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

### Reading

**Daily:**
- 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:**
- 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 - 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 through mini-lessons about processes
- Engaging in the writing process of prewriting, drafting, editing – peer/individual, revising, and/or publishing

**Regularly:**
- Receiving feedback from teacher to improve written communication of content specific ideas
- Presenting writing to peers and adults – small group, whole group