

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, literature, or non-fiction text • working with language and 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 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

<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 • utilizing Word Walls as tools for language/vocabulary development
<p>Weekly:</p> <ul style="list-style-type: none"> • writing to consolidate and synthesize information from one or more sources • 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>) • engaging in the writing process of prewriting, drafting, editing – peer/individual, revising, and/or publishing
<p>Regularly:</p> <ul style="list-style-type: none"> • receiving feedback from teachers to improve writing • presenting writing to peers and adults

(continued ...)

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:

<i>Reading</i>
<p>Daily:</p> <ul style="list-style-type: none"> 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)
<p>Weekly:</p> <ul style="list-style-type: none"> 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
<p>Regularly:</p> <ul style="list-style-type: none"> 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

<i>Writing</i>
<p>Daily:</p> <ul style="list-style-type: none"> writing independently in response to reading, research, communication, media, and other thought provoking ideas/issues utilizing Word Walls as tools for language/vocabulary development
<p>Weekly:</p> <ul style="list-style-type: none"> 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
<p>Regularly:</p> <ul style="list-style-type: none"> 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:

<ul style="list-style-type: none"> 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
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