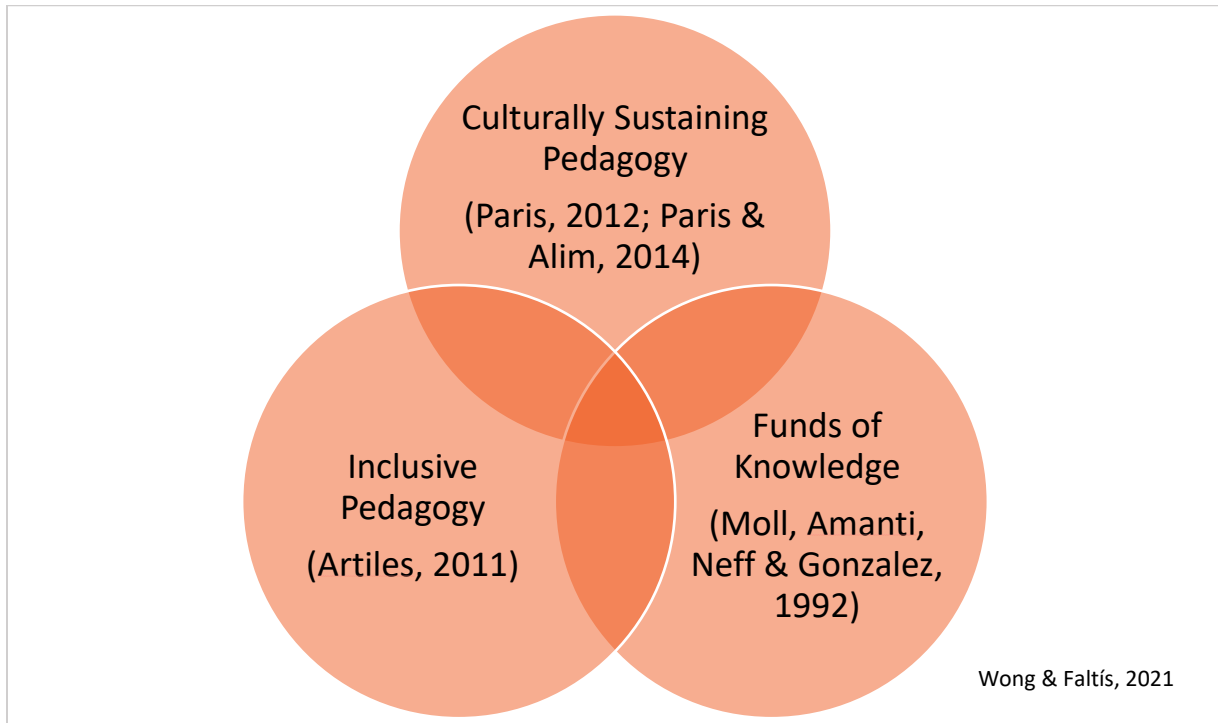
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## Conceptual Framework: Culturally Sustaining Pedagogy and Inclusive Pedagogy

This framework addresses cultural and languaging practices used in bilingual communities, along with inclusive education principles that work against ableism, both of which promote exclusionism. While much of schooling is focused on print learning, we take the position that children and youth can write in ways that humanize their experiences, that view heterogenous practices as valued and sustained.

*Culturally sustaining pedagogy* and *inclusive pedagogy* address intersections among racism, classism, monolingualism, heterosexuality, and ableism, and how these constructed on the bodies of children, youth, and their families (Alim, Baglieri, Ladson-Billings, Paris, Rose, and Valente, 2017).

The framework also draws on *funds of knowledge* as a way to counter these forms of exclusion, with a focus on writing practices that draw on what children and youth know and do.



## Six Strategies for Culturally & Linguistically Sustaining Writing Pedagogy

1. Use multilingual texts as mentor texts to model and affirm diverse languages, literacies (including Black English/African American Vernacular English), and cultural backgrounds.
2. Invite students to use their full communicative repertoire including primary languages and translinguaging.
3. Provide meaningful consistent/daily opportunities for students to share/talk about their writing with peers.
4. Ensure writing curriculum is challenging and connects to students' experiences, interests, families, and communities.



