

## **SECOND QUARTER**

### **PRIORITIES**

### **PLANS**

### **PROGRESS**

This toolkit includes charts to identify student learning priorities based on Benchmark/Scantron testing and local assessments.

Use the chart to set priorities and identify ways to respond to them.

Each section includes resources to identify priorities and respond to them.

<b>Preview the Quarter</b>	<b>p. 2</b>
<b>Assess and Teach Diversely</b>	<b>p. 4</b>
<b>Reading Priorities</b>	<b>p. 5</b>
<b>Writing Priorities</b>	<b>p. 10</b>
<b>Math Priorities</b>	<b>p. 11</b>
<b>Science Priorities</b>	<b>p. 12</b>

**TRACK E    Second Quarter**

<b>Week of</b>	<b>Priorities</b>
November 9 <i>Wed. Nov. 11, Veterans Day</i>	
November 16 <i>Report Card Pickup, Nov. 18</i>	
November 23 <i>Thanksgiving</i>	
November 30 <i>Fri. Dec. 4: Staff Dev Day</i>	
December 7	Progress Reports, December 11

***Inter-session***

***December 14 through January 1***

January 4	
January 11	<b>Benchmark Tests 7<sup>th</sup> and 8<sup>th</sup> Grade District Writing Prompt (Persuasive)</b>
January 18 <i>M.L. King's Birthday</i>	
January 25 <i>Fri. Jan. 29: Prof Dev Day</i>	

**Third Quarter -- 8 weeks**

<b>Week of</b>	<b>Priorities</b>
February 1 <i>Report Card Distribution, Feb. 3</i>	
February 8 <i>Thurs. Feb. 11: Staff Dev Day Fri. Feb. 12, Lincoln's Birthday</i>	
February 15  <i>Presidents Day</i>	
February 22	Progress Reports, February 26
March 1 <i>Pulaski Day holiday</i>	<b>ISAT</b>
March 8	<b>ISAT</b>
March 15	
March 22 <i>Fri. Mar. 26: Prof Dev Day</i>	8 <sup>th</sup> Grade District Wide Writing Assessment (DWWA)

***Inter-session***

***March 29 through April 9***

## Assess and Teach Diversely

The following activities all involve individual student response to questions or tasks that a teacher can then use to identify—and respond to—student needs if the student does the activity independently.

Teach Explicitly	Assess Diversely	Assessment if done <i>independently</i>
<p><b>Word Knowledge</b> T: Display words and pictures by patterns and topic</p>	<input type="checkbox"/> Draw pictures to show what words mean. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example.	
<p><b>Comprehension and Fluency</b> <i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell</p> <p><i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more.</p>	<input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Make sequence chart/cartoon of events. <input type="checkbox"/> Answer multiple choice question; <b>explain your choice.</b> <input type="checkbox"/> Write or match sentences that describe or explain __. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> List important facts and words, then summarize <input type="checkbox"/> Use diagram to show the main idea and examples <input type="checkbox"/> Dramatize the story or history <input type="checkbox"/> Write the next part.	
<p><b>Strategic Reading</b> T: Think out loud—explain the strategies you use as you read</p>	<input type="checkbox"/> Think out loud. <input type="checkbox"/> List what's important <input type="checkbox"/> Ask yourself questions as you read <input type="checkbox"/> Apply the same strategy to different sections or texts. <input type="checkbox"/> Draw what you read	
<p><b>Math</b> T: Demonstrate math T: Post vocabulary and example/picture</p>	<input type="checkbox"/> Draw the problem and solution <input type="checkbox"/> Act out the problem and solution <input type="checkbox"/> Write math—examples, explanations, "Math Path". <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary. <input type="checkbox"/> Write a math guide	
<p><b>Content Knowledge</b> T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic.	
<p><b>Writing</b> T: Do a "write aloud" ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.</p>	<input type="checkbox"/> Work on one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters.	

