

Disciplinary Discussions: Literacy 3-12

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Build disciplinary conversation skills • Provide extended and supported opportunities for students to engage in disciplinary discussions 		
<p>CROSS-CUTTING PRACTICES</p>	<p>Facilitating Acquisition of Academic Language</p> <ul style="list-style-type: none"> • Introduce and/or refer to the academic language demands of texts and tasks • Provide extended and supported opportunities for students to acquire and use the features of academic language 	<p>Fostering Metacognition for Disciplinary Learning</p> <ul style="list-style-type: none"> • Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning • Deconstruct metacognitive processes and/or strategies that support disciplinary learning 	<p>Monitoring and Guiding Disciplinary Learning</p> <ul style="list-style-type: none"> • Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs • Provide written and/or oral feedback during lessons to promote disciplinary learning
<p>FOUNDATIONAL PRACTICE</p>	<p>Designing Instruction for Disciplinary Thinking and Understanding</p> <ul style="list-style-type: none"> • Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice • Structure and connect tasks that support the learning targets • Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks 		