5. Engage students to learn about cultural practices and worldviews different from their own through writing.
6. Build students' critical consciousness and provide opportunities for them to use their voices to examine and address societal inequities.

Mini-Writing Unit of Study: Option A

<b>NAME:</b>	<b>SUBJECT:</b>
<b>SCHOOL:</b>	<b>GRADE LEVEL:</b>
<b>Class Description:</b> Number of students, gender, special needs (IEP and 504 plans), cultural backgrounds, primary languages, and classified as ELs (emerging, expanding, bridging). Be specific about how many students within each identification.	

<b>Central Focus/Learning Target</b>	
<b>CA CCSS Writing Standard(s) &amp; Specify Genre within Writing Type</b>	CA CCSS Writing Standard(s): Genre:
<b>CA ELD Standard(s) Related to Writing Instruction Focus</b>	CA ELD Standard(s):
<b>Explanation of How Unit is Culturally and Linguistically Sustaining</b>	
<b>Description of Scaffolding, Supports, and Accommodations</b>	
<b>Summative Assessment (end of unit)</b>	<i>Identify source of rubric (required) and student checklist (optional) &amp; attach a copy/copies to unit plan.</i>
<b>Mentor Text(s)</b>	<i>Provide complete bibliographical information.</i>
<b>Sources</b>	

## Mini-Writing Unit Plan Overview

Title of Writing Unit: \_\_\_\_\_

Instructions: Outline a unit of study identifying learning objectives (content and language) for each day along with a brief explanation of how you will teach students and engage them in the writing process (prewrite, draft, revise, edit, and publish) throughout the unit (approximately 6-10 lessons/days of instruction). Integrate opportunities for students to share ideas/rehearse and writing throughout the unit. Please note that your unit plan should reflect how you will teach revision and editing as two different processes on separate days.

Lesson 1 <i>Prewriting</i>	Lesson 2 [insert writing process stage]	Lesson 3 [insert writing process stage]	Lesson 4 [insert writing process phase]	Lesson 5 [insert writing process phase]
Content Objective:	Content Objective:	Content Objective:	Content Objective:	Content Objective:
Language Objective:	Language Objective:	Language Objective:	Language Objective:	Language Objective:
Formative Assessment:	Formative Assessment:	Formative Assessment:	Formative Assessment:	Formative Assessment:
<u>Plan</u>	<u>Plan</u>	<u>Plan</u>	<u>Plan</u>	<u>Plan</u>
1. Connection:	1. Connection:	1. Connection:	1. Connection:	1. Connection:
2. Teach:	2. Teach:	2. Teach:	2. Teach:	2. Teach:
3. Engagement:	3. Engagement:	3. Engagement:	3. Engagement:	3. Engagement:
4. Link:	4. Link:	4. Link:	4. Link:	4. Link:
5. Independent Writing:	5. Independent Writing:	5. Independent Writing:	5. Independent Writing:	5. Independent Writing:
6. Partner Share:	6. Partner Share:	6. Partner Share:	6. Partner Share:	6. Partner Share:
7. Closure:	7. Closure:	7. Closure:	7. Closure:	7. Closure:

Lesson 6 [insert writing process stage]	Lesson 7 [insert writing process stage]	Lesson 8 [insert writing process stage]	Lesson 9 [insert writing process stage]	Lesson 10 [insert writing process stage]
<p><b>Content Objective:</b></p> <p><b>Language Objective:</b></p> <p><b>Formative Assessment:</b></p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>	<p><b>Content Objective:</b></p> <p><b>Language Objective:</b></p> <p><b>Formative Assessment:</b></p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>	<p><b>Content Objective:</b></p> <p><b>Language Objective:</b></p> <p><b>Formative Assessment:</b></p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>	<p><b>Content Objective:</b></p> <p><b>Language Objective:</b></p> <p><b>Formative Assessment:</b></p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>	<p><b>Content Objective:</b></p> <p><b>Language Objective:</b></p> <p><b>Formative Assessment:</b></p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>



## Mini-Writing Unit of Study: Option B

<b>NAME:</b>	<b>SUBJECT:</b>
<b>SCHOOL:</b>	<b>GRADE LEVEL:</b>
<b>Class Description:</b> Number of students, gender, cultural backgrounds, primary languages, and classified as ELs (emerging, expanding, bridging), special needs (IEP and 504 plans). Be specific about how many students within each identification.	

