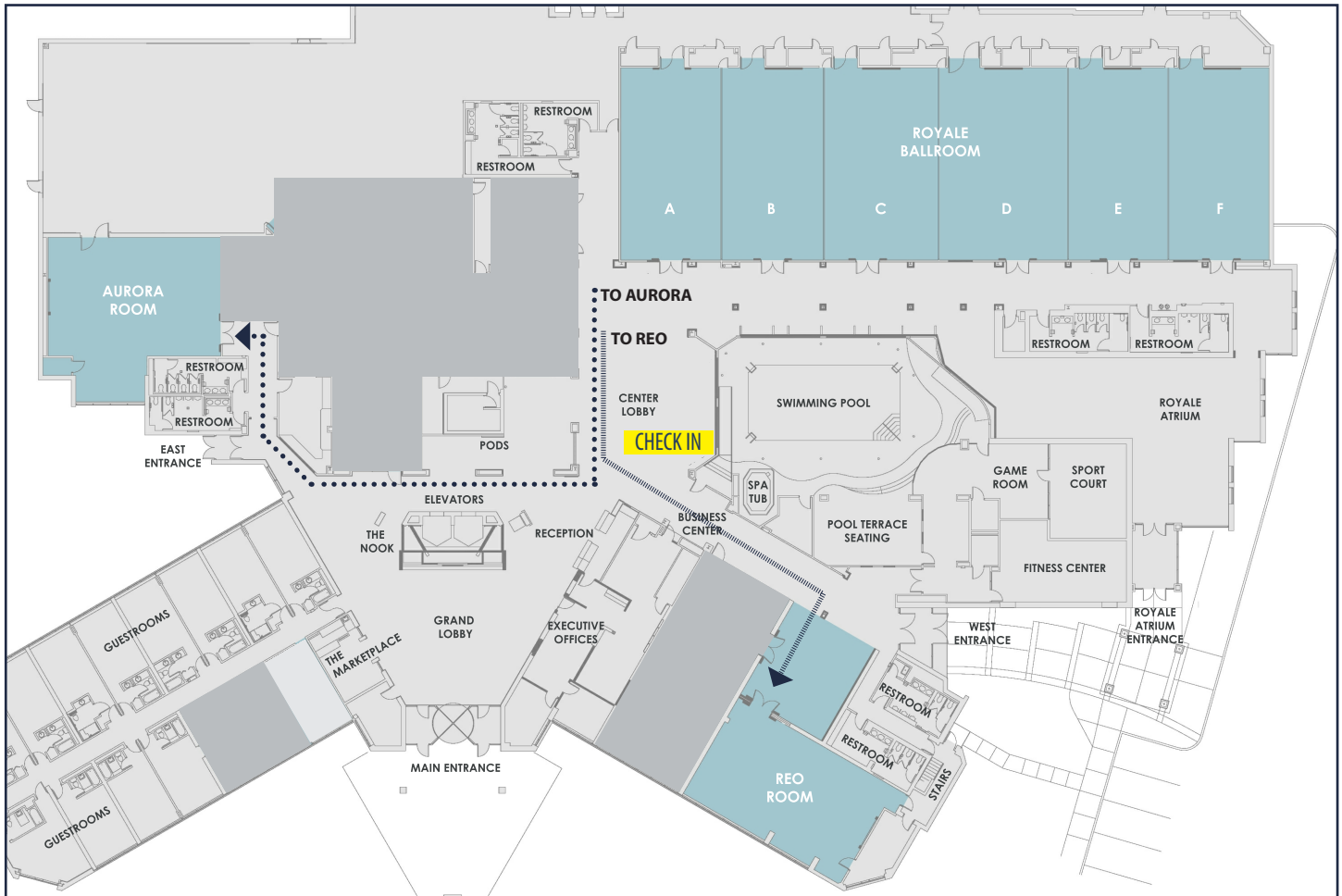




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AGENDA

General Session

8:30 AM to 11:30 AM | Royale Ballroom

Welcome to Catalyst 2026!

Experience| What Changes When We Change the Learning?

Michelle Blasczynski, MASSP

Listen| Student and Leadership Perspectives (Keynote Panel)

Heidie Ciesielski, MASSP

Jason Bettin, Roseville HS Principal

Tiela Schurman, Midland HS Principal

Zachary Bradley, Fenton ABS Middle Asst. Principal

Examine| Seeing Your System Clearly

Tom Lietz, MASSP

Lunch

11:30 AM to 12:15 PM | Royale Ballroom

Breakout Session 1 (Descriptions on Page 2)

12:15 PM to 1:05 PM

Passing Time

1:05 PM to 1:15 PM

Breakout Session 2 (Descriptions on Page 3)

1:15 PM to 2:05 PM

Passing Time

2:05 PM to 2:15 PM

Closing General Session

2:15 PM to 3:30 PM | Royale Ballroom

**Leadership Design Studio
& Leading Smarter Systems of Support**

Colin Ripmaster, MASSP

Aaron Baughman, MASSP

DON'T FORGET Your SCECHs

AS YOU EXIT THE CONFERENCE -

Turn in your SCECH form to the MASSP staff to earn up to 6 hours!

