

Teacher Behaviors	Student Behaviors	Artifacts
<p>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.</p>		
<p>The teacher:</p> <ul style="list-style-type: none"> • 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 	<p>The students:</p> <ul style="list-style-type: none"> • 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 	<p>Assignments:</p> <ul style="list-style-type: none"> • 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
<p>The lesson sequence supports or scaffolds the learning of literacy and content standards through explicit instruction.</p>		
<p>The teacher:</p> <ul style="list-style-type: none"> • 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 	<p>The students:</p> <ul style="list-style-type: none"> • Move through the different stages of the learning process, with each lesson improving their ability to complete the culminating assignment 	<p>Instructional plans:</p> <ul style="list-style-type: none"> • 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
<p>Clear and measurable learning targets are established and communicated to the students and assessed by the teacher.</p>		
<p>The teacher:</p> <ul style="list-style-type: none"> • 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 	<p>The students:</p> <ul style="list-style-type: none"> • 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 	<p>Posted learning targets:</p> <ul style="list-style-type: none"> • 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



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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.		
<p>The teacher:</p> <ul style="list-style-type: none"> • 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 	<p>The students:</p> <ul style="list-style-type: none"> • 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 	<p>Literacy strategies:</p> <ul style="list-style-type: none"> • 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.		
<p>The teacher:</p> <ul style="list-style-type: none"> • 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 	<p>The students:</p> <ul style="list-style-type: none"> • 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 	<p>Student discussions:</p> <ul style="list-style-type: none"> • 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.		
<p>The teacher:</p> <ul style="list-style-type: none"> • 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 	<p>The students:</p> <ul style="list-style-type: none"> • 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 	<p>Student work:</p> <ul style="list-style-type: none"> • 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

