

# READING

## Independent Reading Grades 6-12

### Statement of Expectations

The student will:

- Select an appropriate book
- Read independently
- Explore and read books on appropriate levels from a variety of genres
- Participate in literature discussions
- Respond to literature
- Apply reading strategies for successful reading
- Recognize and incorporate new vocabulary
- Abandon books when appropriate
- Read at his/her own pace

### Teaching Practices

The teacher will:

- Provide opportunities to find appropriate and varied reading materials
- Encourage students to utilize good reading habits
- Provide opportunities for students to write about and discuss readings
- Take part in independent time and discussions
- Teach a variety of mini-lessons on independent reading skills
- Encourage students to read daily outside of school

### Evaluation/Assessment Options

- Teacher observation
- Reading log
- Response
- Reading journals
- Student interviews
- Book Talks

# Reading Workshop

## Grades 6-12

### (Before Reading)

#### Student Expectations

The student will:

- **Preview**  
Activate prior knowledge and anticipate content of the text  
Identify text organization  
Use and explain a personal system for learning vocabulary across the curriculum  
Interpret and follow written directions with multiple steps
- **Predict**  
Make predictions and generate questions using illustrations and graphics  
Use visual clues, word forms, and context to determine word meaning (phonics, spelling, grammar)  
Use a textbook, dictionary, atlas, encyclopedia, and thesaurus to understand unknown words/concepts
- **Set purpose**  
Set a purpose for reading, which may include research and personal interest  
Prepare for student-centered discussions  
Plan a reading rate

#### Teaching Practices

The teacher will:

- (When applicable) invite parents/community to read and respond to class literature via written responses, taped responses, and/or participation in literature circles
- Present a wide range of materials to students
- Share personal reading selections
- Explain and model various types of journal responses
- Explain and model appropriate oral responses
- Model book talks
- Demonstrate and utilize graphic organizers
- Teach pertinent vocabulary via word origins and words in context
- Prepare students for student-centered discussions

#### Evaluation/Assessment Options

- Reading response journal
- Teacher observation/oral response
- Book talks
- Graphic organizers
- Literature study

# Reading Grades 6-12 (During Reading)

## Statement of Expectations

The student will:

- **Clarify**  
Revise predictions/purpose  
Clarify meaning of text  
Use a variety of word analysis strategies  
Reread for fluency and understanding  
Differentiate fact from opinion
- **Verify**  
Use examples from text to support thinking  
Engage in student-centered discussions
- **Question**  
Think critically and monitor understanding  
Revise predictions based upon text  
Use strategies to clarify word meaning

## Teaching Practices

The teacher will:

- Encourage exploration of word meanings through word origins and context clues
- Give students strategies to increase understanding through text analysis of fiction/nonfiction
- Establish an interesting, balanced, and enjoyable program through shared reading, guided reading, independent reading, and reading aloud to students
- Facilitate student-centered discussions

## Evaluation/Assessment Options

- Reading/response journal
- Teacher observation/oral response
- Graphic organizers
- Student-centered discussion response sheet

## Reading Grades 6-12 (After Reading)

### Statement of Expectations

The student will:

- **Retell**  
Identify topic, events in sequence, and important details  
Continue to clarify, question, and verify
- **Summarize**  
Relate main ideas of the text
- **Connect**  
Relate text to other text, life, prior knowledge, and other subjects  
Utilize student-centered discussions  
Make inferences and draw conclusions  
Reflect on/predict what might happen next and ask self-questions that go unanswered  
Form judgment and support opinions with reasons and evidence

### Teaching Practices

The teacher will:

- Respond to individual student reflections
- Ask questions to check for comprehension
- Model strategies to enhance understanding through text analysis of fiction/nonfiction
- Facilitate student-centered discussions
- Give book talks on similar texts to encourage further reading

### Evaluation/Assessment Options

- Objective/essay tests - individual or group
- Reading/response journal entries
- Book talks
- Teacher observation
- Graphic organizers
- Dramatic presentations
- PSSA Reading Response Rubric
- Teacher-made rubric
- Student-centered discussion Response sheet

# **SPEAKING/LISTENING**

## **Grades 6-12 (Discussion)**

### **Statement of Expectations**

The student will:

- Demonstrate listening skills and appropriate audience behavior
- Take notes when needed
- Build ideas on what others say
- Be credible by backing up statements
- Form and share opinions/questions about the topic being discussed
- Draw logical conclusions from the information presented

### **Teaching Practices**

The teacher will:

- Facilitate student-centered discussions
- Model effective and appropriate listening and speaking skills