## READING PRIORITIES

*Which ISAT Reading Skills are Second-Quarter Priorities Based on Your Data?*

Priority	Skills Needed for Fiction and Non-Fiction
	Skim
	Scan
	Re-read to locate information
	Interpret Instructions
	Compare and contrast
	Sequence
	Contrast fact and opinion
	Summarize
	Use context to infer the meaning of a word
	Infer main idea and identify supporting details
	Infer motive, cause-effect relations
	Infer prediction—identify probable outcomes, actions
	Identify the author's message or theme.
	Determine author's purpose
	Use information in illustrations to understand a passage
	Determine the purpose of features of text
	Extended Response: Relate information in the passage to other readings and experiences
	Draw conclusions and support them <b>with evidence</b>

### Skills Needed to Analyze Fiction and Poetry

	Analyze problem-solution
	Analyze author's design—tone, mood, structure
	Explain how author's choice of words appeals to the senses, creates imagery, suggests mood, sets tone
	Identify parts of fiction: plot, characters, setting
	Explain how literary devices—imagery, metaphor, dialogue—contribute to the meaning of a selection
	Recognize points of view in narratives (first person, second person)
	Identify and interpret figurative language
	Analyze characterization/infer character traits
	Recognize kind of text: fable, folk tale, legend, myth, fairy tale, essay

## **Make Second Quarter Reading Progress**

### **How to develop students' reading strategies and skills...**

#### **Check the teaching strategies you will emphasize.**

- model/read aloud and think aloud
- focus group with students needing specific guidance with this priority
- students write about what they read
- students use graphic organizers to analyze passages
- extended response
- ask open-ended questions modeled on ISAT (see next page) and ask students to write their answers, then think, pair, share.
- add questions focusing on this priority to SCRMA
- students select and report on trade books (see pages 8 and 9 for guides)

#### **Your Strategies:**

## USE CHALLENGING QUESTIONS TO BUILD READING ABILITIES

Items based on ISAT samples.

### 1A Apply word analysis and vocabulary skills to comprehend selections.

1. Which word best describes \_\_\_\_\_?
2. Which word in paragraph \_\_\_ helps the reader know what \_\_\_\_\_ means?
3. What phrase means the opposite of \_\_\_\_\_ as used in paragraph \_\_\_\_\_?
4. What does the word \_\_\_\_\_ mean in paragraph \_\_\_\_\_?

### 1B Apply reading strategies to improve understanding and fluency

1. What is paragraph x mainly about?
2. Which sentence from the selection best shows \_\_\_\_\_?
3. How can you best remember what this article is about?
4. How could a reader best determine \_\_\_\_\_?
5. According to the article and the map, in which place \_\_\_\_\_?

### 1C Comprehend a broad range of reading materials

1. Which question is best answered by information in paragraph x?
2. What is the most likely reason \_\_\_\_\_?
3. What happened because \_\_\_\_\_?
4. According to the chart, which statement is true?
5. What is the best summary of the selection?
6. Which of these best describes the problem in the passage?
7. How do \_\_\_\_\_'s feelings change from the beginning to the end?
8. Which words best describe \_\_\_\_\_'s character?
9. Based on the events in the pages, which of these is most likely true?

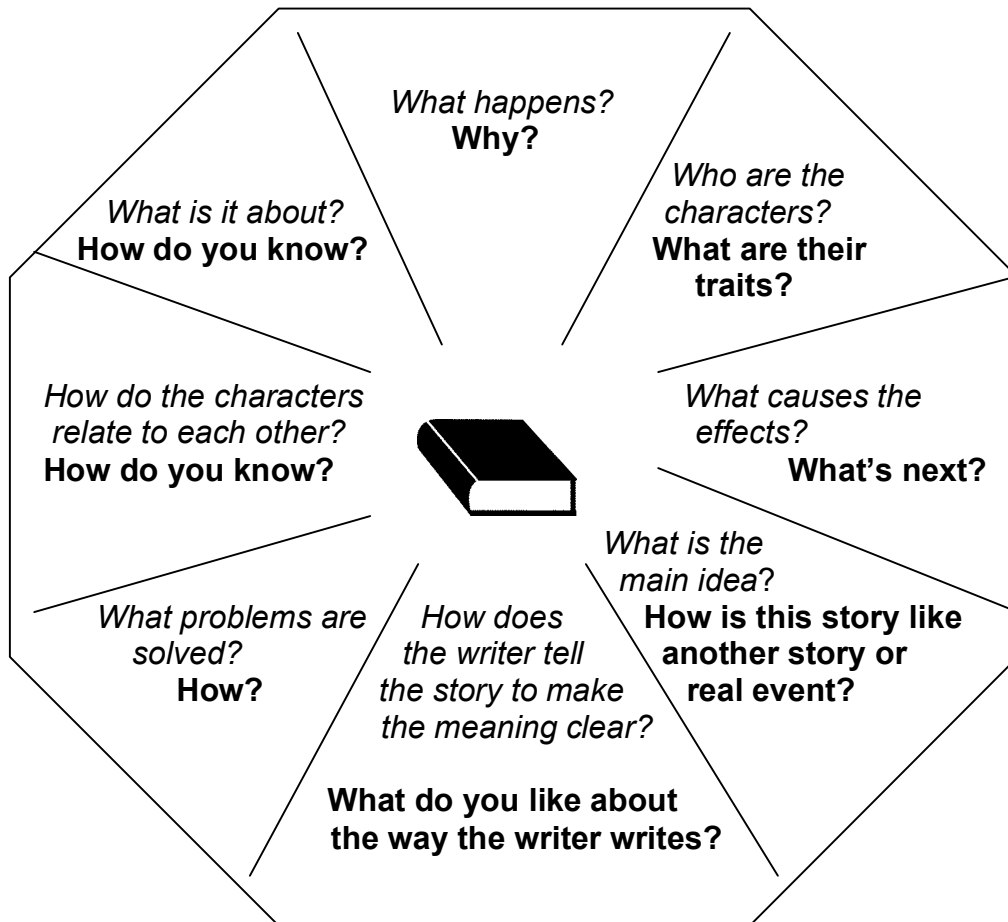
### 2A Understand how literary elements and techniques are used to convey meaning

