

# RCSS Middle School Framework for Literacy

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All middle school English Language Arts students should be involved in the following:

<b>Reading</b>
Daily: <ul style="list-style-type: none"><li>• Reading independently – material that is written on the student’s independent reading level and of interest to the student</li><li>• Reading in small groups, with a partner, with a teacher, etc... - grade level material</li><li>• Receiving small group, paired, and/or whole group instruction through mini-lessons (comprehension strategies for literature and non-fiction text)</li><li>• Working with language and vocabulary</li></ul>
Weekly: <ul style="list-style-type: none"><li>• Responding to text reflectively; oral and/or written</li><li>• Reading a wide variety of text: literature, non-fiction, poetry, editorials, etc...</li><li>• Participating in small group instruction with leveled text</li><li>• Hearing a good model of reading through short, metacognitive teacher read aloud</li></ul>
Regularly: <ul style="list-style-type: none"><li>• Utilizing formative assessments and resulting data to set goals for growth</li><li>• Using text to inform research of content specific topics - student choice and/or teacher directed</li></ul>
<b>Writing</b>
Daily: <ul style="list-style-type: none"><li>• Writing independently in response to reading, research, communication, media, and other thought provoking ideas/issues</li><li>• Utilizing word walls as tools for language/vocabulary development</li></ul>
Weekly: <ul style="list-style-type: none"><li>• Writing to consolidate and synthesize information from one or more sources</li><li>• 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)</li><li>• Engaging in the writing process of prewriting, drafting, editing – peer/individual, revising, and/or publishing</li></ul>
Regularly: <ul style="list-style-type: none"><li>• Receiving feedback from teacher to improve writing</li><li>• Presenting writing to peers and adults – small group, whole group</li></ul>