



LITERACY LEARNING OPPORTUNITIES

Grades 6-9

Reading

- Read voluntarily for a variety of purposes.
- Adjust the reading rate according to the purpose for reading.
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and e-mail conventions) that are appropriate to social communication.
- Use specialized reference sources, such as glossaries and directories.
- Read works with common theme and compare the treatment of that theme by different authors.
- Read silently and aloud from a variety of genres, authors, and themes.
- Read, view, and interpret texts from a variety of genres.
- Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading.
- Compare a film, video, or stage version of a literary work with the written version.
- Develop personal reading goals and maintain personal reading list to reflect reading goals and accomplishments.
- Engage in independent, silent reading for extended periods of time.
- Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, and summarize information).
- Locate and use school and public library resources to acquire information.
- Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large.
- Participate cooperatively and collaboratively in group discussions of texts.
- Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods.
- Read to collect and interpret data, facts, and ideas from multiple sources.
- Respond to and comprehend various genres for student-selected and teacher-selected purposes.
- Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups.
- Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text.

Vocabulary

- Acquire new vocabulary by reading a variety of texts.
- Extend knowledge of word meaning through direct and indirect means.
- Use dictionaries, thesauruses, and style manuals.

Writing

- Compose mechanically grade-appropriate texts for a variety of student-selected and teacher-selected purposes.



LITERACY LEARNING OPPORTUNITIES

Grades 6-9

- Maintain a writing portfolio that includes writing for critical analysis and evaluation.
- Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s).
- Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts.
- Engage in writing voluntarily for a variety of purposes, topics, and audiences.
- Maintain a writing portfolio that includes:
 - literary, , imaginative, interpretive, and responsive, informational writing
 - writing for critical analysis and evaluation
 - writing for social communication
- Publish writing in a variety of presentation or display media.
- Respond to literature, connecting the response to personal experience.
- Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling.
- Use a variety of pre-writing strategies to plan and organize writing.
- Review writing with teachers and peers.
- Use computer software (e.g., word processing, import graphics) to support the writing process.
- Use strategies, such as note-taking, semantic webbing or mapping, and outlining, to plan and organize writing.
- Use teacher conferences and peer review to revise written work.
- Use dictionaries, thesauruses, and style manuals.
- Use the writing process (e.g., pre-writing, drafting, revising, proofreading, and editing).
- Work collaboratively with peers to plan, draft, revise, and edit written work.
- Write for a range of audiences, adjusting writing style and tone accordingly.
- Write for a variety of purposes, selecting a form of writing appropriate to the function of written communication.
- Write for an authentic purpose, including publication.
- Write personal reactions about experiences, events, and observations, using a form of social communication.
- Write, using a variety of media such as print and electronic to communicate ideas and information.

Listening

- Listen for different purposes (student-determined and teacher-determined) and to different speakers.
- Listen in planning or brainstorming sessions with peers.
- Listen attentively, for an extended period of time, to a variety of texts read aloud.
- Listen attentively, for different purposes, both student-determined and teacher-determined.
- Listen to oral presentation, class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text.
- Participate as a listener in social conversation with one or more people who are friends or acquaintances.



LITERACY LEARNING OPPORTUNITIES

Grades 6-9

- Appreciate the speaker's uniqueness.
- Ask questions to clarify information.

Speaking

- Participate in group discussions on a range of topics and for a variety of purposes.
- Speak to share responses to a variety of texts and performances.
- Speaking informally with familiar and unfamiliar people, individually and in group settings.
- Speak in response to listening to a variety of texts.
- Speak in response to listening to and viewing a variety of performances.
- Prepare and give presentations on informational topics.
- Contribute to group discussions by offering comments to clarify ideas and information.
- Present information to address audience needs.
- Use a variety of speaking techniques (e.g., adjusting tone, volume, and tempo; enunciating; and making eye contact) to make effective presentations.
- Participate actively and productively in group discussions.
- Engage in a variety of collaborative conversations to make applications of the ideas in the text to other situations extending the ideas to broaden the perspective.
- Use visuals and technology to enhance presentations.
- Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other.
- Share book reviews.
- Present reports of five to seven minutes for teachers and peers on topics related to any school subject.

Social Studies/Science/Math

- Analyze and interpret primary source documents and artifacts.
- Participate in activities that focus on a classroom, school, or community issues or problems.
- Evaluate the consequences for each alternative solution or course of action.
- Propose an action plan on how to solve a problem.
- Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.
- Acquiring and organizing information.
- Consider the sources of historic documents, narratives or artifacts to evaluate their reliability.
- Compare and contrast different interpretations of key events and issues in history and explain reasons for these different accounts.
- Develop mental models to explain events and relationships.