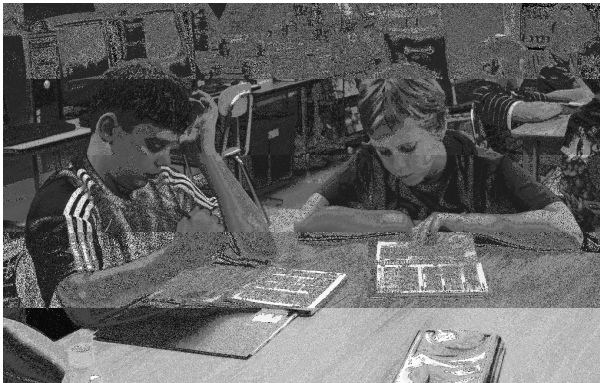


# Literacy instruction happens throughout the TRMS academic day.

Literacy instruction is provided by the classroom teacher to all students **through all the core content areas:** Math, Science, Social Studies, Language Arts, World Language, and Unified Arts.

TRMS scheduling allows additional time for literacy practice and enrichment on a daily basis **during the Literacy Block in Grades 6 & 7.** This non-graded instructional period includes targeted instruction based on students' needs and interests. The grouping is flexible, adaptable and purposeful.



## The TRMS Literacy Program

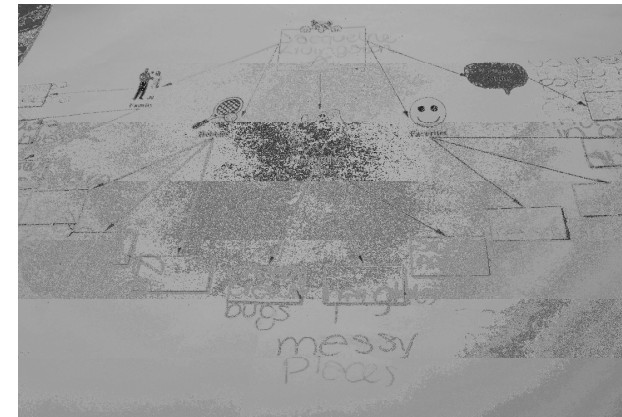
The program and classroom instruction will address the critical elements in literacy instruction: **vocabulary development and comprehension.**

The key skills related to comprehension are:

**Main idea skills:** The ability to identify and state in one's own words the main idea of a group of words, a paragraph, a multi-paragraph selection, or a lengthy reading selection such as a chapter of a textbook.

**Note taking skills:** The ability to identify and distinguish main ideas and relevant details, and to save that information in an organized, written format.

**Summarizing skills:** The ability to express in one's own words (in complete sentences) an organized summary of the main ideas from reading or listening.



### Instructional considerations include:

- ♦ A literate environment in which students have access to a variety of high quality reading and writing opportunities (and materials)
- ♦ Opportunities for collaborative learning - students engage in literacy in a variety of contexts (individual, pair, small group, whole group)
- ♦ Flexible grouping
- ♦ Differentiation
- ♦ High student interest (choice)
- ♦ Assessment and reflection: student *and* teacher

## TRMS Literacy Goals

- ◆ To develop academic literacy through reading and writing across the subject areas.
- ◆ To ensure that students learn to read, write, listen, comprehend, compose, appreciate, analyze, perform, and enjoy reading and writing.
- ◆ To ensure that the content areas support one another through the integration of literacy standards.
- ◆ To help students *read to learn* across the curriculum through explicit instruction of literacy strategies in all subject areas.
- ◆ To accelerate the progress of students who are struggling with reading and writing.
- ◆ To show students' yearly improvement on the *New England Common Assessment Program* (NECAP).

## TRMS Mission Statement

The Timberlane Regional Middle School is committed to sustaining a collaborative learning environment so that our students may become successful, independent learners.

It is our mission to:

- ◆ Provide a safe, respectful, and nurturing environment that encourages enthusiasm for learning.
- ◆ Foster responsible citizenship and provide opportunities for students to acquire and demonstrate leadership and service.
- ◆ Provide a challenging, integrated, standards-based curriculum.
- ◆ Meet the individual needs of students by identifying differences and using assessment to differentiate instruction and learning.

Adopted by the TRMS Faculty on May 7, 2007

***If you have any questions. Please contact the Timberlane Middle School Curriculum Office at 382-7131:***

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Humanities

## Literacy at TRMS

Reading, Writing & Communication Skills



**Today's students need sophisticated literacy skills in order to negotiate a rapidly changing world.**

**All readers and writers deserve:**

- ◆ More time and more intensive targeted instruction by highly qualified and effective teachers.
- ◆ Early and proactive intervention which is essential for each student's success.
- ◆ Instruction designed to accelerate progress and help them to reach 21<sup>st</sup> century standards.

*NH PreK-16 Literacy Action Plan for the 21<sup>st</sup> Century, NH Department of Education*



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