THANK YOU TO OUR GENEROUS PARTNERS



Building the Foundation: Disciplinary Literacy, Tier 1 and PA 146 *(Repeated in Session 2)*

ROYALE BALLROOM E

Jenelle Williams, MAISA Project Director, Disciplinary Literacy Professional Learning

Meeting the expectations of PA 146 at the secondary level requires more than adding interventions. This session helps administrators strengthen culturally sustaining Tier 1 systems by aligning evidence-based instruction, disciplinary literacy and schoolwide leadership practices. Participants will explore how coherent systems can expand access to rigorous content, honor adolescents' identities and strengths, strengthen MTSS implementation, and inform practical next steps.

The Math MTSS Operating System: All Three Tiers, One Place

ROYALE BALLROOM B

Jonathan Decker, Goblins VP of Sales & Revenue; & Kortney Addleman, North Adams–Jerome MS/HS Teacher

Your data says which students are behind in math. It rarely says why, or who has time to fix it. A math teacher and Goblins walk through one system running all three tiers: live 1-on-1 help inside Tier 1, differentiation without pull-out for Tier 2, and Infinite Mode for Tier 3, which pinpoints the missing prerequisite skill instead of sliding students back a grade. ESSA Tier 2 study, 5,226 students: six-plus months of additional math growth.

We're Not Short on Data. So What Are We Short On?

REO ROOM

Cassy Tefft de Muñoz, College Board Senior Director, K-12; & Tracy Morgan, College Board Director, K-12

School leaders have never had access to more data. But as Michigan doubles down on literacy and evidence-based instruction, how do we turn SAT Suite data into Tier 1 change? This session examines what happens when results arrive, presenting a diagnostic approach built on asking different questions: distinguishing instructional problems from intervention problems, and identifying readiness entering the building. Through an interactive audit, teams will leave with sharper questions for action planning – tied to PA 146, disciplinary literacy, and MTSS.

Building an MTSS Framework to Support PA 146

AURORA ROOM

Rebecca Young & Katy Dennis, Michigan Department of Education K-12 Statewide Literacy Consultants

Join the MDE Literacy Consultant team as we guide you through understanding the requirements and timeline of the K-12 Literacy and Dyslexia Law (PA 146 of 2024), focusing deeply on building the MTSS framework at the secondary level in order to move from policy to practice. Our session will specifically focus on the MTSS components of Tiered Delivery of Instruction, specifically Tier 1, as well as Team Based Leadership, and Data-Based decision making and responding to your implementation questions.

Data to Action in Real Time: Transforming Tier 1 Instruction with AI

ROYALE BALLROOM A

Kim Foley, LinkIt! Account Director

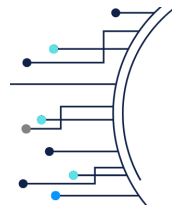
In this interactive session, discover how secondary educators can move beyond time-consuming spreadsheets and transform Tier 1 instruction using real-time data and conversational AI within LinkIt!. Participants will explore how to leverage teacher-level dashboards and Navi AI to rapidly surface actionable classroom insights, drive small-group differentiation, and address core instructional questions in real time.

Reimagining Tier 1: How Real-Time Visibility Shrinks MTSS

ROYALE BALLROOM F

From SchoolAI: Nicholas Provenzano, Senior Manager Champions & Advocates Program; & Lindsey Petlak, Senior Director, Field Marketing

Most MTSS referral pipelines swell because Tier 1 visibility arrives too late: after a quiz, a unit test, or a behavior incident. In this session, leaders walk a practical "time-to-visibility" audit of their own Tier 1 system, then see what changes when every learner's thinking is visible during the lesson. You'll leave with a clear picture of how teacher-designed Spaces (AI-powered learning workspaces in SchoolAI) feed real-time mastery insight so support decisions happen before a small struggle becomes a referral.



Building the Foundation: Disciplinary Literacy, Tier 1 and PA 146 *(Repeated in Session 1)*

ROYALE BALLROOM E

Jenelle Williams, MAISA Project Director, Disciplinary Literacy Professional Learning

Meeting the expectations of PA 146 at the secondary level requires more than adding interventions. This session helps administrators strengthen culturally sustaining Tier 1 systems by aligning evidence-based instruction, disciplinary literacy and schoolwide leadership practices. Participants will explore how coherent systems can expand access to rigorous content, honor adolescents' identities and strengths, strengthen MTSS implementation, and inform practical next steps.

