Office of Curriculum, Instruction & Professional Development

Understandings
- Building the core, content area, and disciplinary literacy capacity of students is foundational to our equity work, as a key to actively and rigorously engaging in our democracy (moral imperative).   - Access to high quality and rigorous curriculum, through the standards in all content areas, allows students who have been marginalized or under-represented to fully participate in the education system.   - Disciplinary literacy is different from content area literacy and is a necessary skill to deliberately teach our students in the pursuit of Instructional Excellence (Equity Taxonomy).

Know	Do (Skill)
- Ways in which ILT 2019-2020 builds on ILT 2018-2019, and deepens connection to LBUSD Understandings - Definition of equity in LBUSD and Levels of the Equity Taxonomy (which practices to maximize/minimize in support of the work) - Literacy Pyramid (Shanahan & Shanahan) - Similarities and differences between basic, content-area, and disciplinary literacy - Literacy strategies that support content-area and disciplinary literacy, including - Complex Text/Task Selection (U2) - Annotation and multiple reads of text - CIEvR to demonstrate understanding - Discipline-specific ways to augment literacy strategies named above (especially History and Math) - Components of High Leverage Team Action 1, as it directly relates to U5 Team Practice 2	- Articulate a brief timeline of foci linking ILT 18-19 to 19-20 to show learning progression from last year to this year and its connection to LBUSD Understandings - Explain how literacy supports equity work as defined by the Equity Taxonomy (emphasis on Instructional Excellence) - Identify and explain the similarities and differences in the three tiers of the Literacy Pyramid (Shanahan) - Apply each level of the pyramid to content areas represented on the ILT team (especially History/Social Science, Math, Science, English Language Arts) - Use "Read Like A…" strategy to unpack a shared text, to demonstrate the need for explicit disciplinary literacy instruction - Conduct multiple reads of discipline-specific complex text/task, make meaning and/or deconstruct the text/task through annotation, and explain reasoning using CIEvR - Apply HLTA 1 to disciplinary literacy *(maximize/minimize practices that support instructional excellence to promote rigor and reduce inequity)*