Pervasive and Consistent Practices for Achieving Literacy Proficiency Across Content Areas

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It is understood that literacy and student engagement do not look the same across all content areas, grade levels, and classrooms. The suggested practices and strategies found in this document are not all-inclusive tools for learning efficacy, but they are a suggestion of ways to integrate literacy practices within and across various content areas using the West Virginia College-and Career-Readiness Standards (WVCCRS)-based approach.

In the charts to follow, the columns marked as Looks and Sounds Like for strategies and practices are suggested items that could be observed in the classroom and across any content area. The key is that an engaging, comfortable, and standards-aligned pedagogy should exist in every learning environment and could be readily recognized at any point during the learning process. It is important that the classroom activities and strategies employed consistently match the rigor of the standards.

Note that there are not specified content areas listed; this is due to the flexibility and flow of literacy, both vertically and horizontally across the content areas.

What Reading Looks and Sounds Like Across All Content Areas:

"Students practice reading a variety of texts to gain the ability of reading accurately with appropriate rate and expression."

Focused Reading Practices-Teachers	Instructional Reading Strategies-Teachers and Students	Close Reading-Teachers and Students	Application/ Assessment-Teachers and Students
Teachers model how to read information (order of operations mathematic problems/ maps and graphs/ lab reports) to deepen understanding.	Teachers supply opportunities for real world application of numeracy, finding patterns, etc.	Teachers model annotating a text for a specific purpose.	Students organize and analyze accumulated evidence.
Teachers model academic vocabulary use on a consistent basis.	Teachers create opportunities for discussions to make connections between history and current societal circumstances.	Students read independently while annotating texts for a specific purpose.	Students analyze information from multiple texts for the purpose of comparing, summarizing, evaluating, etc.
Teachers model using different colored highlighters to distinguish differences in the text.	Teachers and students refer to anticipation guides to check for understanding and extend thinking.	Students identify central ideas or themes and summarize the key details.	Students engage in pre- and post-assessments.
Teachers engage in think alouds, choral reading, and picture walk opportunities to help build anticipation and create predictions.	Students use graphic organizers to help visually organize information (KWL, Venn Diagrams, Word Webs, etc.).	Students converse with partners/small groups, analyzing text.	Students demonstrate accuracy and fluency when presenting and solving problems to and with their peers, using content-specific vocabulary and text-dependent findings.
Teachers supply explicit instruction on discipline-specific text features (charts, graphs, vocabulary words).	Students engage in partner reading, echo reading, summarizing, activity centers, etc. for hands-on practice.	Teachers and students have academic conversations about the text, employing critical thinking and analysis skills.	Teachers conduct individual self-reflections of lessons with the intent to improve their instructional practice.
Teachers allow students time to process what they are reading.	Students engage in reading the same science and math problems from different perspectives.	Students deliberately reread short passages to ensure understanding.	Teachers engage in collegial conversations with colleagues with the intent to improve their instructional practices.

What Writing Looks and Sounds Like Across All Content Areas:

"Students write a variety of text types for diverse purposes to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and to develop real or imagined experiences or events using effective technique, well-chose details, and well-structured event sequences."

Focused Writing Practices: Teacher	Instructional Writing Strategies-Teachers and Students	Application/Assessment-Teachers and Students
Teachers model connecting new material to existing mathematical, scientific, or historical knowledge and experiences.	Students write a response to informational text/math problems.	Students use multiple sources to compose diverse types of writing such as essays, editorials, research papers, flow charts, speeches, lab reports or position papers using text-dependent material.
Teachers share a variety of leveled examples of student writing exemplars.	Students annotate text for a specific purpose.	Students use WVCCRS-aligned rubrics to assess progress and take ownership of writing.
Teachers use a combination of drawing, dictating, and writing to model the genres of writing.	Students use strategies such as: Self-Regulating Strategy, Development (SRSD), On-Demand writing, Power Writing, Stop and Jots, One-minute Essays, Quick writes, etc. to show understanding of text.	Students write to reflect on their learning.
Teachers model using content specific vocabulary throughout written work	Students use graphic organizers to compose writing.	Students create PSAs, brochures, and pamphlets to promote health and wellness literacy.
Teachers demonstrate mapping techniques to show students how to make thinking/understanding visible.	Students engage in peer-editing.	Students create graphics and incorporate them into their writing to further explain or support their thinking.
Teachers model correct techniques to write legibly in cursive or joined italics with correct margins and spacing.	Students revise and edit work.	Students use technology to enhance the publication of their writing.
Teachers model interactive writing for students.	Students exhibit evidence of effectively using content specific vocabulary throughout their writing.	Teachers conduct individual self-reflections of lessons with the intent to improve their instructional practice.
Teachers model shared writing, prompting students to assist in the writing process to create content-specific responses.	Students incorporate textual evidence to support written statements.	Teachers engage in collegial conversations with colleagues with the intent to improve their instructional practices.

