

## K-12 UNIVERSAL/LIFE-LONG LEARNING SKILLS

### MIDDLE SCHOOL APPLICATION OF UNIVERSAL/LIFE-LONG LEARNING SKILLS

Revised 8/2008

**The skills detailed below are to be integrated in all instructional experiences - wherever and whenever possible.**

- **READ, WRITE AND LISTEN FOR MANY PURPOSES**
  - Develop lifelong reading habits
  - Utilize research steps to obtain, organize, document, and present new learning
  - Evaluate, justify, and explain concepts, ideas and processes through the eyes of readers, mathematicians, historians, scientists, researchers, and/or writers
- **DEVELOP AND APPLY THINKING STRATEGIES**
  - Ask questions for clarification and understanding**
    - Define the task
    - Seek information to clarify the task
    - Understand how the process of questioning is used in other areas of their lives, academic and personal
    - Articulate how asking questions deepens understanding
  - Activate relevant, prior knowledge**
    - Brainstorm to determine the range of possible sources
    - Make and revise reasonable predictions
    - Make connections to create new meaning
    - Articulate ways in which using prior knowledge deepens understanding
  - Determine the most important ideas from information sources**
    - Select the best sources of information
    - Retrieve relevant information from sources
    - Articulate how decisions were made and how those decisions enhanced understanding
  - Create sensory images from information sources**
    - Use *sensory images to extract* and present information
    - Adapt sensory images to incorporate new information and new interpretations
    - Articulate how creating images deepens understanding and makes the learning memorable
  - Analyze data and recognize patterns**
    - Organizes information from multiple sources
    - Develop the skill of self-selecting organizational and response tools such as graphic organizers to gather information and build an argument
    - Understands and applies basic principles of hypothesis testing and inquiry
    - Applies decision-making techniques
  - Draw inferences from information sources**
    - Actively searches for and is aware of implicit meaning
    - Create personal meaning by combining what is read with relevant, prior knowledge**
      - Make inferences and test the validity of those inferences based on information from text, text structure, topic, and/or ideas presented by others
    - Draw conclusions and support opinions using evidence from text**
  - Synthesize information**
    - Articulate how new meaning is made
    - Revise thinking as new information is assimilated
    - Make new meaning and presents information
    - Express, develop and substantiate ideas and experiences through written, oral and visual modalities
  - Monitor meaning and comprehension**
    - Use of multiple sources of information to check and adjust the process
  - Engage in reflection to evaluate process and product**
    - Judges validity of outcomes

- **DEVELOP AND APPLY SKILLS IN TECHNOLOGY TO THE LEARNING PROCESS**

  - Operate and use computers and other technologies as tools for productivity, problem-solving and learning across the content areas
  - Demonstrate the responsible, legal and ethical use of information resources, computers and other technologies
  - Define information needs and identify effective courses of action to conduct research and solve problems
  - Understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print and / or digital resources to solve problems and conduct research
  - Use appropriate technologies to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others
  - Evaluate the effectiveness and efficiency of their own choices and uses of information/technology for problem-solving and communication
  
- **COMMUNICATE WITH PRECISION AND CLARITY**

  - Demonstrate grade appropriate use of Standard English and delivery strategies to become a more effective speaker in formal or informal speeches and oral interpretation**
  - Use knowledge of topic, purpose, occasion, audience, time, place, and other conditions to prepare effectively for discussion and delivery
  - Organize key concepts using an outline, note-cards, audio-visuals, or electronic media
  - Employ appropriate diction, mechanics and usage according to audience and purpose
  - Use and define grade level and subject specific vocabulary in context
  - Express content clearly and accurately using active voice and gestures
  - Construct ideas logically using specific vocabulary to establish and sustain topic, tone and voice in formal and informal situations
  - Perform in a manner that guides the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation**
  - Use a variety of verbal elements to enhance communication with an audience
  - Maintain a variety of nonverbal communication skills to convey meaning
  - Deliver subject-specific vocabulary accurately and confidently
  - Use a variety of visual or auditory strategies to clarify ideas, emphasize key points of information, or provide additional information and citations
  - Anticipate difficult concepts in advance and paraphrase using simpler language and visuals to explain fully and aid comprehension
  - Respond critically to oral communication, films, videos, presentations, graphics, and written work**
  - Develop appropriate listening and viewing strategies
  - Listen in order to understand topic purpose and perspective
  - Use strategies to enhance listening comprehension—note taking, organizing, summarizing, and paraphrasing spoken ideas and details
  - Understand implicit statements of attitude and opinion [e.g., implicit point of view conveyed by tone of voice and expression in a television interview]
  - Use different oral, visual, and auditory techniques and technology to convey messages
  - Analyze the reliability and validity of acquired information
  - Use information gained during discussion and synthesize into ideas, thoughts, or perceptions
  - Respond critically to similarities and differences between real life and life portrayed in other media
  - Justify purpose, planning, and delivery based on established criteria for presentation
  - Determine effectiveness of presentation or demonstration according to established criteria
  - Evaluate strategies used by speakers in oral presentations [e.g., persuasive techniques, effect of diction, use of slanted or biased material]
  - Evaluate the effect of medias use of the component parts of a presentation that influence a viewers perception [e.g., bias, misleading information, prejudice, propaganda]
  - Evaluate the effects of stereotyping in communication