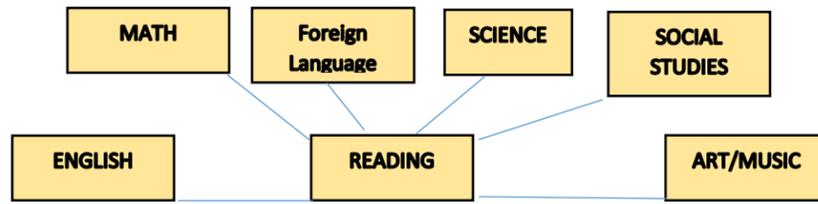
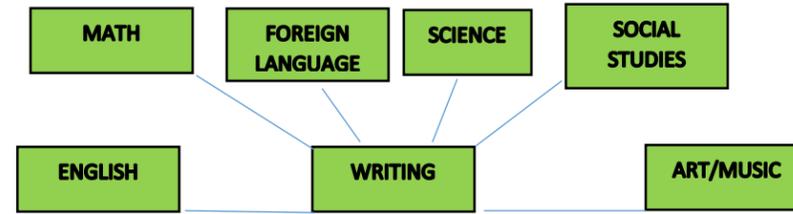


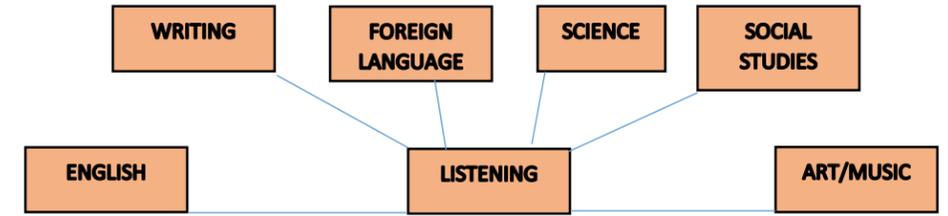
# Our Mission: LITERACY



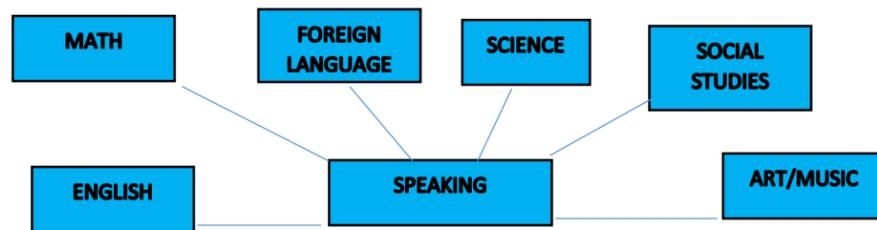
- For content (both literal and inferential)
- To apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- To research a topic
- To gather information
- To comprehend an argument
- To determine the main idea of a passage
- To expand one's experiences



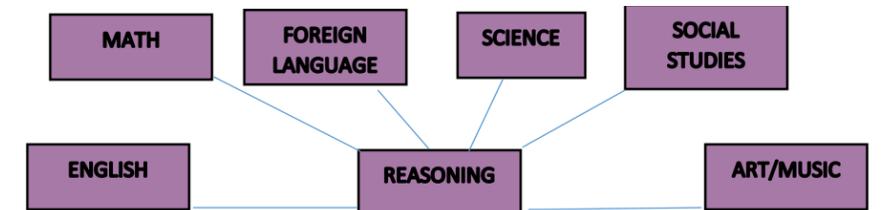
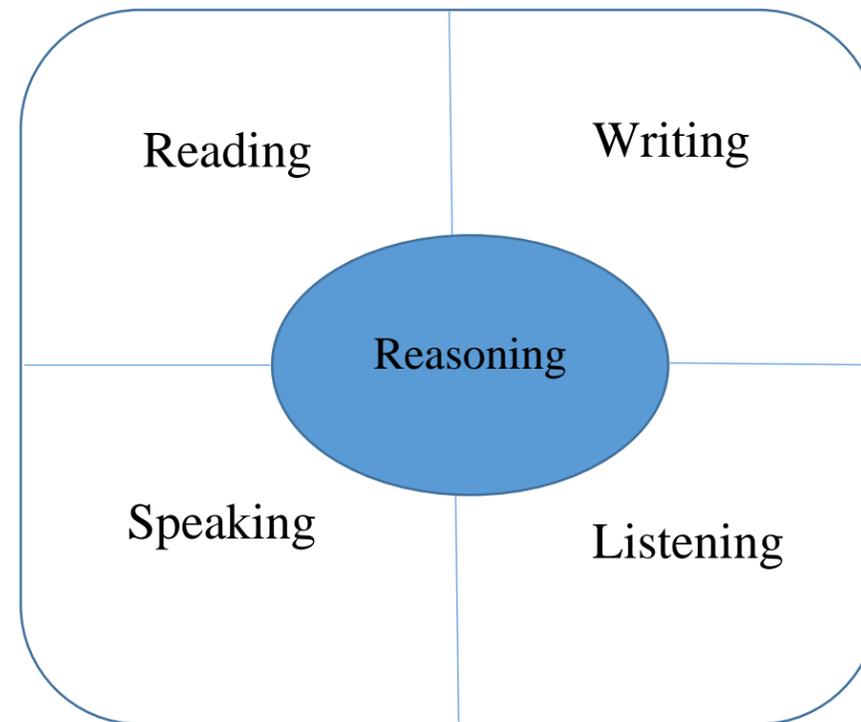
- To take notes
- To explain one's thinking
- To argue a thesis and support one's thinking
- To compare and contrast
- To write an open response
- To describe an experiment, report one's findings, and report one's conclusion
- To generate a response to what one has read, viewed, or heard
- To convey one's thinking in complete sentences
- To develop an expository essay with a formal structure



- To listen attentively to the speaker
- To listen actively, utilizing the five components:
  - Testing understanding (Can I just clarify? You're saying that...)
  - Questioning (Could you tell me some more about...?)
  - Building on understanding (What you said about... is really interesting. I think we should discuss this more.)
  - Feedback to the speaker (non-judgmental, clear, honest, immediate, brief)
  - Summarizing the discussion (So let's recap on what has been said and agreed.)
- To critique how listening and questioning benefit learning
- To strengthen one's listening skills and relate to one's learning styles
- To listen, research, and write a well-developed essay identifying *Mission Literacy*, its components, and benefits by including supporting details summarize from listening attentively



- To convey one's thinking in complete sentences
- To interpret a passage orally
- To debate an issue
- To participate in class discussion or a public forum
- To make an oral presentation to one's class, one's peers, one's community
- To present one's portfolio
- To respond to what one has read, viewed, or heard
- To communicate in a manner that allows one to be both heard and understood



- To create, interpret and explain a table, chart or graph
- To compute, interpret and explain numbers
- To read, break, and solve a word problem
- To interpret and present statistics that support an argument or hypothesis
- To identify a pattern, explain a pattern, and/or make a prediction based on a pattern
- To detect the fallacy in an argument or solution
- To use analogies and/or evidence to support one's thinking
- To explain and/or interpret relationships of space and time