Think, access, manage, create, and evaluate information in order to think imaginatively and critically to solve problems and make decisions, including those related to issues of fairness, equity and social justice.

Critical Literacy
- refers to students critically analyzing and evaluating the meaning of texts as it relates to issues of equity, power, and social justice to inform a critical stance, response and/or action

Metacognition
- refers to students taking active control over their thinking processes so that they understand themselves as learners, they understand a given task, and they understand a variety of strategies and how to use them in a variety of situations

Questioning
- refers to students’ curiosity, exploration, and inquiry to evoke, explore and extend their thinking

Strategy
- refers to students purposefully selecting and using techniques and processes in order to construct and communicate meaning

Students
- Students
- Students
- Students

Recognize that texts are created by authors who have certain perspectives and biases
- identify their own understandings in relation to learning goals and success criteria
- explore, wonder and investigate to solve problems and build understanding

Recognize that point of view influences how a text is interpreted and understood
- Use established success criteria and descriptive feedback to monitor learning and plan next steps
- Ask questions that clarify, extend thinking and challenge ideas to probe more deeply into an issue or topic

Determine whose voices are present and whose voices are missing from the text
- Are aware of their own actions and beliefs and recognize how their attitudes, habits and dispositions influence the extent of their learning
- Pose and answer questions in collaboration with peers to explore various ways of thinking

Evaluate sources for bias, reliability, fairness and validity
- Identify, communicate and act on their learning preferences and individual strengths
- Construct different types of questions purposefully to meet learning goals

Analyze how language is used to exercise power and/or maintain status quo
- Assess learning situations and develop plans of action and select strategies and resources accordingly
- Use self-questioning to assess readiness and guide learning

Take a stance and engage in a response or action in the interest of equity, fairness and social justice
- Reflect on their learning and engage in conversations to explain, question and refine their thinking
- Explain how questioning helps guide thinking and learning

Use technology to seek divergent perspectives, interact with authentic audiences, and express ideas
- Seek clarification and support when learners to learning are encountered
- Use technology to pose questions and explore divergent perspectives

Teachers
- Teachers
- Teachers

Provide opportunities to deconstruct a range of texts with a variety of perspectives
- Clarify learning goals and co-construct success criteria
- Monitor student responses to assess the effectiveness of questions and student understanding

Explicitly point out and values embedded in a text and model appropriate responses
- Clarify learning goals and co-construct success criteria
- Model and use open-ended questions to engage students with texts, ideas and issues

Model and provide multiple opportunities to analyze and evaluate the meaning of texts, particularly about their purpose and audience
- Develop checkpoints for students to track their learning and thinking, and identify next steps in the process
- Provide opportunities for students to generate and pose their own questions, individually and collaboratively, and to seek answers

Model the use of critical questions such as What is the author’s purpose? Whose point of view is presented? Who is advantaged by this text? Whose voice is missing? How does the graphical representation influence the meaning? What version of reality is presented? What does the author want you to believe? What are the assumptions in the text?
- Scaffold learning so that students build stamina, and have persistence, motivation, self-efficacy and curiosity
- Explicitly teach types of questions, ways to deconstruct questions and model appropriate responses

Explicitly teach students to evaluate texts for validity, reliability and credibility
- Recognize students’ successes to build their confidence and competence as learners
- Model how to ask questions during the learning process

Explicitly point out how language is used and how it influences the meaning of texts
- Identify themselves as learners and demonstrate “expert skill” of learning
- Use wait time and collaborative structures to allow students to think about questions and formulate answers

Provide opportunities for students to understand their own perspectives and guide appropriate responses to issues of equity, fairness and social justice
- Engage students in reflective writing and learning conversations to expose thinking
- Provide opportunities and tools (e.g., technology) for students to pose questions and explore divergent perspectives

Provide opportunities and tools for students to explore perspective and to “make public” their response to an issue
- Demonstrate how to identify any challenges and learners to learning, and determine possible solutions
- Support students in understanding themselves, including their multiple intelligences and learning preferences

Express use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss and think critically about ideas

Voice & Identity
- refers to students’ decisions, choices and actions that advocate for their learning and make connections to their experience, values, culture, and interests

Students
- Students
- Students

Set goals, establish success criteria, create and follow plans, make judgments and determine the effectiveness of plans
- Use subject-specific processes to create, solve problems, research, make decisions, review thinking, communicate ideas and reflect on learning
- Apply comprehension strategies before, during and after reading, listening, viewing to develop understanding
- Apply knowledge of organizational patterns, text structures and features to navigate and advance understanding of text

Access and use subject-specific vocabulary to precisely communicate ideas
- Use active reading, writing, viewing, listening, speaking and representing techniques to record, react and respond to ideas
- Seek opportunities for personal self-expression to authentic audiences about meaningful topics and issues

Use a writing process to generate, explore, develop and refine writing for particular purposes, forms and audiences
- Set personal goals and explore ideas of personal interest relevant to topics of study
- Identify their own understandings in relation to reading, writing, speaking, listening and representing their experience, values, culture, and interests
- Recognize their roles and responsibilities for adolescent literacy learning

LEARNER

Adolescent

Voice & Identity

Gain an understanding of the components which support adolescent literacy learning, and the teacher practices which support this learning.

Questioning
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Strategy
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