More Thinking, Not Less: AI-Powered Disciplinary Literacy Lessons

ROYALE BALLROOM B

Dawn Meitler, Freeland Community School District Educational Consultant & Jen Lawson, Northville Public Schools Instructional Technology Integration Coordinator

As AI reshapes classrooms, the risk isn't that students will think too much, it's that they'll think too little. This session gives principals and leadership teams a hands-on look at building thinking-classroom disciplinary literacy lessons using entirely free AI tools. Leaders will experience live demos of tools that spark curiosity, make student thinking visible and deepen disciplinary literacy, then leave with a design lens to bring back to their staff: Does this task make students think more, or less?

From Passive to Participating: Designing Engaging Learning With AI

ROYALE BALLROOM A

Aaron Baughman, MASSP Associate Director of Innovation & Strategic Partnerships

AI becomes powerful when it helps students do more, not less. Explore how existing lessons can be strengthened to increase student choice, questioning, discussion, creation, and meaningful interaction while keeping the curriculum and learning goals intact. Participants will leave with: practical engagement strategies and ideas for transforming an existing learning experience using SchoolAI, Gemini, Canva, or tools they already have.

Intentional MTSS: Connecting Tier 1, Intervention and Enrichment

ROYALE BALLROOM F

Melissa Lane, Fenton Area Public Schools Assistant Superintendent; From AG Schmidt MS: Zach Bradley, Assistant Principal; Deb Chapman, Instructional Coach; & Sarah Foster, MTSS Lead

Discover how Fenton Area Public Schools is building a coherent secondary MTSS system that connects Tier 1 instruction with timely intervention, additional support and enrichment. Explore how a twice-weekly flexible learning block uses evidence of student learning to provide reteaching, academic, behavioral, and SEL supports while preserving student voice and choice. Presenters will share scheduling strategies, high-interest enrichment opportunities and practical lessons for creating a sustainable system that responds to student needs.

Special Education and MTSS: Strengthening Tier 1 for Every Learner

AURORA ROOM

Elizabeth Santer, Oakland Schools Executive Director of Special Populations

Special education should not sit outside of MTSS. In a strong system, it is part of the design and delivery of high-quality Tier 1 instruction from the beginning. This session explores how special education fits within MTSS, common pitfalls that unintentionally separate general and special education, and how differentiated learning experiences (DLEs) can create greater access and engagement for all learners. Participants will leave thinking differently about how Tier 1 can be designed to work better for more students from the start.

Everyone is Trained in Disciplinary Literacy, Now What?

