

RCSS Middle School Framework for Literacy in Science and Social Studies Classrooms

All middle Science and Social Studies students should be involved in the following:

Reading
Daily: <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 a teacher• Working with Tier 2 and Tier 3 vocabulary
Weekly: <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
Regularly: <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 - student choice and/or teacher directed
Writing
Daily: <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
Weekly: <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 through mini-lessons about processes• Engaging in the writing process of prewriting, drafting, editing – peer/individual, revising, and/or publishing
Regularly: <ul style="list-style-type: none">• Receiving feedback from teacher to improve written communication of content specific ideas• Presenting writing to peers and adults – small group, whole group