

Acquisition of Foundational Reading Skills: Literacy TK-2

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Build foundational reading skills • Provide and support multiple, guided opportunities for students to practice and apply foundational reading skills to engage with text 		
<p>CROSS-CUTTING PRACTICES</p>	<p>Facilitating Acquisition of Academic Language</p> <ul style="list-style-type: none"> • Introduce and/or refer to academic language demands of texts and tasks • Provide extended, guided, 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 		

Disciplinary Discussions: Literacy TK-2

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Build disciplinary conversation skills • Provide extended, supported and guided 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 academic language demands of texts and tasks • Provide extended, guided, 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 		

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Provide and support multiple, guided opportunities for students to produce original disciplinary oral communication • Provide and support multiple, guided opportunities for students to produce original disciplinary written communication 		
<p>CROSS-CUTTING PRACTICES</p>	<p>Facilitating Acquisition of Academic Language</p> <ul style="list-style-type: none"> • Introduce and/or refer to academic language demands of texts and tasks • Provide extended, guided, 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 		

Disciplinary Interactions with Complex Text: Literacy TK-2

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> Engage students in an analysis of text to examine how its language features work together to convey meaning and/or purpose Provide supported and guided opportunities for students to interact with complex text to build academic language and disciplinary literacy 		
<p>CROSS-CUTTING PRACTICES</p>	<p>Facilitating Acquisition of Academic Language</p> <ul style="list-style-type: none"> Introduce and/or refer to academic language demands of texts and tasks Provide extended, guided, 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 		

Disciplinary Uses of Evidence: Literacy TK-2

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Engage students to identify textual and/or oral evidence to support thinking • Provide supported and guided opportunities for students to identify and use evidence to develop and support claims in disciplinary writing and speaking 		
<p>CROSS-CUTTING PRACTICES</p>	<p>Facilitating Acquisition of Academic Language</p> <ul style="list-style-type: none"> • Introduce and/or refer to academic language demands of texts and tasks • Provide extended, guided, 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 		

Disciplinary Perseverance: Literacy TK-2

<p>HIGH-IMPACT PRACTICE</p>	<ul style="list-style-type: none"> • Build skills that foster disciplinary perseverance including setting goals, accepting ambiguity, sustaining stamina, and adjusting approaches • Provide, guide, and support complex tasks that require rigor, iterative learning, and generation of new thinking 		
<p>CROSS-CUTTING PRACTICES</p>	<p>Facilitating Acquisition of Academic Language</p> <ul style="list-style-type: none"> • Introduce and/or refer to academic language demands of texts and tasks • Provide extended, guided, 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 		