REO ROOM

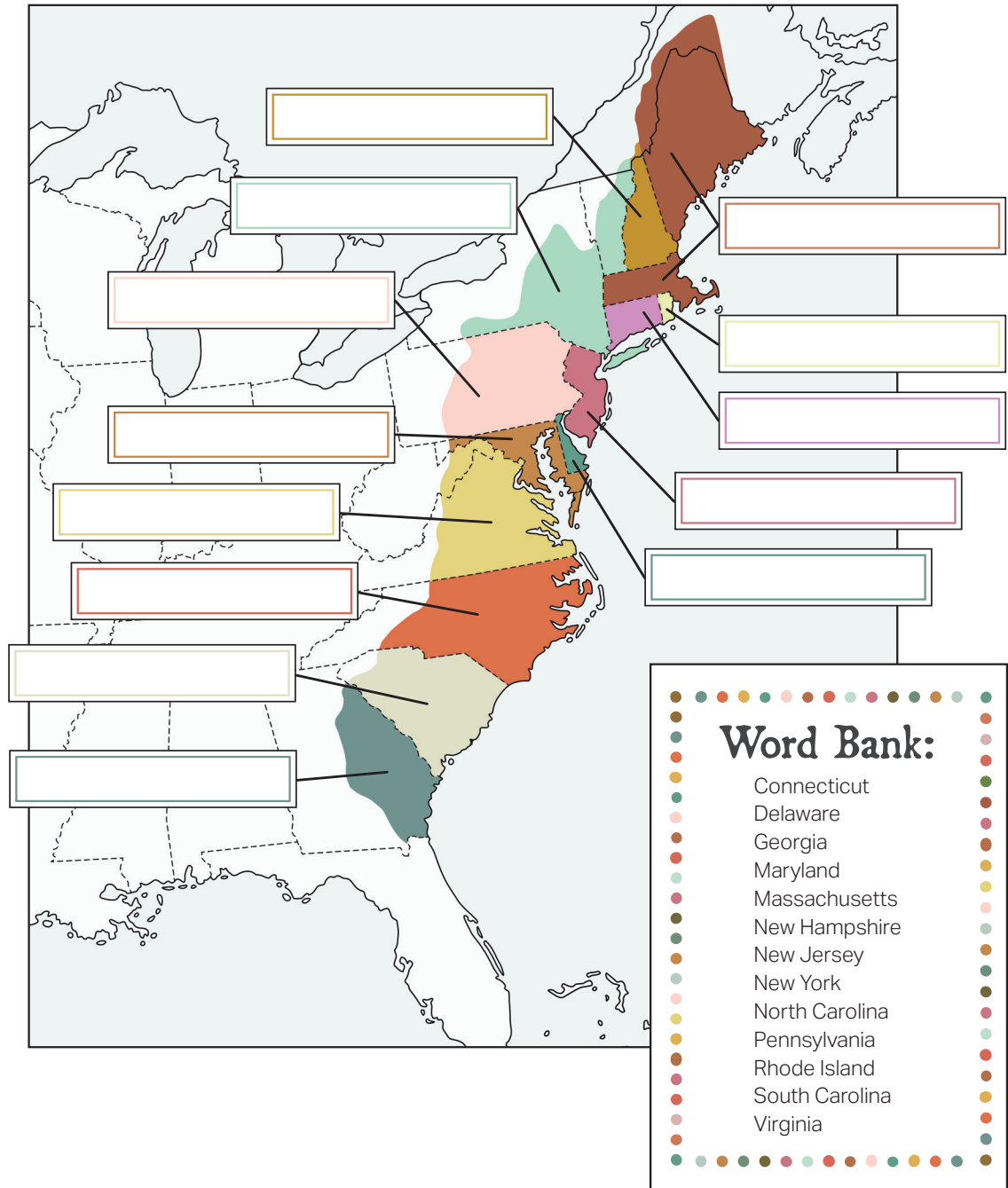
From Roseville HS: Jason Bettin, Principal; & Emily Collias, Andrea Burns & Bob Smitka, Teachers & Disciplinary Literacy Team Members

Roseville HS is in year five of building a Tier I instructional culture grounded in the Disciplinary Literacy Essential Practices. Attendees will hear our story, lessons learned, and strategies for sustaining these practices across content areas through ongoing coaching, support, and strategic planning. Participants will leave with ideas for developing a long-term implementation and sustainability plan.

Name _____ Date _____

Label the 13 Colonies

Use the word bank below to label the map of the 13 colonies.



New England Colonies

New Hampshire | Massachusetts | Rhode Island | Connecticut

How did geography shape life in this colonial region?

Use the sources below to find evidence and construct an explanation.

Source A: A Look at the Land

Map of New England (circa 1700)



Source B: Climate and Resources

New England's Environment



Climate

- Long, cold winters
- Short growing season (about 120 days)
- Rocky, hilly soil
- Many forests
- Abundant rivers and coastline



Natural Resources

- Timber (for building and ships)
- Fish (especially cod)
- Water power (for mills)
- Granite and other stone

"The land is stony, but the forests are great and the rivers fall with force, sending their streams to the sea."

— Description from a 17th-century English settler

Source C: A Primary Source

A Letter from a Colonial Settler (Massachusetts, 1630)

"We have good store of fish, and the sea is near at hand. The land is full of trees, which we use to build our houses and to make ships. The winters are hard, and the ground is not fit for the same crops as in England, but we have built a mill on the river, and it doth serve us well. Here is much work to be done, but also great opportunity for those who are willing to labor."

— Letter from John Winthrop Jr., 1630



Your Turn: Construct an Explanation

How did **geography** shape life in the New England colonies? Use evidence from the sources above.

Claim

What do you think?

Evidence

What information from the sources supports your claim?

Reasoning

How does this evidence support your claim? What does it show about how geography influenced life in this region?



Make the Case

Your region would be an attractive place for a new settler in the 1700s. Make the case.

Our Claim

Our region would be attractive because...

Our Strongest Evidence

What evidence from the sources supports this?

Why This Evidence Matters

Explain how this evidence shows the advantages of this region.



After the Conversation

After hearing another region's argument, which geographic factor seems to have mattered most in shaping life in the colonies? Why?

Middle Colonies

New York | Pennsylvania | New Jersey | Delaware

How did geography shape life in this colonial region?

Use the sources below to find evidence and construct an explanation.