What Speaking and Listening Looks and Sounds Like Across All Content Areas:

"Students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing ideas clearly and persuasively; they also integrate and evaluate information presented in diverse media and formats and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric."

Focused Speaking/Listening Practices-Teachers and Students	Instructional Speaking/ Listening Strategies-Teachers and Students	Application/Assessment-Teachers and Students
Students respond orally to open-ended questions specific to the discipline (extended and constructed responses).	Teacher conducts writing conferences to engage students in individual discussions.	Students conduct self-assessments using standards-aligned criteria and provide feedback on peer reflections.
Teachers facilitate content-specific discussions to pose questions from various perspectives.	Students are prepared for academic discussions and can process multiple sources of information during the discussions.	Students use WVCCRS-aligned rubrics to assess progress and take ownership of speaking and listening.
Teachers model oral close reading and request feedback from students to engage them in academic discourse.	Students actively engage in activities such as: Cooperative Groups, RAFTS, Think-Pair-Share, Elbow Partners, Games, Songs, Learning Menus/Choice Boards, Student Conferences, Peer Conferences, etc. to show understanding of the material.	Students plan, create, and present multiple media presentations to peers.
Teachers model proper viewing techniques for the purpose of engaging in collegial discussions.	Students actively engage in academic discussions with their peers using civil discourse protocols, demonstrating an ability to comprehend various perspectives.	Students create comparison charts for the purpose of sharing findings within small and large groups.
Teachers model the use of content-specific and academic language during instruction and discussions.	Students engage in peer-conferences.	Teachers conduct individual self-reflections of lessons with the intent to improve their instructional practice.
Teachers model effective collaborative conversations about content-based texts.	Students retell the steps to word problems, exercise routines, lab experiments, etc.	Teachers engage in collegial conversations with colleagues with the intent to improve their instructional practices.
Teachers pose open-ended questions and questioning scenarios.	Students use sentence frames to guide academic conversations.	Evidence of content specific vocabulary use is clear throughout student conversations.

What Language Looks and Sounds Like Across All Content Areas:

"Students demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing and speaking."

Focused Language Practices-Teachers and Students	Instructional Language Strategies-Teachers and Students	Application/Assessment-Teachers and Students
Teachers model the importance of the language of order of operations and fluency in working through math problems.	Teachers model the use of grammatically correct sentence frames to create conversations.	Students successfully organize and synthesize information using proper grade-level mechanics to produce polished writings.
Teachers model using parts of speech accurately in conversations and sentences during content-based instruction.	Students model using parts of speech accurately in conversations and sentences during content-based instruction.	Students gather, investigate, research, compare, and process information using proper grade-level mechanics to produce polished presentations.
Teachers model the use of content-specific and academic language during instruction and discussions.	Teachers introduce academic vocabulary words and phrases through read-alouds and conversations during content-based instruction.	Students use WVCCRS-aligned rubrics to assess progress and take ownership of language.
Teachers consistently introduce vocabulary immersion strategies for student practice.	Teachers model correct capitalization, punctuation, and spelling during content-based instruction.	Students proficiently apply correct grammatical practices in summative assessments.
Teachers model empowering language to build self-efficacy.	Students engage in proofreading, editing, and revision practices to improve the quality of their work.	Students proficiently apply correct vocabulary practices in summative assessments.
Students and teachers work to make vocabulary connections between content area and real situations.	Students actively engage in correct and appropriate grade level discussions for the purpose of inquiry, clarification, and collaboration.	Teachers conduct individual self-reflections of lessons with the intent to improve their instructional practice.
Students and teachers work to make distinctions between content area and in-context vocabulary.	Students complete domain-specific vocabulary activities for immersion purposes.	Teachers engage in collegial conversations with colleagues with the intent to improve their instructional practices.

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Notes

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