### **Evaluation/Assessment Options**

- Observation
- Student self-assessment
- Student-centered discussion response sheet
- Teacher-made rubric

# **Speaking/Listening Grades 6-12 (Formal)**

## **Statement of Expectations**

The student will:

- Prepare and present at least four individual or group presentations a year
  - Two in Language Arts/English
  - Two in other areas
- Select, develop, and use a variety of visual aids to clarify and illustrate topics and ideas

## **Teaching Practices**

The teacher will:

- Model formal speaking
- Present evaluation rubrics for students to use as a guide
- Deliver mini-lessons on effective formal speaking practices
- Allow time for students to practice formal oral presentations
- Work with the librarian to develop appropriate visual aids

## **Evaluation/Assessment Options**

- Rubrics
- Teacher observation
- Video/audio tape

# **Speaking/Listening**

## **Grades 6-12**

### **(Informal)**

#### **Statement of Expectations**

The student will:

- Speak informally in a variety of settings to share, discuss, and inform
- Develop and demonstrate characteristics of good speaking and listening skills
- Select, develop, and use a variety of visual aids to clarify and illustrate topics and ideas

#### **Teaching Practices**

The teacher will:

- Model appropriate and effective listening and speaking skills
- Provide students with opportunities to speak informally
- Foster a supportive atmosphere
- Work with the librarian to develop appropriate visual aids

#### **Evaluation/Assessment Options**

- Teacher observation
- Anecdotal records
- Rubrics
- Student assessments
- Student reflections
- Teacher-student interview/conference

# WRITING

## Writing Process Grades 6-12

### Statement of Expectations

The student will:

- Explore and refine the writing process
- Internalize and personalize the writing process
- Participate in writing process daily

### Teaching Practices

The teacher will:

- Refine strategies used by writers in the writing process via daily writing
- Post visuals of the writing strategies

### Evaluation/Assessment Options

- Teacher observation
- Anecdotal records
- Student writing
- Teacher-student interview/conference
- Rubrics
- Sharing/discussion

## **Writing 6-12 (Writing Workshop)**

### **Statement of Expectations**

The student will:

- Utilize the writing process daily
- Follow writing workshop guidelines
- Write on self-selected and teacher-directed topics
- Write with well-developed content for a variety of purposes and audiences (including self)
- Work at various steps of the writing process
- Use appropriate terminology to talk about writing
- Conference with teacher and peers to improve quality of writing

### **Teaching Practices**

The teacher will:

- Establish the climate for a writing workshop
- Model various types of writing
- Conference with small groups and individuals
- Conduct mini-lessons to reinforce the writing process, content, grammar, and conventions
- Lead students in scribing
- Allow students to work on a variety of topics

### **Evaluation/Assessment Options**

- Student's writing samples
- Teacher observation
- Conferencing
- Anecdotal records
- Rubrics

## **Writing Grades 6-12 (Content)**

### **Statement of Expectations**

The student will:

- Cultivate a voice and/or style appropriate for the type of writing
- Use precise language (word choice/sentence type and length)
- Write with organization
- Maintain focus
- Write with well-developed content that reflects understanding of the topic
- Conference with teacher and peers to improve content of writing

### **Teaching Practices**

The teacher will:

- Conduct mini-lessons
- Model and assign various types of fiction and non-fiction writing
- Conference with individuals and small groups

### **Evaluation/Assessment Options**

- Student's writing samples
- Conferencing
- Rubrics

## **Writing Grades 6-12 (Grammar/Conventions)**

### **Statement of Expectations**

The student will:

- Write with attention to grammar, usage, punctuation, capitalization, and spelling
- Conference with teacher and peers to improve grammar and conventions

### **Teaching Practices**

The teacher will:

- Conduct mini-lessons to reinforce conventions of grammar, usage, punctuation, capitalization, and spelling
- Conference with individuals and small groups

### **Evaluation/Assessment Options**

- Student's writing samples
- Conferencing

# RESEARCH

## Grades 6-12

### Statement of Expectations

The student will:

- Utilize a variety of resources to conduct research
- Follow the guidelines established in the “Big Six” to complete research (task definition, info seeking strategies, location/access, use of information, synthesis, evaluation)

### Teaching Practices

The teacher/librarian will:

- Review elements of “Big Six” research strategy and provide students with an outline of the guidelines for the research project
- Provide opportunities for students to research various topics using a variety of credible/print and electronic resources
- Guide and model how to skim information and take notes
- Establish criteria for citing sources
- Guide and model how to evaluate Internet resources
- Provide instruction in search strategies for use on the Internet and online databases

### Evaluation/Assessment Options

- Research rubrics
- Teacher observation