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High-Impact Practices in Action: What Do These Look Like in Secondary Settings?

	What Does This Look + Feel Like?	What Skills are Fostered?	Whats Structures And Processes Are Needed In a Secondary Literacy Setting?
Collaborative and Culminating Projects, Performances, and Celebrations	Learners plan and work together, express themselves orally and in writing, and showcase their thoughts and ideas in an extended project, performance or celebration.	Learners hone their social-emotional skills and competencies, especially executive functions and perspective taking, and cultivate their multiple identities while building up the “Big 6.”	A plan to ensure the topics and content are directly connected to prior learning, to serve as opportunity to consolidate and extend learning. Communication protocols and thinking routines as well as access to and familiarity with multiple modes of expression.
Text-Based Discussion and Writing Opportunities	Learners engage in intensive interactive reading experiences with grade-level text; they are discussing, debating, and writing about what they’ve read—comparing information and perspectives across sources and conducting research.	Learners cultivate and consolidate conceptual knowledge, and hone critical thinking and communication skills, including argumentation, all the while actively engaging in identity formation and developing the “Big 6.”	Text sets with content-rich themes to support knowledge-building opportunities. Protocols and routines to promote discussion and debate skills. Tools for writing ideation, planning, and organizing information.
Engagement with a Variety of High Interest, Diverse, and Complex Texts	Daily classroom work features content-rich text sets, organized around the unit theme—and that span [YbfYgZUZ fa UbXVfcUXYb perspectives, and develop inclusive community.	Learners cultivate and consolidate their critical thinking, perspective taking, and social-emotional skills while building the “Big 6.”	Units with text sets organized around engaging, content-rich topics, and that promote multiple perspectives and/or stances. Talk and learning routines that encourage integration of information across texts, use of textual evidence, and integration of academic language.
Phonological Awareness, Phonics, Spelling, and Word Study Skill-Building	Learners analyze words with complex spelling patterns, intricate morphological structures, and nuanced linguistic elements such as connotations. Target words are explicitly taught, and application in authentic tasks is modeled and practiced.	Learners are developing their metalinguistic and metacognitive skills, building a toolkit of advanced vocabulary, and developing a curiosity for and appreciation of the precision of word choice in oral and written communication, all while building the “Big 6.”	A systematic plan for connecting word study to g V^YVtgdYVY Vj cVWVi `UfmbX` terminology. Embracing linguistic diversity by intentionally selecting words whnlanguage/T aorwe ds
Fostering Understanding of Print Conventions, Features, and Functions	Learners apply print concepts hc Xj]]HJ hY hgZfY b]b[`cb`bY` navigation across articles, e-books, social media posts, and online magazines. They Yl d`cfY`g V^YVtgdYVY W structures like script formatting, lab reports, and gVYbhj WdUdYfg”	Learners develop metacognitive skills, digital literacy skills, and recognize hY`g] [b] WbW`cZdf]bh]b` conveying meaning across a wide variety of subjects, mediums and genres all the while building up the “Big 6.”	infogration theechnology

Supporting Developing Readers With Identified Needs

Today's diverse population of learners includes English Language Learners and/or students with

