



In the general high school environment (all courses), students' learning activities should regularly include the following to encourage their development as proficient thinkers, listeners, speakers, readers and writers who communicate accurately and precisely:

- ***Use of reading comprehension strategies to support the understanding of content specific text***
- ***Use of writing (formative and summative) to support the understanding of content specific information***
- ***Use of well-crafted analysis to critique the reasoning of others***
- ***Immersion in a print rich environment***
- ***Opportunities to share learning with and from reading and writing***
- ***Access to a wide variety of materials and resources to read for information***
- ***Opportunities to prepare and present research to peers and adults***

RCSS High School Framework for Literacy for Science and Social Studies and Technical Subjects **2017-2018**

To facilitate the development of high school students as proficient thinkers, listeners, speakers, readers and writers of content area material, all high school Science, Social Studies and Technical Subject classrooms, should be structured so that students are regularly engaged in the following :

<i>Listening/Reading</i>
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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 demonstrations
<ul style="list-style-type: none"> ● 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
<i>Speaking/Writing</i>
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● Regularly:

- Receiving feedback from teacher to improve written communication of content specific ideas
- Presenting writing to peers and adults – small group, whole group
- Preparing and delivering oral presentations dealing with content-specific information

RCSS High School Framework for Literacy for English Language Arts

2017-2018

To facilitate the development of high school students as proficient thinkers, listeners, speakers, readers, and writers, the high school English Language Arts classroom, should be structured so that students are regularly engaged in the following

<i>Listening /Reading</i>	
Daily:	<ul style="list-style-type: none"> ● Reading independently – material that is written on the student’s independent reading level and of interest to the student ● Reading in small groups, with a partner, with a teacher, etc... - grade level material ● Receiving small group, paired, and/or whole group instruction through mini-lessons (comprehension strategies for literature and non-fiction text) ● Working with language and vocabulary
Weekly:	<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 text ● Hearing a good model of reading through short, metacognitive teacher read aloud demonstrations
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
<i>Speaking/Writing</i>	
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 and other research based 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 process, technique (focus, organization, support and elaboration, style and conventions), and writing types (argument, narrative, informative/explanatory)
- Engaging in the writing process of prewriting, drafting, editing – peer/individual, revising, and/or publishing

Regularly:

- Receiving feedback from teacher to improve writing
- Presenting writing to peers and adults – small group, whole group
- Preparing and delivering oral presentations

RCSS High School Framework for Literacy in Math

2017-2018

All high school math students should be involved in the following to develop conceptual understanding, procedural fluency, strategic competence, and reasoning skills in order to become mathematically literate:

Daily:

- Building Concepts: Important for developing connections between formal and informal math language within a real-world context. Provide opportunities for students to make connections, such as linking drawings to written math notations or relating numeric and algebraic thinking. Use of drawings, visual representations, manipulatives, or other tools necessary to develop an understanding of the concepts as determined by student needs.
- Math Talk: Student-to-student talk facilitated by purposeful questioning or tasks. Students use a “solve, explain, question, and justify” process to explain their thinking.
- Quick Practice/Warm-up: Daily fact or previous skills fluency practice.
- Math Response/Journals: Students should reflect on the process they used to solve a problem, explain a solution, or reflect on the math knowledge required to complete a task.

Weekly:

- Mathematical Tools: In order for students to attend to precision, they need the opportunity to use mathematical tools frequently and appropriately.
- Guided Math Instruction: Teachers provide explicit instruction purposefully designed to extend, maintain, or remediate students’ mathematical understanding – based on individual student need.

- Math Word Wall: Organized by cluster or strand/domain the math word wall includes math content vocabulary that students may need as they deepen their understanding of mathematics. Each word should include a visual representation.

Regularly:

- Work Stations: Students practice previously learning skills and concepts independently or with a partner while the teacher works with small groups or provides guided math instruction.
- Formative Assessments: Students need a variety of ways to demonstrate what they know and are able to do. The data should be used to set goals for future instruction.
- Technology Integration: Build on conceptual understandings or reinforce fluency skills through technology
- Math Anchor Charts: Reference charts explaining or representing key concepts or skills (teacher or student created)