

In the middle school English Language Arts classroom, students should be engaged in the following in order to develop as proficient readers, writers, speakers, and thinkers:

<p>Reading</p>
<p>Daily:</p> <ul style="list-style-type: none"> • reading independently material that interests the student and is on his/her independent reading level • reading in small groups, with a partner, with the teacher, etc. – material that is on his/her grade level • receiving small group, paired, and/or whole class instruction couched in mini-lessons about comprehension strategies (examples: basic signal words, teacher led read aloud, using context clues to determine meaning of unknown words), elements of literature, or author’s purpose and text features in non-fiction texts. • working with language (grammar and conventions) and Tier 2 and 3 vocabulary (utilizing Word Walls as tools for language/vocabulary development)
<p>Weekly:</p> <ul style="list-style-type: none"> • responding to text reflectively; oral and/or written • reading a wide variety of text: literature, non-fiction, poetry, editorials, etc. • participating in small group instruction with leveled to text to either challenge or intervene at an appropriate instructional reading level for each student • hearing a good model of reading through short, metacognitive teacher read aloud
<p>Regularly:</p> <ul style="list-style-type: none"> • utilizing common formative assessments and other classroom data to set goals for student groupings (that are all in the same instructional level for a particular standards) and/or individually • Student Research: Students will use a variety of appropriate texts to inform research of student choice and/or teacher directed specific topics

<p>Writing</p>
<p>Daily:</p> <ul style="list-style-type: none"> • writing independently in response to reading, research, communication, media, and other thought provoking ideas/issues • using Word Walls as tools for language/vocabulary development – Utilize tier 2 word wall words in writing to reinforce vocab development. Utilize tier 3 word wall words to promote retention of concepts. (Some examples are: Require use of __# of tier 2 and/or tier 3 word wall words in informal/formal writing, activators, quick formative assessments.)
<p>Weekly:</p> <ul style="list-style-type: none"> • writing to consolidate and synthesize information from one or more sources. Some examples are: Comparing/contrasting varied texts for author’s pov, author’s style/tone. Comparing multiple sides of an argument. Using and citing multiple text sources to form an understanding of or opinion about a topic. • receiving small group, paired, and/or whole class instruction couched in mini-lessons about process, technique (<i>focus, organization, support and elaboration, style, and conventions</i>), and writing types (<i>argument, narrative, informative/explanatory</i>)
<p>Regularly:</p> <ul style="list-style-type: none"> • receiving feedback from teachers to improve writing • presenting writing to peers and adults

In the middle school Science and Social Studies classroom, students should be engaged in the following in order to develop as proficient readers, writers, speakers, and thinkers of content area material:

Reading

Daily:

- participating in learning that directly involves the use of text - independently, in small groups, with a partner, and/or with the teacher
- working with Tier 2 and 3 vocabulary (utilizing Word Walls as tools for vocabulary development)

Weekly:

- utilizing content area reading strategies to activate, organize, comprehend, and summarize learning from the text
- responding reflectively to learning from text
- reading a wide variety of content specific texts: informational, editorial, historical fiction, primary and secondary source documents, biographical accounts, process/instructional, textbooks, quantitative (graphs, charts, timelines, and other such data)
- hearing a good model of content area reading through short, metacognitive teacher read aloud

Regularly:

- utilizing formative assessments and resulting data to set goals for growth
- using text to inform research of content specific topics of student choice and/or teacher directed

Writing

Daily:

- writing independently in response to reading, research, communication, media, and other thought provoking ideas/issues
- utilizing Word Walls as tools for language/vocabulary development

Weekly:

- writing to consolidate and synthesize information from one or more sources
- receiving small group, paired, and/or whole class instruction about content specific writing processes

Regularly:

- receiving feedback from teachers to improve the written communication of content specific ideas
- presenting writing to peers and adults

In the general Middle School environment, students should be engaged in the following in order to develop as proficient readers, writers, speakers, and thinkers:

- utilizing comprehension strategies to support the understanding of content specific text, whether in Math, PE, Health, Art, Business, technology, or any other course
- be immersed in a print rich environment
- have opportunities to share learning from reading and writing
- have access to a wide variety of texts and text based resources