1. How does the author organize paragraphs x through x?
2. How is this selection best described?
3. What is the most likely reason the author wrote this selection?
4. Which would be the best to read to learn how to \_\_\_\_\_?
5. In which book would this selection most likely be found?
6. What is the tone of paragraph x?
7. The article \_\_\_\_\_ would be of most use to \_\_\_\_\_.
8. Which of the following books would most likely contain information about \_\_\_\_\_?
9. Why is paragraph \_\_\_\_\_ important in this selection?
10. Which sentence best describes the author's opinion of \_\_\_\_\_?
11. How does the author organize the information in this article?
12. In paragraphs \_\_\_ to \_\_, what is the author's tone?
13. What strategy does the author use at the beginning of this selection to create interest and to encourage readers to continue reading?

### 2B Read and interpret a variety of literary works.

1. This selection is an example of which kind of literature?
2. Why did the author write this selection?
3. Which type of literature is \_\_\_\_\_?
4. What is the mood in most of the story?
5. What type of story is \_\_\_\_\_?
6. With which statement would the author most likely agree?
7. At which museum would the \_\_\_\_\_ most likely be exhibited?

# INDEPENDENT FICTION READING GUIDE



➤ Based on what you read and what you knew, what do you think about this story?

How is it like another story you know?

How is it like an event?

*Use information from the story and your own experience to explain your answer.*



## WRITING PRIORITIES

**Which Essential Writing Skills are Second-Quarter Priorities Based on Your Data?**  
 7<sup>th</sup> and 8<sup>th</sup> grade students will take a persuasive writing test during the week of January 11<sup>th</sup>.

narrative     expository     persuasive

Kind of Text	Element of Writing
<input type="checkbox"/> paragraph	<input type="checkbox"/> focus
<input type="checkbox"/> essay	<input type="checkbox"/> support
<input type="checkbox"/> poem	<input type="checkbox"/> organization
<input type="checkbox"/> letter	<input type="checkbox"/> spelling, grammar,
<input type="checkbox"/> story	<input type="checkbox"/> punctuation
<input type="checkbox"/> history	<input type="checkbox"/> integration
<input type="checkbox"/> biography	
<input type="checkbox"/> report	<input type="checkbox"/> introduction
<input type="checkbox"/> extended response	<input type="checkbox"/> transitions
	<input type="checkbox"/> conclusion

### Teaching Strategies to respond to student needs:

- model “write aloud”
- focus strategy of the week
- post writing guides
- students use graphic organizers to organize writing
- students read their own writing aloud—with partner or group

### Your Teaching Strategies:





**My Science Learning Progress**

Name: \_\_\_\_\_

*Each day write what you learned that you think is most important.*

*Then on Friday summarize your learning.*

*This Week's Focus:* \_\_\_\_\_

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	<i>Write a paragraph that summarizes what you have learned.</i>