<b>Central Focus/Learning Target</b>	
<b>CA CCSS Writing Standard(s) &amp; Specify Genre within Writing Type</b>	Genre:
<b>CA ELD Standard(s) Related to Writing Instruction Focus</b>	
<b>Explanation of How Unit is Culturally and Linguistically Sustaining</b>	
<b>Description of Scaffolding, Supports, and Accommodations</b>	
<b>Summative Assessment (end of unit)</b>	<i>Identify source of rubric (required) and student checklist (optional) &amp; attach a copy/copies to unit plan.</i>
<b>Mentor Text(s)</b>	
<b>Sources</b>	

## Mini- Writing Unit Plan Overview

### Title of Writing Unit:

Instructions: Outline a unit of study identifying learning objectives (content and language) for each day along with a brief explanation of how you will teach students and engage them in the writing process (prewrite, draft, revise, edit, and publish) throughout the unit (approximately 6-10 lessons/days of instruction). Integrate opportunities for students to share ideas/rehearse and writing throughout the unit. Please note that your unit plan should reflect how you will teach revision and editing as two different processes on separate days.

<p>Lesson 1 <i>Prewriting</i></p>	<p><b>Content Objective:</b> Students will be able to</p> <p><b>Language Objective:</b> Students will be able to</p> <p><b>Formative Assessment:</b></p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>
<p>Lesson 2 <i>Insert writing stage</i></p>	<p><b>Content Objective:</b></p> <p><b>Language Objective:</b></p> <p><b>Formative Assessment:</b></p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p>

	<p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>
<p>Lesson 3</p> <p><i>Insert writing stage</i></p>	<p>Content Objective:</p> <p>Language Objective:</p> <p>Formative Assessment:</p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>
<p>Lesson 4</p> <p><i>Insert writing stage</i></p>	<p>Content Objective:</p> <p>Language Objective:</p> <p>Formative Assessment:</p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p>

	<p>7. Closure:</p>
<p>Lesson 5 <i>Insert writing stage</i></p>	<p>Content Objective:</p> <p>Language Objective:</p> <p>Formative Assessment:</p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>
<p>Lesson 6 <i>Insert writing stage</i></p>	<p>Content Objective:</p> <p>Language Objective:</p> <p>Formative Assessment:</p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>

<p>Lesson 7 <i>Insert writing stage</i></p>	<p>Content Objective:</p> <p>Language Objective:</p> <p>Formative Assessment:</p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>
<p>Lesson 8 <i>Insert writing stage</i></p>	<p>Content Objective:</p> <p>Language Objective:</p> <p>Formative Assessment:</p> <p><u>Plan</u></p> <p>1. Connection:</p> <p>2. Teach:</p> <p>3. Engagement:</p> <p>4. Link:</p> <p>5. Independent Writing:</p> <p>6. Partner Share:</p> <p>7. Closure:</p>
<p>Lesson 9 <i>Insert writing stage</i></p>	<p>Content Objective:</p> <p>Language Objective:</p>

	<p>Formative Assessment:</p> <p><u>Plan</u></p> <ol style="list-style-type: none"> <li>1. Connection:</li> <li>2. Teach:</li> <li>3. Engagement:</li> <li>4. Link:</li> <li>5. Independent Writing:</li> <li>6. Partner Share:</li> <li>7. Closure:</li> </ol>
<p>Lesson 10</p> <p><i>Insert writing stage</i></p>	<p>Content Objective:</p> <p>Language Objective:</p> <p>Formative Assessment:</p> <p><u>Plan</u></p> <ol style="list-style-type: none"> <li>1. Connection:</li> <li>2. Teach:</li> <li>3. Engagement:</li> <li>4. Link:</li> <li>5. Independent Writing:</li> <li>6. Partner Share:</li> <li>7. Closure:</li> </ol>