Source A: A Look at the Land
Map of the Middle Colonies (circa 1700)



Source B: Farming and Trade
Agriculture and Exports in the Middle Colonies

Crop/Product	Used For / Sent To
Wheat	Food (local and export to Europe)
Grain	Food and animal feed
Lumber	Building ships, houses, and barrels
Furs	Traded with Indigenous peoples and sent to Europe
Iron goods	Tools, cookware, household items

"The soil here is rich and the rivers are many. It is a good land for farming, and our produce finds ready markets in the cities and abroad."

— Description from a colonial account, 1701

Source C: A Primary Source
Advertisement from a Pennsylvania newspaper (October 1734)

GOOD LAND FOR SETTLERS

To be Sold in **PENNSYLVANIA**, fertile land with fine timber, near a navigable river. Suitable for farming, mills, and trade. Families with good character are welcome.



Inquire at the Office in Philadelphia.

"The land is fertile, the rivers are many, and there is good opportunity here for those who are industrious."

— Pennsylvania settler advertisement, 1734



Your Turn: Construct an Explanation

How did **geography** shape life in the Middle Colonies? Use evidence from the sources above.

Claim

What do you think?

Evidence

What information from the sources supports your claim?

Reasoning

How does this evidence support your claim? What does it show about how geography influenced life in this region?



Make the Case

Your region would be an attractive place for a new settler in the 1700s. Make the case.

Our Claim

Our region would be attractive because...

Our Strongest Evidence

What evidence from the sources supports this?

Why This Evidence Matters

Explain how this evidence shows the advantages of this region.



After the Conversation After hearing another region's argument, which geographic factor seems to have mattered most in shaping life in the colonies? Why?

Southern Colonies

Maryland | Virginia | North Carolina | South Carolina | Georgia

How did geography shape life in this colonial region?

Use the sources below to find evidence and construct an explanation.

Source A: A Look at the Land

Map of the Southern Colonies (circa 1700)



Source B: Climate and Crops

Environment and Agriculture in the Southern Colonies



Climate

- Warm, humid climate
- Long growing season (200–300 days)
- Mild winters
- Good conditions for cash crops



Major Crops

- Tobacco (especially Virginia)
- Rice (especially South Carolina and Georgia)
- Indigo (used for dye)
- Later: cotton (by late 1700s)

"The air is warm and the soil is rich. With care and labor, great crops may be raised here."

— Description from a colonial planter, 1705

Source C: A Primary Source

Excerpt from a Planter's Journal (Virginia, 1705)

"This year we planted near 200 acres of tobacco. The land is rich, and the rivers allow us to send our crop to England. Labor is hard to come by, so we rely on indentured servants and, more and more, enslaved Africans to work the fields. The profits are great if the crop is good."



Your Turn: Construct an Explanation

How did **geography** shape life in the Southern Colonies? Use evidence from the sources above.

Claim

What do you think?

Evidence

What information from the sources supports your claim?

Reasoning

How does this evidence support your claim? What does it show about how geography influenced life in this region?



Make the Case

Your region would be an attractive place for a new settler in the 1700s. Make the case.

Our Claim

Our region would be attractive because...

Our Strongest Evidence

What evidence from the sources supports this?

Why This Evidence Matters

Explain how this evidence shows the advantages of this region.



After the Conversation After hearing another region's argument, which geographic factor seems to have mattered most in shaping life in the colonies? Why?

Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom

GRADES 6 TO 12

Version 2.0, September 26, 2023



**General
Education
Leadership
Network**

a MAISA Collaborative

Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom

This document was developed by the **Disciplinary Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts.

Deliberate,
research-supported
efforts to motivate,
engage, and
support reading
and writing



Purpose

The purpose of this document is to increase Michigan's capacity to improve adolescents' literacies by identifying a focused set of research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies. These identified practices can be the focus of professional learning experiences throughout the state. The focus of the document is on classroom practices, rather than on school or system level practices. Research suggests that each of the sets of ten practices, if implemented in every secondary core content classroom (English Language Arts, Science, Social Studies, Mathematics) at the unit and course

This document is intended to be read in concert with the Essential School-Wide Practices in Disciplinary Literacy: Grades 6 to 12, along with the suite of documents found at www.LiteracyEssentials.org

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To reference this document: Michigan Association of Intermediate School Administrators General Education Leadership Network Disciplinary Literacy Task Force (2019) *Essential instructional practices for disciplinary literacy: grades 6 to 12* Lansing, MI: Authors

level, could make a measurable positive difference in the literacy development and achievement of secondary students in the state.

These recommended practices should be integrated into instruction for all students, not just for those who are already high achieving or doing advanced coursework. Furthermore, these instructional practices should not be approached as an add-on to teaching content, but rather as a means to teach content and engage students in deeper learning. Students will need scaffolding as well as differentiated instruction as they are apprenticed into disciplinary literacy and learning practices. In addition, educators will need to pay careful attention to learning progressions and vertical alignment across grade levels when considering how to implement these practices systemically.

