# Disciplinary Uses of Evidence: Literacy 3-12

## HIGH-IMPACT PRACTICE

- Foster students' ability to analyze textual and/or oral evidence for relevancy
- Provide and support a multiple opportunities for students to identify and use sufficient evidence to support claims in disciplinary writing and speaking

## CROSS-CUTTING PRACTICES

### Facilitating Acquisition of Academic Language

- 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

### Fostering Metacognition for Disciplinary Learning

- 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

### Monitoring and Guiding Disciplinary Learning

- 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

## FOUNDATIONAL PRACTICE

### Designing Instruction for Disciplinary Thinking and Understanding

- 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

EPF
Essential Practice
Frames for teaching

SOAR