### Powerful Literacy Practices

#### 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

**Artifacts:**

#### 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
## Powerful Literacy Practices

<table>
<thead>
<tr>
<th>Teacher Behaviors</th>
<th>Student Behaviors</th>
<th>Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy strategies or mini-tasks involving reading, writing, speaking and/or listening are embedded into lessons to support the learning of skills and content.</td>
<td><strong>The students:</strong></td>
<td><strong>Literacy strategies:</strong></td>
</tr>
<tr>
<td>The teacher:</td>
<td>• Practice literacy strategies collaboratively and independently</td>
<td>• Scaffold reading, writing, speaking and/or listening skills</td>
</tr>
<tr>
<td>• Chooses literacy strategies that scaffold reading, writing, speaking and listening skills</td>
<td>• Have opportunities to check and revise their work based on teacher and peer feedback</td>
<td>• Help students identify a purpose for reading or writing</td>
</tr>
<tr>
<td>• Communicates the purpose of the strategy and how it relates to the learning target and the literacy-based assignment or task</td>
<td>• Use literacy strategies to collect, organize and write about important content</td>
<td>• Involve collecting, analyzing and synthesizing textual evidence for use in a writing product</td>
</tr>
<tr>
<td>• Models how to apply literacy strategies</td>
<td>• Can explain how a strategy is improving their literacy skills and ability to complete the assignment</td>
<td>• Relate directly to a literacy-based assignment</td>
</tr>
<tr>
<td>• Provides feedback to students as they apply literacy strategies to complete the overarching assignment</td>
<td><strong>Student discussions:</strong></td>
<td>• Are transferrable to other assignments and content areas</td>
</tr>
</tbody>
</table>

**Student discourse is integrated to support student ownership of learning.**

| The teacher: | **The students:** | **Student discussions:** |
| - Facilitates discussions around content that allow students to examine concepts and ideas from different perspectives | • Ask questions of their peers and actively listen to deepen their understanding of content | • Are student-led |
| - Asks higher-order questions | • Examine different sides of issues, as applicable | • Relate to a culminating assignment |
| - Monitors discussions of content and involves all students in active listening and speaking activities | • Make independent decisions about how to use textual evidence to demonstrate their understanding of content in writing products | • Explore multiple perspectives, as applicable |
| - Uses discussion structures to help students connect what they read to their writing product | • Understand the process for engaging in collaborative learning and discussion | • Are based on reading grade-level texts |

**Formative and summative assessments are used in all aspects of the learning process.**

| The teacher: | **The students:** | **Student work:** |
| - Monitors progress as students develop each skill required to complete the culminating assignment or task | • Self-assess their work using criteria that are aligned with standards | • Is revised based on teacher and student feedback |
| - Provides appropriate and descriptive feedback on both daily lessons and culminating assignments or tasks | • Revise their work based on feedback from the teacher | • Receives descriptive commentary from the teacher |
| - Uses a standards-aligned rubric to score extended writing products | • Monitor their progress toward completing the assignment and mastering the standards | • Reflects teacher feedback that includes strengths and next steps |
| | | • Shows mastery of standards |