

LITERACY INSTRUCTIONAL GOALS

WHAT WE WILL LOOK FOR IN CLASSROOMS

These are practices that support students' literate disciplinary thinking in middle and high school.

Teachers will....

DISCIPLINARY COMPREHENSION STRATEGIES

- Create purpose with authentic inquiry and tasks
 - Assumptions of the discipline and/or subdiscipline are made explicit
 - Connections to “thinking like” made explicit
 - Explicit reference to and discussion of the tools of a discipline
- Model literate disciplinary thinking
- Scaffold literate disciplinary thinking for students

ACADEMIC LANGUAGE

- Reference and support school-wide general academic words
- Provide explicit vocabulary instruction using adapted strategies
 - Word study with focus on morphology and polysemy
 - Connecting “signal words” to text structure and argumentation
- Use adapted sentence stems

DEBATE AND DISCUSSION

- Provide support for participation
 - Establish classroom norms that are conducive to academic discussion
 - Set up classroom in ways that allow for flexible grouping
- Monitor and support engagement
- Use talk moves (open-ended questions, wait time, extensions etc.) facilitate rich whole class discussion.
- Use discussion protocols to support varied discussion structures

MULTIPLE TEXT USE

- Use a variety of texts and other resources to provide multiple entry point for student learning
- Design opportunities for student to consider information, perspectives, and arguments across sources
- Discuss disciplinary criteria used to evaluate source quality

