Powerful Literacy Practices

Teacher Behaviors	Student Behaviors	Artifacts

The literacy-based assignment includes an authentic written product in which students cite evidence from reading complex texts that are aligned to the depth of knowledge of the standards.

The teacher:

- Designs assignments that are aligned to state content and literacy standards
- Chooses texts that are on grade level or higher and appropriate for the discipline
- Requires extended written products that engage students in analyzing and synthesizing information from texts
- Aligns content, texts and writing products to state content and literacy standards
- Connects the daily lesson to the larger assignment

The students:

- Engage in assignments that require them to read grade-level or higher texts and demonstrate their understanding of those texts through short and extended writing products
- Use evidence from texts in their writing to make claims and demonstrate critical thinking about essential content
- Can explain the purpose of the assignment and the steps required to be successful

Assignments:

- Involve content that is central to the discipline
- Are text-dependent
- Require authentic writing products
- Align with both literacy and content standards
- Are posted and available for students to reference

The lesson sequence supports or scaffolds the learning of literacy and content standards through explicit instruction.

The teacher:

- Plans a series of lessons that develop the skills required to complete a literacy-based assignment
- Sequences lessons so students set a purpose for learning, actively read, connect reading to writing and write to demonstrate understanding and critical thinking
- Checks for understanding as students complete each skill-based lesson and adjusts instruction accordingly

The students:

- Move through the different stages of the learning process, with each lesson improving their ability to complete the culminating assignment

Instructional plans:

- Describe how each lesson develops the skills required to complete a literacy-based assignment
- Sequence the lessons strategically, creating a context for the development of literacy skills through the process of learning important content standards

Clear and measurable learning targets are established and communicated to the students and assessed by the teacher.

The teacher:

- Posts, explains and refers to the lesson's learning targets
- Links the lesson's learning target to the overarching literacy-based assignment and state standards
- Assesses students' progress toward mastery of the learning target and provides feedback

The students:

- Can summarize the learning target
- Can explain how the learning target relates to the overarching literacy-based assignment and state standards
- Reflect on their own progress toward meeting the learning target

Posted learning targets:

- Relate to the specific lesson being taught
- Fit into the context of a literacy-based assignment
- Are in student-friendly language
- Are assessed by the teacher

complex texts

scaffolds   standards   mini-tasks   communicate

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Literacy strategies or mini-tasks involving reading, writing, speaking and/or listening are embedded into lessons to support the learning of skills and content.		
The teacher: • Chooses literacy strategies that scaffold reading, writing, speaking and listening skills • Communicates the purpose of the strategy and how it relates to the learning target and the literacy-based assignment or task • Models how to apply literacy strategies • Provides feedback to students as they apply literacy strategies to complete the overarching assignment	**The students:** • Practice literacy strategies collaboratively and independently • Have opportunities to check and revise their work based on teacher and peer feedback • Use literacy strategies to collect, organize and write about important content • Can explain how a strategy is improving their literacy skills and ability to complete the assignment	**Literacy strategies:** • Scaffold reading, writing, speaking and/or listening skills • Help students identify a purpose for reading or writing • Involve collecting, analyzing and synthesizing textual evidence for use in a writing product • Relate directly to a literacy-based assignment • Are transferrable to other assignments and content areas
Student discourse is integrated to support student ownership of learning.		
The teacher: • Facilitates discussions around content that allow students to examine concepts and ideas from different perspectives • Asks higher-order questions • Monitors discussions of content and involves all students in active listening and speaking activities • Uses discussion structures to help students connect what they read to their writing product	**The students:** • Ask questions of their peers and actively listen to deepen their understanding of content • Examine different sides of issues, as applicable • Make independent decisions about how to use textual evidence to demonstrate their understanding of content in writing products • Understand the process for engaging in collaborative learning and discussion	**Student discussions:** • Are student-led • Relate to a culminating assignment • Explore multiple perspectives, as applicable • Are based on reading grade-level texts • Connect what students have read to what they are going to write • Teach students how to collaborate appropriately
Formative and summative assessments are used in all aspects of the learning process.		
The teacher: • Monitors progress as students develop each skill required to complete the culminating assignment or task • Provides appropriate and descriptive feedback on both daily lessons and culminating assignments or tasks • Uses a standards-aligned rubric to score extended writing products	**The students:** • Self-assess their work using criteria that are aligned with standards • Revise their work based on feedback from the teacher • Monitor their progress toward completing the assignment and mastering the standards	**Student work:** • Is revised based on teacher and student feedback • Receives descriptive commentary from the teacher • Reflects teacher feedback that includes strengths and next steps • Shows mastery of standards

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learning targets   strategies   lesson sequence   complex texts   discourse