These practices should be viewed as essential components of all core course instruction at the secondary level. However, this document is not a list of instructional standards, nor is it meant to be an evaluation tool or checklist, but rather a resource for planning and implementing teacher professional learning opportunities that promote research supported teaching practices. Teachers will need time, opportunities to collaborate, and differentiated professional learning to implement these practices.

When implemented well, these instructional practices will help teachers engage their students with the content and skills outlined by the Michigan academic standards for English Language Arts, Science, Social Studies, and Mathematics at the Secondary level. Thus, they should not be presented or understood as being in competition with the learning of content, but rather in the service of content learning.

Choosing to enact the practices on this list does not lock individual districts, schools, and teachers into any particular curriculum or approach and allows for considerable autonomy and choice for educators. Disciplinary literacy instruction can and should be incorporated with instructional approaches and systems such as Project Based Learning, Culturally Sustaining Pedagogies, or Cultures of Thinking. The practices listed can be used with a wide range of instructional resources and within many different structures of the school day; the document does not specify one particular program or approach to literacy instruction. We limited this list to ten practices; there are other literacy instruction practices that may be worthy of attention. In addition, new literacy research could alter or add to the instructional practices recommended here.

1. Problem-based instruction

Develop and implement interactive problem-based units of instruction that frame authentic problems to help establish purposes for students to read, write, and communicate beyond being assigned or expected to do so (e.g. for their enjoyment/interest, to ask and answer abstract and authentic questions about their community and individual lives, to address needs in their community or beyond, and to communicate with a specific audience).

The teacher:

- engages students in developing and asking questions, as well as planning inquiries;
- engages students in disciplinary-specific thinking;
- helps students make sense of problems at different scales, persevere in solving them, or make conjectures about solutions;
- helps students see connections to their lives and identities by reading and engaging in diverse real-world and issue-based investigations;
- creates opportunities for students to enact literate identities connected to their learning by attending to issues of equity, power, and justice;
- provides regular opportunities for students to make choices in their reading, writing, and communication;
- offers regular opportunities for students to collaborate with peers in reading and writing, such as through small-group discussion of texts on questions of interest, and opportunities to write within group projects; and
- differentiates instructional processes and product expectations based on frequent, formative, growth-oriented feedback that affirms high academic expectations and support for all students.

Goldman, S.R., Britt, M.A., Brown, W., Cribb, G., George, M., Greenleaf, C., Lee, C.D., Shanahan, C., & Project READI. (2016). Disciplinary literacies and learning to read for understanding: A conceptual framework for disciplinary literacy. *Educational Psychologist*, 51(2), 219-246. doi:10.1080/00461520.2016.1168741

Greenleaf, C., Schoenbach, R., Cziko, C., & Mueller, F. L. (2001). Apprenticing adolescent readers to academic literacy. *Harvard Educational Review*, 71(1), 79-129.

Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The Effectiveness of Problem-Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-Based Learning*, 1(2).

Moje, E.B. (2015) Doing and Teaching Disciplinary Literacy with Adolescent Learners: A Social and Cultural Enterprise. *Harvard Educational Review*: June 2015, Vol. 85, No. 2, pp. 254-278.

Sungur, S., & Tekkaya, C. (2006). Effects of Problem-Based Learning and Traditional Instruction on Self-Regulated Learning. *The Journal of Educational Research*, 99(5), 307-320 doi:10.3200/JOER.99.5.307-320

Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom

2. Diverse texts and abundant reading opportunities in the school

The teacher:

- engages students with texts that provide entry way into concepts, themes, and/or investigations of compelling issues;
- provides access and regular opportunities to work with a wide range of diverse texts (e.g. culture, race, gender, etc.) and diverse formats (e.g. print, audio, digital, etc.); authentic to the disciplines of varying complexity, structure, and genre; and
- engages students with online texts, databases, and tools in the service of investigations.

notes

Moje, E. B., Dillon, D. R., & O'Brien, D. G. (2000). Re-examining the roles of the learner, the text, and the context in secondary literacy. *Journal of Educational Research*, 93, 165-180.

Walker, N.T. & Bean, T. W. (2005). Sociocultural influences in content area teachers' selection and use of multiple texts. *Reading Research and Instruction* 44(4): 61- 77.

