INSTRUCTIONAL COMMITMENTS AT-A-GLANCE

Teachers benefit fully from participation in the ALM when they consider and adopt certain instructional commitments to guide their learning and work. Below is an overview of all instructional commitments grouped by literacy subdomain.

ACADEMIC DIALOGUE

- Build a Culture of Dialogue
- Provide Sufficient Scaffolding and Support for Productive Discussion
- Implement a Core Set of Strategies to Support Student Thinking
- Hold Students Accountable During and After Discussions

VOCABULARY DEVELOPMENT

- Identify Key Vocabulary Words to Support Student Learning
- Support Students in Acquiring and Tracking Vocabulary
- Implement Deliberate and Routine Vocabulary Instruction
- Build Vocabulary Through Morphological Awareness
- Use Vocabulary Development Products as Formative Assessments

WRITING TO LEARN

- Engage Students in Writing to Learn Opportunities Every Day
- Strategically Pair Writing to Learn Strategies with Reading Comprehension, Academic Dialogue, and Vocabulary Strategies
- Use Writing to Learn Products as Formative Assessments
- Use the Products of Writing to Learn to Support Writing to Demonstrate Learning

READING FLUENCY

- Model Fluent Reading
- Provide Guided, Repeated Oral Reading
- Use Intentional Shared Reading Strategies
- Provide Multiple Opportunities for Repeated/Deep Reading
- Monitor Progress and Provide Feedback

READING COMPREHENSION

- Choose Texts Carefully
- Engage Students with Strategies that Require Active Reading
- Support Access, Learning, and Reflection through the Use of Strategies
- Teach Students to Identify and Analyze Text Structures
- Use Student Reading Comprehension Products as Formative Assessments

WRITING TO DEMONSTRATE LEARNING

- Plan Writing to Demonstrate Learning Opportunities for Each Unit of Study Using a Backward Planning Process
- Engage Students in a Supported Process for Writing to Demonstrate Learning
- Use a Rubric to Provide Clear Expectations and Criteria for Student Products
- Provide and Use Examples of Quality Work in Content and Form
- Engage Students in Ongoing Cycles that Provide Specific and Meaningful Feedback Using Criteria of the Rubric

adolescent
literacy model