3. Intentional and standards-aligned instruction in disciplinary reading

The teacher:

- establishes compelling reasons for reading;
- teaches students to apply disciplinary tools and concepts when working with text;
- explicitly names, describes, and models the dispositions, strategies, and patterns of thinking typical of the discipline;
- models through think-alouds how to ask questions of texts;
- teaches students to evaluate, gather, and use evidence from multiple sources (including multimodal and digital texts);
- helps students learn to identify and critique the claims of others, considering both their own perspective and the possible perspectives of the author/source (perspective may be disciplinary, cultural, gendered, racial, ethnic, etc.);
- regularly models and coaches students in critical reading practices relevant to the discipline;
- models how to discern data patterns, cause and effect relationships, and determine significance and provides students with supported opportunities to do so themselves;
- engages students in authentic investigations about their communities and world using a range of texts; and
- models how to draw and present conclusions in oral and written language.

Biancarosa, G., & Snow, C. E. (2006). *Reading next: A vision for action and research in middle and high school literacy*. A report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Carnegie Corporation Adolescent Literacy Council. (2010). Time to act: An agenda for advancing literacy for college and career success. New York, NY: Carnegie Corporation of New York.

Conley, M. (2008). Cognitive Strategy Instruction for Adolescents: What we know about the promise, what we don't know about the potential. *Harvard Educational Review* 78(1): 84-106.

Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. J. (2001). Ensuring Content-Area Learning by Secondary Students with Learning Disabilities. *Learning Disabilities Research & Practice*, 16(2), 96-108. doi: 10.1111/0938-8982.00011

Fang, Z., & Schleppegrell, M. J. (2010). Disciplinary literacies across content areas: Supporting secondary reading through functional language analysis. *Journal of Adolescent & Adult Literacy*, 53(7), 587-597.

Fang, Z., & Schleppegrell, M. J. (2010). Disciplinary literacies across content areas: Supporting secondary reading through functional language analysis. *Journal of Adolescent & Adult Literacy*, 53(7), 587-597.

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Greenleaf, C., Schoenbach, R., Cziko, C., & Mueller, F. L. (2001). Apprenticing adolescent readers to academic literacy. *Harvard Educational Review*, 71(1), 79-129.

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Lee, C. D., & Spratley, A. (2010). Reading in the disciplines and the challenges of adolescent literacy. New York City: Carnegie Corporation of New York.

Rainey, E. C., & Moje, E. B. (2012). Building insider knowledge: Teaching students to read, write and think in ELA and across the disciplines. *English Education*, 45(1), 71-90.

Schoenbach, R., & Greenleaf, C. (2012). *Reading for understanding: How Reading Apprenticeship improves disciplinary learning in secondary and college classrooms* San Francisco, CA: Jossey-Bass.

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-61.

Spires, H. A., Kerkhoff, S. N., Graham, A. C., Thompson, I., & Lee, J. K. (2018). Operationalizing and validating disciplinary literacy in secondary education. *Reading and Writing*, 31(6), 1401-1434. <https://doi.org/10.1007/s11145-018-9839-4>

notes

4. Intentional and standards-aligned instruction in disciplinary writing

The teacher:

- establishes compelling reasons for writing and communicating;
- engages students in writing to process and analyze texts;
- teaches students to apply disciplinary tools and concepts when producing text;
- explicitly names, describes, and models the dispositions, strategies, and patterns of thinking typical of the discipline;
- provides opportunities to study models and write a variety of texts for a variety of purposes and audiences;
- provides instruction in discipline-specific writing processes, strategies, and conventions;
- teaches students to gather and organize evidence to support and communicate;
- provides explicit instruction as needed in text features, writing mechanics and other standards-aligned content;
- helps students learn to develop and communicate evidence-based claims, considering both their own perspectives and the possible perspectives of their audience (perspectives may be disciplinary, cultural, gendered, racial, ethnic, etc.);
- provides regular time for students to write, both formally and informally; for a variety of purposes and audiences;
- engages students in using both paper/pencil and digital media tools to research; and
- scaffolds writing activities as appropriate, and moves students to independent levels of research, reading, and writing.

Graham, S. and Perin, D. 2007. *Writing next: Effective strategies to improve writing of adolescents in middle and high school*. New York: Carnegie Corporation of New York.

Rainey, E. C., & Moje, E. B. (2012). Building insider knowledge: Teaching students to read, write and think in ELA and across the disciplines. *English Education*, 45(1), 71-90.

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-61.

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5. Higher-order discussion of increasingly complex text across varying participation structures

The teacher:

- establishes compelling reasons and allocates time for whole-group, small-group, and paired discussion of text, using a range of discussion and grouping strategies;
- teaches students how to engage in productive discussions, including through digital tools;
- develops discussions that surface in productive ways students' misconceptions about topics, concepts, or issues, and engages students in communicating and critiquing conclusions;
- poses questions that foster textual understanding and higher-order engagement with text;
- provides modeling and instruction to teach students how to generate their own higher-level questions about texts;
- engages students in discussion of text genres, structures, and discursive practices of the discipline;
- supports students in using artifacts and data to build arguments;
- helps students learn to situate facts and events in larger schemes and concepts in their talk and discussion; and
- supports students in explaining or connecting real world events and trends from various cultural and disciplinary perspectives.

Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003). Discussion-Based Approaches to Developing Understanding: Classroom Instruction and Student Performance in Middle and High School English. *American Educational Research Journal*, 40(3), 685-730. doi:10.3102/00028312040003685.

Lee, C. & Smagorinsky, P. (2000). Introduction: Constructing meaning through collaborative inquiry. In C. Lee & P. Smagorinsky (Eds.), *Vygotskian Perspectives on Literacy Research*. New York, NY: Cambridge University Press.

6. Opportunities for and instruction in speaking and listening

The teacher:

- establishes compelling reasons for presenting and listening to presentations;
- provides regular opportunities for students to listen and respond to oral presentations, including those that incorporate visual and quantitative information
- to make students' conclusions public (e.g., debates, reports, presentations to external audiences);
- models and teaches strategies for effective oral communication in academic disciplines; and
- teaches students strategies for listening and responding to presentations.

Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom

7. Intentional efforts to build vocabulary and conceptual knowledge

The teacher:

- presents vocabulary as language in use (as opposed to words from decontextualized lists);
- teaches multiple meanings or nuanced meanings of a word across different contexts and encourages students to use new words in meaningful contexts (e.g., discussion of texts, discussions of content area learning, semantic maps);
- provides repeated opportunities for students to review and use new vocabulary over time, including discussing ways that new vocabulary relates to one another and to students' existing conceptual knowledge;
- explicitly teaches words that build necessary knowledge for reading and writing texts of instruction;
- engages students in morphemic analysis (i.e., analysis of the meaning of word parts) of unfamiliar vocabulary;
- selects Tier 2 and Tier 3 vocabulary words to teach using disciplinary texts of instruction;
- encourages talk about vocabulary among students, particularly during disciplinary learning and students' discussions of print or digital texts; and
- encourages students to identify and explore new vocabulary independently and provides instruction to support this process.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.

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8. Ongoing observation and assessment of students' academic language and literacy development that informs their education

The teacher:

- engages in observation and assessment guided by:
 - ❖ an understanding of language and literacy development;
 - ❖ an understanding of assessment as an opportunity to identify and build upon student strengths, as well as to address areas of improvement;
 - ❖ an understanding of, and respect for, the student as a member of cultural and linguistic communities;
 - ❖ recognition of students' socioemotional needs;
 - ❖ relevant standards documents;
- prioritizes observation and assessment that is closest to actual reading and writing (e.g. prioritizing student work/writing as data for making instructional decisions as opposed to relying on standardized test scores which can mask proficiencies and areas in need of development);
- administers assessments as one source of information to determine which students may need additional instructional supports;
- employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used) and engage in the instructional practices described in this document;
- engages students in the development of learning goals, as well as in supported, productive self- and peer-assessment and feedback;
- provides timely and specific formative feedback to students to guide learning and literacy development;
- develops assessments that analyze how students apply disciplinary tools, concepts, and literacy practices across relevant domains; and
- assesses students' ability to evaluate sources, use evidence, and make evidence-based claims.

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9. Community networking to tap into available funds of knowledge in support of developing students' content knowledge and identities

The teacher provides learning activities that:

- help students connect and build on in-school and out-of-school literacy practices and identities;
 - ❖ connect learning to family, cultural, and community histories; and
 - ❖ connect to youth and popular cultural activities and concerns.
- address community activities, issues, or concerns and engage students in communication and problem solving about them;
- leverage students' literacies, learning, and knowledge to benefit their school, district, and/or community (e.g., peer education, research fairs, concerts, demonstrations and exhibitions, student-to-student mentoring, service learning);
- invite people representing a variety of occupations into the classroom (either face-to-face or via digital tools) to work with and engage in conversation with students;
- enable students to communicate conclusions to authentic audiences; and
- connect to and engage with discipline-related activities and spaces in local communities (e.g., local music groups, hobby groups, museums, universities, libraries).

notes _____

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10. Metadiscursive awareness within and across academic and cultural domains (attention to language use at the “meta” level, e.g. talking about talk)

The teacher:

- supports students to connect and build on in-school and out-of-school literacy practices and ways with words by identifying language processes and discussing how language is used based on different purposes, audiences, and cultural perspectives;
- engages students in metalanguage discussion about ways with words within and across the disciplines; and
- provides learning activities that teach students to evaluate how language is used in powerful and effective ways in the discipline based on the purpose, audience, context, and genre of the text.

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